

Parent Forum Meeting
15.01.19
9.00 – 10.00

Present

Mrs Marrs – Headteacher

Parent Representatives:

Reception: Mr and Mrs Thompson

Year 1:

Year 2: Miss Brett

Year 3: Mrs Carty

Year 4: Mrs Hicks

Year 5: Mr and Mrs Thompson

Year 6: Mrs Carty

Focus of Meeting: Feedback about your child's progress

Results from the October 2018 Parent Questionnaire indicated that:

- 60% of parents 'Strongly Agreed' that they received 'Valuable information from the school about their child's progress'
- 35% 'Agreed' with this statement
- 4% of parents indicated that they 'Disagree' with the statement

Reception:

1 Response received:

Helping make sure they're clean after lunch (faces wiped). Checking they're dressed correctly after PE (shoes on correct feet, tights pulled up). Awards are a brilliant idea, this helps to encourage my daughter.

Mrs Marrs explained that the children are encouraged to clean their faces after lunch and pull up their tights as part of managing their own self-care.

Year 1:

1 Response received:

*In order to be supportive at home.
With grammar they learn...
Texts they read and analyse...*

Not such a problem in KS1, it's easier to follow their progress with phonics homework and reading records as well as colour coded books. Great system.

Year 2: No comments

Year 3: No comments

Year 4: No comments

Year 5: No comments

Year 6:

1 Response received:

Looking over all books at the same time at parents evening for 20 mins doesn't have the same outcome. Can progress be tracked through homework effectively?

Teachers mark and monitor homework tasks that are completed. Homework tasks are intended to give the children an opportunity to further practise what has been taught in class.

1. Creative homework can be interesting but doesn't focus on the areas where they might need help understanding or go to more depth. Do these tasks help progress?

The Creative Homework is intended to give the pupils the opportunity to engage with their learning in a different way. The pupils have the choice about how to present this work and is intended to be a 'mini project' which they can take ownership over.

2. Reading homework (based on their books they choose to read and made up tasks) do they learn the skills that are expected from them in KS2 SATS?

Practising the pupils' comprehension skills through inference, deduction as well as retrieval and extending vocabulary are the intentions of these tasks.

3. Progress cards give general information, a bit like marks for tests - what parents may be able to apply with that in a practical sense I don't know.

But it's very interesting to see what is happening in Year 6 since they've been getting the homework SATs booklets, which sometimes make me wonder: has this been taught this year, last year..? How would I have known? Was I able to learn along with them through the years 4 5 and 6 and refresh my memory? Didn't even know they learn some of the in depth grammar in primary already.

The Curriculum information is shared with parents via the Topic Plans (half termly) and school website (School Information – Curriculum). It is hoped that this information would support parents to know what is being covered in each year group.

In sats preparation booklets homework my son isn't always familiar with terms of grammar and I need to find out whether he needs me to catch him up or whether this is part of teacher's way to track progress for the exams at the end of year. He hasn't quite figured out how to read these texts properly to get the answers he needs. Reading homework tasks in previous years have not built up to this.

Would it be helpful to start sats booklets before year 6 to build up the learning sooner? Is it helpful to go over the homework tasks with them and correct what is wrong or does this skew the assessment for the teacher?

Any support that parents are able to give to their children with homework tasks would be excellent. This would not skew any assessment for the teacher.

During the meeting the following points were also raised and discussed:

- There appear to be inconsistencies about how the effort grades are awarded between teachers – could further clarification be given as to what the effort grades mean?
- If teachers have concerns about how well a child is applying themselves could this be raised quicker in order for parents to address this with their child rather than waiting until the Parents' Evening?
- Could the school provide clarification on the procedures for raising concerns or wanting to know more information?

The next forum meeting will be on Tuesday 5TH March, 9-10. The focus of this meeting will be decided in response to the 'Parent View' outcomes. This will be completed at the next Parent Evenings.