



You said... We did... Parent survey results 2016/17

You said...	We did...
<p>You wanted to know more about how your child is progressing</p> <ul style="list-style-type: none"> • 'More updates on progress' • 'Let me know how I can support my child' 	<p>We spend £1080 per year offering parent access to our parent portal assessment system – Learning Ladders at home. This offers regular updates on what your child has been learning about in class, what they need to improve on and how parents can support – all in 40 different languages. Last academic year we held 5 parent sessions (daytime and evening) on using Learning Ladders and sent out information in parent newsletters</p> <p>Many of the comments came from year 1 parents – so we wrote to all year 1 parents inviting them to attend another event, or to ask the office for their Learning Ladders login</p> <p>We added a piece in WhatSAP about getting a login and using Learning Ladders at Home portal</p>
<p>You wanted different homework tasks and more homework in year 6</p> <ul style="list-style-type: none"> • 'maths and English regularly and parents should get feedback' • 'more homework in year 6' • 'homework is too hard' • 'range of tasks including cooking' 	<p>Years 1-6 are given regular reading and times tables to learn. Additionally spellings are given and the year 6 children are encouraged to use Mathletics.</p> <p>We do plan homework to be broad and engaging for all children in years 2-6 by using the homework menu. This keeps homework focussed and is engaging for children and parents together. We do not give increasing amounts of homework upwards in the school as educational research suggests that shorter, more focussed and engaging tasks have a greater impact on children's learning</p> <p>The range of homework tasks is aimed to be broad – sometimes, depending on the topic it will include cooking. However all children do have cooking lessons twice a year at school.</p> <p>We totally understand your comments about the difficulty particularly in maths! However, due to the rising demands of the curriculum and the extremely high standard that children must reach, homework is set to reflect this level of challenge. Maths is no longer just being able to calculate, it is all about reasoning, applying your knowledge in different ways and worded problems.</p> <p>We are planning to run an open session for parents to join their children in maths lesson to see how maths is taught now in school.</p>
<p>Curriculum</p> <ul style="list-style-type: none"> • 'chn should change reading books more often' • 'Chn should read more often' • 'Science experiments in school' 	<p>Reading</p> <p>We agree that children should read as often as possible!</p> <p>We are addressing this in many ways:</p> <ul style="list-style-type: none"> • Ensuring children across the school share a class story at least 3 times a week so they have access to books they themselves may not be able to read to increase their vocabulary • Offering a wide range of reading books – the AR library

You said...	We did...
	<p>is being expanded through a whole school re-allocation of reading books</p> <ul style="list-style-type: none"> • We have just started opening our book 'swap shop' (all books and comics donated by staff) – initially in KS2 - so that children have the opportunity to access our lending library books to read for pleasure. • We have some wonderful volunteers who come into school regularly to listen to children read. • We fund Beanstalk to come into school who deliver a reading intervention designed to increase engagement and confidence in reading • Unfortunately we physically do not have enough staff or hours in the day to listen to every child read on a 1 to 1 basis every day, but where we identify children as needing more reading, this is built into the week <p>Science</p> <p>We agree that science is an essential skill for modern living – and that children love taking part in practical science. We have raised to profile of science in school, through teaching and by applying for the school Science Mark Silver award which we hope to be awarded with by the end of the school year. As part of this, we are involved in STEM (Science, Technology, Engineering & Maths) across the school – so far we have had a group of engineers come in and work with the children and have plans for other STEM visitors over the remainder of the school year.</p>
<p>A few parents raised concerns about instances of poor behaviour in school.</p>	<p>We are a mainstream school and as such as have to support every child, no matter what their needs are. We use Restorative Justice to support children in taking responsibility for their actions and accepting sanctions. Our behaviour policy, which is consistently applied, allows for the differentiation of strategies to support children who have special educational needs.</p> <ul style="list-style-type: none"> • We occasionally offer part-time timetables for children who are struggling to access their learning in line with their peers • We use the services of a specialist behaviour consultant to support staff with strategies to manage challenging children when necessary • We use Personal Support Plans, alongside parents to define key targets for some children • We use fixed term exclusions where deemed necessary – we have had 13 of these this year • We occasionally use internal exclusions where children work in isolation from their class • We have had our first permanent exclusion this year <p>The key thing about instances of poor behaviour is that our policy lays out the actions which are taken, but often children involved are unaware of the outcomes since these are kept personal to the child and family involved.</p>
<p>Some parents said they wanted communication from us to increase... others said they wanted it to decrease...</p>	<p>As a school we are always open to ideas about how to change our methods of communication with our parents and carers. At present we use:</p> <ul style="list-style-type: none"> • Class termly newsletters to set out what your child

You said...	We did...
<p>One parent asked us to give more notice of events.</p>	<p>will be learning this term</p> <ul style="list-style-type: none"> • An end of term newsletter to celebrate the term and set out forthcoming dates for the next term • Weekly WhatSAP – sent directly to parents and on the school outdoor noticeboards • 2 members of the SLT/pastoral team on the gate every morning • 2 interim progress reports and a full end of year report • Learning Ladders at home portal available online 24 hours a day • Access to seeing class staff at the end of every day – preferably through making an appointment to ensure the teacher has time to talk through concerns <p>Coming soon – a school Facebook page! The termly newsletter sets out the dates for the following term and we aim that wherever possible we give at least 3 weeks of notice.</p>