**Hub Review Meeting – Wednesday 16th October 2019**

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| **Positives** | **Issues** | **Suggestions** |
| * Little difference * No disruption for the children * More adults and more consistent * Building relations with all children in the Hub * Reflective of school Values * Classes mixing more * More cross-curricular * Children exposed to more adults – building relationships * Transition has not been as big as initially perceived * Hub Assemblies * Additional staff in Hubs * Increase in outdoor learning opportunities * Communication * Sharing of learning – Harvest * More staff in each Hub * Children more independent * Relationships with different people * Peer to peer learning * Smooth transition from 2018-2019 * More opportunities for parent involvement * Consistency – teacher / TA relationships with children * Hub transition week * Cross-curricular works well – exciting! * No disruptive learning * Better informed * Website and Newsletter – communication improved * Children see adults as equal * Children are positive * Exposure to all adults – positive relationships | * Uncertainty – It’s too early to review * Not noticing significantly what the difference are (this is a positive too!) * Unsure when PE is – does it change weekly? *PE sessions might change due to the weather, but the children will be aware and the general dates for PE are published with the Hub newsletter and are on the website.* * Communication about the Hub specifically.   *Classroom pages on the website. It is recognised that parents need a good level of notice, particularly for day time events. The principle behind this should be that parents receive at least a months’ notice for these types of event. Over the year we will attempt to alternate the days and times.*   * How are staff feeling about the change?   *It is still evolving, but to date, there are many positives, especially for the children and staff.*   * Communication about why things are taking place/purpose   *We will always endeavour to share the rationale. In essence, all these sessions are to give you a better understanding how your child is learning, as well as how you can support them.*   * Parents available during the day to take part in sessions when they are working – pupils sad when parents cannot come/attend.   *The nature of children’s learning is that it takes place during the day. We have tried to stagger events between morning, afternoon and evening sessions. Where it involves children’s learning this naturally has to happen during the school day. Where appropriate, presentations / pictures are available on the website.*   * How much mixing between classes in a year group?   *This has taken place in small aspects of learning so far and is still to be developed.*   * How inclusive are parent engagement events for working parents? What impact does this have on the children?   *We understand that this is restricted by work commitments, although we don’t feel that this should restrict the opportunities we provide for all families.*   * Future plans – are there more developments?   *Yes – bulletin point 2*   * Future – SATS – how will this have an impact on Hub learning?   *More adult support within all classes is aimed at supporting children to approach the SATS positively.* | * Staff to pace themselves and not burn out! * Celebrate successes that have been made * Parents involved in learning * Combined ‘effort’, rather than separate classes eg: Hub show and tell * Using parental skills to enrich children’s experiences (not just doctors and pilots) – create a database |

**New Behaviour Policy Feedback**

There was very little feedback concerning the new Behaviour Policy. The main points included:

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| **Positives** | **Questions** |
| * Clarity / structure is good * Getting rid of the ‘flipped card system’ is so positive as it will not make children feel humiliated in front of others * Much more positive * Creating a ‘Behaviour Culture’ is so positive and will evolve over time so there is consistently good behaviour throughout the school * Developing Oracy skills and Advocacy with children sounds like an amazing vision * Children will be able to talk to their parents more clearly * Parents and school should work more in partnership for the good of the child / children | * What is the length of time for the policy to be implemented?   *We have been talking to children across the school this term. The intention is to introduce this from the beginning of term 2, when it will be shared with the children as the new formal policy.*   * When looking at the principle of ‘Forgiveness’, where will children have the opportunity to understanding and apply this? When will children be ready to learn?   *From the very beginning of a conversation between adult and child the principle of forgives will be promoted in respect of the adults attitude to the child and the opportunity for the child to express forgiveness as appropriate.*   * Communications with children – will there be visual warnings?   *A collaborative process in which each class decided on appropriate expectations and what visual reference they will use if necessary.*   * When will the policy be finalised?   *End of Term 1, ready for Term 2*   * What communications will there be to parents regarding implementation?   *The Policy will be published as a final draft, with a reminder to all parent’s that it is now the policy that we will be using.*   * What tools will be used to encourage ‘good’ behaviours?   *We continue to use verbal recognition, stickers, certificates, listing on the newsletter as a range of methods for promoting the schools values and vision.*   * How will we celebrate ‘good’ behaviours?   *See above*   * How will the policy be developed for children with Special Needs if / when incidents occur? More details are needed.   *The policy expressly points out that some children fit outside the parameters sometimes. The aim would always be to use strategies to bring them back within those parameters as soon as possible.* |

**Feedback regarding Camps in Years 2 & 4**

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| **Year 2** | | **Year 4** | |
| **Positives** | **Negatives** | **Positives** | **Negatives** |
| * Children are too young to spend the night away and it isn’t fair on children that do not attend. Alternative regular trips are much more positive * Staff are not put under pressure to be responsible for taking so many children away when they are so young and need a parent figure to get them through the night, which they do (which is amazing), but not fair on staff * More curricular events would give the children so many more opportunities in their learning * My child cannot stay ‘dry’ during the night. Not going on camp will not make him feel embarrassed in front of his friends * The cost of the 1-night trip is too much and regular termly trips can be managed financially * I do not have to struggle to pay for the residential, even though there is a payment scheme in previous years. This will stop me worrying about how to manage the cost. | * Children are not given the opportunity to spend the night away, possibly for the first time. * Children will not be exposed to different learning opportunities * Why has this changed? The children were expecting to go away this year and this was not communicated. | * Children will still experience an alternative experience through activities, even if they do not spend a night away, following the survey to parents * My child is not ready to spend a night away from home and I would feel much better if they experienced more cross-curricular events / trips / activities, which were more affordable and will help with their education / experiences * Having a 3-day activity week would be much better than going away, without spending nights away from home. This will reduce my child’s anxiety about the trip that would have taken place in previous years. * The camp gave a good ‘next step’ to my child preparing for the Year 6 camp to spend time away from home, although I understand how demanding this is! | * Spending a night on the school field would put the fear of God into my child by sleeping in a tent. Please do not consider this option, as they would feel left out if they did not attend * Sleeping in the school hall would not provide the right opportunity for a night away. We would rather they experience extra-curricular activities during the day to enhance their experiences. * Spending a night at a Scout site would not be enjoyed by the children, even if they were used to camping. Please provide activity days instead. * Asking staff to accommodate an overnight stay is not acceptable. They have lives and the move away from the Year 4 camp will hopefully help with their work/life balance! Provide alternative daily activities. |

**Feedback concerning the introduction of ‘Learning Meetings’ for this academic year**

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| **Positives** | **Negatives** |
| * What a wonderful change. This will help us get a better understanding of how our child is doing and what we need to help them * Great chance to meet with my child’s teacher to really talk about their achievements, as well as how we can support them at home. * More time to talk to my child’s teacher * Having my child at the meeting will help me explain what we need to help them with at home – reassurance * End of year reports will be more meaningful | * I hope the evening appointments will let me get a slot as I work fulltime * I don’t want my child at the meeting as I need to discuss sensitive information. Can they leave the meeting at some point?   *The opportunities to discuss sensitive issues exist at all times for parents. This can be arranged at your convenience with the teacher. We wish to promote the learning meeting is centred around the child and would therefore ask you not to request for them to be sent out of the meeting.*   * I am separated from my partner, do we have to come together, or can a separate meeting be arranged out of the allocated slots?   *We encourage you to come together where this is possible. However, we understand that this is not always the case. We do not however, expect the child to attend a second meeting and thus it would need to be agreed which parent was meeting with the teacher and child and which parent was having an update with the teacher.* |