

Parent Forum – 10th March 2023

Attended by: Hannah Aylward (Teacher) Hannah Lunn (Y4) Hannah Evans (YR) Karen Fitcher (Y6/Y2) Sam Kerr (Y1) Sally Ayles (Y3) Caitlin Ferrara (Y5) Charley Erikksen (Gov)

Agenda:

1. Open learning mornings
2. Clubs
3. Behaviour policy

1. General feedback on open learning mornings. (Times, focus etc.)

Feedback

- It was great to come in and see the work that was going on in school.
- It is hard/ a shame to split time if you have more than one child.
- Friday timings work well for some and not others. – Mornings are not good for all.
- Once a term is a good frequency.
- Like whole school focus. – Some classes are not as structured as others are with their activities.
- Better for younger children in school as some older children do not seem so 'bothered'.
- Really good internet safety talk to start the day - Impactful.
- Well-received and good insight to classroom dynamics.
- Admiration of teachers and what they do.
- Important for parents to see how children spend their day.
- Nice for children to show work off.

Questions

- Is it always a theme? Can it be a maths or English focus?
The theme is decided on based on key messages that we feel are important at the time. English and maths will be considered for future open learning mornings.
- Can it put in terms date for a full year so parents/carers can plan ahead?
We will endeavour to give as much notice as possible on the dates. These will be included in the calendar dates and on the newsletter.
- Ensure a good balance of teaching and activities.
Teachers plan accordingly for their year groups and set activities that all can access. Teachers to ensure that time is split effectively between input and activity.
- Can parents be emailed with what was covered if they cannot attend?
Dependent on the activity and focus, we will encourage teachers to provide something to take home for the children whose parents couldn't attend.
- Can books be available for Parents evening?
We can look at having books in trays, depending on logistics as to where Parents evening takes place.
- Can the parent talk be after the lesson?
Due to parent engagement, we find it more beneficial having the talk beforehand.
- Can they sometimes be on other days other than a Friday?
Friday is a better day for timetabling as it means the children's day and learning is less disrupted as it is at the same time as assembly would normally be. We will consider other days in the future.
- Can the focus be communicated beforehand?
Where possible, we will give as much notice of the intended focus.
- Can there be a clear end to support younger children's emotions.
Teachers in the younger years will ensure that it is made clear to the parents and children when the session is over.
- Are all children included if parents don't come?
Teachers and support staff will encourage children to work with other children and adults if their parent or carer cannot attend.

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2. What do families want RE clubs?

Feedback

- Some children don't want to give up their lunchtimes with friends to attend clubs.
- There is crossover on days for same year group. Therefore, children are stuck having to choose between them.
- Home from home charge from the beginning of the session, even if you attend a club, so parents don't want to pay double.
- Would be good for more variety of clubs to be offered (e.g. languages, cookery, craft, gardening)
- Price is quite expensive.
- Reluctant to change personal schedules in case clubs then get cancelled.
- Lots already do clubs outside of school.
- Don't want to pay full cost upfront in case the children don't like it and drop out.
- Older children tend to want to go home after school.
- Not enough choice for younger children.
- Lego club was popular.
- Feedback about Home from home – Can it be reviewed? [To be on the Summer agenda](#)

Questions

- How is the age decided for each club?
[Each Key Stage is offered a free club, timetabled on termly basis. Ross and Andy offer both Key stages. Offers normally go out to everyone and the club is run if numbers are feasible.](#)
- Could there be free tasters? For children and parents.
[This would be up to individual outside providers. Yes, they can for our free clubs.](#)
- When will everyone be refunded for Lego club? (some people are still waiting)
[Individuals will need to speak with the office about this.](#)
- Can outside providers' websites be shared before parents commit to a club?
- Can we provide a full list of clubs that happen each term (especially free)? Maybe link on the newsletter?
[Club lists and providers are shared the half term before so that children can be signed up in advance.](#)
- Can school staff run clubs?
[Some members of staff are already running clubs.](#)
- Is there a reason clubs aren't available for EYFS?
[Historically it was considered too long a day for them, and they needed the full break at lunch. This is something that could be reconsidered in the future.](#)

3. Feedback on the new behaviour policy that was sent out (consequences)

Feedback

- Some parents wanted clearer communication about why it has been implemented.
- Perhaps children who will get consequences are the ones who need to be outside so playtime shouldn't be taken away.
- Feel like the positive has been lost (wellbeing, value, holistic approach)
- Children could be involved in discussing positive behaviours they have seen in the day to encourage more of these.
- Lots of positive feedback about the consequences.
- Needs to be a good balance and understanding of expectations for going to year 7.
- Did not feel like it sat with the school ethos. – Came across as a blanket approach whereas it needs to be more specific for individual year groups.
- Needed more clarity in context with our behaviour policy.
- Children seem aware of consequences in school.
- Vocabulary used did not seem appropriate for all ages.
- Happy with it if it works for school.
- Policy has clear expectations.

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- Appreciate clear messaging of consequences.
- Some children reported that other children are getting to use iPad when there should be a consequence.
- There is not consistency with expectations or what is allowed for all children.

Questions

- Can there be more clarity on the behaviours that result in a consequence?
The behaviours listed are general behaviours that will be seen in class or around the school. Individual year group teacher use professional judgement as to what is expected of their class and age group.
- Are classes disrupted if a child from another class has to go in there?
There is minimal disruption to classes as they are set up with a separate space for the children to work and reflect.
- Is it making a difference to behaviour in school?
The majority of children have demonstrated a great understanding of the new consequences and, often, the warning beforehand allows children to go on to make the right choices. Teachers and support staff are now more clear on how to approach and address different behaviours.
- Can it be included in the next open learning morning? (therapeutic approach and consequences)
This is something that SLT can discuss and plan in to an open learning morning.
- How are positive behaviours rewarded and noticed?
Our rewards systems were outlined in the previous parent forum feedback. We have whole school rewards as well as individual class rewards systems.
- For 'meet the teacher', in September, can teachers detail how they manage behaviour/rewards in their individual classes?
Yes, this can be incorporated.
- How do parents know if there are deeper concerns with children?
If there are specific concerns with a child, then they will be spoken to directly by the class teacher.
- Do we still have a positive/holistic approach?

From the feedback, we understand there needs to be more clarity on the consequences that were sent out. This has not replaced our whole school therapeutic approach, which is still firmly in place and something we following alongside our school ethos. The consequences were added in to ensure staff had clarity of how to address certain behaviours and make sure these were consistent across the school.

AOB

- There is a worry about the turnover of teaching staff and how this could impact behaviours. We are very conscious of the changes and will work alongside new staff and support them with managing behaviour in class.

- Do teachers get a chance to speak to SLT as an exit interview, so if problems lay in school then they can be rectified?

All staff are offered an exit interview.

- Reading – when and how often?

We aim to read with, or check in on, children's reading once a week. This may not always be possible but is something we are reviewing as a whole school.

- Arbor – not ideal for receiving messages. Duplicate messages due to more than one child. No subject title. Have to log in each time.

Previous feedback was that there are too many forms of communication within school. Therefore, we have tried to condense this and ensure, as much as possible, that everything is one place.

- School has been run really well since after Christmas and has seemed calm.

Thank you for the positive feedback and continued support.

- When will there be a new uniform supplier?

This is still ongoing and we hope to have this in place after Easter.

- Do those who choose cold food always go first at lunchtime?

No, children are lined up in groups to make it quicker and more efficient when collecting their lunch.

- Can we do something more inspiring for book day?

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We tried to keep it simple this year so that all children could access it and join in. We are open to suggestions and ideas for next year.

- Can extra resources be provided for home learning?

Home learning is something that was reviewed for this year to try and make it more accessible to all children. Whilst we appreciate that some people may want more or less, we will always provide the home learning activities and will welcome any additional work you or your child chooses to do.

- Fruit can be quite an expensive snack. Can children have breadsticks or crackers?

Yes, bread sticks and crackers are suitable. We just want to promote a healthy option so no chocolate, biscuits and crisps.