

# Parent Voice Partnership - 11th Jan 2024

What was discussed	Response and actions
<p><b><i>Enrichment &amp; wider opportunities</i></b></p> <ul style="list-style-type: none"> <li>Parents/carers reported that they felt there was a wider range of enrichment opportunities, such as trips, available at The Weald compared to some other schools in the locality. This was much appreciated and feedback from students continues to be positive regarding this. There are also a range of clubs available, even if some students might personally choose not to partake in them.</li> <li>Parents/carers felt that the Enrichment Day 1 was really well timed in November. Feedback from students was overwhelmingly positive. The interest and ambiguity created over some of the activities on offer was a welcome intrigue that made it feel 'different to the norm'. Some parents, particularly those of Year 7 students who are less familiar with the format of Enrichment Days, would welcome a little more information regarding uniform requirements etc. which it would be helpful to also share with students.</li> <li>Some students and parents/carers were concerned about the limitation of places available for the France trip during ACE Week.</li> </ul>	<ul style="list-style-type: none"> <li>→ This positive feedback will be passed on to our support and teaching staff who have responsibility for trips. With 'opportunity' as a significant part of the school's ethos, our intention is always to provide all students with access to a range of opportunities that might enrich their learning beyond the classroom.</li> <li>→ When considering the timing of Enrichment Days in the future school calendar, this feedback will be taken into account. Feedback regarding the communication of requirements for activities (e.g. uniform) will be passed on and taken into account for future enrichment days.</li> <li>→ There is a line in the letter which says: 'if the trip is over subscribed, then names will be drawn at random'. All places have been offered.</li> </ul>
<p><b><i>Communication, systems &amp; processes</i></b></p> <ul style="list-style-type: none"> <li>Following greater rigour and centralisation of the detention system to maintain our high standards, some parents have reported noticing an increase in the number of detentions that their child is receiving. The communication regarding these has improved but there are still some instances of students missing detentions when parents had not seen communication regarding this. Some students, including those who might be neurodivergent with organisational issues, might particularly be likely to forget about a detention and therefore might find this demotivating. Some</li> </ul>	<ul style="list-style-type: none"> <li>→ Our detention system has become more stringent this year to support staff workload by managing this more centrally while also maintaining high standards of behaviour for learning. Feedback from staff continues to be very positive about the impact this is having on students' behaviour and environments for learning. When a detention is set this will usually also notify parents via email but can also be seen on MCAS. To support students in remembering they have a detention, student runners deliver a note to students P2, 4 &amp; 6 immediately beforehand as a reminder. Behaviour hits</li> </ul>

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<p>concerns raised about whether some incidents (e.g. lack of equipment) warrant a detention, possibilities that there might be variation in how many detentions are set by different teachers and whether patterns in what groups of students receive detentions are looked into. If a detention takes place during break or lunch time, there were some questions raised by a parent about whether students lose out on all of this break time.</p> <ul style="list-style-type: none"> <li>● Feedback was shared that incidents of bullying had been dealt with very well by the pastoral team.</li> </ul>	<p>and detentions are looked at at the end of each day by a group of staff forming a 'Behaviour Panel' with issues flagged and followed up on as appropriate. Detentions set during break and lunch will not take up the entire time to enable a reasonable amount of time for toilet breaks, a snack and getting to the next lesson. We regularly look at the patterns in what detentions are being set for and which groups of students are receiving these to consider if anything needs to be addressed. This is also shared with governors. Tutors also have access to the after school detention lists and will remind students during tutor time in the morning.</p> <p>→ This feedback is appreciated and will be passed on our pastoral team who will always support swiftly with incidents of bullying.</p>
<p><b>Curriculum &amp; assessments</b></p> <ul style="list-style-type: none"> <li>● Parents/Carers really appreciated the guidance provided by subject areas to support with preparation for assessments and the communication of this home to parents. The revision pack for German was particularly found to be helpful but the wealth of materials for RS and Science was a little overwhelming. Whilst the first fortnight of the Spring Term was not ideal for the Year 8 assessments, it was also acknowledged that due to needing to schedule these carefully alongside other assessments taking place to manage the workload of staff and availability of access arrangements this could not easily have been changed.</li> <li>● Some parents have found that some of the links for revision resources and knowledge organisers are not always working in letters and on curriculum maps.</li> <li>● Recognising the national challenge at supporting students' mental health, a parent raised what input students receive on this through the curriculum and whether students have a safe space for sharing concerns. Some parents who had attended the talk to parents last term on mental health shared that this was really informative and</li> </ul>	<p>→ Parents/Carers suggested whether the letter/email to parents might also be shared with the students - this will be fed back to heads of year. Feedback on specific subject resources will be shared with relevant departments. Where possible, class teachers will use BromCom to inform students which lessons assessments will take place in. This is difficult to share on the letter as not all students have lessons at the same time.</p> <p>→ Staff endeavour to check any links made available to parents but sometimes due to permission settings errors occur. There will be reminders to check these but do let us know if there is a problem.</p> <p>→ The PSHE curriculum includes emerging issues regarding mental health and is adaptive in response to the latest guideline. Student Voice gathered through quantitative surveys and qualitative discussions indicate students feel there are people they feel safe to speak to regarding their concerns. Students are reminded of the</p>

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<p>well delivered.</p>	<p>various members of pastoral staff including safeguarding leads that they can speak to if they are struggling but can also speak to teachers or support staff or email <a href="mailto:help@theweald.org.uk">help@theweald.org.uk</a>. Students have a wide range of avenues to raise issues and ask for help. We are also fortunate to have school counsellors who support students as needed on a short term, long term or urgent basis as appropriate to the needs of the student. We are involved in a locality wide project, <a href="#">Thought-full</a>, which includes running events for parents on how to support their child with mental health.</p>
<p><b>Wider community</b></p> <ul style="list-style-type: none"> <li>• A parent/carer shared that they had received some positive feedback from a local school which did have a Youth Club available to support students that are struggling to settle at school.</li> </ul>	<p>→ We look to share information regarding possible local initiatives and youth clubs to build confidence and social connections between students. We will explore what opportunities there might be to support this further at transition.</p>

If you would like to express interest in joining our Parent Partnership Group or raise any discussion points for the next meeting on Thursday 21st March please email [parents@theweald.org.uk](mailto:parents@theweald.org.uk).

**In attendance on Thursday 11th January:** Jemma Rigby (*Community Engagement Lead* at The Weald), Alice Lerche (*Governor*), Victoria Swart (Y8 parent/carer), Jade Elliott (Y10 parent/carer), Zoe Bedford (Y7 parent/carer), Elizabeth Homer (Y9 parent/carer), Nic Lewis (Y8 parent/carer), Lucy Sexton (Y7 & Y10 parent/carer), Cheryl McGeorge (Y7, 9 & 10 parent/carer), Beth Gibson (Y8 & 10 parent/carer)

**Future meeting dates for 2024:** Thursday 21st March and Thursday 6th June (5pm - 6pm)