

AGENDA/ ACTION NOTES

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| MEETING: | Parent Partnership Meeting | Date of Meeting: | Tuesday 27 th February 2018 |
| LOCATION: | Mersey Vale Primary School | Time of Meeting: | 2.30pm |
| PRESENT | Azra Tariq, Ulrike Gossmann, Deborah Jumani, Claire Varetto, Jayne Mullane | | |
| APOLOGIES | | | |

AGENDA

1. Welcome and introductions
2. Updates since last meeting
3. Feedback from parents/ carers
4. Any Other Business

ACTIONS and ISSUES

| | Issue | Discussion | Action |
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| 1 | Welcome and introductions | JM welcomed everyone and explained purpose of meeting and group. | |
| 2 | Updates since last meeting | <p>Target 1: To read and learn from effective, high quality examples of writing to help us improve our own extended writing skills and raise attainment in both reading and writing. This will include a focus on identified potentially under-achieving pupil groups.</p> <p><u>Autumn Term</u></p> <ul style="list-style-type: none"> • Writing genre planning map created to ensure progression and coverage of all genres throughout school. • Enrichment planning map created. Teachers mapped their writing genres across the year to maximise cross curricular and outdoor learning opportunities • Teachers attended ‘The Writing Learning Journey’ training led by Tom Gadsby (SIA). Writing Learning journey planning proforma created by RM • Book scrutiny focussing on boys and disadvantaged boys carried out on 12/10/17 • Teachers attended staff meeting on 30/10/17. Strengths and steps for development from book scrutiny shared with staff. Training in using Writing Learning Journey planning proforma and embedding the revised marking policy introduced in 2016-2017. • Staff meeting 06/11/17. Shared effective uses of marking policy and assigned Y3/4 and Y5/6 expectations to separate years as appropriate. • CPG handwriting books purchased for all children in Y1-Y6. • RM met with Y6 teacher from St. Paul’s CE Primary School, Withington to discuss Greater Depth writing in Y6. • New resources purchased to support teaching and learning- Emma Caulfield Circles approach to planning and Descriptosaurus books to support teaching of vocabulary, Y5/6 dictionaries. • Teacher Resources containing good writing models collated and kept in PPA planning room. • RM and JM met with Dawn Robertson- Booked full day of CPD | |

- Subscribed to Grammaraurus website- modelled texts available for class teachers.
- AA attended Bringing Literacy to Life in Year 4 training. 21/11/17
- Traffic light approach to learning new vocabulary continues to be used throughout school.
- Where Y3/4 and Y5/6 writing objectives are the same, objectives have been split so that Y3 and Y5 can focus on mastering fewer objectives.

Spring Term

- 'We are Writers' week held including workshop for parents.
- RM attended Greater Depth training with Dawn Robertson. Strategies being used in GD writing group with Y6 on Monday afternoons.
- Dawn Robertson met with each teacher to support text based learning. All teachers attended staff meeting focussing on fiction writing. 15.2.18
- New resource purchased and added to collection in PPA planning room
- Formal observations of teaching and learning in writing carried out by JM and CV. Feedback given individually to all teachers + general feedback of strengths and whole school areas for development to be shared with teachers 05/03/18. Feedback given to TAs 15/02/18.
- Trio book and planning scrutiny carried out by JM and head teachers from Tithe Barn and Norris Bank primaries. Awaiting feedback. Have LJ's been implemented across school? Yes – very evident through displays and references given to LJ during observations, pupil voice and scrutinising planning
- Writing learning journeys becoming embedded. The journey is being shared with children through display (KS2) and discussion.
- JM, RM and SB visited Gawsworth Primary School to observe and discuss Talk for Writing. Agreed to take elements from this and incorporate into planning e.g. with LJs.

Parents reported that their children really enjoy and benefit from various writing activities in school e.g. Y6 small group intervention with Ms Mather, Y5 homework set recently about Space, creating information posters.

Target 2: To raise aspirations and enhance the skills of all staff through accessing appropriate training. This will impact positively upon the outcomes for everyone.

Autumn Term

- INSET 04/09/17 – whole staff briefing, sharing SIP 2017/18, expectations, staff handbook, classroom organisation, Health & safety briefing and Critical incidents training with TM. Midday assistant meeting
- N = Wed 3.30pm + staff meeting times as appropriate, Rec, Y1, Y3, Y4 = Mon 10.05am, Y2 = Tues 10.05am, Y5 & Y6 = Thurs 10.05am. Each class provided with a Teaching Assistant planner to keep records/ communications from weekly meetings
- Week beginning 11/09/17 "Meet the teacher" meeting. Class teaching assistants attended meetings
- Set up and carried out teacher and teaching assistant survey re: Deployment and current working practice of school teaching assistants using Mitas online survey. Closing date for responses 30/11/17

- Analyse results of Mitas survey and research potential training opportunities to meet identified needs – Dec 2017
- Weekly diary/SLT meetings
- Staff training noticeboard established in staffroom
- Record of training opportunities attend by teachers and teaching assistants
- JM member of the working party meetings for LA/ EEF project and access support, advice and guidance re. Making best use of teaching assistants in the classroom
- JM / CFV attended launch of LA/ EEF project - Making best use of teaching assistants in the classroom. Working party established CFV/ MM/ JL/ CB

Spring Term

- Staff meeting whole staff to introduce everyone to EEF Project
- CFV & CW attended day 2 of EEF project group. Organised trio of support for enquiry visits: Arden Primary & St. John's Primary
- First enquiry visit Arden Primary School early March
- Core group change team established – CFV, JL, MM, SE
- Other staff involved in specific aspects & several enthusiastic staff members who are keen to develop own role + support development of other TAs and initiatives in school e.g. JL interested in more of a HLTA role, training and supporting others and has already done this with Reading Cloud. Has offered to deliver Motivational Maths intervention training
- EYFS training for all EYFS staff
- Feedback to Teaching Assistants following observations of teaching and learning Feb 2018
- Restorative Approaches 3 day training MM & NA

Target 3: To develop a range of social skills and positive mental health by experiencing more outdoor learning opportunities through Forest School and other activities.

Autumn Term

- Audit of current resources by CW and actions taken. E.g. Purchase of more “user-friendly” outdoor whiteboards for intervention groups.
- 25/09/17 Curriculum Enrichment Mapping Document introduced to all teaching staff. This document links curriculum enrichment and outdoor learning to all curriculum areas, including writing genres.
- Use of outdoor environments has been promoted during assembly with the school council creating safety posters to be put in areas around the playground and field.
- Curriculum enrichment opportunities evident throughout school, including “Let’s Learn Outside Week” 09/10/17
- Parents invited to share outdoor learning opportunities on 13/10/17
- Increase in intervention opportunities to include more outdoor learning opportunities. Mersey Vale can now offer Forest Schools to all children – ensuring every child has at least one block of sessions throughout their time at school (Y1-Y6)
- The Learning Mentor delivers a wider variety of Mental Health Support Programs. E.g. Resilience Building and Lego Therapy.
- Outdoor book boxes to protect resources being used in the quiet outdoor areas.

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| | | <p><u>Spring Term</u></p> <ul style="list-style-type: none"> • Mental Health Awareness Week – visiting assemblies by CIST & MIND + follow up activities in class • Staff meeting planned for 26/02/18 – Forest School session led by TW • On-going interventions: Building resilience (AC), Emotional Wellbeing (CB), Art Therapy (AC), Forest School (TW) • Aim that all children experience Forest School during time at Mersey Vale. Timetabled for all classes except Y6 who will have a Forest School day Friday 18th May 2018. • Variety of assessment tools being investigated and used e.g. Anna Feud, developing own versions, Boxhall Profile • Feedback via email re. Forest School • Scaling and Circles used throughout school to encourage children to talk about feelings. <p><i>Parents reported that children absolutely love the Forest School sessions and talk at great length after each session. Very popular!</i></p> | |
| 3 | Feedback from parents/ carers – priorities for 2017-18 | <p>At previous meeting parents highlighted 3 main areas for development;</p> <ol style="list-style-type: none"> 1. To create a better system for children to change reading books and encourage them to choose more challenging and varied books. Update – Reading Cloud introduced throughout school, staff have received training to use system and information issued to parents to enable children to access and contribute at home. Working well in some classes e.g. Y5 have assigned 1 hour session each when teaching assistant works with half class at time in Space4All area changing books and writing book reviews. This idea is now being rolled out to other classes. Receive monthly statistics report which details borrowing. 2. To improve the playtime and lunchtime experience for children. Lunchtimes – now employ sports coaches on each playground to provide positive activities for all children, rota created for KS2 classes to access different sports. These coaches also support individual children working on self-confidence, resilience and positive attitudes. School Eco-Committee are working on improving the playground environment by assigning each class their own planters and encouraging seeds and plants to be brought from home to enhance the playground. Wake up, shake up has been given an overhaul and the children now enjoy a wider variety of songs and dance routines 3. School staff to recognise and promote positive, fun and inspiring, thoughtful acts to give a “feel good factor” e.g. National Geographic picture of the week, MEN “We Stand Together” campaign, Kid President <p>“Feel Good” Activities with Mrs. McDonagh Yr6 worked on Value Trees outlining good actions and deeds and what helps us to act in this good way. The trees are in their RE books. Yr 4 also completed work in RE on achievement trees and who supports and guides them. Staff to email suggestions and strategies they have used that they could share in a staff meeting.</p> | |
| 4 | Any other business | <p>Discussion re. letter about proposed change to Christmas holiday dates. Feedback:</p> <ul style="list-style-type: none"> • better for parents re. taking holidays from work to have whole weeks gives greater number of days in a block when includes 3 | |

weekends so will enable families who wish to take holiday to have longer break

- will result in better attendance
- makes sense for all local schools to do the same thing

Discussion re. attendance awards given during awards assemblies.
Feedback: all parents present agreed that 100% should mean 100%.
Question asked about whether children who are regularly late receive 100% certificates. JM explained that if children arrive after the register is taken but before 9.30am they are given L (late) code in register. Children who have >10% late marks are not given 100% certificate. Parents agreed that this was fair.

Other comments – “This is such an amazing school”, “I’m always showing off about what we do at Mersey Vale as do much more than lots of schools that friends children go to.”

Date of next meeting:
Tuesday 19th June 2018, 9am