

I have not used AI in this assignment.

Portfolio

1. Agenda
2. Script
3. Group reference list

2416820 – Ria

2418126 – Hannah

2404590 – Megan

2414375 – Claire

School setting

Members in attendance

Ria Ratti- Nursery teacher + Foundation Phase co-ordinator

Megan Ronan- Year 1 teacher + Safeguarding designated officer

Hannah Headon – Year 2 teacher + Additional learning needs co-ordinator

Claire Monaghan- Family engagement officer

Agenda for team meeting 24/11/25

1. The new Curriculum-planning and preparing (Ria Ratti, FPC)
2. Reviewing safeguarding policy + procedures (Megan Ronan, DSO)
3. Updating procedures from [the additional learning needs Bill and training (Hannah Headon, ALNCo)
4. Parent partnership + wellbeing (Claire Monaghan, (Family engagement officer)
5. New staff member- Induction (FPC, DSO, ALNCo, FEO)

Good morning. Thank you all for joining our meeting. I hope you are all well and have received the email regarding the agenda for this meeting. Shall we all make a start and introduce ourselves? My name is Ria Ratti, and I am the foundation phase co-ordinator and the nursery teacher, and throughout this meeting I will be discussing the new curriculum and how we plan and prepare for the upcoming year ahead.

(other people introduce themselves)

As the foundation phase co-ordinator, my role is to explore new ideas and display these throughout the school to support children and staff (Lindon. J and Lindon. L, 2012). Throughout the new curriculum there are four main areas. I believe if the school followed more, our current children would be more satisfied and future children would be happier to attend our school. The four core purposes aim for children to become ambitious, enterprising, ethical and healthy individuals (HWB, 2020). I, as the headteacher, believe that the school provides children with learning areas that support their wellbeing and holistic development. This links to the Education Endowment Foundation, (2025), as they believe that all schools should ensure that children are happy and healthy while attending school. This idea of healthy and happy individuals links with the core purposes (HWB, 2020).

All these areas are used throughout the school however, how do you feel we can make them more visible and useful for our children?

(Megan answers)

In order to support children of all ages throughout the school, learning areas should be designed more for children, giving them richer opportunities for learning. For example, using interactive learning tools, moving furniture so it is at their level and following the children's pace. By doing this, it will support all children's needs and support them in developing their learning throughout their school years (Gov, 2021). This also links to the UNCRC, as Article 28 states all children are entitled to access an education (UNICEF, 2019).

During a foundation phase staff meeting recently, we spoke about Estyn standards and their feedback from previous inspections together. We looked at ways that we can change our learning environments for children to have more engaging and inviting areas and strengthen children's engagement to support their next steps (Estyn, 2025). As a school we all believe having phase meetings is beneficial for all members of staff, as it ensures all data is shared between staff and issues are helped to be solved to allow all staff members to be on the same page (Meeting for goals, no date).

Throughout this meeting we all decided on working and not working strategies throughout the classrooms. Using the new curriculum, we produced a new plan for children in these classrooms. This plan explains all children will be learning through play each area will support children's holistic development, and some areas may have a challenge for children to complete while they are in there. The children can support their curiosity by open-ended playing. By the children experiencing this, children's wellbeing is being focused on to support children in experiencing learning in different forms (HWB, 2023). This links to Froebelian theory, as Froebel believes

children learn more through space and learning through exploring different areas (Smedlwy. S and Hoskins. K, 2022).

As this is the future plan, in order to ensure this plan works well, the senior leadership team and I had a discussion and all agreed every teacher and teacher assistant would need training on observing, understanding what open-ended play is and how to set learning areas up to support open-ended play. According to, Garvey. D, (2017) staff training is important for all staff, as they are able to develop their knowledge more and support children's needs. According to My Brightwheel, (2023) open-ended play supports children in multiple different forms and encourages them to critically think, role-play and problem-solve.

We have highlighted a problem that is found in each classroom. While we prepare for these trainings to be organised, it would be helpful for everyone to have a plan on what could be changed throughout their learning areas. The training will take place on our next inset day, which is the 14th of December. If you could bring your plan to the training to see if everyone is on the right path. An email will be distributed to explain the schedule of the inset day later on.

As you all may or may not be aware, after half term we will have a new staff member joining us and will be replacing our year 3 teacher. Our new teacher has worked in schools previously and works well with children with additional needs. The new staff member will be completing walk-throughs next week and will be spending some time in year 3 to introduce themselves and get to know the children and will be attending our inset day. On our inset day I would appreciate it if you could run through our policies and procedures to help them settle in.

Hannah and Megan, are you able to accompany them while they are in year three and explain our strategies for some children and their needs in the class? And if you could bring those children out of class and provide 1:1 time with their new teacher to support the transition, as according to O'Connor. A ,(2017) children experiencing a transition can have their wellbeing affected and have their routine affected while in school. To support children through a transition, support staff could provide 1:1 time and use their favourite calming strategies to prepare them for what will happen.

However, it is important that everyone attending this meeting follows the Data Protection Act, as other staff members are unaware that the new staff member is completing a walkthrough, and the children are unaware there will be a new teacher in our school. The Data Protection Act 2018 supports all children's and adults' personal data to ensure their privacy is respected ([Gov.uk](https://www.gov.uk/government/publications/data-protection-act-2018), 2025).

(At the end)

As a team how do we feel we can all support the new member of staff?

Thank you all for attending this meeting. I would appreciate it if we scheduled a follow-up meeting after half term to review the effectiveness of our newly implemented strategies. Would the final week of January be ok for everyone? A date will be confirmed nearer the time thank you.

Groups reference list

Ria

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Claire

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