



Parents' forum 2nd October 2019 – led by Mrs Everett (SEND/CO)

Item	Discussion (including any agreed actions)
<p>1. Progression of core values from Reception to Year 6.</p>	<p>Progression of demonstration of values: The progression document was shared with parents and we considered what our school values should 'look like' – particularly for our Year 6 children moving on from our school. We talked about the opportunities and experiences the school could provide to enable our children to demonstrate these values.</p> <p><u>Ambition</u> suggestions included:</p> <ul style="list-style-type: none"> • A careers day in school – inviting local people into school to share with the children information about their job – making it real. • Talking about the pathway from school to college to university to ensure that the children thoroughly understand how the education system works. • Preparing children for high school and beyond. <p><u>Creativity</u> suggestions included:</p> <ul style="list-style-type: none"> • Providing children with problems to tackle – perhaps in real-life contexts eg. Today you're going to be an engineer... • Adding 'Making choices, decision making and prioritising' to the progression document. • Adding 'Tackling problems in multiple ways and in different scenarios – <u>under pressure</u>' to the progression document. <p><u>Ownership</u> suggestions included:</p> <ul style="list-style-type: none"> • Head boy/girl – parents liked these roles though felt that the head pupils should be selected by staff – children who have demonstrated the school values throughout their school life. • Introducing peer mentors – similar to play leaders • Introducing prefects – older children (KS2) to model responsibility/ behaviour to younger children – to allow more children a position of responsibility within school.

	<ul style="list-style-type: none"> • Bringing back the Y6/Reception buddy system – it was commented that this was a positive system that was mutually beneficial to the Reception child as well as the Y6 child. • Parents commented that trips, particularly residential trips, were a good way of allowing the children to take ownership and although it can be worrying for a parent having no contact with their child, parents acknowledged that these trips were invaluable to their children. <p>Unfortunately, we ran out of time to consider the Resilience and Nurture aspects of the progression document.</p> <p>Key actions to be considered moving forward:</p> <ul style="list-style-type: none"> • Aspirations Week January 2020 to include local people coming into school to talk about their jobs as well as information about the pathway from school to college/university. • Add in the additional comments to the progression grids following parental discussions. • Consider peer mentors/buddies. • Reconsider reviewing how head pupils are chosen for September 2020.
Open forum	<p>Parents commented that they would like to hear more about their children’s achievements and also ways to help their child.</p> <p>Parents commented that they loved the Tapestry updates in EYFS and felt that they had a good understanding of what their children were doing whilst in Reception. They said that they would like something similar in Y1-6 – even if it was just one update every now and then.</p> <p>Parents commented that they would like to know when a new system is introduced and to have some information about this so that they can talk about it with their child eg. VIP status</p> <p>Parents suggested that one completed example at the top of each piece of homework would be beneficial to avoid mistakes/unnecessary stress.</p> <p>Key actions to be considered moving forward:</p>

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| | <ul style="list-style-type: none">• Provide information to parents/carers as to how they can support their children at home around basic skills.• Consider introducing Tapestry across the school.• Continue to ensure information is communicated to parents regarding new systems eg VIP status.• Communicate with teachers to ensure at least one example on homework to enable parents to help their children. |
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