

Parent Voice Partnership - 21st March 2024

What was discussed	Response and actions
<p><i>Enrichment & wider opportunities</i></p> <ul style="list-style-type: none"> Year 9 parents/carers and students are looking forward to hearing about how students might take part in the Duke of Edinburgh award through the school as this starts to get under way in other organisations in the local area. Students/carers and parents in Year 9 were particularly appreciative of the range of trips available for students this year during the March Enrichment Day. Students and parents of Year 10 students would have appreciated more opportunities for external trips, particularly as some might have missed out in the past due to disruption caused by the pandemic. 	<ul style="list-style-type: none"> → We have a fantastic team running the Duke of Edinburgh award at The Weald. Details on how students can express interest for Year 10 will be coming up later in the summer term. → We are keen to offer a wide range of trips to students but this has to be balanced with the additional staffing requirements that might be required with external trips. We will continue to review this when looking at the offer across year groups for the Enrichment Days throughout the year. Parents/Carers suggested that there might be some parents/carers who would be willing to support on external trips if this would support the school.
<p><i>Communication, systems & processes</i></p> <ul style="list-style-type: none"> To try and reach a wider audience with our Parent Voice Partnership discussions these will also be added to the school website as well as eWeald. Parents/carers raised that the phrasing, 'Failure to keep, hands, feet and comment to themselves' from our RRWS (Ready, Respectful, Working, Safe) framework was a little vague to parents. Where staff are able to add additional information to the behaviour hit this is very much appreciated to support conversations at home with students. Some parents/carers would like to be able to see the distribution of behaviour hits which can't be seen easily on the platform. 	<ul style="list-style-type: none"> → Links to the Parent Voice Partnership notes will also be linked to our Friday message from Mrs Edwards. → We will look at how we might communicate aspects of the RRWS framework clearly to parents/carers. Staff endeavour to share additional information regarding behaviour hits but there are some occasions where time constraints might make this difficult. Please feel free to contact subject teachers who have issued these behaviour hits if you would like further information. There are some limitations of what parents/carers can view on the platform but we will investigate this further. Tutors can be contacted to provide further information regarding the distribution of behaviour hits if this would be helpful to support conversations further at home. We really appreciate the school and home partnership working effectively in this way.

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Curriculum & assessments

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| <ul style="list-style-type: none"> ● Parents/carers shared how valuable and informative they have found the options process for current Year 8 to be this year. The opportunity to attend presentations at school were found to be particularly helpful at guiding these important decisions. The communication was found to be very good and clear. ● Parents/carers find the assessment guidance very helpful but feel it isn't consistently shared with students which would be useful to support conversations around revision at home. This guidance works particularly well if it joins up with the homework tasks given to students although this isn't always the case. ● Parents/carers and students are finding that BromCom is much better but sometimes there have been some glitches with homework not appearing. ● Parents/carers expressed that sometimes there might be a lack of clarity in regards to whether small ingredient requirements such as a 'tsp of oil' or 'pinch of salt' will be supplied for KS3 classes. ● Parents/carers and students are keen to hear when students might find out whether they will be able to do Triple Science. ● Some parents/carers of Year 11 students would like to see the mock papers for particular subjects following the results. ● Some parents raised that students might not often bring books home from certain subjects and that there might not always be lots of evidence of written marking. | <ul style="list-style-type: none"> → This feedback is very much appreciated on a new event for us this year. It is certainly our intention to continue this in the future. → Heads of Year will share the information with students as well as parents/carers. Students might need some prompting to check their emails for this information too. Homework set in the lead up to assessments will be revision focused and reminders about how this might tie up with the assessment guidance information will be given. → Please do inform class teachers if there appears to be an issue so we can look to resolve this with our Network Support team. → This will be shared with our Food Tech department to see how we might be able to communicate this more clearly and effectively with students and parents/carers. → This will happen later in the summer term after the second set of assessment taking into account both. → Subject areas are required to keep copies of mock exams for students by JCQ. If you would like to access a particular paper, please get in touch with the class teacher who will be able to provide a scan or photocopy. → Due to students needing to carry their books around school in bags, often class teachers and subject areas might keep exercise books in the classroom as a general rule to keep them tidy and ensure that class teachers have opportunities to check the quality of work to inform planning. If students would like to take a book home they can always ask their class teacher. Increasingly as a profession we are aware of the variety of formats that effective and immediate |
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<ul style="list-style-type: none"> • Questions were raised about when students will begin studying their GCSE set texts for English Literature and what these will be. 	<p>feedback might take. The red pen of the past is often not the most effective or efficient way of supporting students at making progress. We are continuing to look at ways in which we might best communicate this to both students and parents/carers so everyone is aware of what the good practice of feeding back might look like.</p> <p>→ In Year 9 students study a range of literature to support the development of knowledge and skills prior to studying the GCSE set texts in Year 10. These are currently Macbeth, An Inspector Calls and Jekyll & Hyde.</p>
<p>Wider community</p> <ul style="list-style-type: none"> • Parents/carers shared that they would like a formal way of thanking teachers for going above and beyond on a daily basis. 	<p>→ This is a lovely idea and is very much appreciated by the school community. We shall investigate and discuss with parents how this might be best organised.</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 6th June please email parents@theweald.org.uk.

In attendance on Thursday 21st March: Jemma Rigby (*Community Engagement Lead* at The Weald), Alice Lerche (*Governor*), Zoe Bedford (Y7 parent/carer), Elizabeth Homer (Y9 parent/carer), Simon Green (Y8 & 11 parent/carer) and Beth Gibson (Y8 & 10 parent/carer)

Future meeting dates for 2024: Thursday 6th June (5pm - 6pm)