



St. Michael's Woolmer Green C of E Primary School

Guidance on Pupil Progress Meetings and Information Sharing

*Adopted by Learning and Pupil Progress Committee :
Date of next review:*

*July 2022
July 2026*

Introduction

Shine as Lights in the World is our school vision and we believe it is central to the care and protection of our children, our first and most important duty as educators. Our vision, which has been developed and widely shared with our whole community, makes protection and safeguarding everybody's responsibility. Our School adheres to the highest standards and adults model day-to-day fair and equal treatment so that all our children see in action that respect and dignity is about how we treat one another. Our Golden Rule is: We will treat one another in a fair and equal way and treat others in the way we wish to be treated.

As a church school we recognise that a truly inclusive community listens with understanding to all its learners and we equip ourselves with up-to-date professional training and clear processes to ensure we are alert to all eventualities. We hold in our hearts that parenting is a very tough job indeed. We support our families proactively as they develop throughout their school journey and by promoting our school values we believe we are putting in place policies and practices that serve our whole community with firm priorities and clear processes to prevent small concerns.

Pupil Progress Meetings and Information Sharing

At St. Michael's Woolmer Green School, we are committed to work in partnership with our families to ensure the best outcomes for all our children. Events such as open days, pupil progress meetings and transition meetings give you opportunities to meet your child's teacher(s), to find out what your child is doing at school and how they are getting on. These are also opportunities to share information about your child and their learning.

For example on the school website under '[What we Learn](#)' there is information for families about our vision and values, the curriculum and the class pages which have extensive information about what is being taught in school so that you can help at home and use the resources to support you.

The school value your views on how you feel your child is coping at school. Sharing information about any particular worries or difficulties you have noticed, or your child has discussed with you, will help the teacher(s) to support learning.

It is important to recognise and support children and young people's achievements. Sharing information about successes, achievements and what your child is doing out of school (for example interests, hobbies, or other activities your child is involved in) can help teacher(s) build on learning at school.

In a similar way, written reports and questionnaires allow you to contribute to decision making on an individual and group basis.

To help you get the most from meetings, below are some examples of questions that you might like to ask:

- How well is my child learning?
- What evidence is gathered to see what my child knows, understands and can do? Is there any way we can help to gather evidence of our child's learning to support the school?
- What are my child's strengths and how can they improve?
- Can you explain what my child will be doing next?
- How will the school continue to keep in touch to let me know how my child is doing?

- How can I continue to give my views about my child's learning to support their progress or about my child's learning and achievements outside school
- What can I do at home to help support my child's next steps?
- What should I do if I think my child needs learning or social and emotional support?
- How is the information about my child's progress and learning being passed on at key transitions?
- What opportunities are there for me and my child to contribute to the life of the school?

As a school we recognise and sympathise with the often complex pressures faced by many families in balancing work and family commitments. For this reason we aim to offer a number of different ways for effective sharing of information with you, as outlined below. Please note these apply to Years 1-6.

In Years 1 to 6:

1. Transition meeting for children in July where they spend the day in their new class.
2. Transition meeting for families with their child's new class teacher in September
3. A report, followed by a pupil progress meeting, held remotely, in the second half of the Autumn term
4. A report, followed by a a pupil progress meeting, held remotely or in person, in the Spring term
5. A final report in the Summer term together with an opportunity to visit your child's class so they can show you their work.

In our Reception class

1. We begin with an information meeting for families in June. This is followed by an opportunity for the children and their families to visit the Reception class for an afternoon stay and play.
2. Each child and their family are then invited to a 1:1 meeting in September before starting school.
3. Children will then attend a stay and play session in a smaller group to allow some quality time to explore the environment and spend time with teachers.
4. The children will then spend a morning with lunch before starting full time.
5. We then have **termly meetings** with families to discuss how their child is getting on and allow them to look at their learning journey books. This takes place either before school starts in the morning or straight after school finishes in the afternoon.
6. In Summer term, we discuss the end of year Early learning goals. This is then followed with a final report.

The above list is not exhaustive, it is subject to change and there are many other ways to share information on a day to day basis, for example, at pick up and drop off or via email.