

Parent Forum Minutes and Actions for The Board

School: Lansdowne Primary School

Term: 5

Year: 2021

Views of Stakeholders sought on:

- Parent views on the Remote Learning Policy
- Full school opening
- Well-being of pupils
- Year 6 Leavers & transitions

Points Raised:

- HT welcomed all parents and outlined the agenda.
- HT acknowledged that we are now familiar with the Remote Learning Policy, but that it was important to gain some further feedback from Parents on how they feel now about remote learning - with the benefit of hindsight. We as a school and at the Trust feel we have adapted and responded to Government guidelines for learning during the lockdowns in the best way we can, but acknowledge that there are always improvements to be made.
- HT acknowledged that one of the challenges for the school and parents had been ensuring that there were enough electronic devices available to households with multiple children, whilst parents were also attempting to work. HT asked parents whether they felt there were any other barriers. General consensus was that the school had responded well, and that the biggest barrier was around WIFI issues – such as slow speeds, and WIFI's not being able to cope with more than one device. This problem, parents agreed was one beyond our control.
- HT asked for views of parents on the length of time children spent online learning. One parent commented that it sometimes felt a long time, but also said that their children were learning, engaged and also self-sufficient. In previous lockdowns, parents had had to be more involved in supporting their children, and that the online live lessons with teachers had definitely made it easier for parents to manage/juggle their own work.
- A discussion took place about childrens' screen time after online school work had finished, such as Xbox, iPad and mobile phone use, and how that, particularly during the winter months, meant that children often didn't get outside during daylight hours, as it was dark. HT acknowledged this & said that as a school we are mindful of breaks & family life. Feedback was excellent from parents with regard to the live learning and how this was managed by the school. One parent commented that "Screen time is a way of life".
- Key stage 1 pupils didn't have as much online time, but parents felt that having the online phonics, stories and recorded videos helped support parents to support their children, and that having access to bug club and numbots was useful. The children missed the social aspect of school and wanted to speak to their teachers & classmates.
- Key stage 2 parents felt that online learning was more intense but that Year 5 & Year 6 children were ok. A parent of a Year 3 & Year 4 child felt the learning was very structured, very good and that independent learning was very good, particularly in Year 3, and that her children coped very well.
- HT asked if parents felt clear about the behaviour expectations of the children and parents whilst online. Parents felt that children were aware of behaviour expectations around being safe, respectful and mindful of language etc, but were not sure that all parents completely understood the technology, such as the chat function, muting microphones etc.

Generally, parents felt that the behaviour of the children was brilliant. Agreed that should we ever need to resort to remote learning in the future, that the school would clarify & communicate the behaviour expectations again with parents – as a reminder.

- HT asked for views on teacher/child and teacher/parent contact. Some parents felt that they & their children needed contact with teachers, and one parent commented that she liked the Thursday afternoon drop-in as she liked the reassurance from teachers. General consensus from parents was that some children had struggled without social interactions with their peers, and that since returning to school this had impacted some children in terms of a regression in their social skills, such as speaking to each other in appropriate ways and turn taking etc.
- HT summarised that social time for children is key and that the children enjoyed the social time online that they did have.
- Parents felt that video calls with teachers were really good and overall, parents prefer having parents evening online – and that this helps working parents. HT agreed that this has been one of the positive things to take away from remote learning and face to face restrictions, and that moving forward the school may strike a balance between having both face-to-face and online parents' evenings.
- HT asked parents if they felt that children enjoyed the soft learning, such as DT, music, PE, and what parents felt about this. Topic and crafts in Year 4 was positive, whilst Year 6, was more practical as they were older. One parent found it frustrating to manage and tiring as the onus was on parents to facilitate, but that the children were generally accepting about what they could/couldn't do. Parents felt that PE was enjoyed mostly by the children, and a good balance for the curriculum. PE with Joe Wicks was a hit with many children and parents.
- HT asked parents if they felt their children were safe whilst online learning, and parents confirmed that they genuinely felt their children were safe, and there were no concerns. One parent commented that with phonics one to one sessions, teachers asked that a parent be in the same room. HT confirmed that the school will continue to look at safety on line and will discuss with children the importance of keeping themselves safe. HT asked parents how easy they felt it was to submit childrens' work. One parent commented that this had been a "learning curve, but had got it now and it was all good!"
- HT asked parents how they felt teaching assistants (TA's) were utilised within class. Overwhelmingly parents were impressed with how TA's and class teachers (CT's) managed their time and there were no problems. HT asked for feedback with regard to support for children on an Educational Health Care Plan (EHCP) and if parents felt that needs were met. Parents had no concerns, and HT acknowledged that the majority of children with either extra needs or classed as vulnerable, were attending school physically throughout lockdown.
- HT asked parents how their experience of IT support was, and parents overwhelmingly felt that IT response was "sorted quickly", "really on the ball". HT agreed that IT had done an outstanding job as the IT team consisted of 2 people across 8 schools.
- Discussion took place around the continued well being of our children. HT shared with parents that we are seeing a number of anxieties from children, who are sharing their worries with teachers and staff, post lockdown – and that we are responding to this and supporting our families by signposting to services, like counselling support, Early Help, school nursing, Emotional Well-being team, workshops and 1 to 1 and group sessions for both parents and children. HT reported that we are in the process of re-instating nurture, and managing that over term 6, to be up and fully ready for Term 1 in September 2021, inline with the lifting of restrictions. Parents commented on the need for children to have help with improving their social skills (where lockdown has negatively impacted on children), such as sharing skills and manners and social communication. Parents commented on the fact that their children have become a lot less independent, and need support with getting this back. The HT commented that our well-being day at the beginning of term was a huge success. Team building and games really helped both staff and pupils to re-intergrate back into school life, re-establishing relationships and boundaries and enabled most to become settled quickly, ready for learning. Parents agreed this was very much needed after such an extended period of being out of school and its routines. HT explained that emotional check-ins, on a 1 to 1 basis worked well, providing opportunities to discuss specific themes across the week. TA's also provided structured opportunities to play should some children need it.
- A discussion took place about Year 6 leavers and what activities they may be permitted to have. HT explained that it would be unlikely that we would be able to have in-house audiences, but there would be leavers activities in the form of some kind of social – though not sure what this will look like at this point. Leavers assembly will take place, but this might be remote, depending on government advice at the time. Parents suggested a water themed activity day, which the HT agreed to investigate. A parent asked if the Year 4 residential would take place, and the HT confirmed this would be doubtful. There was discussion about a possible activity day on site, but not overnight.
- Date of next meeting to be confirmed by HT.

Action required by the school:

- HT will feedback the voices of the parents to the next board meeting.
- HT will continue to facilitate the full opening up of the school according to government guidelines, and will keep parents informed of this process via regular communication on Weduc, through teachers and the school office.
- HT will keep parents of Year 6 informed about transition days and leavers activities once guidance has been released.
- HT will set the next Parent Forum meeting in term 6 and inform parents of this date once confirmed. Parents have requested that the next meeting take place on a Friday.
- PSA will continue to support all children, parents and families within school and liaise with the parent forum parents as appropriate.

Points for consideration by the Board:

- How the Remote Learning Policy might be adapted to include more structured social time for the children to interact with their peers & teachers within the online learning curriculum, in the unlikely event of another lockdown.