



## Parent Council Minutes

Rooted in the community to grow and flourish

<b>Date</b>	<b>19.2.24</b>
<b>Attendees</b>	<b>EG, NF, MB</b>
<b>Apologies</b>	-

<b>Agenda</b>	<b>Minutes</b>	<b>Actions</b>
<b>1. Welcome and actions since last meeting</b>	<p>Sports Day date to be shared throughout this half term in the weekly bulletin. It is taking place at the start of the summer term.</p>	
<b>2. Recognition and Rewards</b>	<p>Recognition</p> <ul style="list-style-type: none"> <li>- Verbal and written praise</li> </ul> <p>We discussed the fact that recognising and praising positive behaviour is at the heart of our therapeutic approach to behaviour and it happens throughout the day. Parents/carers don't always know about the recognition children receive during the day as it is immersed in everyday practice.</p> <p>Rewards</p> <ul style="list-style-type: none"> <li>- Weekly class attendance award</li> <li>- Weekly Values Awards (ethos of the school)</li> <li>- Weekly Learner Awards</li> <li>- Best Seat in the House</li> <li>- Children encouraged to write certificates for others (pupils and adults alike!)</li> <li>- Forest School and Picture News Certificates</li> <li>- Children invited to bring in certificates and medals from extra curriculum achievements made outside of school (e.g. swimming, dance, rugby etc)</li> </ul> <p>Every half term we have Hot Choc with the Headteacher and a non uniform day for the lunch table with the most stars that half term.</p> <p>Trackit Light system used (green, amber and red). Supply, Sports Coach and Forest School providers as well as other visitors also use this approach to encourage positive behaviour management.</p> <p>We discussed the fact that it is important that children feel they have earned a reward but at the same time it is important that staff are mindful of which children have received each reward over the course of the year.</p>	<p>EG to gather pupil voices from children across all age groups to capture how they feel about the recognition and rewards at Wool Primary.</p>



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<p><b>3. Reading</b></p>	<p>School approach to reading:</p> <ul style="list-style-type: none"> <li>- High profile from moment chn start school (e.g. transition meetings for new reception intake discuss reading and books with keyworks at pre-school and with parents/carers)</li> <li>- Reading workshop for parents/carers is first one that takes place at the start of the school year</li> <li>- Phonics begins immediately when children join</li> <li>- RWI is our phonics system and it takes place every day for children across EYFS and KS1</li> <li>- Phonic screening test results have been strong over last couple of years as a result of effective implementation of this scheme and the close collaboration we encourage between home and school</li> <li>- Encourage daily reading at home through reading records as we want to promote the importance of reading as research tells us that children who don't get regular reading opportunities of matched phonic books can quickly fall behind. It is also encouraged as it can also have positive impact on building a love of reading which can be sustained into adulthood.</li> <li>- Reading lessons take place at least 4 x per week across ks2</li> <li>- Reading interventions take place for identified pupils to help them 'catch up'</li> <li>- Story time happens daily in all classes across the school</li> </ul> <p>We discussed Reading Records in further detail and agreed that they are useful for home school communication and, though the stamper can lead parents/carers to feel bad if they haven't read with their child, that it is important to aim towards regular reading. Staff use the Reading Record to see which pupils are reading their matched phonics/reading level books at home so they can add further support if a child is not getting this opportunity.</p> <p>Reading Challenge – We discussed the encouragement this approach gives to children to read different types of text and how some are motivated by earning a new book from the bookshelf.</p>	<p>EG is going to consider putting together a Parent/Carer Guide to using the Reading Records to provide further clarity about what parents/carers need to report and whether older pupils in ks2 can record details themselves or not.</p>
<p><b>Ideas to consider for next year</b></p>	<p>Communication – generic reminders</p>	
<p><b>AOB</b></p>	<p>A member of the council shared that parent teacher consultations are really useful and the recent meetings were very valuable. We discussed whether it was possible to space these out. EG explained that the autumn term parents evenings were postponed to Aut 2 due to the clash with the Ofsted inspection. The spring term consultation dates were scheduled for just before the half term break as if it were left until the end of spr 2, there wouldn't be much</p>	



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	<p>time before SATS and other statutory assessments which parents may not find helpful.</p> <p>A member of the council said that she is sometimes unsure as to whether she needs to respond to generic reminders or not. For example, if the school sends out a reminder about following the school uniform policy, she is not always sure whether the letter is aimed at her family or if she can ignore it. EG explained that generic emails are the most effective way to prompt everyone to be mindful of a particular areas of school life, but that these are then followed up with individual families afterwards if needed.</p> <p>We discussed the fact that we do not currently have many parents/carers on the Parent Council and agreed that in order for the forum to be most effective, we would like to increase in number. We discussed ideas which might help encourage others to join the Parent Council.</p>	<p>EG to send out a paper and digital invitation to join the Parent Council so that interested people can either email the school office or complete a simple reply slip.</p>
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Next meeting date: 20.5.24 (face to face at the school)