



## Parent Voice Group MEETINGS 2022

**Meeting: 10th February 7.00pm – 8.30 pm via Zoom**

ITEMS	OUTCOMES/ACTIONS/DATES
<p><b>Attendees:</b> Dawn Sage (Headteacher), Richard Rowland (Chair), Dani Taylor (parent governor), Jill Eaton (Apple Class) Cheralyn Dark (Palm Class), Rachel Perryman (Palm Class), Meika Hamman (Cherry Class), Becki Sumsion (Sycamore and Elm Class), Amy Andrews (Apple and Willow Class), Emma Lewis (Oak Class), Dr Laura Chirivi (Horse Chestnut Class), Lucy Bees (Bumblebee and Maple Class), Karen O’Brien (Butterfly Class) Nikki Hodgkinson (Lime Class)</p> <p>Apologies: Mel Bleakley (Willow Class)</p> <p>No representation currently: Pear Class (Miss Hansford and Mrs Hayden) and Ash Class (Mr Styles) Mrs Amanjot Hart was welcomed to the group and she will be representing Maple Class.</p>	
<p><b>1. Welcome and Introductions</b></p>	<p>RR welcomed everyone to the meeting. <b>Terms of reference were discussed at the last meeting and are on the <a href="#">PVG section of the website</a>.</b></p>
<p><b>2. Relationships and Health Education</b></p>	<p>DS: Many thanks to Amy, Patsy, Kimmi, Kate and Sara for giving their time to come in and review our new materials for teaching relationships and health education. These will be shared with all parents at our meetings (letters sent – the briefings for Years 4, 5 and 6 are the same evening as our camp meetings).</p>
<p><b>3. Homework</b></p>	<p>Parent voice group representatives had received a copy of the school homework policy and were asked for feedback with regards to homework. It is good to revisit this subject regularly – opinions can vary with regards to what homework should be set, how much and the form it takes. We also discussed the huge value in parental support – especially after a very disruptive two years to the children’s education and the important role parents have played in ensuring their child has continued to learn and make progress.</p> <p>Reception: Tapestry enabled work and messages from school and home to be shared and this was appreciated.</p>

	<p>Year One: Parents felt that the move from Tapestry to Seesaw meant that sharing work between home and school was not as strong in Year One alongside the children being that bit younger so articulating what had been learnt at school more challenging. Miss Evans will be exploring how we can develop the use of Seesaw to ensure that transition is to Year One is developed further. The Year One team have just had an information meeting via Zoom with parents so that will also clarify support between home and school.</p> <p>Year Two: We talked through the homework schedule for Year Two. The information evening has hopefully reassured parents regarding homework and the most important area was to keep motivating the children in areas such as spellings and to approach the class teacher if homework needs adjusting.</p> <p>Year Three/Four: Homework expectations were clear. We have also had a discussion with all KS2 regarding making the best use of their planners to support homework and recording their reading. A query was raised regarding the completion of Doodle Maths and DS explained that if parents have a challenge with the technology, that they should let the class teacher know and they can then explore alternative homework. However, maths homework is not negotiable, and if it is not completed it will be completed at school. Children with Educational Health Care Plans have their own homework schedule linked to their targets.</p> <p>Years Five/Six:</p> <p>We will discuss Year Five homework with the teaching staff. It was felt that if homework was going to be set, then it should be monitored and completed. Parents have asked that work on Seesaw is acknowledged and marked by the class teachers.</p> <p>Year Six: Positive feedback regarding homework for this year group. The CDG books have been well received and homework set on Seesaw is also marked and commented on.</p> <p>CD asked about Maths Competitions. We have previously sent teams to Wellsway, King Edwards and Monkton Coombe competitions. CD and LC to send any details with regards to maths competitions through to DS so she can explore it further.</p> <p>DS asked that if there was any further feedback, to email her directly.</p>
<p><b>4. Bullying incidents</b></p>	<p>DS raised this on behalf of the leadership team and school Governors. We have been reviewing the school anti-bullying procedures. As part of this we were exploring the parent questionnaire and had noted that sometimes there is an unsatisfactory response in a year group that we have no bullying log for. It was felt that the question on the trust parent questionnaire could be the reason for this – but even so still really worthwhile to explore this with the PVG.</p>

	<p>Thoughts:</p> <p>Make sure that parents know what the procedure is if they wanted to raise a concern about bullying or related behaviour (we discussed that younger children don't always understand or know what bullying is). This should always involve the Headteacher as well as the class teacher where bullying is suspected. The most important thing is that there is communication with the school so we can support.</p> <p>PVG representatives will encourage parents to approach the school if they have any concerns in this area. Sometimes perceived barriers can mean parents don't flag this as quickly as they could with the class teacher or Mrs Sage.</p> <p>Questionnaire for the pupils: we have just completed a survey with the children around this involving school council - that also incorporated feeling safe at school and it did not throw up anything at all in the area of bullying. This area is also built into the children's PHSE lessons. It was commented that children don't always tell their parents either and it can take time for this to come out.</p>
<p><b>5. Consultation evenings and opportunities to visit the school to see the children's work</b></p>	<p>We discussed Consultation Evenings at our meeting in November – below are a few notes linked to this:</p> <p>DS – There are many advantages to using the School Cloud video conferencing system. Parents can access the meeting from home and do not need to arrange childcare and it runs to time. It wouldn't work trying to mix the two on the same evening – you would only need one thing to run late and the School Cloud system can't be adjusted. It is unlikely if we did School Cloud on one evening and face to face on the other that we would get a half and half split. We do not wish to spread Consultation Evenings out over even more evenings and make meetings longer – teaching staff have their own families and two evenings is sufficient to stay late at school after they have been working all day. School will definitely not be running a crèche at school. We were finding it challenging to get cover for a school-based crèche for these evenings as our staff are either leading the meetings or have their own children's teacher to see etc. Therefore, parents choosing the face-to-face option will need to take that into consideration and make arrangements for their childcare.</p> <p>In Term three we will continue to use School Cloud for virtual appointments. We will also run three access afternoons in the run up to this – in the same way we ran them in Term Four – so that parents have an opportunity to sit with their child and look through their work. Parents have the option of contacting the class teacher if these times aren't convenient.</p> <p>DS will discuss with the staff ensuring there is enough time for parents to ask questions within the meeting slot – this hasn't always been possible in the past. There was a suggestion of a mid-term report to save time within the meeting – DS will discuss this with the leadership team.</p> <p>We also discussed transition into Year One and if it was possible to use Seesaw in a similar way that Tapestry is used. This would not be for messages as it is not utilised on a daily basis in the same way we can with Tapestry (in Early Years we have a higher staff ratio which enables this to happen). It would be to enable parents to share what was happening at school and home learning. Year One parents that due to the age that the children couldn't share their day in the same way other children can as they get older.</p>

<p><b>6. Other areas raised with the school:</b>  <b>(please note – areas raised specific to year groups have a note from the school and can be followed up on our next agenda should this be needed.)</b></p>	<p>Year 3 raised some children not choosing to have a school dinner due to the portion size. DS will monitor (she is on duty every day) but the portion size for KS2 is large (and obviously larger than KS1) and if we know a child would like more let us know and we can sensitively let the team know to increase the portion size further.</p> <p>Year 6: request to ask the office team to ensure emails and text are clear with regards to which class or Year groups they refer to in order to support parents who have siblings at the school.</p> <p>Request with regards to school camps and concern these will be cancelled if not enough parents pay the deposit. School has sent reminder letters to Years 4, 5 and 6 which reiterate the payment schedules. We are a small team so just do not have the capacity to keep emailing and texting individual parents – so the expectation is that the details from letters such as these are marked up on calendars or any other reminder systems parents have in place.</p> <p>Covid:  Request from Reception parents that we report teaching staff for all year groups on the Covid list – yes we do – members of staff can be poorly for other reasons hence why they aren't on the Monday email.  Also a request to let parents know when their child has been a close contact of a Covid case. This role is now with track and trace – but our advice is that especially with our youngest children – to assume your child is a close contact due to the nature in which the classes work.  Children will continue to have a seating position for their table when in the dining hall (we have always had seating plans for the classroom and that will continue). We have seen a huge improvement in the children's behaviour in the hall due to this. They are much calmer when lining up (no need to rush to get in line with their friends or children upset as their friend has left them out and not sat next to them). We have a finite amount of time for the children to have their lunch – two sittings – and the system we have currently runs very smoothly. Once our cases reduce we can revisit this decision with the staff and School Council to see if we will make any changes to our arrangements moving forwards.  DS will clarify the use of masks on the school site via the update email on Monday 14<sup>th</sup> Feb.</p>
<p><b>AOB for our next agenda</b></p>	<p>School photographs and next steps.</p> <p>We will discuss the school travel plan and how we support the children. Incidents with regards to parking and speed on the adjacent roads is a police matter – but we will talk through how the school can support in this matter.</p> <p>School dinner menu and a request that we consider removing dessert as an option.</p>
<p><b>Date and time of next meeting:</b></p>	<p>Date in Term Four TBC 7pm via Zoom  DS mentioned that if anything comes up in the meantime to contact her directly – all representatives have her email.</p>