

Parents Voice Minutes

Meeting 5th June 2014

(Combined 9am and 7pm)

ATTENDEES

9 Parents

3 Governors (1 x parent, 1 x community, 1 x Vice Chair/LEA)

Guest Speaker – Miss Ford (KS1 Assessment)

We had 2 parents who put forward topics / agenda items who could not attend. These were added under AOB.

AGENDA

1. Review of Minutes from previous meeting
2. Matters arising
3. KS1 Assessment and Q&A
4. Website Changes / recommendations and ideas from parents
5. Progress of Lunchtime working party
6. Would parents like the opportunity to 'be in school' more? Ideas from parents
7. School Uniform Policy
8. AOB

1. Minutes from the previous meeting

Agreed as a true representation of the meeting and approved.

2. Matters arising

No matters arising

3. KS1 Assessment and Q&A

Miss Ford explained the historical details of KS1 Assessments / SATS. She explained that KS1 assessments are a continuous assessment throughout year 2 and not a snap shot assessment at the end of the year. The results of the assessment are shared with county as a statutory requirement.

Historically when KS1 SATS were more formal, papers were written each year as with KS2 SATS. However these stopped in 2009. These days booklets and before are used for the assessments as a way for teachers to confirm / support and expand on the evidence gained to determine a child's level.

Maths – Miss Ford showed both groups a level 2 and level 3 paper. Level 2 paper allow children to use equipment to help them answer questions whereas level 3 papers are allowed no additional equipment. Miss Ford reiterated that those children taking level 3

papers will be just tipping into a level 3c. Level 3 is a very wide band which covers a lot of lower KS2 Maths skills.

Miss Ford talked about the focus in year 2 being on 'number' and the requirement to be secure in number for a 2A or 3c.

Reading – Children in year 2 will have weekly guided sessions focusing of a variety of texts i.e. fiction/non-fiction / poems. Comprehension is important and the aim is to expand understanding in year 2.

Miss Ford showed the groups a level 2 and level 3 paper. Children will be practising answering comprehension questions throughout the year both verbally and written down. There is no set time for these tests, and children often have a break in between. Children are encouraged to finish but are not pressurised.

Because these are reading assessments, children are not allowed help reading the questions, whereas with Maths papers, teachers can help children read the questions. Teachers can help children read the questions but not read any numbers or explain any mathematical vocabulary.

Level 2 papers are magazine type layout with small paragraphs on a page with questions underneath relating to the text above. Level 3 papers are a booklet to read with smaller text and a separate booklet of questions with reference back to the page where the child can find the answers. As with all KS1 assessments, children doing a level 3 paper will not do a level 2 paper as well.

A parent asked about Level 1 children. Miss Ford advised that these children are still assessed but in a more informal and verbal manner with verbal questions and answers about a book they have read.

A parent asked if these KS1 assessments are used to 'set' children for year 3. Miss Ford advised that groups are set on ability but are fluid and change up and down all the time for different areas.

Writing – This assessment is 40 minutes in length – maintained concentration. Children are prepared the day before and as a class discuss the topic to gain ideas. Children practise throughout the year for example studying the Dragon Topic and then do some descriptive writing related to it.

Spelling forms part of the writing assessment. This assessment is a two sided sheet including paragraphs and prompt pictures.

Year 1 Phonics Check – This is a statutory assessment whereby children in Year 1 are asked to sound out 20 alien and 20 real words. Children who do not pass in year 1 (32/40 this was the pass mark last year it could change by a mark or two), take the test again in year 2. These children are put in a wave group and given extra support throughout year 2. (Wave groups were explained to parent voice when Mrs Tobin was guest speaker as detailed in those minutes).

All children in year 2 will take part in phonics sessions daily to reinforce and build on their phonics knowledge. As the year progresses wave groups may be set up for lower and / or higher ability groups depending on needs identified. Miss Ford showed the groups what the check looks like – large words with alien pictures next to the alien words so children know which are real and which are not!

A parent asked what expected levels are at the end of year 2. Miss Ford said the average child in year 2 reached a 2B, some a 2C and some a 2A or higher (3C). Children are assessed every six weeks, gaps identified, what progress has been made and what next steps are.

4. Website Changes / and ideas from parents

Parent Voice asked parents if there were any improvements that they would like to see made to the school website. Feedback was as follows:

- Videos of maths tutorials on class pages as per maths suggestions earlier in the year.
- More up to date photographs.
- Move the school uniform ordering link onto the home page so it's easier to find rather than embedded in a document.
- Can the look and feel be more modern i.e. instead of a linear menu bar on the left hand side, make the home page more interactive with links?

5. Progress of Lunchtime working party

The Lunch time working party have recently appointed Kingswood as the new school dinner provider from September 2014. Foundation parents will be able to sample food at their open evening and the remainder of the school on open evening on 16th July.

A packed lunch option will be included so that those that prefer not to have a hot meal can still benefit from the free meal. Full registration details and ordering instructions will be sent to parents.

With regards to the logistics, this was still being worked out, but staggered lunch times were an option being considered.

6. Would parents like the opportunity to be in school more? Ideas from parents

Parents in the morning session expressed their like for Art Days etc and welcomed the opportunities to come to school. Ideas such as show and tell at the end of a topic / term were discussed like the Carnival workshop in KS1 in July.

Parents of the evening session felt that parents were asked to come to school too much and often feel guilty, having to explain to their children why they have to work. Parents requested that they would love letters to be worded with consideration given to those parents that can't attend such events i.e. sports days.

The evening group discussed how school is aware that not all parents can attend and always make sure, for example after class assemblies, that a child who's parent hasn't been able to make it, has someone to show and share their work with so they don't feel singled out.

7. School Uniform Policy

Both groups were happy with the changes made to the School Uniform Policy.

8. AOB

Brag Tags – A parents suggested children being able to stick their reward stickers somewhere i.e. a Brag Tag or inside their reading records as a reminder of what they have achieved / been rewarded with during the year. Other suggestions were Stamps or tags of a key ring to collect.

Book Club – A parent wrote to parent voice expressing concern over the condition and age of some of the reading scheme books and suggested maybe a book club as a way of earning points / earning money to pay for new books. Parents appreciated that books are expensive and this would be a way to try and help school afford new ones more often.

Parents offered to help distribute catalogues and sort orders and FICPS have subsequently agreed to help. **ACTION – Jo Thom will talk to Mrs Donaghey about contacts she may already have with Scholastic and Book People, and FICPS will take on the planning of this for early in the new school year.**

Parents at the meeting also offered to donate books. It was suggested that parents talk to Mrs Donaghey on the school gate. **ACTION – Jo Thom to discuss an appropriate process for ongoing donations with Mrs Donaghey and report back to parents.**

One parent suggested 'sponsor a book' for parents that couldn't donate but wanted to help. Maybe a sticker to be put inside the book saying who has sponsored the book?

ACTION – Jo Thom to discuss feasibility with Mrs Donaghey.

Another parent suggested a sponsored read to raise money for new books. **ACTION – Jo Thom to discuss feasibility with Mrs Donaghey.**

Residential – One parent wrote to parent voice that could not attend and asked that if a teacher was to be absent from class for three days on a residential that the parents of that class are informed. **This has been fed back to Mrs Alison and taken on board. It is very unusual that a class teacher that isn't from the residential group should attend, however if and when it ever happens again, parents will be informed.**

DB Primary – A parent who is keen for all parents to have their own logins to DB primary, suggested maybe a blanket parent login could be set up that anyone could use anonymously. Parent Voice explained that it wouldn't be possible to give every parent a log in of their own, but that this idea will be put forward.

Payments for Outside Clubs – Parents in the evening session discussed the process for paying outside companies for school clubs. Please could school ask that all outside clubs provide parents with a receipt when payment received? Also, when sessions are cancelled, i.e. sickness of instructor or teacher training days, the companies are not forthcoming in providing refunds, parents have to ask for it.

One parent also commented that payments always seem to be mid-month where early in the month would be better. **ACTION – Jo Thom will feedback the request for all outside companies to provide receipts as a minimum.**

Bike to School Update – Jo Thom provided an update further to the outstanding interest re Bikes to School from previous minutes as follows. Parent Voice will be kept informed of updates.

Note from the School Road Safety Team – made up of children

“We have evaluated the road safety questionnaires and out of the 61 forms that were completed 20 expressed an interest cycling to school. One station road resident said they wouldn't let their child cycle the main road as is it too dangerous.

Also 5 expressed that they would skate or scoot to school.

We have plotted onto the village map the locations from where pupils would cycle to school. This has shown us that pupils are prepared to cycle from all areas of Irchester.

From the road safety team”

END