

# CEDAR CHILDREN'S ACADEMY



Parent Forum Parent Attendance: 4 Focus for the session	Date: 21 <sup>st</sup> January 2025 Notes
<p>1. Welcome</p> <p>2. Introductions:</p> <p>3. Protocol for the meetings:</p> <p>4. You said, we did:</p>	<p>1. Welcome to all parents and thank you for joining us for our meeting.</p> <p>2. SLT made their introductions, including their roles within the school.</p> <p>3. The intention: working collaboratively – so we have parent views to ensure that school can be better. Consideration to policies that we may be introducing. The meetings are intended to discuss wider school progress and areas for improvement, to improve communication and increase parental involvement in our whole-school development.</p> <p><i>Please note: if parents/carers want to discuss their own child's individual needs or concerns, a separate meeting should be arranged.</i></p> <p>4.  <ul style="list-style-type: none"> <li>• Parents coming into school:                             <ul style="list-style-type: none"> <li>○ We have created a number of opportunities to welcome parents into school to join in with activities with the children and visit classrooms.</li> </ul> </li> <li>• Communication:                             <ul style="list-style-type: none"> <li>○ we altered the number of emails/messages/letters going out to parents during the week, mostly restricting this to Thursday. <i>Speak to office about how to format email around linking documents (clear message alongside links so these are not missed)</i></li> <li>○ We created a paper newsletter to be sent out every second Friday, listing all of our key upcoming dates. <i>Parent feedback is positive</i></li> <li>○ A new HT/Attendance newsletter will go out in paper form every term.</li> </ul> </li> <li>• Homework:                             <ul style="list-style-type: none"> <li>○ We have included added optional additional homework, as per parental request.</li> </ul> </li> </ul> </p>

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<p>5. What has been going well at Cedar:</p>	<ul style="list-style-type: none"> <li>• Car Park:             <ul style="list-style-type: none"> <li>○ Everyone had to reapply for the badges.</li> <li>○ Crossing patrol person has been assigned to Cedar Children's Academy</li> </ul> </li> <li>• Timing of the meetings has altered to increase numbers <i>Suggestion of virtual sessions</i></li> </ul> <p>5.</p> <ul style="list-style-type: none"> <li>• A successful Ofsted inspection and a positive report, with a write-up appearing in two online newspapers.</li> <li>• We have received the bronze RRS Quality Mark. We are continuing to promote key rights with the children. This term, the focus is Article 12: I have the right to voice my opinion and be listened to.</li> <li>• We have been awarded the Carnegie School Mental Health Award.</li> <li>• Community development/work: carol singing at the care home went really well. Donated 160kg worth of food to the local food bank, collections and donations of uniforms and clothing.</li> <li>• Peer mediators at lunch times are doing really well, but we will continue to improve on their roles and impact.</li> <li>• All staff have been trained on RWI and interventions have been occurring in KS2 for children working below in reading.</li> <li>• We ran another SEND coffee morning, during which a presenter from Fortis Trust offered useful advice for parents of children with ASD.</li> <li>• Our cross-country event went really well, and we were really pleased that a group of children and staff from Rochester Grammar School came to support us on the day.</li> <li>• Use of Maritime to extend our curriculum offer to children – excellence sessions have already occurred in PE, art, science, thinking, student council</li> </ul>
<p>6. Areas of focus:</p>	<p>6.</p> <ul style="list-style-type: none"> <li>• Developing a strong culture of reading and writing across the school.</li> <li>• Further developing adaptive teaching to ensure all children are challenged in lessons, particularly focusing on our Disadvantaged/SEN/higher attaining pupils.</li> <li>• Continuing to improve pupils' attitudes towards learning and developing their wider understanding of community and improve aspirations.</li> <li>• Developing effective systems to assess pupils in the wider curriculum subjects</li> </ul>

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<p>7. Community Links</p>	<ul style="list-style-type: none"> <li>• To develop links with the new Maritime secondary school, in order to increase our curriculum offer for the children of Cedar</li> <li>• To ensure governors provide high levels of support and challenge for leaders - driving forward improvements</li> <li>• Continue to embed a metacognitive approach to learning</li> <li>• To use staff voice through Welbee to enact change and improve staff wellbeing</li> <li>• To continue to ensure that attendance and punctuality is a priority and remains at least in line with national</li> </ul> <p>7. We would like to appeal to parents and carers to share any contacts with us, which may help us to increase our links with the local community. <i>A parent shared that McDonald's offer schools money for PE equipment and that Wards and Partners also offer PE funding. School leaders will explore this possible link to finance support.</i></p>
<p>8. Parents: what is going well at Cedar?</p> <p>9. Parents: areas for further development</p>	<p>8.</p> <ul style="list-style-type: none"> <li>• Parents commented that they felt the communication improvements had made a difference. They were really happy with the paper newsletter. They felt it was useful that we had included reference to the letters</li> <li>• Oxford owl – good resource for home reading for phonics</li> </ul> <p>9.</p> <ul style="list-style-type: none"> <li>• Attendance remains low for the parent forums and a suggestion was made that we include parents virtually. We will look into providing access for parents to log on to listen to the meeting and raise questions via the chat function.</li> <li>• Consideration to transition from Reception to Year 1 for parents – communicating daily activities etc</li> <li>• Suggestion – summary of learning from the week which can be shared with parents in some way. Discussion to be had – curriculum overview to parents broken down into weeks/fortnight rather than subjects (LTB to review). Suggested questions that parents could ask their child to encourage dialogue about learning during the week.</li> <li>• A parent asked if there was a way we could check children are reading at home by asking children questions about the story when they returned their book. Leaders responded that this would be difficult to manage as every child has a different book and asking each child questions about their book is not something teachers would be able to do regularly. Use of reading records ensures pupils are tracking their reading and can be monitored by parents and staff; children should also be encouraged to read aloud at home at least once within</li> </ul>

<p>10. AOB</p>	<p>the week, and encouraged to read aloud to siblings which may support in motivating them to read more at home. Children are expected to read at least 4 times a week.</p> <ul style="list-style-type: none"> <li>• There was a query about school dinners – if a child states in the morning what they want, are they allowed to change their minds? It was explained that children are permitted to change their minds when they reach the hall. A taster session was suggested. Leaders explained that this would be difficult to organise for all children but we have on a previous occasion arranged for school council to have a taster session and to feed back their findings to their classes. We also arranged for tasters to be available for children during World Day for Cultural Diversity and we have modified the menu based on feedback from pupils.</li> <li>• Sickness sharing of information with parents – TB to review guidance on what can be reported.</li> <li>• Attendance competitions – consideration to authorised/unauthorised - a grey area. Reviewing currently around effort around attendance. TB to discuss with attendance lead</li> <li>• Awards – golden ties and certificates. Friday is based on attributes – teachers keep records. Cedar champions – not everyone will get it – these children are role models, demonstrating exemplary behaviour. Will look into how we show winners of awards for the attributes, for example, awarding a badge or something else tangible to show.</li> <li>• Fleeces – Monkhouse TB email to follow up</li> <li>• End of day collections – SLT to monitor this and organise follow-up actions to improve on dismissal procedures.</li> </ul>
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