

Parent Council meeting 14/03/17

Present: H. Jones, A. McCafferty, S. White, S. Wilson, J. Shaw, D. Ball, K. Johnson, L. Byatt, C. Gray, S. Bell, J. Edwards, J. Hopkinson and H. Gibson.

Apologies: J. Blinston,

1. Opening prayer
2. Minutes of the last meeting and matters arising – HG informed the group that the LPPA reaccreditation is now going to take place on 24th March 2017. Part of this involves setting up a MAC parent council – HG to make initial contact.
3. Rewards and sanctions policy – S. Bell gave the group a brief overview of the rewards and sanctions policy, this included the vision (consistency in a large school). S. Bell invited questions from the group. Q: Would it be possible/better if school coms showed some justification of a behaviour point? This is deliberate to trigger some communication. It also removes the possibility of hasty, misjudged reactions on the part of parents and staff. A teacher may not record the event accurately on sims this could cause more problems. It hopefully removes a biased view and provides a full picture of the events. Q: What's in it for the school? Massively improved communication between staff, student and parents (the triangle!). Q: is it fair that a student should receive points for no hwk when there was no hwk set on SMH? This shouldn't happen. Parents are encouraged to contact pastoral leads to check such things. Q: Is the updated policy on the website? Yes. Q: Why are points received at 3:40? All emails are sent at this time of the day – this is built into the system. Parents agreed that the timing of this was good. S. Bell reminded parents that the staff name and reason for the achievement point is shown when you click on the information on school coms. The policy is fluid and has been adapted as and when we have seen fit – this includes the recent addition of achievement points for 'exceeding target grade on assessment'. Q: Does effort correlate with achievement? An example was cited where a student achieved their TG in a particular subject but got a B grade for effort? Again, parents are advised to contact either HOD or pastoral lead to follow these things up. S. Bell also referred to the effort flow chart – this was sent out to all parents along with a report last year. This will be sent out again as it explains the effort grades in more detail. The effort grade boundaries have been looked at which means that a child can now achieve a platinum with mostly A grades and a couple of B grades. Q: Is it correct that a child can't go on a Geography field trip based on number of conduct points – Yes this is correct based on the policy. Q: Do lower ability groups get more achievement points than higher ability? No, this may well have been the case under the old report card system, but the policy has removed this. Other parents and staff agreed that this was true. Q: Do we have whole classes managed by the system? This shouldn't be the case. S. Bell asked for the specific class/teacher – this will be looked into. Point to note: C. Gray commented on the impact of the new rewards and sanction policy in that a trend had been spotted with regards to her child and as a result she has been placed onto a subject report card which is proving to be very useful – this may have gone unnoticed prior to this system. S. Wilson commented on how hardworking the staff are at Painsley. This comment follows two parents' evenings where the communication and support has been excellent for both

of her children. It was also commented on how quickly staff respond if they are emailed – great communication!

4. Geography – J. Edwards asked the group for their feedback on the hwk and guidance given for this for all year groups. All said that they were happy with this. One member of the group commented that some of the hwk's could be more inspiring – are there more imaginative ways?? Could it be more exciting? Another parent commented on the fact that their child loves their geography lessons and hwk – it seems that it's different for different learners. Is there consistency across the department? J. Edwards could double check this. The geography department have informed all students that hwk should take no more than 30 minutes. All parents were happy that this was the case. J. Edwards asked the group about revision preparation. Again, this was very positive, parents say that the revision is clear and well structured. J. Edwards asked that if any members of the group have any further ideas or advice to email him for discussion.
5. Q: Will Year 11 hwk continue to be set up until the GCSEs – Yes. It should be revision based and informed by the most recent assessment – so tackling misconceptions. H. Gibson reminded the group that parents should make contact with the school if this is not the case.
6. English – J. Hopkinson asked – Q: What can we do in this subject to help lower ability students progress? A glossary for parents. An example of a PEEZA paragraph – could English deliver a parent workshop to up-skill parents? J. Hopkinson to look into this. Q: Are there English tutorials like there are for maths? No, not as easy to chunk as maths – the sample paragraphs could help here. Q: Student achieving higher than a TG why can't they be moved up (as told by a teacher at parents evening) – we are reluctant to do this as early as year 8 – in case they don't maintain this standard. J. Hopkinson reminded parents to look at the quality of information on SMH – this is good guidance. Q: Why are the books never marked? Are they checked? J. Hopkinson said that there were checked and any errors are discussed with the students. Q: Can the green books be sent home as there is often some excellent support materials in them? J. Hopkinson said that in most cases this should be the case, however, some students can lose their books – this would mean losing a lot of work. J. Hopkinson to discuss this with NB to ensure green books are sent home. Some members of the group were not aware of the green books. Q: Could English put together an information letter detailing all of the different ways a parent can support their child – this could include things like a glossary, sample paragraph, expectations, the fact that students should be encouraged to include more adventurous vocab even if it is misspelt etc... J. Hopkinson to look into this.
7. AOB – information and some representatives to be shared/present at Year 7 new intake evening to gain new recruits.
8. Next meeting 20/6/17 – tour of the school and duke of Edinburgh scheme