

**Parent  
Council**



**Fibbersley Parent Council**

**Minutes of Meeting**

**Wednesday 3<sup>rd</sup> Feb 2021**

**Parent  
Council**



**Present:**

C Boden (**Chair of the Academy Council, Community Councillor and Year 2 Parent**)

N Duffy (**Parent Councillor and Y4 Parent**)

K Sayers (**Y4 Parent**)

L Cooper (**Year 2 and Year 4 Parent**)

A Gunn (**Year 2 parent**)

C Worton (**Year 2 and Year 5 parent**)

T Fletcher (**Reception, Year 3 and Year 5 parent**)

**Apologies:**

G Corns (**Year 4 parent**)

S.Morley (**Year 6 Parent**)

R.Reid

**Welcome for newcomers/ Introduction by K Sugars**

Welcome and introductions were provided by all. Mrs K Sugars provided an introduction to herself and then spoke about her enthusiasm to start to work with Fibbersley Parent Council. Mrs Sugars was previously Headteacher at Foley Park which is part of Victoria Academy Trust. Foley park is a one form entry school based in Kidderminster. She explained that she had developed a long history and effective relationship with Foley Park and then considered it time to move on and step up to the challenge of leading another school within the trust; a position that she feels privileged to have secured at Fibbersley Park.

Mrs Sugars arrived at Fibbersley during the second week of January 2021 – with ‘lockdown’ causing her to move quicker than she originally thought. She explained that she was in the process of meeting with all staff in school and her first task had been to ensure that full risk assessments were in place. She reported that she had been trying to make herself visible around the school and that members of the Senior Leadership team meet with her once a week. Lockdown has proven valuable in terms of her being able to get to know a lot of people in school and an understanding of the school community.

Mrs Sugars explained that a main priority for Fibbersley is for it to be hopefully re-opened in March (as per the target date currently set by government) and for teacher assessments to take place by Easter with the view to looking at gaps in knowledge and supporting children that may have struggled with their learning during the lockdown period. Mrs Sugars also explained that a 3<sup>rd</sup> data collection of the year will be completed by the end of the Summer Term 2021.

Senior Leaders have been providing input into another review of Remote Learning – due to take place on Feb 22<sup>nd</sup>, 2021. A remote learning questionnaire exercise has been carried out by both staff and pupils and will be fed into the review. SLT members have joined all Zoom meetings across all year groups and teaching expectations/non negotiables will be established.

Mrs Sugars stated that she was looking forward to working with SLT on future projects and concluded that her immediate priorities included getting to know her staff body, establishing effective relationships with stakeholders of the school and working towards bridging gaps in children's learning.

### **Feedback/Updates to 4th March 2020 meeting**

Feedback from Miss S Reynolds (Acting Head of School) regarding points raised at the last meeting on 4<sup>th</sup> March 2020 had already been circulated to parent council members via email which included:

#### **Breakfast Clubs/ After school clubs**

*Since March 2020 we have continued to operate extended services but have been unable to offer additional after-school clubs due to the nature of Covid-19 restrictions. The points raised have been passed onto our Extended Services Lead to review when things go back to 'normal'.*

#### **Corona virus concerns**

*The concern raised was prior to March 2020 lockdown.*

*As an update, the children are encouraged to wash/sanitise their hands several times during the day; on arrival, before/after break, before/after lunch.*

*Since re-opening in September lunchtimes are 'zoned' – with an allocated lunchtime supervisor. All children are encouraged to wash their hand before the lunchtime supervisor takes them for lunch.*

*Our risk assessment is available to view on the website.*

#### **School letters/Newsletter**

*We are in the process of reviewing methods of effective communication with our parents/carers and would welcome your feedback on Marvellous Me. During the currently lockdown we have tried to send letters directly through a text message.*

#### **Homework booklets**

*The homework booklets are generic for each Year group.*

*If the homework booklets are too difficult for individual children, we would advise parents to contact their child's class teacher who will be more than happy to adapt accordingly. Thank you for the feedback we will review the quality of these.*

#### **Spellings**

*We have a spellings scheme that we planned to 'roll-out' during the academic year, however Covid-19 has added to the delay. Miss Davies (English lead) is hoping to disseminate the scheme across school to ensure a consistent approach.*

### **Remote Learning**

One parent felt inclined to start this section of the meeting by reading out details of all the different forms and quantity of remote learning experiences that her child had been provided with by the Year 4 teaching team. This included:

- \*Work published each evening for the following day for parents to print out if required.
- \*Differentiated work/resources designed to suit the needs of a wide range of learners.
- \* Activities/tasks provided covering various curriculum areas of study.
- \* Suggested timings for activities

- \* 2 x zoom sessions delivered each day. A morning 'Zoom' session is used to provide focus/explanation/modelling of work to be completed during the day. An afternoon 'zoom session' is provided to review/reflect/consolidate learning from throughout the day. 'Break out' rooms were being used to help differentiate support/guidance offered to pupils.
- \* Story time delivered through the PM Zoom session
- \* A lunch time 'drop in' zoom session for children that need support or would like to interact with peers.
- \* Games/Fun quiz/ Exercise sessions
- \* A half an hour dedicated 'zoom' reading session for each child.
- \* A half hour dedicated 'zoom' music tuition lesson for each child.
- \* An email address supplied to parents to aid the submission of pupil work and for feedback to be communicated to each child.

The parent stated that she felt very grateful that her child had been receiving such high-quality provision especially when compared to provision provided by other schools.

It was accepted by all that adapting to home/remote learning is a challenge for everyone involved including teaching staff, pupils and parents alike. Members praised the efforts that had been made by all in terms of 'trying to make the best of a bad situation'.

Members with children in other year groups proceeded to share their own experiences to date of 'home learning' with varied viewpoints and opinions about it. Concerns included:

- \* A lack of interactivity and engagement apparent to younger year group teaching.
- \* An insufficient amount of 'live' teaching being experienced by some pupils - 30 minutes not considered a sufficient amount of time.
- \* In some cases, too much teaching time was being spent on 'explanation' rather than on the children 'doing' during 'live' teaching sessions.
- \* Children themselves not prepared for learning on screen e.g., not dressed appropriately, interrupting teaching etc.

Members were made aware that during the day (Feb 3<sup>rd</sup>, 2021) the school had published a 'Remote Learning Plan' and had made parents aware of this via email. It was hoped that any arrangements contained within the plan would help to alleviate any concerns that parents had.

### In Summary – parent council members suggested that:

- \* There needed to be **consistency** in terms of the quantity/quality/forms of remote learning provided to each year group and that Provision from the Year 4 teaching team should be used as a model of good practice.
- \* That a zoom 'live' teaching session should be delivered at least twice daily – once to provide guidance/'model' work to be completed and secondly to retrieve/consolidate learning.
- \* That there be a variety of learning experiences for children especially those designed to engage/provide interaction amongst children. E.G quizzes.
- \* That all teaching material be checked for appropriateness e.g., national oak academy, BBC learning materials – examples where some resources were not very 'upbeat' and didn't seem entirely appropriate during current times.
- \* That minimum expectations about 'Zoom' conduct should be communicated to all children e.g., appropriate dress, using the 'mute' function as instructed.

### **My Maths**

It was agreed that since its introduction to Fibbersley, the use of 'My Maths' continues to be a popular learning tool. In fact, members agreed that it would be good to see an increased use of it across the school. Members agreed that a

very positive feature of the My Maths App is the way that results are fed back to children straight away. It was hoped that once children return to school that the use of 'My Maths' could be re-launched/promoted to all parents and pupils.

### **In Summary – parent council members requested that:**

\*That tasks set on the My Maths App are more manageable – some year groups were experiencing an overloaded number of challenges to complete. It was suggested that a 'small chunk' approach may be more effective.

\* It was commented upon that maths activities and the methodology used presented on the App are often very different to how methods are presented in class – could staff choose activities that have a closer parallel to teaching in the classroom?

\* Could there be an increased amount of teacher feedback to activities/results achieved by pupils? Perhaps an end of week mini assessment could be incorporated into teaching to consolidate 'My Maths' learning?

\*Could the school look to use different resources/apps that are more 'age appropriate' for younger children?

\*Could there be an increased number of reminders regarding the use of My Maths.

### **Pupil Well-Being**

Parent council members were informed that the school would shortly be conducting a survey to help monitor pupil well-being. Members were pleased that the school had conducted teaching sessions with a focus on well-being to coincide with Childrens Mental awareness week.

Concerns were raised about children missing out on social interaction with each other. It was hoped that all children who were unfortunately not able to access Zoom or do not have access to the Internet had been reached out to/provided for by the school.

A few members indicated that the volume of work was increasing for children throughout the week and that perhaps just completion of Maths and English should be a priority each day. Other members indicated that they felt it was important for other areas of the curriculum are to be covered as much as possible too.

### **In Summary – parent council members suggested that:**

- Could pupils at home be given an opportunity to interact with children who are in school during zoom lessons? Perhaps children could be given an opportunity to write letters to each other?
- Could teaching staff try and incorporate more 'fun' activities/games into zoom teaching such as the 'Just dance' type activity that the Year 4 team had provided to pupils.
- Whilst it was agreed that it must be very hard for teaching staff to gauge the volume/quality of work every child is capable of producing whilst working at home, could each year team communicate minimum expectations to parents regarding what would be an ideal amount and type of work/study to have completed each day.

### **AOB**

**Twitter** –Members indicated that there had been a decrease in class tweets since September 2020. Previously the school had committed to loading at least 2 tweets per week per class (as per policy) and yet it was felt that this is not happening for all year groups.

**Stars of the week awards** –Can reasons for why pupils have been awarded 'star of the week' be clearly communicated to everyone?

**The School Radio** Members felt that the school radio is such a valuable/enjoyable and important resource and yet is not being 'pushed/promoted' enough. Could more be done to promote Fibbersley Park Radio station?

**Facebook** Would the school consider having an official Facebook page just for the purpose of information sharing? Members considered that Facebook is more widely used than ~~T~~witter and could be a great source of information for parents/carers and may negate the need for so many texts/newsletters etc. It was suggested that Facebook has a feature that could block comments and therefore could just be used as a mechanism for information sharing.

### **RSE**

A member asked that given the 'lockdown' situation that we find ourselves in – could any plans to start RSE education be put on hold until the current school situation has changed?

### **Mrs Crawford Memorial**

Members would like further information about any plans to pay gratitude to Mrs Crawford. Will the memorial gardening opening still be going ahead?

### **Wombles of Willenhall**

One member asked if possible, and once visitors to school are allowed back on site, could the 'Wombles of Willenhall' volunteers be allowed to come in to school to speak to children about the work that they carry out in the local community and to help motivate/influence children to be more aware of discarding of rubbish appropriately?

### **Staff special mention**

Members wished to express their gratitude to **Mrs Reynolds** for the fabulous work she had carried out in leading the school whilst undertaking the role of Acting Headteacher at Fibbersley Park. Thank\_you-!

**Date of next meeting TBC**