

## **Parent forum 13.03.17**

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## **Quality of Homework**

- SG offered some context regarding homework and ongoing conversations about frequency, quality, amount etc. Go4schools has improved things well and for the vast majority this means that homework is being regularly checked and set.
- This will need to be considered in the context of the new curriculum and how homework will look as students are assessed against key skills.
- SG discussed thinking regarding teaching the knowledge and facts through homework and then the creative application in class (flip learning) – where schools have adopted this they have reported that engagement and performance has improved and AD has visited some of these schools. There has also been a noticeable improvement in behaviour and reduction in sanctions as a result of this. This may be introduced from September and senior leadership are consulting with subject leaders tomorrow.
- This is linked to the way that students are tested in exams and in particular changes to GCSE assessments and therefore the core skill of learning and retaining information becomes embedded.
- JR discussed the current variation between subjects and SG and CS acknowledged this.
- SJ has discussed difficulties for children regarding changes to GCSEs and retaining formulae.
- This was received well by parents who felt it would be clear for parents as to what is expected and more relevant for students who will see how they will use this.
- G O'R raised the issue that some students who are not completing their homework and particularly they are being given extensions or allowances and this is not always fair.
- Possible future parent forum session regarding revision/how to support your child

## **Updates on KS3 Assessment and KS4 grades**

- This is following on from the two models presented at the previous parents' forum
- Model 1 will therefore be implemented from September 2017 and many schools are moving towards the mastery curriculum. This means that students will not be getting grades or levels in KS3 – the start of GCSEs will be considered in Year 9 for the majority of students, thus making KS3 just years 7 and 8.
- Flights or pathways will be reported and the diagram similar to the one from Impington. It is likely that the Ivo will produce their own version of this.

- OFSTED are no longer using the term 'expected progress' and the term is disappearing fast. Similarly, OFSTED are being asked not to ask schools to make predictions
- AD described the political whirlwind at the moment as things begin to embed and talked about the difficulties for the teachers as it is not currently clear what a 7 is. JR talked about the priority for him is where his child is aiming towards and he doesn't want to spend a lot of time talking about what has gone before. JW supported this is what she is most interested in.
- CL asked how this would look for children who have slipped below their pathway or those who are achieving higher and how this would look on go4schools.
- AD talked about how moving away from numbers as they are quite meaningless.
- At the moment it is really difficult to say what the borderline is going to be – not clear about subtle differences between 6 and 7.
- There are currently grade descriptors for grades 1, 4 and 7 and it is not likely to be clear
- Still aiming to have 3 big assessments each year as the focus is on encouraging students to become independent learners and need summative assessments each year
- Instead of numbers there will be an end point and think about where children are heading towards – all schools are in the same situation
- The model has now been agreed. CLG will now be looking at how this will look for individual department. In the summer parents will be made aware of this and also this will be shared with the students. Governors curriculum group has looked at the detail carefully.
- It may be more difficult for parents to see year on year gain although it will be archived on go4schools.

### Uniform

- Consultation with uniform has taken place – 1400 responses including students, parents and staff.
- This was taken to full governors last week and at the core of the discussion was the transition status of the school. Fundamentally want children to feel differently about the school and the difficulties which sit around different types of clothing. There is a strong feeling that staff are having to explain to the children that they are not second rate. This will include a formal uniform which will include a shirt and tie, blazer – therefore will be looking towards plain black blazer, v neck maroon jumper, mid grey trousers, optional skirt for girls and a tie for both boys and girls.
- There may be an option for a subsidy in the first year.
- Ensure that there are skinny, and plus size fits. Fit is a very big issue
- The message from children was about wearing a blazer was a surprising one for the parent group.
- You arrive with it at the start of the lesson and leave with it at the end of the lesson – it is not optional.
- There will probably be two or three recommended suppliers of school uniform.
- Parents will be keen to see a reduction in bullying as a result of a standardisation of uniform.
- Opinions on shoes are very diverse – leather style school shoes as would be suitable for interview. Need to move away from the idea that canvas shoes are acceptable. What about boots?
- Coats are OK providing it is not being worn as an alternative to the blazer.

What is the point of lockers – it is never in the right place and have a review of where the lockers are and how these are being used.

No change to PE kit.

Just find a free locker rather than have assigned lockers.

Sixth form has been discussed at the moment – there are guidelines but it is quite. Should the sixth form uniform code be tighter.

This is the last discussion in terms of getting a feel for what it is. SG will write a letter in the next couple of weeks.

There will be exceptional circumstances for some pupils where there is a special needs or special requirements.

This should be kept confidential until the children have been told.

AOB:

Possible agenda items for next meeting.

Wider school communication between school and parents

School uniform

Reviewing what happens with pupil absence – automated letters

Sixth form pathways post year 11 and AS/not AS at Year 12

Mixed messages