

Parent Forum Meeting Wednesday 17th January 2018

Present

Mrs Marrs, Headteacher

Parent Representatives:

Year 1: Mrs Scott

Year 2: Mrs Paul

Year 3: Mrs O'Connor

Year 4: Mrs Russell

Year 5: Mrs Carty

Mrs Crossley, School Business Manager (minutes)

Focus of meeting: Assessment and Pupil Progress.

The reason for this focus is because when parental questionnaires went out this was an area that didn't score as high as other areas.

'I receive valuable information from the school about my child's progress'

53% strongly agree 40% agree 6% disagree

Reception comments:

Tapestry – is this the only form of evidence for Reception as there are not age band assessments when you view it. Is there also a portfolio that could be shared? Could parents know what level children are at and key areas required to reach good level of development?

- Explanation of Tapestry which is a tool used in Reception for parents to see and upload information about their child
- Other evidence is also used for teacher assessment judgements but this is kept in school and shared at parents' evening as a range of additional evidence contributing to how judgements are made

Is Tapestry similar to pre-school as reports are done each term?

- Tapestry is a tool used to capture evidence
- Assessment takes place in school and is put on our MIS system which is on-going. Each term Headteacher receives summative judgement for each child, and this is discussed with teacher and Headteacher in our Pupil Progress Meetings
- Group discussed and there was positive feedback from parents about Tapestry

Could tapestry be used in other year groups?

- This is a tool more suited to Red class as it is transition between pre-school and moving up to EYFS

Not enough feedback on progress? Tapestry could be used more? Feel cut off from child during the school week

- Discussed difficulties of moving from nursery to school as we do not have dedicated key-workers as they do in pre-school. Transition to school is sometimes a shock to parents
- Suggested at parents' induction that this could be mentioned to parents so that they are prepared for when children start
- Communication book was discussed, but it wouldn't be viable to do this for every child

Year 1 comments

No comments

Year 2 comments:

Parents' evenings are too close together as the teacher hasn't had the time to get to know children.

- The first parents' evening is for parents to meet with the teacher to discuss any early concerns and nip in the bud if necessary.
- Second parents' evening in February is a mid-point where assessment information is discussed and if there are any queries to address
- Summer term parents receive a report. Discussed if wording could be changed so that parents can book an appointment to see teachers if they have concerns

Could we have open evening? To see art work etc. etc.

- This could be considered

Twitter – nothing coming home via twitter for some classes could this be addressed?

- Discussion about teachers/social media, some are more prominent with social media communication. Will discuss with teachers, just one tweet a week would be good
- Tweets can help open up a dialogue with children so would be nice. Helps parent who are not in school every day

Year 3 comments:

Volume of homework and not enough feedback on homework and reading record

- Explained reading in school: 20 minutes guided reading each day children read in groups of six twice a week with an adult, which won't be recorded in reading records
- Reading buddy scheme in school older children read with younger children
- Older children sometimes do pre-reading so that when they have guided reading they have deeper understanding of text they are given.
- Reading does take place every day as part of the curriculum. 1:1 reading is more limited and is usually targeted to children who need extra support
- Could possibly explore getting a stamp that could go into reading record to let parents know reading has taken place

Could parents have more communication regarding independent readers?

Yes further information will be made available on the website.

Year 4 comments:

No comments

Year 5 comments:

Termly report is clear to follow and parents' evening is helpful when teacher gives advice on what to do next. Creative homework is ok once and a while but could it be something else?

- Discussed type of work which could be submitted instead of making something i.e. PowerPoint, newspaper report or fact file. This needs to be communicated to parents so that they know the children have autonomy to present and research their project in any way they wish. This will help them aid their independent research and learning when they move on to senior school

Maths is ok on-line but doesn't promote written methods which are vital for assessment

The children are able to use their written methods on paper to solve calculations.

Discipline and behaviour – peer mentoring and setting good examples

- This is taking place in school as Miss Hosty is running peer mentoring at the moment

- Discussed a possible update for parents

Assessment/SATs why do we have them, as they have no relevance as children move to senior school?

- The reason for monitoring is for accountability – the school is accountable to the Local Authority/Ofsted to ensure that we provide the best outcome for our children as this feeds into the children's life outcomes
- Explained assessment measures
 - EYFS baseline assessment which ensures that at the end of Reception correct progress is being made
 - Year 1 Phonics tests which data is sent out externally for monitoring to ensure children have learnt what is expected and this is measured against national average which indicates how good teaching is in school. If, for example, phonics were not to expected level Ofsted would focus on this and would check to make sure that we are getting value for money and teaching is good enough
 - Year 2 assessed using range of information which teacher has input into and Maths / English / Writing is checked against national average
 - Year 6 assessed by taking SATs papers in English, Maths and Reading. This is then monitored against Year 2 data to check progression and make sure they are meeting age related expectations in Year 6
- All assessments are measured against school performance to ensure public money is providing best education – if standards are not good enough this would put us under scrutiny and then quality of teaching would be questioned
- Secondary school also use this measure as GCSEs results compare progress from results at end of KS2 and these are used to judge progress in the same way

Could information about SATs and reasons for doing them, be given to parents to alleviate their worries?

Group asked about key words – could parents be given copies?

- Mrs Marrs to send out words to parents

Year 6 comments

Year 6 parent's evenings well timed, updated on progress regularly

Other items

Parking mentioned and discussion followed about terrible parking outside school, suggested to all that it should be reported to the police.

Next meeting date: Thursday 8th March

Meeting closed at: 10.30am