



Parent Forum Agenda

Chilmington Green Primary School

09:00 27th June 2022

Item No.	Item	Minutes	Action Points	Action by who
1	Meeting Opened at: Present: Welcome	9.10 Mrs C Foreman – Assistant HT/SENCO, Mrs C Day – PSA, Parent representatives: Ms H Pound (Yr 2 & Prospective Nursery child) & Mr D Potter (Yr 2 & Year 4 child) Representation from the wider school community via the Parent Forum questionnaire responses. Mrs Foreman welcomed everyone to the meeting and thanked them for attending.		
2	Apologies for Absence			
3	Meeting Focus: Trust Educational Vision			
4.	Board of Directors - What are your opinions on the Trust Educational Vision we introduced this year?	What are your opinions on the Trust Educational Vision we introduced this year? https://thestouracademytrust.org.uk/our-vision/ <ul style="list-style-type: none"> • Technology • Collaboration spaces • Flexible seating • Continuous provision • Inclusion resources 	Teachers provide a weekly or termly overview for homework. CF will discuss with teaching staff. CF to ask TH for a list of the	

		<p>CF outlined the focus of the Parent Forum this term and summarised the key areas of the 21st Century Learning vision, including the theoretical approach and what it looks like in real terms for the children in class.</p> <p>Feedback from Parent Forum questionnaire:-</p> <p>What are your opinions on the Trust Educational Vision we introduced this year?</p> <ul style="list-style-type: none"> • While I feel this is a great drive for the future, I do worry about the balance for example the amount of time spent using technology is not good for my child's well-being and eye care. I am noticing my child's basic skills like hand writing and spelling are not improving greatly due becoming reliant on a computer. <p>This raised the question as to how well the vision was understood. It is evident there is a need to revisit this with our stakeholders as there may be other parents with similar misconceptions.</p> <p>What are your opinions on the Trust Educational Vision we introduced this year?</p> <ul style="list-style-type: none"> • My concern is on whether the children will have too much iPad use over traditional methods of learning and participation in class <p>Again, a question is raised for the school to address with the misconception that learning is solely through ipads. There is intentional deployment of technology to help us to deliver personalised learning in an enabling environment. Technology accelerates our progress but it is not be the driver of our vision.</p> <p>What are your opinions on the Trust Educational Vision we introduced this year?</p>	<p>tools/apps/platforms for each year for parents to see.</p> <p>CD to discuss showcasing event with Digital leader and school council adult Representative.</p>	
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		<ul style="list-style-type: none"> • I like that you are thinking ahead for what the children will be doing when they leave school and where the world will be, but what if the world is not quite where you think it will be then? <p>What are your opinions on the Trust Educational Vision we introduced this year?</p> <ul style="list-style-type: none"> • I am not so keen on the seating, children sitting on bean bags and sitting where they like. I don't feel this helps the children prepare for next steps in education as this environment is not reflected in secondary school or further education. • Also the learning environment does not help and autistic child or one with sensory processing needs. I don't feel that the educational learning environment is inclusive. <p>Secondary school transition seems to be a common concern across the feedback, however we emphasise how preparing pupils for careers of the future should be at the core for ALL educational institutes. This identified the need for sharing the inclusive resources both physical and apps with the families to support parental understanding of the inclusive and equitable classrooms and ethos across the school.</p> <p>HP- Stated that the children are teaching us now with regards to technology.</p> <p>CF – Explained how Tapestry, which is used in Nursery, Reception and Year 1, provides a dialogue between home and school and that parents can upload videos of their child from home whilst school can provide updates to parents with the focus on 'WOW moments.'</p> <p>DP – Stated that he was grateful that the school is changing the way children are taught and are embracing technology within the class in recognition for a changing society. DP explained that his two children have very different personalities and interests but are both equally</p>		
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		<p>catered for. DP felt that whilst communication from the school was good he would like more guidance on the tools/apps/platforms that different year groups are using that week/term and how parents can support them at home with their learning via these tools.</p> <p>CF explained that KS2 are using iPads in school and are regularly accessing OneNote and Teams for their work and feedback. Children continue to work towards the same goal for example Literacy but are using technology to produce a different end product for example writing a script before filming in the Green Screen room, rather than just writing a newspaper report in a notebook.</p> <p>DP stated that he felt parents were not always aware of what homework the children had, and in his experience, the children weren't always clear either. DP stated that he appreciated the effort that the teachers were putting in and didn't want to add to the workload but would like to feel more in sync with school topics so that home and school could work in partnership with education.</p> <p>CF suggested that teachers provide a weekly or termly overview for homework and will discuss with teaching staff.</p> <p>CF asked for opinions on flexible seating.</p> <p>DP felt that it was a great idea and felt that both of his children benefited from this approach as they liked to move around and have the opportunity to discuss what they were learning.</p> <p>HP asked if children are still able to move around the classroom if they are receiving interventions or working in groups for certain areas.</p>		
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		<p>CF explained that yes, children might be at a table to receive input from one of the class adults but would then be able to choose where they work and benefit from flexible classroom.</p> <p>CF outlined how flexible seating is also allowing children to self-regulate in class by them being in control of where they sit or who they sit with.</p> <p>DP asked how the teachers have adapted to the different style?</p> <p>CF stated that it had been a learning curve at times but staff have understood and bought in to the vision and the idea of an inclusive classroom. There has been a time of reflecting and adapting if necessary to ensure the classroom works and children have been able to have a voice in that. The vision allows children to work collaboratively with each other and also with the adults to design their class.</p> <p>DP asked how it has worked if there are different groups within the class.</p> <p>CF explained that it historically this had been a challenge for educators but by using technology such as OneNote teachers are able to 'drop in' and see the child's work even if they are not sitting with them or are in a different class. For example children who are in the SRP/Cedar class can still receive feedback from their teacher in their home class.</p> <p>CF asked how parents feel about accessing learning for the children using OneNote?</p> <p>DP stated that it is useful to know that the majority of work is there and that he can access it but would like to be clearer on what tools children are using and how often. Would it be possible to have a list?</p>		
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		<p>CF will ask Mrs Hamilton to support the digital champions to see if this can be produced.</p> <p>CD suggested that digital leaders and the school council could put on a showcase for parents with different stalls showing the different apps/tools and platforms that are used across the school. CF agreed that this could happen.</p>		
6	AOB -	<p>DP noted that there had been a high level of staff turnover and raised concerns regarding consistency.</p> <p>CF recognised that there had been a high turnover but was looking forward to more stability in the new academic year. CF stated that Covid had a significant impact on the teaching profession with some people re-evaluating work/life balance. It was hoped that the vaccination programme would also help schools have a more stable year.</p> <p>HP Stated that this academic year was the first full year for her daughter in Year 2 and that it was nice to get back to normality with parent events at the school.</p> <p>CF stated that parents would have the opportunity to meet their child's new teacher on the 5th July.</p>		
7		<p>DP asked if there were any plans to increase parent parking capacity?</p> <p>CF stated that there were no plans for the car park to increase however once the surrounding developments are completed there would be alternative parking opportunities and improved pathways for people to get here on foot.</p>		

		CF thanked HP and DP for attending and their input.		
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