



Alexander Hosea Primary School

Parent Council Meeting 3rd March 2021

Class	Parent representative
R – Topaz	Mrs Narborough (Wilf)
Y1 - Emerald	Ms Lloyd (Lily G)
Y2 – Jet	Mrs Lee (Freddie) and Mrs Bendon (Millie)
Y2 - Ruby	Mrs Hall (Alana)
Y3 – Crystal	Mrs Dalziel (Evelyn)
Y4 – Diamond	Mrs Leighton (Anabel)
Y5 - Pearl	Mrs Zlobec-Short (Zac)
Y6 - Amethyst	Mrs Roper (Laurie)
Staff	Mrs Williams Mrs Windmill

Agenda

	Notes (PC = Parent Council)	Actions
1.	<p>Feedback from class reps</p> <ul style="list-style-type: none"> - Teacher has been brilliant at responding to our needs both as a class and individually. - Appreciate the regular contact with parents. - Appreciative of all the hard work teachers have put in. - Appreciate Friday catch-up time. - Like regular online catch ups. - Phonics and reading information has been well-received as parents were able to learn alongside the children. - Bug Club is useful, but Infant parents appreciated the ‘real’ book collections too. - Parents have been focusing on core learning when learning at home and trying to do what they can of the other learning. - Teacher has been a rock throughout lockdown. - Classwork and feedback has been solid and reliable. - Daily work has been much more manageable. - Simple to upload work to folder on Google Classroom. - Live sessions are great and children get a lot of them. - Feedback on Google Classroom/Evidence Me has been valued. - Everyone is counting down the days until next week. - Happy with work being set and feedback provided. - Homeschooling in lockdown worked really well. - Especially liked the teams live calls. <p>Questions/comments</p> <p>Some parents would have liked information from school on Tues 9th (after Gov announcement).</p> <ul style="list-style-type: none"> - Letter sent to parents on Thurs 11th, following LA meeting for headteachers’ and leadership meeting with Teachers. This was the earliest that it was possible to share information about the reopening. 	

	<ul style="list-style-type: none"> - Parents asked for a holding statement if this happens again, to show school are working on a plan. The 2 days felt quite long. <p>When will the staggered start and end of day end and return to 8:50am-3:30pm?</p> <p>Will continue for the time being, as it is still necessary to reduce social contact. We will follow the national plan for returning to normal. Masks, social distancing and one way system is still needed.</p> <p>Parents are not used to looking at the website. Would it be possible periodically to advertise where particular pages are on the website, so that we know where to find things easily?</p> <p>We can do this through the newsletter.</p> <p>Some parents are feeling overwhelmed as there are different places for resources – worried about missing information.</p> <ul style="list-style-type: none"> - During Lockdown, Evidence Me and Google Classroom were the primary platforms for resources. As we ease out, we will start to move back to using the website as before. - The school newsletter contains an overview of information for parents – this increased to weekly during lockdown, but will return to fortnightly again from next week. <p>How can we find out how to say and act the phonic sounds?</p> <p>Paper guide was circulated earlier in school year and there is a video on Topaz page – we can send the link to R and Y1 again.</p> <p>Know that homelearning books will come back to school next week – parents noted that it would be hard for the teachers to know how much support the child has needed to complete the tasks. Will there be an opportunity for parents to speak to teachers about the homelearning in the books?</p> <ul style="list-style-type: none"> - We are aware that almost all Y5/6 children completed most tasks independently, whereas younger children (esp in KS1) will have needed more scaffolding. - We will not be judging the books, but looking to see coverage of objectives. - The teachers know the children well and where it looks like they have completed tasks independently, these might be used as evidence for assessment. - Parents’ evening will be w/c 26th April and next 2 weeks. <p>Why was there a difference in the live sessions across the school?</p> <ul style="list-style-type: none"> - Agreed as a staff to provide a combination of live and recorded learning everyday. Balance would vary dependent on age, stage of children and the task. - As many Y5/6 children were working independently at home, more live sessions to set them off for the day. - In reception, live lessons provided daily to support phonics provision in particular. - All classes ran group live sessions every day for children to join if they wanted help. These have been well attended across the 8 weeks. 	<p>Staff to flag up key pages of the website – with instructions of how to find them</p> <p>Send R and Y1 parents link to Mrs Windmill’s phonics video</p>
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Note: pros and cons of live and recorded. Some parents prefer recorded as they can play them several times, watch them at a time that suits the family ect. Others prefer live as it helps the children to interact with the learning.

Some parents have noticed that their child has grown out of their shoes and they are worried that they might not be able to get new school shoes before the Easter holidays. What should they do?

- Can wear plain black trainers instead. Not bright shoes, no heels (for safety). As close to school uniform as possible.
- Will all need to be in school shoes after Easter holidays.
- Clarks have a measuring device on their website, but parents not sure how accurate.

Can Y6 children wear face masks to school?

- The guidance for schools states that primary school children should not wear face masks.
- If desired by parents, Y6 could wear them for their walk to school, but would need to remove before they come into the building.

When might clubs restart?

- Woosc reopens with school on Monday 8th.
- No firm date for other clubs as yet. When it looks like it is safe to restart, we will contact the providers and let parents know.
- May be possible to start a small selection of outdoor after school clubs in Term 6, depending on how the national picture looks. These might be offered to a class or bubble to limit social contact.
- When music lessons restart they might be in the hall, so that children can socially distance from each other and the instructor. No start data as yet.

What is happening about Kilve/Morfa residential trips?

- Been advised to wait until after Easter for further guidance about this.
- Mrs McNeill and Mrs Hall and putting together letters for both classes to let them know the position.
- We do not yet know whether these will be going ahead so will not ask for any more money at the moment. Would recommend that parents put money aside for this, as the request for funds might come through at a late date a few weeks before the trip takes place.
- It is possible that we might be able to extend the payment period until end June, for families who request it.

What is the plan for supporting mental health and wellbeing on the children's return to school?

- Priority in in-class support. We have invested heavily in extra staff (TAs, SMSAs) and extra staff hours to support the children. This was planned in advance and put in place from start of September. We have spent about £39k on additional manpower and resources.
- During the first few weeks back the main focus will be on pastoral needs, rebuilding social resilience and relationships.
- We will be using Jigsaw PHSE resources to support transition back to school. Parent Council asked if Mrs Windmill could provide parents with a summary of this transition programme. Not able to post it on the website due to copyright, however an overview would be possible. 'Healthy Me' Jigsaw overview for term 4 is on Google Classroom.

Mrs Packer to liaise with club providers and inform parents when clubs are due to restart.

Mrs McNeill/Mrs Hall to send out letters to Y5 and 6 about Kilve and Morfa Bay

	<ul style="list-style-type: none"> - In the run up to Easter, teachers will be finding out where the children are and using this formative assessment to provide well-pitched lessons, targeted to need. - Teachers know the children well and are in communication with parents, which will help them to tailor provision. 	
2.	<p>Relationships and changes part of RSHE – Mrs Windmill</p> <ul style="list-style-type: none"> - Talked about best way to consult with parents about ‘Relationships and Changes’ for Term 5 (Teams meeting or recorded session?). - Parent Council felt that a recorded video would be better. - Parent Council asked whether Mrs Windmill could provide information about what ‘Relationships and Changes’ would look like in each year group in this video. - Discussion about sex ed. Mrs Windmill explained that the relationships aspect of this starts in Reception and gradually builds each year; science aspects (reproduction, body parts etc) is covered in science. Y5 and 6 go into more detail about puberty and sex. - Parent asked whether they might be able to see some of the resources (video ect) before this is taught, so that they know what to expect. Mrs Windmill said that this would be possible. We have in the past loaned the video for a couple of parents to watch. 	<p>Mrs Windmill to produce and consultation video about ‘Relationships and Changes’ for parents.</p> <p>Parent to liaise with teacher about possibility of borrowing the sex ed video</p>
3. Discussion points for future meetings	<p>What would parents like to discuss in future meetings?</p> <ul style="list-style-type: none"> • Parent Council Reps to gather ideas a week before the next meeting and let Mrs Williams know. • 	<p>Parent Council reps to consult with other parents and send DW notes a week before each meeting</p>

Dates of next meetings (all 2pm start):

Term 5 – Tues 27th April 2021

Term 6 – Tues 8th June 2021