Parent Forum Meeting

Date:	Thursday, 19th March 2020, 2.00pm
Attendees:	

Name	Year Group	Class	Attended
Mr. Wanford	Headteacher		Yes
Mr. English	Deputy Headteacher		Yes
Mrs. Mackie	Assistant Headteacher		Yes
Jodie Lane	Nursery	Little Berries	Yes
Vacant	Nursery	Little Berries	
Katie Lickfold	Nursery	Little Acorns	Yes
Laura Nunn	Nursery	Little Acorns	Yes
Emily Rhead	Reception	Birch	Yes
Aimee Smith	Reception	Birch	
Michelle Killeen	Reception	Willow	Yes
Louise O'Driscoll	Reception	Willow	Yes
Emma Robinson	Year 1	Beech	
Vickie Trotman	Year 1	Beech	
Michelle Killeen	Year 1	Elm	Yes
Katie Lickfold	Year 1	Elm	
Laura Nunn	Year 2	Oak	Yes
Charlotte Small	Year 2	Oak	
Sumana Bandari	Year 2	Plane	Yes
Iliana Georgieva	Year 2	Plane	Yes
Michelle Killeen	Year 3	Cedar	Yes
Vacant	Year 3	Cedar	
Vacant	Year 4	Rowan	
Vacant	Year 4	Rowan	

Review of previous/outstanding actions	Progress?
Action: Class reps to send in a headshot to admin@greenridgeacademy.co.uk, which can be sent out on the newsletter, so parents/carers will know who they are.	Incomplete
Action: Mrs. Curtis-Cross to make a Parent Forum flyer with names, classes and headshots so that parents/carers are aware of who the class reps are.	Incomplete – awaiting photos
Action: Mrs. Cavanagh to finalise attendance certificates for Autumn 2.	Completed
Action: Mrs. Curtis-Cross to collate library dates for the remainder of Spring term for each class and publish in newsletter by 07/02/20.	Incomplete
Action: Mrs. Mackie to check if all books online are going to be available to purchase, or will it be a select few. Check location.	Completed
Action: Mr. Wanford to ask Mrs. Mackie we could make something bespoke about the reading books/levels and progression so that parents/carers could follow and understand.	Not yet completed
Action: Charlie Small to discuss at the PTA meeting this evening and Mr. Wanford to arrange meeting with PTA to discuss how we make the PTA more transparent with regards to membership and how roles work.	In progress
Action: Mr. Wanford to speak to Mrs. Erdos and the PTA about doing parental direct debits for donations.	Mr. Wanford to follow up at next meeting on agenda
Action: Mrs. Curtis-Cross to put a polite reminder to parents/carers in the newsletter about the non-smoking site, including the car park.	Completed – In newsletter on 31/01/20
Action: Mrs. Curtis-Cross to put a note in the newsletter about children bringing in an old, large t-shirt or shirt from home that they can also keep as spares for Art/DT lessons.	Completed – In newsletter on 31/01/20
Action: Mrs. Curtis-Cross to get cracking number bond help sheet from Mrs. Mackie and display on the website and put a link in the newsletter for this.	Completed

	Agenda Item	Discussion/actions
1	COVID19 update	Mr. Wanford discussed with parents/carers about the emerging COVID19 situation and school closure. Overall, the parent forum was supportive of all that the school had done and the clear and timely communication it had received. The point of which children would be eligible to stay in school after the closure on Friday was brought up. Mr. Wanford addressed this through the REAch2s approach and steps towards this although this is still going to be reliant on the information that the government provides. The emails and information that was sent to parents/carers had been done in a timely manner and parents/carers were appreciative of the information that has been given. Vouchers for children and provision for vulnerable children was brought up, including those who may struggle to come forward and be identified as vulnerable and how the school is going to address this.

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		The government is planning to introduce the voucher scheme; however, the difficulty is in the timely manner that this can be done. The second possibility was that the school would prepare the food and then supply parents/carers and children with this food, this does rely on the catering staff to be available. The school is currently in discussion with catering professionals and the viability of this will be confirmed after we know how many children will be here and what the government plans to do. Mr. Wanford also mentioned the provision that the school is putting in place to provide the children who are staying at home with some curriculum elements. However, it was acknowledged that this could change depending on the next steps the government take e.g. Whole country isolation. Mrs Mackie mentioned how the support for children was going to be addressed for Early Years including the use of Tapestry. School Trips were discussed including what the school plans to do regarding things like the Germany Residential Trip. Mr Wanford explained that the guidance has been to cancel all trips this academic year. Germany has not been cancelled yet (as it is next academic year) and things many have settled at the point of the trip and the best approach at the moment is if there is a cancellation then it should be done by the providers as this may mean there would be no money lost. School clubs and refunds were discussed, particularly with martial arts as this is done by an external company and would there be any refunds? Action – Mrs. Curtis-Cross to talk to Clubbly regarding the possibility of refunds if they are available. Nursery and wrap around care costing were also discussed. The aim is for these to be rolled over for when we return. Will children go to Green Ridge or be going to a different setting? Personal belief is that children will not go to any other schools as this would be the most sensible thing when relating it to safeguarding. The only time this may be different is during the Easter period as the schools are being encouraged to open over the Easter holidays.
2	Spellings – Mrs. Mackie	Mrs. Mackie explained about the spelling system and school were proposing to change it after Easter. The reasons and research behind the proposal was discussed as follows.

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		Why Change? Research suggests that the only people who benefit from spelling tests are those who do well in them - and the benefit is to their self-esteem rather than their spelling ability. They were already good spellers. The people who don't benefit from spelling tests are those who struggle with spelling. They struggled with spelling before the test, and they still struggle after the test. Testing is not teaching. Having monitored spelling carefully over the last few months this is the case in school. Some children are motivated to learn their spelling to get a high score in their test but often there is very little impact on the accurate independent application of these words in their writing. The execution of preparing spelling lists each week, the time taken to test them, and the administration involved in doing is disproportionate to the amount of children who learn their spellings and can apply them independently in their own writing as little as two weeks later. **How Are We Proposing to Teach Spellings After Easter?** Spellings, spelling rules and exceptions would continue to be taught daily as part of phonics and writing lessons within school. Children need to learn the spelling rules and word meanings, where appropriate, to ensure they fully understand each word rather than just learn by rote how to spell a selection of words. As the Reading Agency states; *'Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly,'* and: *'Children with reading difficulties are at greater risk of developing mental health problems later in life, including depression, anxiety, behavioural problems, anger and aggression.'* We would send out year group common exception words and high frequency words (as set out in the National Curriculum for English) for parents/carers that wanted to continue to support their child's spelling. In addition to this we would include an outline of what each child had covered each week in phonics within the newsletter. This would detail the specific sounds and tricky words the children had been focusing on as well as some examples of words that could be practised at home. Mrs. Mackie asked the parent forum representatives for their opinions. Parents/carers agreed with the approach and only raised the issue of how successful the information in the newsletter would be although some parents/carers also mentioned that

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		they would really appreciate the words in the newsletter as this would be beneficial to parents/carers who would still like to practise spellings with their children at home.
3	RSE Policy and Consultation – Mr. English	Mr. English explained that the school will be adopting the policy which was mentioned within the letter to parents/carers. This policy, on relationship, health and sex education, outlines what the school will be teaching as part of its requirements to fulfil the national curriculum in 2020 but also explains what additional teaching will take place within out sex education curriculum. Some elements of sex education (puberty) will become part of the national curriculum, meaning they must be taught and there is no opt out. These will either fall under the health or relationship sides of the curriculum. The government has advised that all schools teach additional sex education lessons as this will better prepare children as they grow older and head into secondary school. These additional elements to the curriculum can be opted out of. Details for each unit can be found within the policy. As part of adopting this new curriculum the school should take feedback from parents/carers. Have any questions been raised based on the content of the policy? Mr. English explained the right to withdraw and parents/carers asked about including further details about the sex education elements within the policy. *Mr. English explained that there is a section of the policy that explains the content of the additional sex education learning materials, including an overview of the lessons and key vocabulary.*
4	Issues raised from parents/carers on the online feedback	*Since the colder weather has set in the parking issues are more prevalent. With 60 more students due to attend in September this will only get worse. I hear rumours about the possibility of the car park having to be closed to parents/carers as it can't make the capacity. However, the design of the entrance/exit & where the pedestrian crossing is faulted I believe. Could any thought be put into putting another entrance/exit on President Road opposite Laxton Road or further along slightly? I personally do not drive to school, however foresee the dangers of the road safety & community issues of parents/carers abandoning their cars on the roads. This will have a cost impact but maybe we can look to raise money for it if there is no funding through the school?* The parking situation is common to almost all schools, and Green Ridge is not alone. We are fortunate to have the luxury of allowing parents/carers to park currently, but this is only because of the relatively small staff. As the school grows and with it, its staff, there will be less spaces for

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		parents/carers to park. Schools are not required to provide parking for parents/carers for many reasons, but two important ones are about the healthy and sustainable nature of school travel and children walking or exercising, and secondly because of the proximity of children's houses to the school. Typically, most new children coming to Green Ridge live within 0.3 miles and so should be able to walk. The school will have an additional entrance as children go into Y5/Y6 which will be on the easterly side of the school; however, no further zebra crossing, or entrance would be put in. This would not be a school decision, but one by the council. The design meets the necessary specifications and regulations for entrances/exists, and we are already quite fortunate with the space we have.
5	AOB	'Bullying' was discussed and how as a school we could continue to reinforce the messages that bullying is not acceptable, such as through anti-bullying week, assemblies and lessons. There had been feedback that there were some incidents of behaviour at break or lunchtime, where a child had broken their arm during playtime and another girl had cut her chin. It was asked whether more staff were required during break time to ensure that any incidents can be addressed. The suggestion was made to hold a whole school anti-bullying assembly to reinforce the message of bullying. Mr. Wanford highlighted that bullying is when there is an individual or group of individuals that repeatedly target an individual and it is important to clarify this meaning with parents/carers as the word bullying can sometimes be misunderstood as incidents that could be considered as poor behaviour are then determined as bullying. Mr. Wanford asked the forum reps to get parents/carers to come directly to class teachers to discuss such matters, as the forum could not answer specific questions about individual children and circumstances and there may be a deal of hear-say on the playground. Mr. Wanford reminded the forum that the children's behaviour across the school was held in high regard, and this is often commented on by external visitors and reports. Mr. Wanford agreed that one thing they needed to do more of was have more activities/games and equipment at lunch to engage the children. Mr Wanford highlighted that if parents/carers ever did have a concern then they should report it to the class teacher in the first instance. At break times there is one of the class teachers on duty and things can be reported to known adults. There is always a minimum number of staffing on duty, and we ensure that there are always familiar adults who children can approach.

Date for next meeting: Thursday, 30th April at 2.15pm (provisional at this point)