



## Feedback from Bengeworth Parents' Forum – 23.03.23

	You said ...	We will ...
<p><b>Homework/COOL</b></p> <p style="text-align: center;"><u>Time</u></p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• You recognise that reading is very important and understand the impact that reading at home can make on your child's progress.</li> <li>• In earlier years, some parents would prefer books to be changed daily.</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• There is clearly more homework in Key Stage 2, particularly as children prepare for transition to middle school.</li> <li>• Children enjoy the range of homework type activities set, according to year groups, such as Phonics' Hero and Times Tables Rock Stars, in addition to the homework set on SeeSaw.</li> <li>• Children (and parents) value being able to log on to SeeSaw to see the feedback given for feedback. When used consistently, this is motivational for children.</li> <li>• Children love to receive house points for their efforts with their homework, but it is unclear if these are transferred to their house point charts in school consistently.</li> <li>• Completion of homework activities is usually manageable, but sometimes this can be challenging for parents to support due to extra-curricular activities or after school care.</li> </ul>	<ul style="list-style-type: none"> <li>• ...continue to add to our reading scheme, particularly in EYFS and KS1, so that there is an increased range of reading material (which at EYFS and KS1 is fully decodable as necessary).</li> <li>• ...re-evaluate whether or not it is possible to change books daily when we have re-stocked our schemed books.</li> <li>• ... as a whole school, review the expectations of homework and ensure that these are clearly communicated with parents, including at the beginning of every academic year.</li> <li>• ... ensure that children continue to have a range of homework activities linked to their learning, including the rehearsal of phonics and times tables through online apps.</li> <li>• ... review how house points, when awarded for homework, are transferred to house point charts in the classroom so that there is a consistent approach.</li> </ul>

	<ul style="list-style-type: none"> <li>• Many children, particularly in older year groups, engage fully in the Hinterland projects and are enjoying applying and extending their learning. They are proud of their work and are keen to share it with the class.</li> <li>• In younger year groups, it is felt that Hinterland projects should be more appropriate and accessible to children with less adult help.</li> <li>• Feedback can be inconsistent across year groups which can lead to a decline in children's motivation. Where feedback is given, children's efforts feel acknowledged.</li> </ul>	<ul style="list-style-type: none"> <li>• ... review Hinterland projects for younger children, ensuring that there are opportunities for children to complete these with less adult support.</li> <li>• ... review feedback for homework set on SeeSaw so that there is consistency across year groups and classes.</li> </ul>
<p><b><u>AOB</u></b></p>	<ul style="list-style-type: none"> <li>• Are classes going to be mixed again at the end of the year?</li> <li>• Is it possible to reinstate Walk in Tuesdays (or similar)?</li> <li>• SeeSaw families can be a little confusing. Please could this be clarified for parents?</li> </ul>	<ul style="list-style-type: none"> <li>• No, there is no plan to mix classes this year.</li> <li>• We will look at reintroducing informal 'walk in' monthly sessions during the next academic year.</li> <li>• Further communication and clarification will be sent out shortly.</li> </ul>