

Parent Voice Partnership - 6th June 2024

What was discussed	Response and actions
<p><i>Enrichment & wider opportunities</i></p> <ul style="list-style-type: none"> Parents/carers appreciated the ACE Week opportunities on offer to students particularly commenting on the range available for Year 7 students. Some parents/carers found the communication regarding ACE week a little bit confusing and overwhelming, particularly in relation to whether activities were for one day or two days and the use of asterisks. This was not the case for Year 9 however which was simpler due to the more limited range of activities on offer. The formatting of the form caused some issues. Some parents/carers comment on what a positive experience the work experience week was for students (whether they found it enjoyable or not, it informed a realistic experience of the working world and informed future choices well). The possibility to split this week across two organisations made this manageable to arrange. Parents/carers appreciate the opportunities for trips and experiences beyond the ACE Week offer. For example, the trip to Wembley is a fantastic opportunity for a large number of students. The opportunity to see dramatic English Literature texts is also much valued and seen as highly important to students' understanding and appreciation of the texts as a performance. 	<ul style="list-style-type: none"> → We're really pleased to hear that parents appreciate and value the opportunities that students are offered during this week. This is an important aspect of our school ethos of 'Opportunity'. The complexity of organising this week can mean that it is difficult to communicate the range of activities on offer very simply but we will see if there is any way this might be clarified further and check if there is a formatting issue with the form viewed on different devices or whether it could be simpler for parents and students in the future. → As a school we are really keen to offer students work experiences opportunities despite the increasing challenges with organising this. We are very appreciative of parents/carers' support of this and are pleased to hear that it is seen to be of great value. → We really appreciate this positive feedback. Despite the great deal of work that goes on behind the scenes to organise these opportunities for students, it is really important to us that we continue to offer these enrichment experiences both beyond and alongside the curriculum.
<p><i>Communication, systems & processes</i></p> <ul style="list-style-type: none"> All parents/carers commented that the new system used this year for parents' evening appointments works really well and is much more accessible to use. The option for the system to organise appointments for you was also valued by parents. Several parents/carers commented on this working better on laptops comparatively to mobile devices. There was mixed feedback from parents on the decision to split this across two evenings with this 	<ul style="list-style-type: none"> → Feedback from both staff and parents/carers has and will continue to be sought on the splitting of parents' evenings over two nights. Ultimately, we will need to go with the majority which means we may not be able to satisfy everybody. It was suggested that parents/carers might email teachers with questions in advance if unable to use the system easily to do so. This could cause challenges for staff managing the movement between emails and

Parent Voice Partnership - 6th June 2024

<p>being more difficult for some. General feedback was that teachers are well prepared for these appointments and often anticipate the questions that parents might want to raise. Some parents/carers commented on it being difficult to raise questions beforehand through the system for worry of missing out on the time slot desired.</p> <ul style="list-style-type: none"> • A parent/carer shared how they were impressed with the detailed responses from teachers emailed following up on the Year 10 tracking. Parents/carers understood that responses can vary as emails or phone calls and that different approaches might have different values and be more manageable for staff workload at the time. 	<p>the system for appointments with a large number of back to back appointments throughout the evening. Will raise with Mr Mowforth and see if there might be an easier way to manage this through the system. Raising them at the start of the appointment would also be a good way of ensuring that they are covered.</p> <p>→ The hard work and support of teachers is very much appreciated. On the rarer occasions when a response perhaps hasn't been received or an email missed it is best to send a follow up email, call the school office or include the Subject Leader or Head of Year to support with making contact. With part time staff (of which there are many) it might take longer than the 2 days to respond.</p>
<p>Curriculum & assessments</p> <ul style="list-style-type: none"> • Parents/Carers commented on the continually helpful information shared in the lead up to assessments, particularly by Miss McCaughan for Year 8 Assessments. Generally the information being provided is a lot more streamlined and less overwhelming than it was previously which is much appreciated by parents/carers and students. It has also been noticed that the homework leading to assessments is much more focused on revision and this has been found to be manageable and supportive. Students have found some assessments taking place in the hall valuable for preparing for external exams in the future. A Year 11 parent/carer shared that students have a great deal of exams at the end of KS4 but that the assessments helped prepare for this. Some parents/carers commented on the Year 9 assessments being a bit less organised with some confusion over when these were taking place. This was much clearer when assessments were organised into core subjects in one week and then options subjects in the following week. • A parent/carer pointed out that the date of the sixth form evening was incorrect on the Year 10 tracking but was clear on all other communication. The tracking still referenced Talaxy however, which is a little confusing as this is no longer used. 	<p>→ We have worked hard to try and make sure that the information leading up to assessments is focused and manageable so it's pleasing to hear that this has been refined well. We have also been aiming to improve the focus on revision for homework leading up to assessments so it is great to hear that this has been noticed and is having a positive impact on students' preparation. The confusion with Year 9 assessments will be fed back to Mr Brixey as Head of Year 9 and we will continue to make this as clear as possible on BromCom. An issue was raised with a booklet not given out at the start of a Year 11 Maths GCSE exam but this was rectified during by an invigilator.</p> <p>→ Apologies for the administrative error on the date for the Sixth Form Open Evening on the Year 10 tracking document. We will also adjust the reference to Talaxy; thank you for raising this.</p>

Parent Voice Partnership - 6th June 2024

- Some parents/carers commented on our **progressive curriculum** and how it was evident that themes and topics (e.g. 'the gothic') from KS3 were returned to in KS4 which supported students' understanding. It was also recognised that there are connections back to KS2 curriculums (e.g. WW1) which are being built upon in KS3.
- Some parents/carers shared that they would like a greater understanding of the **PD content and guidance** given to students so they are able to support and reinforce messages at home. Cyber security and safety is taught at the start of Year 7 in computer lessons which is fed back to parents by students.
- A parent/carer raised that they felt the **triple Science** arrangement here is different to some other schools in the locality with less students seemingly able to do this as it is offered to students rather than chosen. However, it was noted that in other local schools this perhaps acted as a streaming process across the cohort which could be restrictive.

- This is part of our curriculum design to support the progression of students within subjects across different year groups. We are also strengthening our links with feeder primary schools to support the transition from KS2 to KS3 with staff responsible for both academic and pastoral transition at this point.
- RHPD lessons and tutor time is used to deliver content which is relevant to students and follows the national curriculum guidance. Further information about the RHPD delivery and curriculum maps are available on the school website [here](#). Letters are sent to parents/carers where appropriate regarding more sensitive topics.
- We discussed the academic challenge of triple Science for students and how it's important we ensure students taking this route will be successful with the added demand. We are keen to offer a broad and balanced curriculum to students which isn't restricted by any cohort wide streaming which might limit this.

Wider community

- Parents/Carers commented on how useful the **Thought-full sessions** have been with a tone that is both accessible and engaging.
- Parents/Carers have positively welcomed and supported our **tightened approach to phones in school**. The use of devices is felt to be one of the biggest challenges faced by parents/carers at home. Parents/Carers appreciated and praised the approach on the Ski trip of taking away phones at a certain time in the evening. For some, this has supported putting restrictions in place at home.

- Thank you for the feedback on these sessions offered recently as we have become part of the West Sussex Thought-full programme.
- Parents/Carers are supportive of us continuing to tackle phones as per the new policy. They would continue to welcome guidance and support on how best to manage phones and the potential dangers of these at home.

Parent Voice Partnership - 6th June 2024

If you would like to express interest in joining our Parent Partnership Group in the future or raise any discussion points please email parents@theweald.org.uk.

In attendance on Thursday 6th June: Jemma Rigby (*Community Engagement Lead* at The Weald), Alice Lerche (*Governor*), Cheryl McGeorge (Y7, 9 & 10 parent/carer), Lucy Sexton (Y7 & 10 parent/carer), Roselle Silvester (Y8 parent/carer), Nic Lewis (Y8 parent/carer), Beth Gibson (Y8 & 10 parent/carer), Elizabeth Homer (Y9 parent/carer) and Zsa Roggendorff (Y11 parent/carer).