



An ambitious school at the heart of the community

Parent Forum Feedback – Wednesday 23rd November 2016

	What went well?	Even Better If?	What we are doing
Show My Homework	<ul style="list-style-type: none"> • The system provides clear deadlines • There is generally the right level of homework. • The transition away from planners has been good and has improved the frequency and quality of homework. • Useful as a calendar and to help parents monitor and communicate with the child. 	<ul style="list-style-type: none"> • Ensure that all teachers are using it. • Longer pieces of homework over a half-term can be vague. • What provisions are there for students who can't access IT? • It would be useful to get more information about how to get the most out of it: using it to communicate with teachers, understanding notifications and so on. • Skills checks sheets are good but it would be good to see more specific topic based homework. 	<ul style="list-style-type: none"> • Check that staff are using SMHW. The system is in its first term so there may have been some teething problems with this but you can expect all homework to be set this way. • We aim for all homework to be specific and have a deadline of around a week for completion. If they are longer projects, interim deadlines should be set. We will share this with staff. • The library (LRC) is open before school and during break and lunchtimes for students to access IT. Mrs Woods also runs a homework club on Tuesdays, Wednesdays and Thursdays until 16.30 which all students may attend. • The 'SMHW' website is developing a 'Help Centre' with a tab specifically designed for parents. In the meantime, please contact either Miss Pope or Mr Pilbury if you would like any pointers! You can contact Show My Homework directly on help@showmyhomework.co.uk • In Maths, homework will be varied with some skills sheets and some topic based work. He will keep an eye on this. Skills check sheets have been used this term as a means of preparation for the first assessments.



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<p>Rewards and sanctions</p>	<ul style="list-style-type: none"> • Impressed with the proactive stance taken by teachers. 	<ul style="list-style-type: none"> • More consistent use of house and behaviour points and communication about how these have been rewarded. • How does Mr Botwe know if students are late? 	<ul style="list-style-type: none"> • We have updated the web-site with our most recent 'Conduct and safety policy and procedure' which should make everything clear. Please find at http://www.tytheringtonschool.co.uk/wp-content/uploads/2016/12/Conduct-and-Safety-Policy-Procedurev2.pdf • Late arrivals are recorded on SIMs which is an online platform used in many schools to track attendance, achievement and behaviour.
<p>Transition</p>	<ul style="list-style-type: none"> • Connection with primary schools is great. It helps primary children be aware of secondary teachers, making it less 'scary'. • Great email contact from Year 7 transition leaders. • Visits to Tytherington to Bollington Cross were excellent and much enjoyed. 	<ul style="list-style-type: none"> • Transition meetings could deal with applying for transport and provide key information. • Work closely with primary schools so that students aren't repeating work in Year 7. 	<ul style="list-style-type: none"> • We will take this on board for next year's meetings. • Last year, we invited representatives from Dean Valley school to a staff INSET to share information about Year 6 standards of work. This is something we will continue to develop.



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Teaching, Learning and assessment.	<ul style="list-style-type: none">• Library and emphasis on improved oracy is fantastic!	<ul style="list-style-type: none">• Reinforce importance of presentation.• What will be the consequences of poor/excellent results for individual students in the assessments?• Some Pupils feel graded very early.• How are most able students set?	<ul style="list-style-type: none">• We think that students taking pride in their work is of paramount importance. Our quality assurance systems review presentation of work regularly. We use 'Best work show-cases' to share and celebrate the best examples.• The assessment results will only be one or several types of data that we use when making decisions about your child's academic performance. We will use these holistically alongside work completed in class, practical performance and so forth to gain a full picture of your child's strengths and areas for development.• Core subjects are set at Key Stage Three. Year 7 students will move into sets in these subjects after the Key Stage Three Assessments and monitoring.
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<p>Extra-curricular</p>	<ul style="list-style-type: none"> • There is a fantastic array of sporting and musical extra-curricular activities. 	<ul style="list-style-type: none"> • Parents were not aware of clubs (not all were on the website). • Some clubs finished before the end of the year (a particular issue with a Netball competition) • Review the scheduling of music lessons and practices so they do not clash with assessments. • Increase trips for years 7 and 8 • Paris Trip – not everyone gets a place. 	<ul style="list-style-type: none"> • There is an up-to-date extra-curricular timetable on the website under the ‘Students’ tab. The timetable is updated at the start of each term. It is also displayed around school. • The Netball matches take place as part of league – unfortunately we have no control over the dates of them. Netball will feature again on the extra-curricular timetable in the spring and summer when the days are longer. • We will review the assessment schedule for the next set of exams. • We do run a number of trips for years 7 and 8 but we will aim to run even more to ensure everyone has an opportunity to take part. We work hard to provide both extra-curricular trips and those connected to particular subjects. These have included theatre trips, visits to local historical sites, Duke of Edinburgh expeditions, competitions at the Whitworth Art Gallery and Manchester Airport, the Aachen Christmas market and much more. • Usually, we are able to accommodate every child who wishes to go on a trip, there are occasionally circumstances beyond our control which change this.
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Catering	<ul style="list-style-type: none">• The quality of the food is pretty good.	<ul style="list-style-type: none">• Lunch seems quite late.• Support students making sensible food choices.• Parent Pay – it's wrong to have to pay for text alerts to top up child's funds.• Can we see menus for food?	<ul style="list-style-type: none">• We changed the school day last year and are currently reviewing its effectiveness.• The Refectory serves food at both break (which is relatively late) and lunch to give students choice about when they eat. We have found that only having one lesson in the afternoon has had a positive impact on attitude and achievement during periods 4 and 5.• Our lunches are varied with a range of sandwiches, hot snacks and more conventional school dinners. We constantly look at varying the menu with healthy but appealing options. This week we have introduced burritos.• We will talk to our Catering providers about providing parents/carers with a menu to view. <p>NB: If you use Parent Pay to pay the school, you can get Parent Pay to alert you when your funds run low. To do this you have to opt in to text (which costs 6p per text) or by email (which is free), or you can cancel your opt in to the service. Please contact the school if you need assistance with this.</p>
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