

| <b>Parents Forum 12.03.21</b>                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                   |
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| Attendees: JM, AF, CW (school) LC, AB, EM, LS, OD, KB, DT (parents) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Action                                                                                                                                                                                                                                                                                                            |
| The differences between Parent Forum and PTFA                       | <ul style="list-style-type: none"> <li>• Parent Forum = discussion about policy and practice to feed into whole school initiatives and helps shape the strategic direction of the school</li> <li>• PTA = purely fundraising money for the school to spent on things to address priorities e.g. reading</li> <li>• Both are focused on providing best education for our children</li> <li>• Parents accepted the school's offer to provide a treasurer – provides a link to the school and removes pressure and legalities for parents</li> <li>• Discussion around whether there should be a cap on numbers or requirement for representation from all year groups – school wants there to be whole school representation – not necessarily year groups but reflective of the society. Appreciation that this may take time so the initial group of people might not be so representative and will have to grow membership over time and expand to different groups.</li> </ul> | <ul style="list-style-type: none"> <li>• CW to send out Google form in next few weeks</li> <li>• After Easter – information giving meeting to all interested parents via teams</li> <li>• End of term 5/beginning of term 6 – parents to create committee and run first annual general meeting</li> </ul>         |
| Feedback on remote learning provision                               | <ul style="list-style-type: none"> <li>• Parents were very pleased with the remote learning provision and proud of what the school achieved but discussed some minor frustrations that would make things smoother should Teams need to be used again e.g. for a bubble closure</li> <li>• Children felt like they were part of a community</li> <li>• Parents feel like they know their children's teacher on and felt part of a team with them. They feel it will make problems much easier to resolve now they are familiar with</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Could Mr Clayson create a troubleshooting document and investigate if newer posts can appear at the top rather than the bottom?</li> <li>• If a bubble closes – SLT to ensure that each class has a timetable pinned to the top</li> <li>• SLT to post termly</li> </ul> |

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|  | <p>them.</p> <ul style="list-style-type: none"> <li>• Comments on submitted work eagerly awaited and appreciated by children. Some disappointment that the amount of this differed between year groups. JM explained the school marking policy and how this was adapted for remote teaching and there was a clear expectation for teachers but some teachers e.g. Year 3 did go above and beyond.</li> <li>• Addition of weekly social time very well received and made a difference to children. Request for the school to continue facilitating something with children still not being able to socialise. JM explained how a year group bubble has playtimes together and the difficulty of providing an online method e.g. learning time prioritised and workload issue if outside of school hours as would need to be monitored.</li> <li>• Some parents are still not confident navigating Teams – it would be useful to have a troubleshooting/commonly asked questions page</li> <li>• Some frustration at newer posts being at the bottom of the page leading to things sometimes being missed</li> <li>• Not all classes had a timetable pinned to the top and sometimes in Reception it wasn't followed leading to a bit of confusion e.g. in order of work provided</li> <li>• Some parents felt frustrated at the timing that assignments were loaded – they would have preferred work to be available before the lesson to enable them to print it and have it in front of them during the lesson but also because some children could do the work easily and didn't need the input but had lost their motivation by the time the assignment was available. Also how some work in Year 5,</li> </ul> | <p>newsletters in Teams as well as on the school website</p> <ul style="list-style-type: none"> <li>• JM to investigate and implement ways learning in school could be easily communicated with parents without increasing teacher workload</li> <li>• JM to invite AM to a meeting to explain more about the maths mastery curriculum and differentiation</li> </ul> |
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|                                 | <p>particularly maths, wasn't challenging enough but Year 6 work not provided. JM explained the school's reasoning of not putting the assignment up early as did not want children to be going in "blind" and have the input with the school's method and also how work had to be pitched at a level that all children could access regardless of support at home. JM also briefly explained the change in curriculum and how children cannot be taken onto next year group's work but develop skills further e.g. in maths mastery focus on problem solving with reasoning and applying skills.</p> <ul style="list-style-type: none"> <li>• Parents commented on how it feels strange to not know what the children are learning! Parents really liked knowing this and seeing ways to support the children at home and requested ways this could continue e.g. with previous method of word of the day sticker. Request if current learning could be posted on Teams in some way.</li> </ul> |                                                                                                                                                                       |
| Bug Club online reading for KS1 | <ul style="list-style-type: none"> <li>• Very clear in Reception which games and activities to use that linked to current phonics learning but this wasn't the case in Year 1 and seemed additional to the set task</li> <li>• The phonics games were well liked by the children</li> <li>• Not all families used it as chose to read books at home</li> <li>• Physical books will now be sent home on a Monday and Friday but children will still have access to Bug Club and books will be changed regularly in line with phonics learning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Comments to be fed back to Year 1 in case of a bubble closure</li> <li>• Books to be changed regularly by teacher</li> </ul> |
| AOB                             | <ul style="list-style-type: none"> <li>• Query about any update on the land from the school's educational statement – further conversations from the council to clarify the school's opinions and position but nothing else</li> <li>• Thank you for the key worker provision!</li> <li>• Concerns around how the gaps in learning between those</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• JM to investigate if parent readers could use KS1 shelter next term in risk assessment</li> </ul>                            |

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|                                                             | <p>children who engaged with remote learning and those who didn't will be fixed and whether other children will be kept back. JM explained detailed records of engagement kept throughout and low stakes testing and assessment over the current two weeks as well as the type of interventions that will be put in place for those children who need it.</p> <ul style="list-style-type: none"> <li>• Discussion on articles in the press about the possibility of longer school days and shorter holidays but nothing has been shared with schools yet</li> <li>• Offer of support with reading – suggestion of parents hearing readers over Teams or in the playground next term.</li> <li>• Query about engagement levels of remote learning. JM explained how this was lower in KS1 because of the age of the children and that devices were prioritised for older siblings. Around 80% attendance to at least one live lesson a day and 70% submitting at least one assignment in KS2 but down to 60% and 50% in KS1.</li> </ul> |  |
| Next meeting: Friday 7 <sup>th</sup> May at 12.30 via TEAMS |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |