

## Response to parent question arising from presentation on school structures 2019-20

These responses are to our best ability, focussed on the range of questions that parents asked on the evening of 4<sup>th</sup> July in the short time we had available for questions. They hopefully will help all parents to understand not only the concerns but also see the depth of thinking and preparation that has gone into the changes we are putting into place.

We have also added what parents consider to be the positives of what was presented to help you see the range of response and to give the wider context to the discussions that took place.

There will be an opportunity for all parents to attend a meeting at the end of Term 1 to address any on-going concerns or explore further opportunities based on the childrens' experiences of Teaching and Learning as well as parents understanding of those experiences.

1.	<ul style="list-style-type: none"><li>➤ Ratios maintained throughout the day</li></ul>	This is a flexible model and the ratios will alter throughout the day. Sometimes these will be higher and other times lower. The focus behind this will be to maximise adults to support learning and therefore the ratio should always be appropriate. Whatever the ratio, it will be an improvement on what currently exists.
2.	<ul style="list-style-type: none"><li>➤ Time given to core skills (little and often)</li></ul>	It is not the case of core skills being diminished. They are seen as central to children's ability to progress. However, the teaching of the core skills will sometimes look different to how it currently does in order to ensure we are developing better cross-curricular learning opportunities. This will be something that develops over the year, rather than being implemented from day 1. The aim will also be for parents to participate in some of these sessions across the year so that you can get a feel for what this looks like.
3.	<ul style="list-style-type: none"><li>➤ TA's instead of teachers taking classes</li><li>➤ Will TAs be teaching whole classes?</li></ul>	Teaching Assistants already lead some of the learning sessions. This is about adults with skills and strengths being used to support children's learning, rather than a situation where TAs are being used as supply teachers. The occasions where Teaching Assistants are leading the learning will be planned for and on the occasions where teachers are sick, the HUB including TAs will reorganise themselves to cover first day sickness. This avoids having to use supply teachers, who don't know the children as well and will not have as much of a grip of the planned learning. This is also developmental and will depend on TA experience (some of our TAs are actually trained teachers). The training throughout the year will be aimed at upskilling them appropriately to ensure they feel supported and therefore the children are receiving quality teaching and learning experiences.
4.	<ul style="list-style-type: none"><li>➤ Is workload going to increase for staff?</li></ul>	The model is about team work. This means that some of the work currently done by teachers in the evenings and at weekends can be done by other

		members of the team during the school day, or vice-versa teachers get to do some of the key priorities in their role whilst the teaching is led by other staff in the team where appropriate – see above.
5.	➤ Financial future of changes	These have been budgeted for and that budget is monitored by the governors. Specific savings have been identified from the budget to support this structure.
6.	➤ How it will impact on Year 6 and current sets / Streaming across Years 5 & 6	The principle of setting has significant issues, as well as benefits. The focus is very much on developing mixed ability teaching and learning throughout school. This will include work with the children in developing their understanding of themselves as learners and therefore their ability to take responsibility for their progress and achievements.
7.	➤ Accuracy of assessments	The focus of assessment is on ensuring judgements are based on a strong knowledge of a child. These are not therefore based on one single activity or sequence of learning. The class teacher is still responsible for making the final decisions are attainment and progress.
8.	<ul style="list-style-type: none"> <li>➤ Where is this coming from? Is this happening anywhere else?</li> <li>➤ What is the research behind this model?</li> </ul>	This approach is a formalised version of different things happening in different schools. The context of each school makes it different in terms of how it is put together and therefore appears in any school. The focus is more about what we want to achieve for the children, than the structure we put in place to support that. This is the first step to achieving the vision 'Believing it's Possible'.
9.	<p>Does this mean mixed year groups?</p> <ul style="list-style-type: none"> <li>➤ Will older children in Hubs (yr6) be stretched and challenged if teaching is aimed at both year groups in the Hub?</li> <li>➤ Will younger children have a chance to shine if they are with older children – especially if they are one of the youngest in the year group already?</li> <li>➤ Are groups going to be split into abilities?</li> </ul>	The will be some limited working in mixed year group situations. This will not be in core learning because children have age related expectations that they are working to. However, there will be certain situations in the wider curriculum where children may benefit from working as part of their Hub, rather than just in the class/ year group.
10.	➤ Will school time be structured enough?	All learning will be focused as it currently is towards specific curriculum objectives. This is not designed to create grey areas, but rather the intention is to provide greater impact in the variety of learning experiences in the curriculum. Structure is therefore essential to effective working and impact on children's learning.

11.	<ul style="list-style-type: none"> <li>➤ Not enough time to take in and ask/answer questions</li> </ul>	Hopefully this will help to answer some of these questions. We will be meeting at the end of term 1 to explore any continuing issues further. Mr Forrester and Mr Burch will be in the playground on Tuesday, Wednesday and Thursday next week to answer any questions/ talk about how it is going, so please feel free to speak to us then.
12.	<ul style="list-style-type: none"> <li>➤ Parents – who is the point of contact?</li> </ul>	The class teacher. Your child will continue to have a class teacher, who has overall responsibility for their emotional wellbeing and academic progress.
13.	<ul style="list-style-type: none"> <li>➤ Difficult for working parents – how do we priorities meetings at school?</li> </ul>	We are constantly attempting to offer a range of times to facilitate parents participating in their children’s education. There are naturally some limits to this, given that most of the staff are also working parents. We will continue to endeavour to develop this but the provision of evening sessions where we may get 10 to 20 parents is not a viable use of staff time and we would therefore look to find other ways to facilitate good partnership working.
14.	<ul style="list-style-type: none"> <li>➤ Concern that children will be overlooked amongst multiple teachers/TAs</li> <li>➤ Will there still be a member of staff that knows my child?</li> <li>➤ What is going to happen about mental wellbeing?</li> </ul>	The opposite is the case. This is not a secondary model where children are moving from adult to adult throughout the day. Rather, they will still have their core teacher, but that teacher will have support from other teachers/ TAs to enhance the learning opportunities in a more effective way for the children. We don’t have the resources to ensure all children get heightened supervision/ support at all times but we have invested in increasing the amount of time there is wider adult support for children’s learning.
15.	<ul style="list-style-type: none"> <li>➤ Will children know what they are doing?</li> </ul>	Routines are in place and teaching and learning has been planned to ensure the Hub week gives adults the opportunity to identify any gaps in organisation. At the same time it is about giving children the opportunity to develop an understanding of how their day will work. Undoubtedly there will be some confusion and misunderstandings at the beginning, as is the case with any form of change. The focus is very much on ensuring children not only become more confident about what they are doing, but also begin to take a lead in that as the year develops.
16.	<ul style="list-style-type: none"> <li>➤ Consistency of the day</li> </ul>	The children will not be moving around all over the school with different adults and different groupings all of the time. Certain core arrangements will be in place to ensure consistency for adults and children.
17.	<ul style="list-style-type: none"> <li>➤ How can the school manage children mixing using the space eg: Reception have sliding doors</li> </ul>	We don’t have this facility throughout school and it is one of the restrictions we are working with. As we are able to adapt the building space (taking into account financial and logistical limitations) we are aiming to ensure that each Hub has some extra

		dedicated space available to increase the options for different teaching and learning groups.
18.	➤ Languages?	We intend that this model gives more space to the wider curricular learning and therefore there will be increased opportunities for learning Spanish
19.	<ul style="list-style-type: none"> <li>➤ Elitist eg: streaming to ability of children</li> <li>➤ Is this going to lead to streaming?</li> </ul>	No. We will not be streaming. There will however, be more opportunities to group children for learning in ways that might be more suitable to them. This will not be grouping/ streaming on anything other than a particular strand eg. Learning about money.
20.	➤ Children with ASD	These children benefit from clear routines and support, in some cases around sensory needs. Where there are a range of adults supporting the Hub, it is far more possible to cater towards those needs.
21.	<ul style="list-style-type: none"> <li>➤ What would happen for children who might find it too much?</li> <li>➤ What about children who benefit from routine?</li> <li>➤ Stability and ability to bond with class and own teachers/TAs</li> </ul>	See above and question 15
22.	➤ A lot of children	The numbers are no different, we simply have more adults to work with them.
23.	➤ How much will change affect SATs preparation?	Not at all. We hope to enhance children's preparation with a wider range of experiences to support the depth of their learning.
24.	<ul style="list-style-type: none"> <li>➤ Will the changes have a negative impact on getting ready for Year 7?</li> <li>➤</li> </ul>	Quite the opposite. As children develop their skills under this model they become more independent, flexible and able to take responsibility for themselves and as members of the school community. This is precisely what helps them to be successful in secondary education.
25.	➤ Will children know they are always taken out for interventions?	The aim is to try and increase the options for teaching staff to match the teaching to the needs of groups of children and their learning. As such the intention is to reduce the use of non-class based interventions. At the same time we want to develop an honesty and pride for all children around the progress they make as individuals, rather than comparing themselves to others. Therefore, if children are having intervention to support their progress this is about them becoming better learners. It is not an indictment of them as a person. We all need support in various ways.
26.	➤ Will years 2, 4 & 6 get demotivated if they are doing the same for 2 years (topics)?	The children will not be doing the same topics for 2 years. They will work on a 2 yearly cycle and this

		will grow as we move through the curriculum over the next 2 years.
27.	➤ Will there still be Maths lessons?	Yes.
28.	➤ Is there going to be a change in physical activities – eg: more sport?	The intention is that there are more situations where teaching and learning involves physical activity. This does not necessarily mean children will do more formal sport, but they will definitely be up and outside as part of their daily learning on a more daily basis. Hence the need for children to have an outdoor kit in the same way that they have a PE kit.
29.	➤ Will assessment change if less is recorded?	What we use to provide a secure evidence base in assessing children’s progress will continue to be the basis for reaching those judgements. We will however, be using less written outcomes to achieve this since all the self and external evaluation says that the children are doing too much writing as a way of proving they have learnt something.
30.	➤ Will communication improve?	We encourage parents to make full use of the newsletter and the new website to keep themselves informed as to whole school events. Along with this all hubs will be developing opportunities for increased participation of parents. Each class teacher has an individual school email address that all parents are able to use to contact them regarding any concerns if they have not had the opportunity to speak directly to a member of staff from the Hub.
31.	➤ As a pilot, there’s a risk for Year 5 & 6 children going to secondary school. Will they be ready/at the right level?	The purpose of all of this work is to improve the experience of all children as they move through school. At the same time the expectation is that all children will get what they experience from their current provision as a minimum. Year 5 and 6 children are key to understanding the possibilities of this model and as such the expectations and intentions for their success, both academically and socially, are paramount.

## 'Positives' as seen by parents concerning the new Hub structure

- Enthusiasm of staff – all on-board
- Strengths of teachers can be used to the benefit of the children
- More adults around children
- Sounds good for boys
- Parent involvement
- Better communication is welcome
- New ways of engaging the children
- Children to be with others that they might not otherwise know
- Different teaching needs
- Opportunities to celebrate small and big achievements
- Flexibility
- Getting to know more children/adults
- Children's voice
- Opportunity for project learning
- Allows for a range of learning styles
- Holistic approach
- Outdoor learning
- Ratios are genuinely changing
- Different year groups merge and learn together
- Great for Year 6 transition
- Children are at the centre
- More tailored teaching
- More of a school community and more interaction
- Better for new teachers coming in
- Will help transition for children to new teacher
- More choice for children
- It's not just about core subjects – resilience, emotional...
- More creative approach
- Less stressed teachers!
- More communication – 3way process
- I think it's amazing – will suit some children more
- Great idea!
- Brilliant that self-esteem of child is at the heart of it all
- More TAs – great!
- More adults across KS2
- Consistency
- Collaborative approach to the new ways of working – staff & parents
- Older and younger children learning from each other/together
- More modern approach