

Parent Voice Wednesday 20th January 2021 10-11am via Zoom

Attendees:

MC (Assistant Head teacher), AH (Pastoral Leader), Parents – NiMi, RD, NiMa, NiMi, HT.

Apologies: None

The meeting was opened by AH. Meetings to be held on zoom due to current lockdown. School is only open to children of Key Workers and vulnerable children.

- **1. Minutes from last meeting to be agreed:**

Minutes of the previous meeting on 18th November 2020 were agreed by all (these had been emailed together with the zoom details and today's Agenda to parents prior to the meeting). All minutes of previous meetings are held on the school website along with all meetings dates until the end of the academic year.

- **2. Review Actions from previous meeting:**

It was agreed that the majority of the actions from the last meeting were not applicable because of the current lockdown, however NiMa referred to EYFS currently uploading videos of lessons e.g phonics which have been excellent and meant she now understands how this is taught and can support her child much more effectively. Also that these videos are from their actual teachers means the children are far more engaged than watching someone they do not know. Videos are both relevant and helpful.

- **3. Family Engagement during Lockdown**

Parents were asked to feedback on ideas for family engagement during the current lockdown. [AH and MC to plan some activities from the suggestions given.](#)

Suggestions:

Burns Night (25th January) – a Scottish themed activity like a word search or learning a Scottish poem to post a video of.

Pancake Day ideas (February half term) – pancake flipping competition whereby children post videos of themselves making or flipping pancakes or of their parents doing it and then a photo of their favourite pancake and toppings (staff can join in as well). RD can supply a recipe for children/parents to follow to make their own pancakes.

World Book Day Ideas (March) – children sharing book ideas between their classes, parents posting what book they are reading, Secret Reader (staff or parent to cover their face with a book and read the story and post the video, children to guess who is reading the story), children challenged to read one book from their year group recommended reading list then one from the year above and also the year below, book review competition where children can draw a picture from the book they have read and then either write about it or talk about it on a video.

Other ideas – everyone liked the Daily Mile Bingo and wanted more 'fun' activities planned into the daily timetables so there is still learning taking place but not in the

traditional sense of sitting in front of the computer and uploading work constantly. For example – finding new areas to go for your daily walks, go for a ‘torch walk’ in the evening, draw pictures to put in your window for example re design the BFS Logo.

Parents felt that all children should be given time within the school day to have time to read their books away from the computer as too much of children’s day was being devoted to staring at the computer screen and this was negatively impacting on their mental health and wellbeing – children are exhausted from staring at a screen all day and trying to complete vast amounts of learning and get it submitted!!!

Parents also said they felt their own mental health and wellbeing is being negatively impacted by the constant need support their children with Google Classroom and remote learning.

- **4. Google Classroom and Remote Learning**

How is remote learning going and what is school doing well?

Overall parents were happy with what the school were doing with live lessons and Google Classroom however the consensus was that it was too much for both the children and parents.

Some children were completing the learning while the teacher was teaching so then had nothing to do during the time they were meant to be completing this work – [MC to ensure all staff release the work after their lesson.](#)

Those with 1 child said their children would struggle to complete all the work given throughout the day so had to choose what to do and upload.

Those with more than one child said it was impossible to get everyone logged on and engaged as well as learning completed and uploaded.

Some children really struggled with Google Classroom as this is not a good method of engaging them in their learning so children were not logging on because this caused unnecessary stress for both child and parent.

All agreed there was too much screen time for children.

All wanted more activities which involved moving or something creative for the children to do away from the computer screen built into their timetable each day.

Children miss social interactions with their friends or even being in class and being able to discuss the work set with their peers.

Parents were worried how working parents were coping with the volume of work and Google Classroom expectations.

Parents felt that their children happiness was affected by the intensive learning expectations which were too high and detrimental to both parent and child mental health and wellbeing whereas they felt that ‘happiness’ should be the school’s priority for their pupils, not learning.

Parents wanted an email from the Pastoral side/Head to tell parents that it was OK to prioritise both their mental health and wellbeing as well as their children's over the remote learning expectations.

Parents need to be empowered to decide what amount of learning is right for their child and to know it's OK not to do everything especially if they or their child is struggling.

All agreed there needs to be more balance between remote learning expectations and physical and mental health and wellbeing.

Parents wondered if time in the school day should be dedicated to 'life skills' - helping to prepare lunch or dinner, hoovering, making beds, doing laundry, setting up a tuck shop; growing the children's independence from their parents.

What could we do to improve further?

See above for creative & physical activities for children and less time on Google Classroom.

RD suggested a Lego Club or BFS Creative Construction Club – children being challenged to make things in creative ways. She is taking part in a Twitter Bake along and posting what she has made weekly.

Parents were not sure if all staff were continuing with Marvellous Me badges during lockdown – MC/Head to ensure all staff are using MM.

Do parents feel able to support their children at home - would they benefit from online workshops?

It was felt it was too late for this as everyone has just had to learn on their feet and get on with it. However, can teachers email all parents as to where to locate feedback on Google classroom.

Parents are able to support their children at home but this is very challenging with more than 1 child.

- **5. AOB:**

None.

- **6. Current Actions:**

(A) MC/AH to look at family engagement suggestions and plan challenges

(B) MC to ensure all staff release the work being set for the children after their lesson.

(C) Parents wanted an email from the Pastoral side/Head to tell parents that it was OK to prioritise both their mental health and wellbeing as well as their children's over the remote learning expectations.

(D) MC/Head to ensure Marvellous Me is being used across the school by all staff

(E) MC/Head to email all parents with where to locate feedback from teachers on their children learning

- **Previous Actions from November meeting still to be discussed:**
 - (A) MC would look into this having next week's classroom learning added onto the end of the home learning each week
 - (B) MC to ensure Y3 curriculum needs to be updated on the website
 - (C) Head to ensure that Meet the Teacher sessions are recorded and added to the website & Mr Puertas to arrange a new date and time for his
 - (D) Head to ensure that when children are self-isolating, a weekly timetable will be sent home which will detail what is being taught in each lesson throughout the week
 - (E) Head to be clearer about what was Home Learning and what was Remote Learning and so parents were not confused by the terminology
 - (F) MC/Head to discuss with staff about the consistent use of both Twitter and MarvellousMe
 - (G) MC to find out if all teachers can use MarvellousMe on a Friday to tell parents how their child has got on in the spellings test and on maths
 - (H) Can the school inform parents prior to the assessment week so they know their child is being assessed
 - (I) Can school also provide feedback following the assessment as to any concern/areas in which they could then support their child directly