

Parent Forum Autumn 2017 Minutes

1. Our School vision - does this fit with how you see our vision and what you feel is important?

'Walking together and learning together through life's adventure.'

In our forward thinking Christian school we value and nurture all members of our school community and encourage everyone to reach their full potential. We offer a dynamic, challenging, and inspirational curriculum based on Christian values which stimulates curiosity, adventure and risk taking within a safe and secure environment; where children can achieve success today in order to prepare for tomorrow

We aim for our children to leave our school as:

- Independent learners who are proud of their achievements and themselves
- Life-long learners ready to try new things and be able to reach their full potential
- Young people with a good understanding of Christian values that they can convey to others throughout their lives
- Good role models who care for others within our community without judging others
- Respectful, polite and honest community members
- Resilient learners who can make good choice about their learning
- Young people with dreams and goals they strive to achieve
- Confident, happy people who believe they can and will succeed in all they do
- Team players who can work together to achieve more

Discussion:

Generally parents felt this reflected the school. It was thought we should make sure this reads that reflection is explicitly clear within this and that the children take responsibility for their learning - linking to our learning muscles. The words 'full potential' are used twice, think about this.

Transition was discussed linked to this: It was felt that it would be good to get feedback form parents of children who have left about 6 months into Year 7 to see

how well they think their child was prepared for Secondary school and anything we missed or did particularly well.

Action:

- The staff will go back to the vision and make sure learning muscles are clearly reflected.
- The school will do a questionnaire for the children who left us in July 2017 in January 2018.

2. As a school we believe that education is a triangle shared between the school, the parents and the child. How can we get you, as parents, more involved with your child's learning?

Discussion:

Planners:

- Parents felt these are good and very important to parents
- These could be a very useful way of developing dialogue with staff
- Make sure all are clear how to use them e.g. notes to the teachers, achievements, any reading, concerns, homework etc.
- Make sure they are notes by the children/teachers to note down any homework and when it must be in
- In the future we could add 'wow' pages for parents to share amazing things the child does/achieves at home.

Curriculum Newsletter:

- These are useful
- Some parents felt they only really wanted to know about topic work, others wanted to know about key maths and English learning.
- They find it is very helpful to know what is being learnt in class so that they can try to use this in things done at home.
- It would be helpful to have the learning log extended tasks on here as a 'heads up'

- If topics change at half term a second letter would be useful
- It might be good to have a few ideas of how parents can support learning at home on this too.

Maths:

- Parents feel that don't know how maths is taught and so can't support their children with this.
- Parents felt it would be helpful to have workshops to share how maths is taught in particular year groups. Most felt these workshops should be held for parents with the children not there.
- Could Mathematics homework be put in the planner so parents know it has been given?

Homework:

- It was felt that for the older children there should be a consequence for not doing the homework, similar to Secondary school. Some parents felt that otherwise the children feel they can get away with not doing it.
- Parents and children do understand that there is an acceptable amount of time to spend on homework and that if it is not finished in the time but they have worked hard on it, then that is OK.

Other ideas:

- Teachers to do a model lesson for parents to show them what to focus on or what not to focus on for that specific child. 1 to 1 session. This has been used previously for one and was very helpful.
- Clarification on the reading scales

ACTIONS:

- **Teachers to encourage KS2 children to write all homework in planners**
- **Children, parents and teachers to make sure all books read are written in the planner, even if not schools books, not reading scheme or not AR**



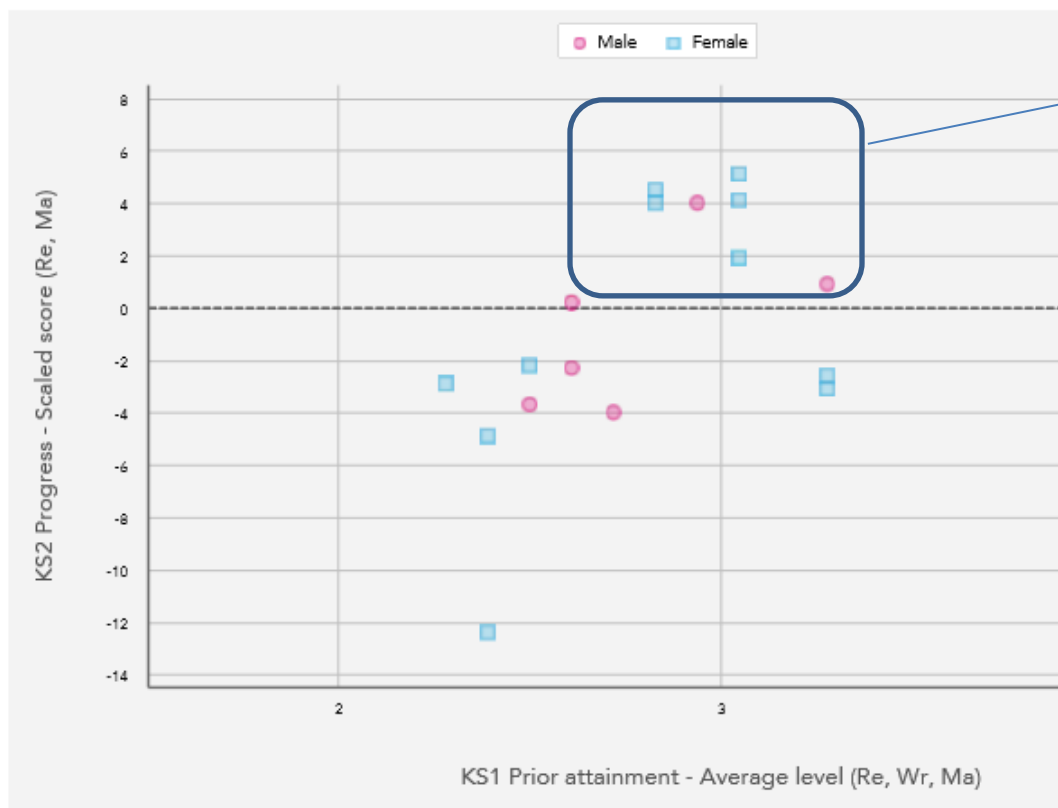
- **Guided Reading** to be put in children's planners and teachers to check these weekly.
- **Maths workshops** to be planned for the Spring term for each class.
- **Y5/6 children** to have a consequence for not doing homework e.g. missing some playtime.

3. *The importance of reading - how can we encourage both children and parents to support this essential activity?*

The graph below shows the impact of home reading on a child's progress in primary school. This has been very similar for the past two years. As a school we passionately believe that reading and sharing books with parents has the greatest impact of any home input on supporting learning and progress.

Scatterplot

KS2 Pupil scatterplot 2017 17 pupils highlighted by Gender



The children in this box all read regularly to parents and discussed their reading throughout primary school. They made the greatest progress. The rest did not regularly read to an adult.

What can be done to support this? Discussion:

- Ensure parents know that the children can read a variety of texts e.g. comics, magazines, newspapers, fiction and non fiction. What is read does not have to be an Accelerated Reader or reading scheme book.
- Children and parents to recommend books they have enjoyed, helping parents know about new books and authors.
- Parents and staff to share recommendations
- Make the questions to use with books simpler, less of a lesson and more about exploring the book or characters. Use the basic questions - what happened? Why? Who? And then follow up with further questions to get the child talking and explaining about what they have read. Keep it fun.
- Make sure everyone understands the importance of reading to a child, even up to Y6. Have fun sharing a story as a family.
- Change the 4 reads and extra play - it has no impact - Mrs Reynolds explained that there is a new way of doing this being introduced through a classroom display and the children gaining a prize for a certain number of reads. The children will be asked for suggestions for the prize.
- One parents felt it would be useful if parents could use the library after school to read with their child, rather than going home to do this. They would still be in school mode.
- It was also suggested for those that find it harder, audio books and following the actual books is useful and fun for the child.
- Having an adult book club run by parents, using the school as a base. This could be a great role model for children.
- Children's book Club at lunchtime - Mrs Leach and Mrs Manzi did this last summer and intend to do it again later in the year.

Actions:

- **Put together clear information about reading and what can be read etc for parents**
- **Change the reward for home reading**

- **Collect recommendations of books and share these - bring them to the office, we will photocopy the book and any additional information and display it for other parents.**
- **Simplify the questions to use with children to support reading**
- **Open the library after school for reading for those who want this.**

4. Review of School Lunches:

Discussion:

Very positive. Parents felt that they are better quality, the children enjoying them more and that the choice is better. They like to fact there are few high sugar puddings and a greater variety of fruit.

One asked if children have to eat pudding - this depends on the age and whether they have eaten their main course but if a child really doesn't like the pudding but wants the main course this is fine.

A parent asked if it was possible to have yogurt as an option on other days if the child doesn't like the fruit or pudding option. - Mrs Reynolds will ask about this.

5. Anti Bullying Week:

Is there anything that parents would like brought up or discussed during this?

No-one had anything specific. One parents felt that there is some behavior in the playground that is to acceptable. As a school we work hard with the children to help them know what behavior is acceptable and what is not. We do not allow play fighting and this is stopped if it occurs. We do understand that things do sometimes go wrong and that some children do play more roughly than others. Any specific concerns should be discussed with the class teacher.

Another parent wondered if there was anything that could be done about parents holding grudges against another after an incident between the children. It was felt that the children soon forget and get on with life but the parents don't and this

can cause awkward situations. This would be something that would need addressing on an individual case but parents should think carefully about treating everyone with respect whatever has happened in the past.

6. SEND:

- The school is working to become a Dyslexia Friendly school, the approaches for this support all children's learning and enable all children to learn to the best of their ability. Mrs McKenzie will be asking parents to complete a questionnaire on this later in the year and there will be more information for parents.
- Mrs McKenzie wanted to know how she could get information out to parents about the school's 'Local Offer' - basically what we offer and how you go about getting support if you feel your child has a specific need at any point. It is on the website and SEN notice board (as you come through the double doors into school) but she is aware many parents aren't sure about this. It was suggested she talked about it a Well Done Assembly. Also those specific parents should be targeted. Another suggestion was that there was a specific time she was available for parents to drop in.
- A parent suggested a half termly support group session, where parents could stay after drop off and have hot drink and talk to other parents with children with SEN/concerns.

Action:

- **Mrs McKenzie to introduce herself and her role at Well Done**
- **Look into setting up a Support Group half termly**

The other area discussed was 'Top Tips from parents for Parents'. These will be put together and sent out to all parents and put on the website. I would like to receive more of these so that we can add one to each newsletter, so please get thinking. If you have a 'top tip' to share with other parents please email to me or drop it in to the office. If it has worked for you, it may well help someone else.