

## Follow Up Parent Questionnaire – Feedback

Many thanks to the families that completed our follow up questionnaire to the online 'Parent View' survey. This follow up questionnaire specifically focused on the question

'I receive valuable information about my child's progress'

We received a total of nineteen responses to the follow up questionnaire. Having reviewed and analysed these with the school development committee of the governing body the following steps have been agreed;

1. Provide and publish a clear rationale for the timing of parent consultations (see below)

<b>When</b>	<b>Meeting type</b>	<b>Rationale for timing</b>
Autumn first half usual second or third week of term.	Meet the teacher evening – provide information re the learning in the year ahead as well as routines/expectations of the class.	Meet new parents shortly after start of term, inform parents how children have settled, and provide information re the year ahead.
Autumn Second half – usually second week back after October half term	Individual consultation meetings with opportunity to look at pupils work before, during and after appointments.	Discuss how children have started year and settled. Yr. 1 discuss and share early Autumn assessments. Provide a chance for individual conversations within the Autumn term.
Spring first half – usually second week back after Christmas holiday.	Individual consultation meetings with opportunity to look at pupils work before, during and after appointments.	Best time in order to give accurate assessment information collected at the end of the previous full term and outline next steps in learning to be acted upon in the term ahead.
Summer first half – usually second week back after Easter holiday	Individual consultation meetings with opportunity to look at pupils work before, during and after appointments.	
Summer second half	Individual meetings to discuss reports by appointment only if needed.	Clarify any issues from reports.

2. Make the 'meet the teacher' meeting at the start of the academic year a more 'formal' event. This event will be at a set time after school and will provide (via a short talk from the class teacher) information on the year ahead and how learning can be supported.
3. Learning newsletters will include a balance of information and ideas on how learning can be developed through activities at home.
4. Publish key 'learning guides' on our website
5. Publish the ways in which parents can receive information about their child's progress on our website.
6. Explain homework as simply as possible and explain/define any key learning terms within homework.

The committee looked carefully at all nineteen individual responses. A small minority of parents felt they would like to see more photos of their children during their time in school. The school commits to making effective use of photo/video evidence for the following purposes;

1. To enhance learning for example enabling children to review performance e.g. recording dance and gymnastics sequences and watching back to identify improvements.
2. Where it supports teacher assessment judgements (predominantly in the Early years Foundation Stage (EYFS – nursery and Reception).
3. To capture special and significant events, church services, trips and special visitors to act as a memory aid for future class based learning.

Although it is always lovely to see pictures of our children during their time at school the staff and governing body are committed to achieving the very best learning outcomes for all pupils which means time spent taking and processing photos has to be limited to where it can have an impact on learning.

Where photos and videos have been taken for these purposes we will endeavour to share them with families via sharing assemblies, during parent consultation sessions and notice boards/displays.

Many thanks to everyone who took the time to feedback on this issue. We feel we have made appropriate adjustments to our provision to ensure we continue to improve while also recognising comments such as;

"I honestly don't think the school can push out more information or provide more opportunities – parents have got to take the opportunities themselves."

"I am very happy with the level and quality of feedback I receive about my child's progress"