



## Parent Voice Meeting Minutes

In attendance: Carol Ward-Reynolds , Amie Cass , Dawn Gilbert , Melanie Ghent and Claire Walder.

Agenda Item	Notes	Actions
1. Home alone passes	<ul style="list-style-type: none"> <li>How can we consider Yr 6 independent enough for home alone pass and not allowed pencil cases?</li> <li>Encourage independence</li> </ul>	
2. Dogs on site	<ul style="list-style-type: none"> <li>Still seeing dogs on site. Some children are scared of dogs or allergic. Only 1 or 2 people still bringing dogs.</li> </ul>	Reinforce NO DOGS.
3. Parking	<ul style="list-style-type: none"> <li>Parent is parking on residents grass. Can they put bollards there? Same person doing this as bringing dog into school.</li> <li>Maybe we could fund some bollards as a good will gesture to the residents.</li> <li>Some parents parking in disabled bay.</li> <li>News article and assembly. A parent wanted to bring up about air pollution – some cars are sat running for a long time outside of school.</li> </ul>	CWR to bring to governors about bollards.
4. Engaging more parents in parent voice	<ul style="list-style-type: none"> <li>Never hear any parents talk about it</li> <li>Maybe because some parents think that nothing changes through parent voice and is a waste of time.</li> <li>Do parents know enough about it?</li> <li>Do we need a structured plan for PV.</li> <li>Year 6 parents might not be interested as last year of school.</li> <li>Can we create an email address where parents can send their parent voice topics to in an anonymous way.</li> <li>Maybe change day and time – time isn't always suitable for working parents</li> <li>Maybe class teachers can bring up parent voice</li> <li>For some reception class parents , where they are new they want to know what's going on – take interest in their child's school</li> </ul>	<ul style="list-style-type: none"> <li>Maybe print an agenda of topics for next meeting.</li> <li>Anonymous box – parents can put their ideas into the box and we can bring up topics anonymously at Parent Voice.</li> </ul>



<p>5. Homework</p>	<ul style="list-style-type: none"> <li>• CWR spoke to Yr6 teachers about homework.</li> <li>• There are mixed feelings on HW amongst staff.</li> <li>• Homework is increased each year group in preparation for secondary.</li> <li>• It is difficult for teachers to monitor homework. Some children not doing it at all, some rushing it last minute, some refuse or don't have enough space at home to do it.</li> <li>• Some parents engage and help with HW, some don't.</li> <li>• Reception class- reading every night can be a struggle for parents and children. Can be a battle for reception children every night.</li> <li>• Library – some parents have reported their children as having the same reading book since October.</li> <li>• We have a wonderful library but it isn't being used as much as it can be.</li> <li>• Reading needs to be prioritised over other things.</li> <li>• Heard from other parents in other classes about the same issue with reading books not being changed regularly. CWR has also heard about this from a reception child.</li> <li>• Homework diaries are not being used anymore or given out.</li> <li>• Homework is to consolidate the learning from class. Children are expected to be able to do it as it is what they've learnt in class.</li> <li>• Parents would know when homework is due and when work has been set if HW diaries are used.</li> <li>• What is the motivation for homework – reward system?</li> </ul>	<ul style="list-style-type: none"> <li>• Advertised for parent readers in Newsletter.</li> <li>• Homework club for younger years</li> <li>• Look at HW diaries again so parents can see feedback and what homework has been given.</li> <li>• CWR to speak to Yr 6 teachers about homework diaries.</li> </ul>
<p>6. SATS</p>	<ul style="list-style-type: none"> <li>• A lot of work for children and teachers.</li> <li>• Children are stressed, they know its preparation for secondary.</li> <li>• More notice for afterschool clubs if cancelled. Prefer to cancel club all together rather than take a long time to rearrange it. Easier for working parents.</li> <li>• Make clubs fun as possible – learning clubs</li> <li>• Lots of mock papers – make them as calm and ready as possible</li> <li>• Reassuring to some children that they will be ready when they do their Yr6 SATS.</li> <li>• Mock SATS week is same structure as secondary school mocks. Any worries or panics will be</li> </ul>	



# Hunnyhill Primary School

*"Where all the pieces come together"*

	<p>apparent during the mocks rather than the real thing.</p> <ul style="list-style-type: none"><li>• Government has input on how hard SATS will be. SATS papers aren't seen by teachers and are locked away until the day.</li><li>• SATS help form the initial groupings for secondary school. Schools are judged on performance, not the children. This is explained to the children.</li><li>• Children don't do a complete paper at first – They generally do 3 questions taken from a SATS paper. First they will practice these as a class and mark each other's work. This is built up gradually and broken down until it is exam conditions.</li><li>• Mock exams – broken into different areas: Classroom, readers room, scribe room.</li><li>• Allowances for children with vocal tics</li><li>• All children are told the expectations of them. Staff are also aware of children who have SEN needs etc.</li></ul>	
7. Safeguarding	Discussed safeguarding and E-Safety. This will be a main topic for next Parent voice.	

**Next Parent Voice Meeting: 6<sup>th</sup> April ,9:05am.**

**Meetings are held on the first Thursday of every month.**