



## Parent Voice Group MEETINGS 2021

**Meeting: 4th November 7.00pm – 8.30 pm via Zoom**

ITEMS	OUTCOMES/ACTIONS/DATES
	<p><b>Attendees:</b> Dawn Sage (Headteacher), Richard Roland (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), Mel Bleakley (Willow Class), Amy Andrews (Apple and Willow Class), Emma Lewis (Oak Class), Dr Laura Chirivi (Horse Chestnut Class)</p> <p><b>Apologies:</b> Lucy Bees (Bumblebee); Karen O'Brien (Butterfly Class) Nikki Hodkinson (Lime Class),</p> <p>No representation currently: Pear Class (Miss Hansford and Mrs Hayden) and Ash Class (Mr Styles)</p>
<p><b>1. Welcome and Introductions</b></p>	<p>RR, DT and DS welcomed everyone to the meeting.</p>
<p><b>Terms of reference</b></p>	<p>DS had circulated the <a href="#">terms of reference</a> agreed last term and these were agreed for this academic year.</p>
<p><b>2. Relationships and Health Education</b></p>	<p>DS: Relationships Education, Sex Education and Health Education were made compulsory in September 2020 with associated guidance to school. Saltford has always taught this subject via PSHE (Personal Social Health Education) – details of this programme are on the <a href="#">curriculum</a> section of our website. A few years ago the PTA funded the purchase of a resource called Jigsaw which we use to deliver this curriculum. The Sex Education element of the scheme will be shared with parents in Year Four, Five and Six in a meeting at school in Term Three (we hold this as the first part of the meeting and the camp meeting follows).</p> <p>In light of the new government guidance we would like to liaise with our PVG representatives to ask some of Year Four and Five parents to meet with DS/teaching staff to look through some of the resources and materials – as these are new to the year group – prior to sharing them at the meeting mentioned above. The Year Six materials are very well established and we have consulted on these. DS will contact PVG representatives for this group to arrange a meeting for January.</p>

<p><b>3. School Photographs</b></p>	<p>LB raised this: Some of our parents have raised the quality of the photographs taken by the company Tempest. School have had two parents contact us with regard to the quality of the photograph taken this year. New photographers came this year – the company sent two – to take the photos of the children and their siblings. Ideas were discussed, including sending a third photographer so more time could be spent capturing the photographs and asking for any recommendations for a different company. It was also raised that with the quality of the cameras on mobile phones where parents could take multiple photographs – it may be more challenging to capture one good shot and over the years some are good some not so in their experience and parents will purchase the ones they like. DS will liaise with school office to create a Microsoft forms questionnaire to explore parents’ views and next steps. From the school point of view in dealing with Tempest we have always been happy with the administration side of things, getting back to us immediately if there are any queries and the professionalism of the staff when in school.</p>
<p><b>4. 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 June – below are a few notes linked to this:  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 – 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>Due to the high Covid numbers in our local area and amongst the children, Public Health advised against large numbers of parents coming inside the school building. They felt that this would put the teaching staff in a vulnerable position, heighten the risk of the contracting Covid which would then mean challenges staffing the school.</p> <p>We do need to come back to this subject for the second consultation evenings of the year however – and consult with parents and staff in order to establish the best way forward.</p> <p><b>Access events this term:</b> We discussed how we could build in an opportunity for those parents who would like to look through their child’s work. Ideas were discussed and it was felt that it would work well to offer an opportunity from 3pm until 3:30pm on a range of dates for parents to sit with their child to look through their work. This would have to be outside however, so we would need to postpone if raining. DS will liaise with staff and the office to set up a system so that groups of parents can book in do this for each class (we need to know who is attending and to keep numbers small). Parents would be advised to take a lateral flow prior to this also as they would be handling materials that then come back into the classroom. When we communicate this with parents we would also advise that if they are working at the designated times,</p>

	they can liaise with the class teacher to arrange a convenient time to be able to do this (just as they would have if this had taken place inside the classrooms).
<b>5. Teaching of RE</b>	DS: A parent had contacted her to share their views on the teaching of RE. This was not specific to the school or class but in general they would like to see the concept of Humanism taught in each of the Key Stages. DS has shared this correspondence with our Foundation Governors (we are a Church of England school) and they will discuss this at their forthcoming meeting and provide a response. From the school point of view it was felt that our approach to teaching RE is to teach the understanding of people’s beliefs; that some people believe, and why, and that, of course, some people don’t believe. We cover the religions outlined in our Discovery scheme (details are on the <a href="#">Curriculum</a> section of the school website). That is also very much our approach in assemblies and we stress how much the stories we use – some of which are from the Bible – relate to our school values. In our scheme, Humanism is taught in Year Nine as part of philosophy and belief studies. Parents had a variety of views on this subject and agreed that the best way forward is to ask our Foundation Governors for support.
<b>6. Reception queries:</b>  <b>Dogs on site</b> <b>Helmets in EYFS area</b> <b>School gate by Tiddlers</b> <b>PTA school disco for Reception</b>	<p>KB raised these:</p> <p>Dogs on site: We do not allow dogs on site (including those being carried) so we will remind parents of this via our newsletter. We will also ask that dogs are not left tied to our school gates (especially the front gates where we have traffic etc) as we have large numbers of people in this area and it is very distressing for the dogs to be left (often barking) on their own. Any concerns please contact the school office.</p> <p>Helmets: It was raised that the fact that helmets are not compulsory on the small track in the Reception play area sends mixed messages to the children. We do have helmets available but the track is sprung and it is not a legal requirement for the children to wear them on this play area. It was raised that the helmets could also be an additional challenge as they should be placed and fitted correctly on each child which would have to involve a member of staff. Helmets would also have to be cleaned after each child to avoid head lice etc. Parents should contact the class teacher if they want to discuss their child’s helmet wearing.</p> <p>School gate: apparently the back gate has not been opened at 3pm (it is opened when the school is opened first thing) so parents have been using the Tiddlers gate. If this happens again, let the office know. On occasion the caretaker is delayed and we can always send someone else round to open the gate.</p> <p>PTA disco for Reception: The PTA are meeting on Monday so DS will raise this then, although the disco has been postponed until Covid case numbers improve. We prefer to hold our discos on one night as this is a time commitment for the parents who run them and the staff who attend; three discos on one evening would push the timings much later.</p> <p>Parents raised some points, including that:</p> <ul style="list-style-type: none"> <li>• some Reception children enjoy mixing with our Year One and Two children</li> <li>• because it was after school many of the infant staff attend which is very supportive for the children – this may not be possible for Year One and Two if that event is later in the evening.</li> </ul>

**Opportunities to view performances**

Raised by AA:

The discussion was around considering different opportunities for parents to come in and see their children perform – albeit it was understood that if Covid cases in a class or year group were high then it wouldn't be possible for those involved. It was really helpful to hear about what parents would appreciate, including opportunities to see class assemblies.

We discussed opportunities for performing outdoors and using marquees. However, the setting up and costs of this are considerable and, during what has been a very challenging time in education, our focus has been on the daily teaching and learning in the classrooms.

DS discussed the challenge of having just the one undersized hall which we use to deliver daily assemblies (a legal requirement), PE, gymnastics and dance sessions, as well as for eating lunch. We have to combine year groups to make the timetabling of this work. An additional hall space would really support us. We discussed lower key events for fewer year groups rather than trying to achieve what we have done previously. DS pointed out that many of our parents have no previous expectations anyway and that staff changes mean considering new and different ways of doing things. It is also good for the children to come together in their infant and junior phases to share and perform.

Ideally we would like to invite parents in, but when this is not possible we are keen to move forward with filming so that at least we can share what we are doing. However, this is very time consuming for the staff to put the films together and make them available. We do not currently have the technical ability or equipment to live stream. We are in contact with the team at Saltford Hall to see if they can assist us in this area.

DS will raise these points with the staff moving forwards, including the possibility of parents attending class assemblies. It is important to get a good balance between parental expectations and staff views. Putting together these opportunities – however low key – takes a lot of time, planning and organisation at a time when staff are very stretched. We have staff contracting Covid so we have lots of cover in place which has meant the focus is very much on the teaching and learning in the classroom.

Staff are always keen to meet parental expectations and it would support them if the workload of these projects could be shared amongst a small team rather than just one or two teachers. We would appreciate hearing from any parents who have an interest in supporting this area, for example by volunteering to support or with business connections in technology etc. The discussion tonight was very helpful in planning a way forward.

<p><b>6. Homework</b></p>	<p>RP raised:  We had a short discussion about homework in Year Two. RP and CD both felt that it was challenging to meet all parents' expectations – some felt it was too much and some not challenging enough. DS felt the most important thing was to liaise with the class teacher. Parent support at this challenging time is much needed and appreciated, especially in areas such as reading at home. DS will also discuss the use of the Doodle software with lower juniors and how to support children with the completion of their homework in this area and support from parents. DS will share our homework policy at our next meeting and we will have a longer discussion with regards to this and discuss best next steps.</p>
<p><b>Date and time of next meeting:</b></p>	<p>Date in January TBC 7pm via Zoom   DS mentioned that if anything comes up in the meantime to contact her directly – all representatives have her email.</p>