

PLEASE HELP US...

...to stick to time. We do try (so hard) to not make the evening feel like a production line, and being polite we try not to interrupt an parent who's speaking, but remember that by 7:00 a teacher may well have spent 4 hours in continuous, focused and occasionally difficult conversation, with little or no break, and this after a full working day. Appointments that over-run – even by 2 minutes - can delay the final family by an hour.

What next?

Where causes for concern are apparent it is reasonable to ask for a follow up conversation. The limited time available on Parent's Evening will inevitably leave both parents and teachers feeling rushed, with things left unsaid or an unfair delay to other parents. In contrast, an additional appointment will allow for a more constructive conversation, with time before-hand given over to reflection and preparation. Concentrate on understanding the problem and asking how you can support a strategy for improvement.

Talking to your child afterwards

Parents and carers need to choose a moment sensitively, preferably away from distractions and not immediately before bedtime! Language that clearly shows a united approach between home and school, for example "We feel..." or "We want..." , is more likely to be successful. Make sure your child knows you are aware of the support they are getting, the targets that have been set, and use this information regularly in your conversations. Above all, talk about "progress" since this is the very reason children attend school, and they should be making a little every day, in every way!



Supporting Learning

Parent / Teacher consultations

What to expect at a Parent's Evening

Parent-Teacher Consultations

Welcome to your Parent's Evening.

At North Nibley these meetings happen three times a year, once in the Autumn Term, once in the Spring Term and there is a third opportunity to discuss your child's end-of-year report late in the Summer Term.

Additional meetings also take place, for example when there is a particular concern or a child is on our special educational needs register.

During your time in school you should be able to –

- look at your children's work, in books and paper
- look at your child's targets for improvement
- look at your child's Learning Journey / self-evaluation book
- hold a private, timetabled conversation with your child's teacher
- ask questions
- meet with the Head Teacher, though this is not timetabled and subject to availability!

In the vast majority of cases parent's evening should contain no surprises. We hope that our presence 'at the school gate' and other informal occasions has enabled a continuing dialogue to take place and we will have already discussed concern. Even so, it is very important that each child knows that their parents are interested in their progress and prepared to commit time to working with the school to ensure that everything possible is being done to make this happen.

At North Nibley, we encourage children to join their parents in the consultation meeting, but clearly we reserve the right to also spend time alone with the parents if the discussion is particularly sensitive.

Questions to ask

The 10 minutes you have with the teacher are precious. There's a lot to take in and time is short. It can help to have a few questions in mind, but don't ask so many that there's no time left for the teacher to share important messages.

1. Does my child seem happy at school? Do they get along with other children?
2. Do they contribute to class discussions?
3. Does my child behave responsibly?
4. Are they developing independence (in line with school's expectations)
5. Are they making steady progress?
6. Are they at the expected level for their age group? If they are performing below their age, ask what areas need to be worked on and what is being done by the school to bring them up to the level required for their age group.
7. Which subject is their strongest and which do they get the most enjoyment out of?
8. What is their weakest subject and how can you help to encourage them to make more progress in it?
9. If your child is having any learning difficulties then bring this up as well. What extra support can the school provide? What feedback can you get from the teacher implementing this support?

Perhaps the most important question is this –

- 10. What can we do at home to help?**