



Parent Forum

Friday 12th October 2018

*Thank you to those who attended... your
input is much appreciated.*



Leading today's meeting...

Mr Fykin HEADTEACHER

These minutes are a brief account of the discussions that took place at the meeting. The thumbs up comments were either shared in the meeting or sent to the school via the contact form.

If you would like further information feel free to ask a member of staff or turn up to the meetings to get the fuller picture.



Thumbs Up!



When is Mrs Aristidou
back? She is amazing!



Lets discuss... (1)



Why does the school move staff members down to younger year groups?

- It is good practice to move teachers into different year groups every couple of years. Staying in the same year group for too long means that teachers are not developing their skills and potentially risk getting a little 'stale'.
- Where possible the school will attempt to move teachers down to younger year groups. The benefit of this links directly to expectations and the understanding of 'where the children need to get to'. If, as a teacher, you know what the children need to achieve further up the school you are more likely to lift the expectations when you enter your new setting.
- On some occasions, we move children up to a higher year group. This approach is often used to help with transition. The teacher is able to help support a smoother transition to the next year group because they are fully aware of where they were at the end of the term.



Thumbs Up!

The parents evening booking system is so easy to use. I've booked my child's appointment already.





Lets discuss... (2)



MYTH – How does the school choose which teachers teach which class? Is it dependant on which classroom they are in?

- The decision as to which teacher depends on a number of factors. The classroom they were in currently has NO affect on who teaches the class in the following year. (It has been pure coincidental that the class based in the biggest Year 1 class have transferred to Mrs Dunne in Year 2).
- The decision is complex and relies on a number of factors. Ultimately, the decision is based on ensuring the children get the best teaching for them. The teachers do not choose and the year group and class they are allocated is the decision of the Head teacher and the Deputy Head teachers.
- Some of the factors could be -

Needs of the class – Some teachers are better at teaching children with different needs. We try to match the class to the teacher who suits them best. Either personality or expertise.

Previous history – Where possible if children have had a disrupted or difficult year, we try to counteract this by selecting a more experienced teacher.



Thumbs Up!



My daughter joined from another local school in September and I wished we moved sooner. It was the best decision I have made.



Lets discuss... (3)



Year 2 Reading Logs – Not enough space to record the reading

- The decision to adjust the reading logs in Year 2 was partly to make them consistent with the approach used in Year 3 which was well received last year.
- The design still encourages parents to read at home with their child, but includes statements for parents to select the most appropriate comment to share regarding their child's reading.
- The aim was to encourage those parents who want to listen to their child read without the pressure of having to write large amounts of comments about the reading. The statements were designed to keep parents focused and to be able to give the staff at school some more focused feedback. Whilst it's lovely to hear that 'Brian read well' that doesn't give staff a great deal of feedback. The emojis are again designed to reduce the amount of writing needed but to allow feedback to be given to the staff. We want you to spend more time focusing on reading with your child and less time on writing about it.
- Including all the above information has reduced the amount of space in the diaries.
- Parents are encouraged to feedback to Mrs Dunne at Parents Evening and make suggestions as to what needs to be adjusted from a parent's perspective. When we designed the reading logs, we looked at it through a teacher's eyes, it will be useful to see it through parents' eyes, after all it's the parents that are using them.



Thumbs Up!



Mrs Rose in the school office was so helpful from start to finish with my child's admission to the school. She was great!



Lets discuss... (4)



Nursery – 5 mornings or 5 afternoons option is difficult for working parents or those who work part time

- The school have recently visited another provision who offer 2.5 days instead of the 5 mornings. This has proven attractive to a lot of parents who struggle with child care or those who are working parents. Some parents, who have other children within the school, currently find themselves walking to and from school multiple times per day to pick up and drop off children at different times.
- The school will explore this option further. The HT commented that the 2.5days feels more sensible and more useful but would need to consult with parents, governors and staff to see what their opinions are.



Thumbs Up!

The Harvest Festival show for Year 1 was great. We were impressed with how many words they were able to remember.





Lets discuss... (5)



Reception Communication – Blogs not updated enough, parents wanting more information about what the children are learning

- We currently have blogs and tapestry in Reception classes
- Blogs are updated once per week. This has been set because ultimately we want the teaching the children rather than writing about it. The number of adults looking at the blogs is extremely low. So much so, some blogs currently have not even been clicked on by parents since September. Whilst we want to keep these up-to-date, if so few people are looking at them we may need to come up with a more effective way of sharing what we are learning with the parents.
- We recognise the importance of sharing with parents what the children are doing at school. Tapestry information will start to build over the coming weeks now the baseline assessments are completed.
- We also recognise that parents are unlikely to be told by the children what they have been learning and so parents need some way of finding out what their child has been learning at school.
- Parents encouraged to share concerns with class teachers at Parents Evening.
- HT to speak with EYFS lead to investigate the best way to keep parents informed about the learning taking place in the Reception classes.



Thumbs Up!



My child prefers the new pick and mix. He also said the dinner hall looks amazing.



Lets discuss... (6)



Slow progress in maths – Maths concepts not ‘sticking’

- For the school, maths is our area for development. We have made adjustments to our maths curriculum to ensure topics are regularly revisited. The previous curriculum taught concepts in blocks in order to take learning to a deep level, however, these topics weren't revisited often enough. Our adjustment enables both to happen; blocks of maths that allow depth or learning AND regular opportunities to revisit all areas of maths each week.
- The school has introduced the 'Assertive Mentoring' approach for maths and afternoon maths meetings that enable quick maths practise.