

<p>Team: Parent Forum</p> <p>Date: 29.4.21</p> <p>Chair: CB</p> <p>Minutes taken by: AH</p>	<p>Present: Amy Hyde (Deputy Head), Cath Bainbridge (Headteacher), Dawn Walker (Year 1), Rebecca Bygraves (Year 3)</p> <p>Apologies: Claire Ross (Year 2), Samantha Jordan (Reception)</p>	
<p>AGENDA:</p> <p>Year 1:</p> <ol style="list-style-type: none"> 1. How hard are the children being pushed to catch up? Some children are completely wiped out by the end of each day. Are they doing more during a normal school day? 2. Is there any provision for catch up classes over the summer if children need extra help? <p>Year 3:</p> <ol style="list-style-type: none"> 1. When or If are the staggered start times going to end. Later start time Parents feel their children are missing out on early morning work that the first drop off are getting? 2. School photographs, why is there no individual and sibling sittings being done. Parents are upset they are missing out this year. 3. Why wasn't the parents' forum advertised on the newsletter? Not all parents are on the year group pages and some year groups don't have a parent rep so won't know about the meeting. 4. Parents evening being 9 minutes is simply not long enough especially after the year we have had and the information we need communicated. <p>AOB</p>	<p style="text-align: center;">Actions</p>	
<p>Introductions</p>	<p>General introductions and checking in on wellbeing. Some positive parents' evening feedback shared.</p>	
<p>Reducing impact or 'catch up'</p> <p>Summer school</p>	<p>How hard are the children being pushed to catch up? Some children are completely wiped out by the end of each day. Are they doing more during a normal school day?</p> <p>No child is working an extended school day; they have the same amount of break times/lunch times. When they first returned they actually had more breaks than usual and some children are still having these to support their transition back to school. We are currently working hard to reduce the impact of lockdown on the children, but this is going to be a slow process over an 18 month/2-year process. Class teachers have prioritised areas of the curriculum, within each subject, that are essential for future progress and are teaching those as opposed to rushing through the curriculum. Any focussed interventions are taking place within the school day, alongside</p>	<p>Add in next newsletter more information about what is being covered.</p>

	<p>their main learning. Although there is a lot of focus on English and Maths, the other subjects are still being taught. The children’s wellbeing is still our top priority and we work with the children’s needs, whether whole class or individual.</p> <p>Year 1 parents are concerned that they have significant gaps that won’t be filled in time for year 2 – we hope that parents evening will offer that chance for parents to discuss these concerns 1:1. If there are concerns after this, we welcome parents getting in touch.</p> <p>Year 3 – children losing break if they haven’t practised their spellings. We will investigate and come back to it in another meeting. That individual parent should raise that with the class teacher in the meantime.</p> <p>2. Is there any provision for catch up classes over the summer if children need extra help?</p> <p>Summer school funding is only going to secondary schools to support year 6 going into year 7. We may set some tasks and challenges to support the learning but these will be optional only.</p>	
Staggered starts and ends	<p>1. When or If are the staggered start times going to end. Later start time Parents feel their children are missing out on early morning work that the first drop off are getting?</p> <p>Parents have been very supportive with the procedures in place and it is working. We have had very few bubble closures so we feel that the procedures set in place are helping to keep our community safe. This process will be reviewed along with the governments road map, no earlier than June 21st.</p> <p>Concerns that those coming in at the last drop are missing early morning work, none of the structured work starts until 9, before then is washing hands/putting things away in cloakroom etc.</p>	
Washing hands	<p>If hands are sore then children may bring in cream or own soap but need to fill in the relevant forms – contact school office and they will supply them.</p>	
School Photographs	<p>2. School photographs, why is there no individual and sibling sittings being done. Parents are upset they are missing out this year.</p> <p>We understand that parents are disappointed about no individual photos. Individual photos are usually in the autumn term, but at that point we couldn’t due to national restrictions and lack of space for photos – our risk assessment didn’t allow it. Class photos will be happening outside. We will be having individual ones again in the autumn term next year.</p>	

<p>Parent forum advertisement</p>	<p>Why wasn't the parents' forum advertised on the newsletter? Not all parents are on the year group pages and some year groups don't have a parent rep so won't know about the meeting.</p> <p>We do need to find more representatives for the classes in the rest of the school so will advertise again. It will be added back into the newsletters to ensure that parents are aware and have time to express their concerns to their reps. Minutes of the meeting will also be sent out with the newsletter on the subsequent Friday after the meeting.</p>	<p>Advertise parent forum in newsletters - CB</p>
<p>Parents evening</p>	<p>4. Parents evening being 9 minutes is simply not long enough especially after the year we have had and the information we need communicated.</p> <p>When parents' evenings occur normally, they are only 10 minute appointments. Due to the number of children some classes, we can't offer any longer appointments as we just don't have the time. If there is something else to discuss then parents to arrange additional meetings with the teacher at a mutually convenient time. We encourage parents not to wait to parents evening if they have concerns, but can request a meeting at any point in the year.</p>	
<p>Transition</p>	<p>Will be discussed in future meetings. The plan for staffing cannot be shared yet.</p>	
<p>Next meeting</p>	<p>Transition Focus – 27th May – 10:30am</p> <p>Agenda items carried forward:</p> <ol style="list-style-type: none"> 1. Has the move up to year 2 been discussed in class with the children. A couple of parents have expressed anxiety from their children at the thought of more change. 2. Shuffle up day the Mulberries parents are worried about the change in building and setting and having enough settling time. 3. When will we find out who the new class teacher will be and how likely is it the shuffle up day will happen as it couldn't last year. 4. How will we manage the 2 year olds who haven't been able to socialise at all during lockdown? <p>Please ask your year groups for anything else that they would like to know about transition and send to Amy Hyde by Friday 21st May.</p> <p>Future meeting agenda items:</p>	<p>Reps to ask year groups for what they would like to know regarding transition before meeting and send to AH by Friday 21st May.</p>

	<p>Agenda items carried forward:</p> <ol style="list-style-type: none">1. Neurodiverse children recognising and celebrating them is there enough being done to stop bullying/ loneliness and making children understand their needs. Would the school be interested in getting outside companies in to do assemblies - could the school look at a mentor programme through the school years. Are all teachers fully qualified?2. Why aren't changes to homework expectations being communicated with parents? Eg having to practise spellings 5 times in their book otherwise the children have to stay in at break time (to be honest I wasn't aware of this)3. Marvellous me was introduced last year to improve communication with parents but communication seems at an all time low. Marvellous me seems to be only used for whole school messages or general housekeeping messages for the class eg PE days. Nothing specific to what the class or child are doing in school.	
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