

# Parent Forum – 9<sup>th</sup> December 2022

**Attended by:** Sarah Goodchilld (Deputy Head), Charley Eriksen (Parent Governor), Karen Fitcher (Y6), Caitlin Ferrara (Y5), Hannah Evans (Rec) and Hannah Alyward (Teacher)

Frankie Boot sent feedback from Y1 and Y3 re: agenda points 2 and 3.

## **Agenda:**

1. Feedback from actions of previous meeting
2. Home Learning Feedback
3. P.E Kit Feedback
- 4.AOB

### **1. Feedback from actions of previous meeting**

- **The office are grateful that everyone is now using Arbor**

Some parents have shared that they aren't able to view the Arbor messages. School will look into whether this is a setting on the school system or something with individuals devices. Please ensure your push notifications for Arbor are enabled.

- **Club uptake**

A suggestion of whether it would be possible to have club taster sessions was proposed. School will enquire about this when clubs are introduced. These may come at a cost.

- **WISPA**

WISPA still require more volunteers particularly for specific events. Please get in touch if you are able to support. The class cake sales and coffee mornings before a class assembly are working well. WISPA plan to send round further communication re: how the money raised is supporting the children in school. An A-frame board of information is now on show by the meeting point and flyers for events will go through class whats app groups.

### **2. New Home Learning Format: we are coming to the end of the 2<sup>nd</sup> half term of the new structure. How are families finding this?**

Feedback from all year groups was very positive. Please see details below of specific feedback and key comments/questions which were raised.

- Enjoy that it is flexible
- Broad range of games/ practical activities
- Choice is good
- Like that it's optional
- Like the range of activities and freedom to choose.
- Promotes success because it is not mandatory
- Enjoy the range of options across all subjects not just English and Maths
- Like importance on daily reading and number facts
- Loving it – clear format and the choice of activities that can be done
- Practical activities enjoyed

Questions:

- Could visit suggestions be added? **The teachers will try to suggest some visit options in the local area for the Spring term. We are very aware of the cost of visits and so where possible will make suggestions things which are free to do.**

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- Could a minimum number of tasks the teachers would like completed be given? We would like children to complete the activities which they want to do and as such suggesting a minimum number takes away the optional approach to this element of the home learning.
- Could the celebrations in class have more significance with certificates/ stickers? Classes celebrate in their own way – some classes do give stickers/certificates/ dojo points depending on the children's age. However, the teachers have agreed that any contributions of home learning on the celebration afternoons will be acknowledged through a merit.
- Weekly basis understanding is lost – ongoing understanding. Want to support. There is lots of information on the year group pages on the website which provides more information about what is being taught and covered on a week by week basis.
- Jump from primary to secondary. As a school we are aware of the jump from Primary to Secondary and as such once the children reach Y6 there is more structured weekly expectations which are put in place to prepare the children for this jump.
- How do the teachers balance children who do lots/do none and is it a good use of time? The teachers find the afternoon celebration of home learning a wonderful experience which brings the whole class together to share their learning. It promotes individual interests and highlights each child's creativity. The teachers are skilled in managing the difference in work completed but shared that all children, whether they had completed any activities or not, enjoyed sharing and looking at each other's work.
- More maths. In an email sent out in November, further Maths suggestions were shared for what parents could do at home with their children.
- The Numbots leader board can't be seen, could this be made visible as it was a great incentive for the children. This will be followed up as to why it has disappeared.
- Can digital copies of the Home learning grids be shared. These are already on the school website on the class pages and were emailed out to each year group at the start of the half term.
- Suggestion presentation of tasks – a suggestion of presentation isn't given because this leaves it open to how the child wants to complete the activity. It also allows for the difference in abilities to be reflected in the work brought in.
- Connection between what is learnt in school and activities – all suggestion which are given link to what is being taught in school that half term
- Homework email reinstated – We will look into this being reinstated so online work can be shared easily

### 3. Feedback on the changes to P.E

At half term we asked children to come into school in their PE kit on the days they have P.E. How are families finding this?

- Most families are feeling very positive about the change and are preferring that the children are spending the whole time doing PE rather than changing.
- It can be hard to keep tabs with 3 children in 3 different years all having different PE days.
- Can be hard to reason with their child as to why they can wear leggings some days and not others so the child has been wearing leggings on non PE days as well.
- If this is a permanent change moving forward, we would balance the purchase between PE kit and school uniform more equally to avoid lots of washing
- Can hoodies available for KSI?
- Can be tricky when PE is had two days in a row
- It's helpful to know the days so we are able to plan

**Feedback was also gathered from staff and children who are finding the change really positive.**

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## AOB:

Could times be added to the diary dates e.g. for Harvest Festival/Carol Concerts so parents can plan work accordingly – timings of these performances are sent out as soon as timings are confirmed. Generally most performances (assemblies/ harvest/ carols etc) are all performance in the morning. The exception to this would be the Y6 summer performance.

Some clubs are very expensive (art club in particular) and parents are having to tell their children they can't attend despite wanting to – unfortunately the Art club is provided by an outside provider who sets their own prices.

School reward system explained – what earns a merit/ dojo points/ Headteacher awards/ values/ Reading certificates/ maths wizards – explanation detailed below

Communication – Westfield weekly (could it be shorter?) – In response to previous feedback about the number of ways of communication, it was decided that as much information as possible would go on the Westfield Weekly to avoid over communicating. As a result, its length is longer but hopefully provides key information all in one location.

## Overview of rewards

<p><b>Merits and Headteacher awards</b></p>	<p>Given out in Y1-Y6. These are given to the children for going above and beyond the everyday expectations. They are at the teacher discretion and based upon what is over and above for an individual child. Once a child has 10, they receive a Headteacher's awards which is given out in celebration assembly. The children identify which merit they want written on the certificate. If your child has received a Headteacher's award in Y1 and Y2 it will be written in their reading record book. In KS2 it is the child's responsibility to let their parent know.</p>
<p><b>In class rewards: Dojo Points, Marbles in a jar, raffle tickets, 'most wanted' etc</b></p>	<p>These are individual class teachers strategies which are different across the school. The teacher will set up a system which works with their class, either focused on whole class or individual rewards which may be used for behaviour or work. The rewards include things such as extra playtime, iPad time, quizzes, leaving the class first at the end of the day.</p>
<p><b>Values Certificates</b></p>	<p>One child from each class is identified by the class teacher as having exhibited the value that week. These are given out in Y1-Y6. A certificate is handed out in assembly and a leaf is put on the values tree. Parents are not notified of this in advance as it is a surprise, chosen by the teacher on the Friday morning.</p>
<p><b>Maths Wizards</b></p>	<p>The children are given the opportunity on a weekly basis (most of the time) to achieve their Maths Wizard. These go from Y2 onwards and focus on key instant recall facts. A certificate is given out in celebration assembly when one is achieved</p>
<p><b>Reading Certificates</b></p>	<p>These are given in Reception, Year 1 and Year 2. They are awarded for reading 50, 100 and 150 times. If a child reads more than 150 times, a special commendation will be given out at the end of the academic year. The reading must happen on separate days (i.e. if your child read 5 times in one night that will only count as reading once) and the number of times will be counted by the school.</p>
<p><b>Birthday Books</b></p>	<p>All children's birthdays will be acknowledged with a birthday book which they can choose. This will happen on the Friday AFTER their birthday. If there is no assembly that week or their birthday occurs in a holiday, they will receive their book on the next Friday. The exception is children who have a birthday in the summer holidays, they will receive their book on the last celebration assembly of the school year.</p>