

## **Stanford Infant School**

### **Minutes of Class Representatives Virtual Meeting 20<sup>th</sup> May 2021 @ 9:30am**

#### **Attendees:**

Madeleine Denyer (MD), Liz Turner, Esther Shepherd (Alex Class); Kerry Wallis, Suzi Butler (Palace Class); Emma Mowatt, Georgina Marsh (Pier Class); Natasha Robinson, Jade Doutre (Dolphin Class); Kirsty Hewitt (Lagoon Class); Gemma Cocker (Marina Class); June Swindell (Pavilion Class); Claire Foster (Regent Class).

#### **Minutes of Last Meeting were agreed.**

#### **Matters Arising – however, many are obsolete now, due to the full return to school:**

Book of the Week & Top 20 Books – posted on Google Classroom

Zoom Links – posted on Google Classroom

Top Tips/Rewards – these were circulated home, along with ideas for Golden Choices at Home.

Celebratory Postcard sent to all children who were remote learning, along with a sticker.

PowerPoints – due to Google and Microsoft not upholding the friendship value, these were also posted on the School's Website.

Lesson Plans – teachers are posting a summary of the week's key learning on Google Classroom.

World Book Day - celebrated at home and in school and showcased in Jo Lyon's, Assistant Director of Children's Learning, Blog!

Firstly, thanks were offered for dealing with the hand sanitiser issue so quickly. Fingers crossed this resolves the skin problems encountered.

#### **Class/General Feedback:**

#### **Information on Progress**

Comment: *now that the children have been back at school a while, it would be great to have an update on their progress.*

Response: MD explained that ordinarily parents/carers would receive a comprehensive report of Pupil Progress and Achievement at the end of the academic year. However, due to the disruption this academic year, we plan to hold a further Parents' Consultation towards the end of the summer term, to discuss children's progress and achievement, alongside their next steps, before they move to their next Year Group.

This will complement a 'Celebration of Learning' Report.

The children have settled back into school routines and expectations and we are extremely proud of them. The school has received 'Catch-Up' Funding; however, we are not a fan of this term and have consolidated what the children have learnt during this surreal period of their lives, and built upon/developed this. This is different for every child and we are using this to release teachers to work with individuals/small groups to provide feedback to enable them to progress.

Comment: *will the Parents' Consultations be virtual or face-to-face?*

Response: it is hoped we will be able to hold them face-to-face, and we have already considered how this might be possible. However, if this is not possible, they will be virtual. We may also consider a blended approach.

#### **Transition**

Comment: *what are the transition arrangements for each Year Group?*

Response: comprehensive transition programmes are being developed and a timeline for each respective Year Group will be circulated to families after half term.

For an overview:

There will be circle times regarding transition, opportunities for teachers to visit the children in their current classes and for the children to visit their new classrooms from September and meet with their teachers.

There are also transition meetings for all families:

Reception – Year 1 is planned for Thursday 1<sup>st</sup> July @ 7:30pm.

Year 1 – Year 2 is planned for Thursday 8<sup>th</sup> July @ 7:30pm.

Year 2 – Year 3 awaiting confirmation from the Juniors but will let Year 2 families know ASAP.

Comment: *on the note of transition, when will parents/carers find out which class their child will be in next academic year?*

Response: we are still in the process of organising next academic year; however, hope to be able to circulate the information home soon after half term.

Comment: *will the classes remain the same or will they be mixed to create new classes?*

Response: we do not have a policy on this and make decisions on an annual basis, only mixing if we believe it to be in the best educational interests of the Year Group. We have in the past mixed between Reception and Year 1; however, usually avoid mixing at the end of Year 2, as the focus is on moving up to Juniors. We have discussed this year at length; however, due to a turbulent year, we have decided that enough change has happened and the children have returned well to their respective classes. Our main priority will be planning for the comprehensive transition programme.

Comment: *will the children have opportunities to visit the Junior School before September?*

Response: each Year 2 child will be allocated a 'buddy' and will have the opportunity to write to them and receive a response. Junior School staff will visit the Infants and vice versa. There will be a transition day, when the Year 2's will visit the Junior School. If children are going to a different Junior School, then their transition will be planned accordingly in liaison with parents/carers and the new school.

### **Changing Home Reading Books**

Comment: *some children are coming home with the same book on a weekly basis, sometimes longer. What is the expectation regarding this and how can children be supported to do it regularly, especially as parents/carers are unable to come into school?*

Response: MD explained that all children are encouraged to change their home reading books and should be changing them at least once a week, when it is their turn for guided reading with the class teacher. They are also encouraged to change them daily. If there are children who are regularly not changing them, please let your child's teacher know, so it can be addressed.

### **Reading at School**

Comment: *how often do the children read at school, and with whom?*

Response: as a school, we pride ourselves on our approach to reading. Every class starts the day with Book Browse (Reception & Year 1) or Reading Workshop (Year 2). Children are in their motivational reading groups – Fantastic, Marvellous, Brilliant, Wonderful, Superb, and each day are *inspired* by a reading experience carefully planned by the teacher to develop their reading behaviours: knowledge, skills and understanding – reading with the teacher, follow-up activity with the Teaching Assistant, independent activities, e.g., free reading or writing, computer programme to complement their reading, phonics games, listening to stories, etc. If children need additional support, they are read with more regularly. Teachers also read 1:1 with children on a termly basis. For more information on our approach to reading at Stanford Infants, please do view the Parent Workshops that were posted on our website: <http://www.stanfordinfants.co.uk/parent-workshops/> They can also be found on the 'Wonderful Workshops' Page of Google Classroom, along with other tutorials for families.

### **After School Activities**

Comment: *most children seem really eager to go to these, but there have been a few who have fed back that they are 'boring' and tend to be more playing around rather than doing activities. It may be isolated to a few children in Reception, but wanted to see if there was any other feedback from other classes on the after-school activities (the parent/s are going to feedback direct to B.A. P.T.O*

*Academy to see if there is a reason there seems to be a small group of children who don't enjoy going).*

**Response:** MD explained that the BA coaches plan and deliver engaging and exciting activities for the children. From monitoring the clubs, it appears that a few children are exhausted at the end of the day, which presents itself by them being over-excited and finding it challenging to respond positively to the instructions of the coaches and engage in the activities. MD also said the coaches cannot allow the children to run around, as they have to ensure that everyone is safe and happy and engaging in the activity on offer.

**Comment:** *pick up seems to be a bit of a scramble sometimes, while trying to socially distance and be close enough to the hall doors to wave at your child when they are at the front, perhaps there could be a separate collection point for the year group doing ball sport and coming from the playground? Or bring the children out to line-up against the wall so that parents who are not near the front can see when their child comes out?*

**Response:** MD will liaise with the coaches and come to an agreeable solution to improve collection from the after-school clubs. MD will update families next week.

**Comment:** *a few children have mentioned that gymnastics seems quite crowded, it is difficult for us to see if this is the case, but assume the school has some oversight.*

**Response:** this is a very popular club – it is a class of children. However, there are three coaches for this club, and they manage the session very well. MD will continue to monitor.

### **Easing of Restrictions**

**Comment:** *with the easing of restrictions, will external school visits/trips start up again, will parents be able to go in as helpers/in person parents evening etc.?*

**Response:** The Department of Education (DfE) have updated their school's coronavirus (Covid-19) operational guidance and the Local Authority, including Public Health, have been advising schools. The easing of national restrictions is not mirrored in schools. Therefore, the current control measures remain in place. We have been told to be cautious, as the LA are keen to keep rates low. I am in the process of updating our Risk Assessment (for the 14<sup>th</sup> time!) in light of this revised guidance.

In terms of trips and visits, etc., any educational visits must be conducted in line with relevant COVID-secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. We would need to undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, we will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. We are expected to consult the health and safety guidance on educational visits when considering visits, which we have done – this is extensive!

There are some areas not yet covered (end of term activities) and some only covered briefly (transition visits). Further guidance is expected on 14<sup>th</sup> June, once the next stage of national announcements is made, this is more likely to cover the end of term activities.

**Comment:** *are there any plans for summer fair, school socials or equivalent?*

**Response:** MD explained that the PTFA Committee met a couple of weeks ago (minutes circulated with these minutes) and we agreed to plan a staged approach – optimistic vs pessimistic! These plans are flexible so that we can respond to the current situation when we know what is permissible. It is hoped we can organise a social event in some form!

**Comment:** *will parents/carers be able to go in as helpers/in person Parents' Evening etc.?*

**Response:** currently non-essential visitors are not permitted into the school building; again, we await further guidance from the DfE in June.

Comment: *some of us struggle to keep our children at our side once we get to the Reception playground, with restrictions easing will there still be a need to do this. It would be nice to go back to them being able to play with their friends once we are up in that playground.*

Response: MD is happy for children to play sensibly together once they are in the Top Playground; however, would request that parents/carers continue to supervise their children, so that we do not have any before-school incidents!

Comment: *with restrictions easing are there plans to return to any of the old beginning or end of school arrangements before summer holidays like the staggered starts and finishes.*

Response: it is anticipated that the staggered start and end to the day will remain in place until the end of this academic year; however, hopeful that we can return to our normal start and finish times from September!

### **PAN Reduction**

Comment: *we have heard that two schools that appealed the reduction in PAN (Downs Infants and Goldstone Primary) have won, is there any update on Stanford's appeal?*

Response: our objection has been received and an adjudicator appointed to determine the case. The adjudicator has asked for further information from the Governing Body and Local Authority. The adjudicator does not give a timescale for this process; however, will aim to reach a decision as quickly as possible and we will be kept informed of progress. MD will let everyone know, as soon as she hears.

Further Comment from one of the reps: *is there any reason why some school's objections have been determined by now?*

Response: the two schools in question submitted their objections sooner than we did. MD does not know if any of the other eight schools appealed the decision to reduce their PANs from September 2022.

### **Drinking Water – Brain Juice!**

Comment: *children are not drinking their water, as water bottles are coming home full.*

Response: staff do regularly encourage their classes to drink water throughout the school day and they do re-fill them too. All children have cups of water at lunchtime. MD is currently in the Hall at lunchtimes and cups are regularly refilled. In school, we call it Brain Juice, and talk about the importance of rehydrating our brains to enable us to learn. If there is a specific issue with an individual not drinking enough water, please speak to your child's teacher.

Further Comment from one of the reps: *do children drink from their water bottles at lunchtime or have a cup?*

Response: all children are given a cup of water regardless of whether they are having a School Meal or Packed Lunch.

### **Lunch System**

Comment: *could the school clarify why the children have to sit at different ends of the table if they have selected the 'blue' or 'green' tray?*

Response: due to Covid protocols, children are served their dinner at their tables. It is a military operation to ensure all children are served their food, with plenty of time to eat, and cleaning regimes in place in between each sitting! To enable all children to be given the correct meal efficiently, each option is separated on the tables – meat, vegetarian, special menu, so children enter the Hall and know where to sit according to their lunch option.

## **School Meals**

Comment: *a parent has heard that another school where Caterlink are the School Meals Provider have a 3-choice menu with a jacket potato option. Could this option be provided at Stanford?*

Response: MD is happy to liaise with the School Meals Team in this respect and will report back before half term.

## **Year 2 Home Learning**

Comment: *would like to know a bit about the home learning book and the work schedule (due date for exhibition July).*

Response: MD referred to the letter sent home at the beginning of the year detailing home learning expectations for Year 2:

In Year 2, we encourage the children to further explore their learning journeys at home and have a range of activities they can complete if they wish to. The Home Learning Grids and books will be sent home with the children soon. Please feel free to do as much or as little as you and your child wish to.

The tasks are there to support the learning we are doing in school and range from short tasks to longer more detailed tasks. We plan to share the Home Learning in each class towards the end of the half term, and will let you know when and how we will do that nearer the time.

MD will ask Year 2 to reiterate this expectation in the family letter for next term and confirm the date of their home learning exhibition.

## **Home Learning – General**

Comment: *what is the expectation around Home Learning? Is there Home Learning for Year 1?*

Response: the children work really hard during the school day and we would encourage them to spend their non-school hours relaxing, playing, imagining, being curious, and socialising.

Occasionally Year Group, and as requested, teachers are posting activities for the children on Google Classroom that consolidate the learning in school. As above, Year 2 have a Home Learning Grid, which invites them to undertake a range of creative, collaborative, imaginative, activities. The children are encouraged to read their books at home. Sometimes they will also be asked to complete an activity linked to their Learning Journey.

We try to avoid sending formal homework home as the children work so hard at school and we believe they should then have their own free time. They can still practice their skills through a range of everyday enriching activities, including cooking, craft activities, playing board games, etc. These are all valuable learning experiences.

The reps felt that this approach was welcoming, as the children will be inundated with homework as they get older!

## **Google Classroom**

MD explained that following parental feedback, teachers have uploaded a weekly summary of key learning in their respective Year Groups, along with some activities for children to explore to consolidate their learning if they wish.

## **School Uniform**

Comment: *can the children wear sandals to school during the summer months?*

Response: whilst the children can wear sandals, we would ask that these have closed toes, to protect their toes in the playground. It is best if they wear trainers/plimsolls, as this facilitates physical activity.

Comment: *now that the uniform is relaxed, it can be interpreted in many ways. Is the school monitoring the uniform, to try to avoid inequality, with some children wearing branded or flashy items, etc.?*

Response: MD agreed and admitted that presently it is not being rigorously monitored; however, this is something she will address. As part of our Poverty Proofing commitment, it is important that all children wear our simple uniform, as a level playing field removes any pressure to wear the

latest fashions or designer labels which can highlight inequalities between children who come from different family backgrounds.

### **School Showcase**

Comment: *families really appreciated the videos created of the school before returning after lockdown. As parents/carers are unable to come into school, is there a possibility of capturing the children's Learning Environments, so they can see their classrooms, displays, etc?*

Response: Quick Fix: MD will film the school before half term to celebrate all the learning that has been taking place this term. This will be posted for everyone to enjoy! 😊

### **Year 2 Leavers' Show**

Comment: *just wondering about the Leavers' Show? Any info yet on if it is happening and if so in what capacity?*

Response: Year 2 are planning for a Leavers' Show in some shape or form – whether as a Class or a Year Group. It is hoped we will be able to invite families in for this, and we have begun considering how we could put it on outside. More information will follow after half term, once we know more about what is permissible on the school site – grounds or building!

### **Feedback received about Bug Club and Numbots:**

#### Bug Club

Bug Club (on iPad) didn't always work perfectly, either the sound didn't work or the 'read to me' button only read half the page, but very rarely caused too many issues. Accounts were locked on occasion.

We've just got into reading bugs, and really like it.

#### Numbots

Generally, really well received, loved collecting coins to spend on things, but have not used very much at all since returning to school.

They became less interested when it became hard to pass a level due to not being quick enough (all answers were correct).

Number bots doesn't work on a tablet, so we've hardly used it as it requires a laptop which means using our work ones so not that convenient. XXXX not been too taken with it but tbh we've not given it a fair enough try.

If we are supposed to be continuing to use these, could we get some guidance on what the expectation is and could logins be reset and recirculated (a few have tried to log in for first time since children have gone back to school and are not able to get in/or forgotten details).

#### General

Really encouraged independent learning, but amount of screen time was becoming an issue.

The amount of screen time they have when they also have fun screen time on top made it prohibitive.

Many haven't accessed any of the apps since returning to school. Children enjoying reading 'real' books now.

Everyone found the apps really great during lockdown though.

### **Discussion at Class Rep Meeting:**

There is no expectation that families should continue to use them; however, as we invested in them during lockdown, we wanted some feedback moving forward. It is an incredible amount of admin time to circulate the log in details; therefore, we would prefer not to re-send everyone's details. However, if individual families require them, please do not hesitate to contact the School Office and this will be actioned for you.

The reps agreed that it would be prudent to continue with the apps, especially if classes did suddenly have to isolate!

It is anticipated that the enthusiasm for the apps may return once the trauma of remote learning has eased!

Agreed to continue to have the apps and will promote again in September.

### **Forest School Update**

As you know, our Forest School Plans crumbled during lockdown and then we hit a standstill. MD had exhausted all options to try to begin Forest School activities after lockdown. However, a couple of Support Staff members have expressed interest in this aspect of the school's vision and the Sussex Wildlife Trust have now published the dates of their training programme, now that face-to-face training can resume; therefore, we hope to be able to establish the full Forest School experience from September. In the meantime, we are planning to use the area for 'Den Days' in Summer 2 as part of celebrating Refugee Week. More information will follow after half term.

### **Finally, positive comments for the Staff Team!**

- ✓ We know how hard everyone has worked this year and want to send a massive thanks, it is much appreciated and valued.
- ✓ Thank you to the school for a fantastic time back at school together; the children settled back really well into the routine of school and are loving their Learning Journeys.
- ✓ Really appreciate all the hard work of the teachers to make learning fun – the remote learning was well-planned and formed a perfect building block back to school and
- ✓ Great communication throughout.
- ✓ As always, much adoration and thanks from everyone.

MD thanked the reps for attending the meeting and collating the feedback.

The meeting ended at 10:35am.

Date of Next Meeting: **Thursday 1<sup>st</sup> July @ 9:30am**