



Minutes of Meeting 10.01.24

<p>Review of previous actions from minutes of 12.10.23</p>	<p><u>Key issues outstanding</u> Arbor still continues to send two messages/texts per child.</p> <p>Values stickers to convert to badges once existing stocks have been depleted.</p> <p>Action: Doug to follow up with Emma W in the office about this. May need further advice from the Management Information System. Action: Amy to point Doug in the direction of a badge maker.</p>
<p>Review of Autumn Term</p>	<p>Time to shine continues to thrive – parents enjoy seeing/sharing children’s work. Completing an activity with the children was a nice idea. Everybody really enjoyed the school Christmas activities. The chosen reception Nativity this year was particularly favoured. Feedback was positive for the Christingle visit, Panto Trip, Santa visit to classes.</p> <p>It was felt that 1 week off timetable was enough. It was discussed that some children found the separation from parents at the end of the church service upsetting.</p> <p>We briefly discussed next year’s Pantomime Dick Wittington. It was felt that although a slightly older tale, children would still enjoy this. School could pre-teach the story to those who do not know it beforehand.</p> <p>Action Doug to circulate new TTS dates for Spring term.</p>
<p>Photography and Videos</p>	<p>A great deal of discussion was spent talking about photos and videos at school events and we drew on the Coastal Learning Partnership’s IT and communications policy. The school should not attempt to enforce unreasonable or unwieldy restrictions. It is very likely that during a public event such as a school performance or school disco or school fayre where parents and carers are present that they will want to take photographs and it must be accepted that these photographs are likely to be shared with family members and on social media. Rather than try to introduce restrictions which the school cannot police, the school should instead educate parents about sharing safely and perhaps provide managed opportunities for photographs, such as at the end of a performance. The school should not provide a reassurance that photographs will not be taken by other parents, but should instead manage expectations and work with parents who are concerned about photographs.</p> <p>Action: Doug to work to embed this at Old Town and sensitively identify the children who are not to be photographed.</p>
<p>Walking for reading</p>	<p>At Old Town Infant School and Nursery, we want to ensure our children develop a love of reading through a range of engaging and</p>

	<p>diverse texts. Our aim is to ensure children can explore a range of stories, ideas, concepts and knowledge through meaningful books across the curriculum.</p> <p>We want reading to be central to our curriculum and for this to happen we believe our choice of core books are vital. Throughout children’s time at Old Town, we want them to experience and enjoy a range of books to challenge and develop their understanding of the world around them. We also want to make sure they become fluent readers by learning how to decode successfully as well as developing comprehension and reading skills.</p> <p>Each year we send home hundreds of books for the children to read, and over time these books have now become old and worn - with some ready to be replaced.</p> <p>On WORLD BOOK DAY, 7th March 2024, we are going to be holding our first ever 'Walking for reading' event. All of our children will be invited to come to school dressed as their favourite story book character, with each class being allocated an hour slot (30 minutes for Nursery) in which they will walk laps around the whole school site. There will be a reading quiz to complete and clues to find as the children navigate their way around the school grounds.</p> <p>We discussed holding a book sale and cake sale on the day to raise additional funds.</p> <p>We talked about this event being run in year groups (as opposed to classes). Parents/carers would be invited in to join the walk. Children would have a passport that would be stamped each time they pass the check point.</p> <p>Action: Doug to create fundraising page. It was also felt that a paper style sponsorship form would be useful.</p> <p>Action: All members of the group to support on the day.</p> <p>Action: Doug to contact Echo about the event.</p> <p>Action: Amy to assist Doug with pre-event management.</p> <p>Action: Doug to approach PTA to support with drinks and refreshments on the day.</p> <p>Action: All group members to think of story book related objects that we could use on the treasure hunt.</p> <p>Action: Doug to write to school about the event with specific times for each year group.</p>
<p>School reports</p>	<p>Parental feedback from last year recognised that whilst the teachers ‘letter to the child’ commented on literacy and maths, they would welcome the ‘key objectives taught box’ for these subjects, just as with the wider foundation subjects.</p> <p>We had a detailed discussion on reporting for children with Education, Health and Care Plans. Because we want the school report to be a document to be celebrated, we have decided that this year we will trial a different template that discusses the progress towards the specific objectives/milestones set on the EHCP’s.</p> <p>Whilst it is recognised that it is a statutory requirement to report on attendance, we have decided to remove the descriptors that sit below the benchmarks – that comment on lateness.</p> <p>Actions: Doug to meet with Becky to develop a template for EHCP reporting. <i>Need to get this done before the half term break.</i></p>
<p>Spellings</p>	<p>A lengthy discussion took place about spellings and writing.</p>

	<p>Whilst the spelling policy has been circulated, there was a wider discussion around spelling and how it links to writing. We discussed how writing involves composition and presentation and how the two elements need to gel together to allow for our children to develop into confident writers. We talked about spellings in Years 1 and 2. It was felt that it could perhaps be clearer about how the words are chosen and some parents would definitely welcome some strategies as to how to encourage children with their spellings at home.</p> <p>Whilst Year 1 parents are aware of spelling test results (via the printed slip), because Year 2 children complete their tests in their books, parents are unsure of how the children are performing in these tests.</p> <p>Some parents would like further information about how children are supported in school if their test scores are low. Doug said that spelling is included in all phonic lessons – usually including the focus sound of the day. But that supporting spelling ideally needs to be a two pronged attack – both at school and at home.</p> <p>Action: Doug to speak to Literacy leader about strategies to support spelling at home. Action: Spelling test books (Y2) to also come down with other books during TTS. Action: Doug to clarify in newsletter how selected words for spelling tests are chosen e.g. sound families? Common exception words?</p>
<p>AOB</p>	<p>It is important that parents know if there child has been read with. Sometimes it is written in the reading log, but this it not always consistent and what happens on the days when the child is read with and their log is not in school.</p> <p>Christmas Presents scheme. A lot of parents really missed the Christmas present choosing/wrapping scheme previously run by Mrs Miller. It would be really good if there could be a way that this could be re-introduced this year. Parents appeared happy to opt in/out and pay the 2 pounds for a surprise/chosen gift.</p> <p>Happy Lunchtimes. Children have been talking about Happy Lunchtimes and the Pom-Poms. Parents would like to know more about this.</p> <p>Individual Education Plans have been updated, but not all parents have been provided with the ‘review’ information from the previous plan.</p> <p>Entertainer has been booked for the whole school picnic day in May.</p> <p>Action: Doug to speak to teachers about recording of adult reads. Action: Doug to approach PTA to take over the Christmas present scheme this year. Action: Doug to write to parents about happy lunchtimes, Action: Doug to approach SENCO to ensure that all SEND parents receive the ‘Review’ section of the IEP.</p>

