

## **Parents' Forum Meeting**

Wednesday 10<sup>th</sup> October 2018 9am

Attended by: 7 parents and Ms Sarah Beckett (Deputy Headteacher). One parent contributed via email.

Agenda: Open Agenda

### **Cover Supervisors**

It was asked what the arrangement was for using Cover Supervisors and how they were selected.

Each phase has at least one Cover Supervisor (EYFS: Mrs Hicks and Miss Holmes; KS1: Mrs Marriott; LKS2: Mrs Wilkinson and Mrs Mallins and UKS2: Mrs Hill. Some were employed specifically as Cover Supervisors; some have expressed the desire to do some cover supervision and have been supported to do so and some are very experienced Teaching Assistants who became Cover Supervisors when we first started using them a number of years ago. We aim, where possible, that they lead the learning of subjects in which they have a particular interest or expertise.

They cover one weekly afternoon of PPA in each class. (This is time for the teachers to do Planning, Preparation and Assessment.) They may also cover illness or planned absence in the afternoons due to teachers attending courses or time for subject leaders or phase leaders to carry out monitoring. We aim that mornings, when English and Maths are taught, are covered by the Senior Leadership Team (Mrs Thomas, Ms Beckett or Mrs May), Mrs Dady (our Pupil Premium Champion) or Miss Wright (our SENCO). However, there are occasional circumstances when none of the Senior Leaders or Middle Leaders are available to cover due to prior commitments and so they may be called upon to take the class in the mornings with close guidance from the other teachers in the phase.

As a school, we feel it is better for the children to be working with Cover Supervisors who know the children, the routines and expectations of the school and who can ensure continuity and consistency. This ensures the quality of delivery compared to some supply teachers. We have employed supply teachers on rare occasions, but again, we ensure that they are already known to the school to ensure quality.

The Cover Supervisors are monitored by the Senior Leadership Team and Phase Leaders and are supported in improving their delivery of lessons.

### **Housepoints for homework**

The number of housepoints awarded for homework completion was queried.

There is an agreed number of housepoints for each phase for particular homework tasks. We have planned to ensure that this allows for some progression between year groups. Personal achievement and effort may be rewarded in addition to completion. This agreed number of housepoints will be shared again with staff to ensure that this is adhered to.

### **Housepoints shared in the newsletter**

It was queried whether a running total for housepoints for the term could be also shared in the weekly newsletter, as well as the weekly outcomes. It was also requested whether the winners of each term could also be announced.

We will now add this information onto the weekly newsletter.

### **Wrap Around Care**

It was asked whether the school would be providing wrap around care at any time.

We currently run a Breakfast Club but are looking into the possibility of running an After School Club. There is no timescale on this at present, but we are currently exploring this, as there appears to be an increased demand. Our after school clubs are run as enrichment and extended opportunities, rather than as childcare provision, so we would aim to run this in addition to clubs.

### **After School Clubs**

It was asked if there could be more choice of clubs for KS2 girls, a KS1 football club (in light of the mini pitch) or the possibility of more externally run clubs.

Clubs are offered depending on staff who are willing, able or have the expertise or interest in certain areas. There is no expectation that a member of staff should run a club at present, but we rely on staff being motivated to do so. We also have to ensure that we are mindful of staff work-life balance, as teachers who run clubs have to complete marking and preparation after the clubs have finished. Where possible, we try to ensure that there is a spread of clubs for different ages and interests, but this is not always possible.

We do have some external providers, but we cannot always guarantee the quality. We do follow up and explore offers when presented to the school.

One parent thanked the school for providing the skateboarding workshops in the Summer Term. This has motivated her son to attend a charity run skateboarding club at the weekends.

### **Mini Pitch Update**

It was asked if there was an update on the mini pitch.

A new planning is being submitted and Mr Clark- Keen will be providing an update soon to lobby support on the MBC planning website.

### **Expansion Plans**

An update on the expansion plans was requested.

There is a lot of work still going on behind the scenes by our Governors. The Local Authority have to balance budgets with projected numbers in schools, alongside the condition, fabric and need of other schools. The Local Authority have currently said that the expansion plans are now planned for 2020. Plans would need to be resubmitted and a further consultation take place.

### **Curriculum Coverage**

Parents present said that they found the sharing of what is being covered in class very useful. This happens in EYFS and on KS2 homework. It was requested whether this could be extended to KS1.

This has been done a number of ways in KS1 in the past, as their homework is distributed termly, opposed to weekly. However, the methods have not always been maintained.

This request will be passed onto Miss Chapman, the KS1 Phase Leader to find a more reliable method of sharing this information with parents.

## **Homework**

A number of queries were raised about homework, including expected time to be spent on homework, what constitutes an entry to be recorded in the reading record, what happens if a child does not complete expected homework and what to do if your child does not understand what is required for the set homework.

Whilst expectations about homework have been shared at the 'Meet The Teacher' sessions and via Powerpoints on the phase pages of the website, as well as in homework books in Key Stage 2, there are some elements that need clarifying from the questions raised by parents at the forum. We will aim to put together a comprehensive set of tips for parents to support children with their homework, in order to clarify expectations.

A couple of parents expressed that they liked the varying levels of homework provided for each task in KS1, which used to be on the sheet. It was felt that this was preferred by some parents due to the breadth of age and ability of children receiving the homework in KS1.

This too will be shared with our Key Stage 1 Leader.

## **Approaches to work**

One parent raised whether the children's approach to work is assessed, as opposed to just their academic achievements e.g. risk taking.

In Early Years, the children's 'Characteristics of Learning' are assessed by observing and planning opportunities to develop the children's approaches to their learning. As a school we also use an approach called 'Secrets of Success.' This is used across lessons, in assemblies and as part of our celebration assemblies by encouraging the children to understand and use the language of how to tackle their learning. We will aim to share this more widely with parents soon.

## **Timetables**

A parent asked if it was possible to know what each class' timetable was.

From Year 1 and above, the children spend their mornings predominantly on English (writing, spelling/ phonics, grammar, guided reading) and Maths. The afternoons cover the remaining subjects (Computing, Science, PE, Art, Design Technology, Music, History, Geography. Modern Foreign Languages, PSHE and RE.) These are sometimes blocked and some are covered most weeks. However, our timetables, need to be flexible to ensure that over the year, we cover all the objectives required for each year group. To define a set weekly timetable for each subject would, therefore, be quite difficult.

## **Fortnite**

Parents present discussed the difficulties of some children playing the game Fortnite, which has a certification of age 12.

As a school, our e-safety curriculum ensures that we talk to the children about how to be safe when using technology, how to make the right choices and about guidance relating to age restrictions. We aim to arm them with the right information to make the right decisions.

We have shared a Parents' Guide to Fortnite on our school Twitter account. We will share this link on our newsletter too.

## **Newsletters**

Via email, one parent raised that they used to appreciate the headteacher's letter at the end of each term.

We try to balance the amount of information sent out via Parentmails. The information, previously in the Headteacher's newsletter, is mostly covered or signposted in our weekly newsletters. We have received a lot of positive feedback about how useful the weekly newsletter is in a more accessible format. That said, we would welcome any feedback on any information, which you would like to have included in the weekly newsletter in future.

## **School Trip Payments**

It was also raised via email about how and when the school requests payment for trips.

We aim to plan as many trips in advance and to give as much notice as possible regarding payment. However, we are often at the mercy of venues, coach/ train companies, alongside whether a trip is financially viable. We are currently reviewing how we charge for and arrange trips and will keep you posted.

Many thanks to all the parents who attended the meeting or who contributed.

We really appreciate your feedback and support!

*Sarah Beckett*

*Deputy Headteacher*

*October 2018*