

EIN SAIL YW ILLTUD SANT

Parent Forum

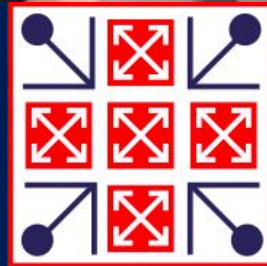
April 2024

AGENDA ITEMS

- How has the school listened to Parent Views to improve pupil feedback & teaching and learning
 - Making homework clearer for year 7 (parent agenda item)
 - ALN Universal Provision (parent agenda item)
- Working with Families First Feedback
- Positive impact of mobile phone policy
- School Values & Ethos Ideas
- What do parents feel the school is doing well?
- Parental ideas for school improvement
- AOB



Learning and Teaching at Llantwit



Improving Feedback



March 2024



- Feedback needs to exist in various forms, both written and verbal.
- The emphasis here is on quality: delivered effectively, feedback can improve students' learning and performance; if delivered poorly, it can have negative effects.
- Feedback about students themselves is less effective than feedback focused on the task. Students like praise, but it has no impact on learning.
- Students need to understand feedback to benefit from it. They also must be given time to action it.

What is effective feedback?



Objectives:

- To improve consistency across the school
- Ensure feedback is focussed on moving the learning forward
- Focus on improving the quality of written feedback

Improving Feedback



- At least one substantial piece of written feedback at agreed intervals (at least every 6 teaching weeks, at least every 4 teaching weeks in English, Maths and Science.)
- All assessments/marking to be included in exercise books/usual way of working NOT as separate folders/books (it's understood NEAs need to be held by the teacher.)
- Teachers mark in red/ pink.
- Students mark in green (self/peer assessment.)
Pronouns used must make it clear which of the two it is (you/I.) Initials at the end of the comments to signify peer marking.
- DIRT completed in purple.
- DIRT needs to be followed up/checked by the teacher (eg initialled).

Trialled Approach



- Feedback on learners' work should consist of a combination of summative comments about what the student has achieved and formative comments that give advice to the student about how to make progress.
- All staff will make use of the terms WWW (What Went Well), EBI (Even Better If)

WWWs

- There must be 2 or 3.
- They need to focus on learners' achievement of the learning objective/outcomes and/or success criteria and must NOT be related to presentation or effort.

EBIs

- There must be 1 or 2 of these. Never include more EBIs than WWWs.
- They must be worded as imperatives/commands, opened with a verb like "practise" "develop" "extend", which clearly identify what the student needs to do in order to make the required next steps in their learning.

Written Comments



- DIRT: Dedicated Improvement and Reflection Time
- Pupils make their literacy corrections
- Pupils have time to apply their EBI to their work
- Ensures pupils engage with their feedback and practise the skill/revise the knowledge targeted by the EBI

What is DIRT and why is it important?



- During the summer term, we will be using learning walks, work scrutinies, and staff and pupil voice to evaluate the effectiveness of our new approach.
- We will identify any next steps/tweaks that need to be made to the policy, along with any further training required.
- We will formally launch the new feedback policy in July so that it is consistent practice from the start of September.
- There will be further focus and training on improving peer and self-assessment next academic year.

Next steps

Improving Learning



March 2024



- Research by leading academics in the fields of education and psychology have identified a number of principles that underpin effective teaching and learning.
- Adopting these principles and using them to develop a consistent lesson structure will help maximise learning in lessons.

Why have we adopted a new lesson structure?

This is a method of teaching that starts with some demonstration by the teacher, then moves to supported practice, before finally turning into independent work.

The **I** stage involves the teacher demonstrating to the class how to perform a task or procedure. This will either be in the form of modelling or direct instruction.

The **we** stage involves checking pupils have understood what you've taught/modelled. This will either be in the form of questioning, dialogue or mini you-dos.

The **you** stage involves independent practice with appropriate scaffolding/support/stretch activities in place to ensure challenge for all. The teacher might be quietly intervening with individual pupils

What is our new lesson structure?

The Llantwit Lesson

Introduce L.O.

Common structure,
measurable, read by
pupil



Do Now

On the board as pupils
enter, easy to access,
usually knowledge recall,
no more than 7 mins



I Do

Teacher exposition or
modelling, pupils
silent and focused, no
more than 12 mins



We Do

Checking pupils' understanding
of 'I Do': questioning, mini You
Dos or whole class We Do



You Do

Independent practice with
necessary scaffolding, usually
done in silence, assesses
achievement of L.O.



End and Send

Pack up no more than 3 mins
before bell, quiz on learning,
dismiss from the door

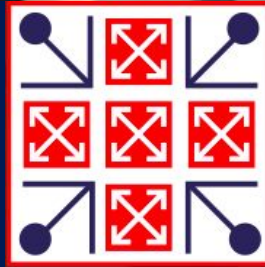


- Use learning walks in the summer term to identify and share best practice.
- Use pupil voice and work scrutinies to evaluate its impact (so far, pupil voice has been very positive).
- Build in further opportunities for staff training to develop practice even further.

Next steps



Clarity for Year 7 Homework





For Staff

Following a recent Parent Forum meeting it was raised that it is difficult to monitor and support homework expectations on google classroom when work is not labelled effectively or does not have a deadline date.

In line with our school policy please can all homework have a clear deadline and be marked Gwaith Cartref.



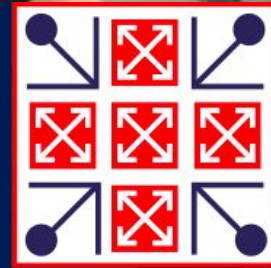
Gwaith Cartref 3 - Gresford Mining Disas...

Due 8 Mar

Gwaith Cartref



ALN Provision





Universal Provision

The ALN (additional learning needs) reform states that ALL teachers are teachers of ALN.

Universal provision is provided through quality teaching.

Universal Provision

Good quality teaching

Anyone can access it

Catch up interventions

Basic strategies

Differentiation

Additional Learning Provision (for students with Independent Development Plan which is accessed through work with the SENCO and other agencies)

Access to interventions/provisions that not everyone can access

Continued access to outside agencies

Enhanced/intense Universal provision

Alternative curriculum

Specific access to specialised equipment



Universal Provision

What are we doing?

All teachers receive regular training regarding supporting students with additional learning needs. The most recent was February 2024. Regular staff training is calendered to ensure appropriate support.

Training covered classroom strategies to support students with Dyslexia, ADHD and Autism Spectrum Disorder and the four areas of additional learning need;

Communication and Interaction

Cognition and Learning

Behaviour, Emotional and Social Development

Sensory and/ or Physical

Training reminded staff how to access pupil Independent Development plans (IDPS) where more specific guidance can be found to support individual needs.

FEBRUARY 2024



VALUES WORK

- ❖ We need to think about our aims and values as a school community.
- ❖ A school's values should encapsulate the moral and academic expectations of everyone in the school community and should guide both a school's ethos/principles and the day to day operation of the school.
- ❖ Many schools have an acrostic or mission statement which sums up their vision and values e.g. RCS Respect, Commitment, Success” or “towards the light.”
- ❖ Here at LMS, we have a few statements and values that have been developed over the last few years- “a school for the 21st century at the heart of the community”, “people are our greatest asset” “a community of learning” and, most recently “Being the Best We Can Be.” Stakeholder consultation has not taken place on these.

What do we mean when we talk about values?

Values means the individual beliefs and principles that motivate people to act one way or the other. They serve as a guide for human behaviour and the way in which you operate/work.

WHAT ARE VALUES?

What as parents do you believe should be our top 5 values?

Values means the individual beliefs and principles that motivate people to act one way or the other. They serve as a guide for human behaviour and the way in which you operate/work.

WHAT SHOULD OUR VALUES BE?

STUDENTS

- Respect
- Equality
- Kindness
- Honesty
- Family

STAFF

- Respect
- Effort
- Kindness
- Punctuality
- Resilience
-

GOVERNORS

- Ambition/Aspiration
- Respect
- Resilience
- Honesty/openness
- Integrity

VALUES- WHAT DID OTHER STAKEHOLDERS SAY?

- Parent voice
- Further consultation with pupils to come up with a top 4
- Develop a values system
- Consider how the values can be embedded in the day to day operation of the school- assemblies, every interaction, ethos, values, the rewards and consequences system. The aim- for these values to become habits.

WHAT NEXT?



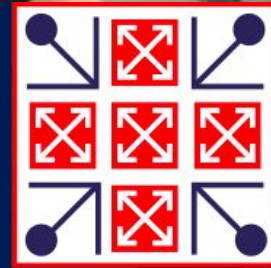
Parent Forum Ethos Ideas 26 Responses

Parental input was sought through an online questionnaire shared in Major News and in person during the previous parent forum meeting.

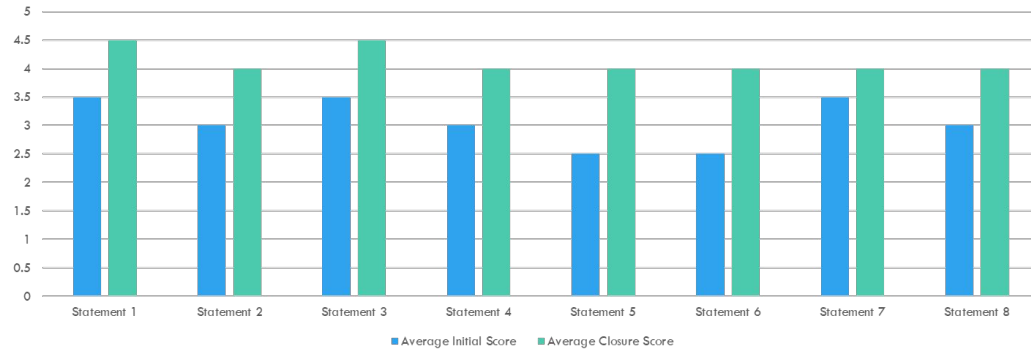
| | | | | | |
|--------------|----|------------------------|---|-------------------|---|
| Kindness | 15 | Make a change | 1 | Critical Thinking | 1 |
| Self worth | 4 | Try your best/dillence | 2 | Confident | 2 |
| Respect | 11 | Happy | 5 | Creative | 2 |
| Honesty | 11 | Reflection | 2 | Compassionate | 4 |
| Inspiring | 1 | Independence | 2 | Tolerance | 4 |
| Support | 2 | Ambition/Aspiration | 5 | Equality | 2 |
| Perseverance | 3 | Accountability | 1 | Responsibility | 3 |
| Courteous | 1 | Curiosity | 1 | Objectivity | 1 |
| Resilience | 5 | Independence | 1 | Valuing everyone | 1 |
| Education | 1 | | | Protection | 1 |
| Nurture | 1 | | | Encouragement | 1 |
| Community | 2 | | | Inclusion | 1 |
| Trust | 1 | | | Love | 1 |



Working with Families First



- 1 I feel I am important to my teenager
- 2 I am aware of what my teenager needs from me
- 3 I have knowledge of teenager development and how this may affect my teenager's behaviour
- 4 I am able to stay calm when responding to my teenager
- 5 I can communicate effectively with my teenager
- 6 I have strategies to manage conflict/disagreement with my teenager
- 7 I have a positive relationship with my teenager
- 8 Overall, I feel we have a happy family environment



Parent Forum agreed working with Families First to run the Talking Teens course from Llantwit School would be beneficial.

17 families completed the course successfully.

There was an increase understanding in all learning areas.

WHAT HAVE YOU FOUND ENJOYABLE ABOUT THE SESSIONS?

"Able to understand my struggles"

"Learning that I am not on my own"

"Great to hear similar problems and challenges from others"

"Friendly, approachable and insightful group discussions"

"Reassuring that everyone is in the same boat"

"It opens your mind to things you haven't thought about for a while"

"Talking to other parents"

"I love watching the role plays, they are like a scene from my house!"

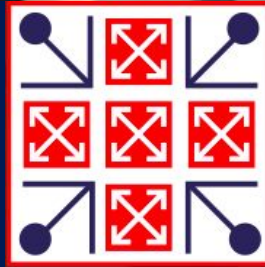
"Hearing other parents' perspectives"

"Hearing the experiences of other parents"

"Lots of helpful information to use at home"



Mobile Phone Policy



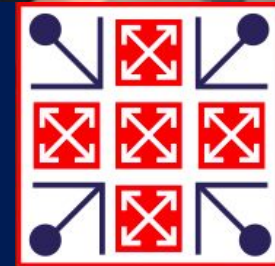


- In line with research /guidance regarding good practice in schools.
- Parent Forum have raised concerns and other school using this approach.
- Parent feedback has been very positive.
- Compliance in school has been very high.
- Children are bringing balls, card games, books and other entertainment items which seems to be improving ethos and community so far.

Mobile Phone Policy



Parental ideas for school improvement





Parental ideas for school improvement

The following agenda items were raised.

Green Complete

Amber Ongoing

Governor's website needs updating. (Completed Annual Governors Report due to release shortly)

Can teachers ensure points are being put on for non compliance for homework to support parents in supporting teaching & learning. (Shared with staff in weekly briefing 27.04.24)

Can the school explore how we elect school champions on our social platforms and how we ensure that those champions represent the ethos of the school. (Currently under review)

Online parents evening. Could we explore a structured approach to ensure consistency of delivery? Capacity in lower school is still a concern. (Guidance developed for staff by DLD in readiness for 2024/2025)

Communication regarding setting for year 9 in core subjects. (Core subject teachers currently exploring model for new curriculum. Communication to be sent home once agreed)

Contact list for departments need adding to website and publishing for parents to improve communication. (complete)

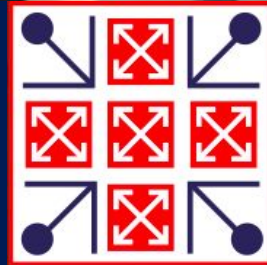
Ask parents in questionnaire about ethos and Values in newsletter with two week window to complete. (complete)

Discussion regarding written feedback between Whole School Policy feedback. (agenda for next parent forum meeting)

Can we make it clearer what the plus points mean? (Student Council and Mr Francis exploring points system)



What do parents feel the school are doing well?





What do parents feel the school are doing well?

Parent forum is an open, never defensive and is honest space about what's going on. We are listened to and valued, points raised are clearly actioned and fed back.

There are clearly people who are ambitious for the school working towards improvements. I feel optimistic that things will continue to improve.

"My Parents evening was fantastic. The teachers knew my child well"

Lots of support for the mobile phone ban.