

## 18th December 2025 Community Forum Minutes

### 2:45pm Welcome and introductions

Present:

Staff: Martin West (Acting Principal), Paul Simkin (SLT Strategic)

Parents: 1,2, 3

### Actions from Previous Meeting

NA

### Agenda - The first meeting of the year was set by parent questions raised prior to the meeting via email.

Parent 1:

- Bike ability - just following up to see if there has been any movement on this.

Response:

- We would value this addition back to our offer. It used to work very well after school.
- We keep asking them to fit in with our school timetable outside of curriculum teaching time but they have not been able to.
- They will no longer run it after school.

Action already in motion: For this year, we have sent them our PE times (as we can link it to that curriculum - balance, coordination, bike handling skills) to see if they can do it those afternoons.

Parent 1:

- Morning drop off - parents still not adhering to the system correctly!

Response:

- Hopefully you can see from my efforts (several emails and letters to parents, individual meetings with repeat offenders that have now improved) and the amount of communications and the escalations and actions from those this year that we are dealing with this. We now have a shut gate at both start and end of the day with Mr Chamberlain monitoring access for those who still need (bluebadge or staff/external staff).
- Other schools do not allow any parent vehicle access beyond blue badge access - what would this look like for Ocean?

Parent 1 further explained frustrations with other parents not following the system for dropping off We all appreciated the circumstances of the main roads and the school location requires the drive in system as there is not much other parking available close to school.

Action agreed: We will do a reminder to parents of the system in January.

Parent 1:

- Homework - Self marking?

Response:

- Common errors are reported by pupils / noted by adults checking homework and looked into as a class - it feeds the planning and teaching
- Self assessment is a widely supported form of feedback, we use it as daily practice in a range of subjects
- Part of the development of practice towards self-,managed-study at secondary school. Children are encouraged in maths, if they find a question particularly tricky, to potentially see what the answer was and then work backwards from this to work out what they needed to do correctly to get there.
- Workload balance - we want staff to target school work and the books from the day's work - this ensures feedback to children is as targeted as possible and enables the best possible progress to be achieved on work being completed independently at school.

<https://support-for-early-career-teachers.education.gov.uk/teach-first/year-1-how-can-you-use-assessment-and-feedback-to-greatest-effect/spring-week-5-ect-theory/>

When done well, peer and self-assessment can:

- Give pupils the opportunity to think carefully about their own learning and that of their peers
- Reduce marking load for the teacher
- Allow pupils to develop their mental model of what success looks like in a task and support them to develop transferrable knowledge
- Support self-regulation and independence

PS and MW further clarified - Children are being acknowledged with house points for effort which supports the parents encouraging their children at home.

Parent 2:

- Could the school please clarify why after-school clubs do not align fully with the published school term dates, often beginning several days after the term starts and ending before the term concludes, as this creates challenges for working parents when arranging after-school pickups? Booking temporary cover with the Super Stars club is also not always possible due to their capacity constraints. At our daughter's previous school, Livingston Road, the after-school clubs ran in line with the full term dates, so we're wondering why the approach is different at Ocean.

Response:

- The purpose of our clubs is as an extracurricular offer to further engage and develop our children, it is very different to childcare. Superstars does offer the wraparound care for this.
- There is a staff workload balance to find. The shortest term will be 10 weeks, so we built a 10 week cycle in collaboration with external clubs. Meaning staff running clubs get time for their other workload in the longer terms linking with the busiest periods at a start or end of term. This helps to keep staff volunteering to run clubs and manage their workload.
- Previous parent feedback was that the clash of two different cycles, an external time table differing to the internal clubs, led to too much confusion and lots of children not picked up at the right times. This has been much better since synchronising all clubs with just the odd exception.

Parent 2 further explained - he understood these reasons but the difficulty is that if your child is in a club which then takes over the planned childcare arrangement, it is hard to find childcare around the club weeks.

**Action agreed: MW will look into the external clubs offering more weeks per term.**

3:15 The meeting finished.