

Class Reps Meeting Minutes
Wednesday 28th January 2026 5.30 – 6.30pm

Chair: Mr Withey (GW), Mr Barker (CB)

Classes Represented: Foundations, year 1, 2, 3 and 4.

Next meeting: 11th March 5.30pm

Items Discussed - 28th Jan 2026	Actions
<p>Welcome</p> <ul style="list-style-type: none"> GW and CB welcomed everyone and would cover Assessment as the core of the meeting. GW asked if there was anything people wanted to cover so this could be done first 	
<p>Inset Days – Alignment with Highcliffe School</p> <ul style="list-style-type: none"> The question of aligning inset days with Highcliffe School has been raised previously by both parents and governors. CB has explored the possibility of coordinating dates; however, the secondary school does not plan as far in advance. The primary school has inset dates confirmed up to 2027, while Highcliffe only schedules theirs for the current academic year. 	<p>Complete CB has advised Highcliffe School of our inset days for 27/28 and asked them to considering aligning as theirs are not yet set.</p>
<p>Father’s Day – Friends are working on it.</p>	
<p>New After-School Clubs – SEN Participation</p> <ul style="list-style-type: none"> A query was raised regarding whether SEN children can attend the new after-school clubs. Parents are advised to check with CB, GW, or the staff member leading the club 	<p>CB to add a note to comms going forward – complete.</p>
<p>Chewton Common Gate (KS2 playground)</p> <ul style="list-style-type: none"> It was noted that there appears to be less staff presence at this gate than usual. Staff are available on the playground for queries; typically, Mrs Stiles supports children who need additional help entering school, and TAs/teachers are present to welcome pupils. Parents remain responsible for supervising their own children while in the playground. 	<p>Complete - GW discussed with staff</p>
<p>Assessment Overview</p> <ul style="list-style-type: none"> The school reiterated that its ethos prioritises the wellbeing of all children. Children may refer to assessments as quizzes or tests depending on age. One assessment week is completed each term, usually in the penultimate week. Teachers generally find that assessment outcomes align with their professional expectations, though occasional variances occur. SLT selected Rising Stars following extensive research; the assessments align with the National Curriculum and national standards. Rising Stars data supports understanding of pupil progress and helps identify where additional support may be required for the following term. 	

<ul style="list-style-type: none"> • This is the second year of using the system; a review will determine whether to continue or adjust the approach. • The teaching team includes staff with a wide range of experience, so the assessment week contributes to consistent standards. • Year 6 pupils sit SATs after Easter, with three mock assessments completed beforehand. <p>Assessment Week</p> <ul style="list-style-type: none"> • Older pupils complete four tests: younger pupils complete fewer. Assessments are spread across the week. • Children may put their hand up, request a break if needed. • Arrangements are age-appropriate: Foundation and Year 1 have a more relaxed setup; older pupils work quietly and independently at their usual desks. <p>Additional Notes</p> <ul style="list-style-type: none"> • Some children may be exempt or have adapted assessments where teachers and parents agree there is a justified reason (e.g., SEND). • Year 2 SATs are no longer undertaken. • Assessment information is shared with parents during parents' evening. • No preparation at home is required; school and home learning already cover the necessary content. 	
<p><u>Lunchtime Arrangements</u></p> <ul style="list-style-type: none"> • The changes were communicated to pupils during assembly/worship before implementation. • KS1 lunchtime routines remain largely unchanged. • Since the change, there have been fewer head bumps and more space for children to play. • All pupils continue to have a one-hour lunch break. • Adjustments were made primarily for KS2 due to previous playground issues. • Feedback from staff and Children's Champions (who gathered views from classes) indicates the new system is working well. <p>Food and Catering</p> <ul style="list-style-type: none"> • Following discussions with Children's Champions (who have been into class to talk to the children), the menu has been adapted to reflect pupil preferences, including taste and dish names. • Teachers gather pupil feedback during lunchtime and pass this on to the catering team. • The previous catering company ceased trading, requiring the school to appoint a new provider. • The new caterers have been in place for one year; some initial adjustment was expected as children became familiar with the new food. • A comparison of meal orders from one week this year versus the same week last year shows an increase of 842 meals. <p>Lunch Break Structure</p> <ul style="list-style-type: none"> • Year 3 and Year 5 eat first while Year 4 and Year 6 have a short break; Year 3 and 5 then go out to play while Year 4 and 6 have their lunch. This pattern alternates each half-term. 	

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| <ul style="list-style-type: none">• Children are required to sit for 15 minutes before going out to play to ensure they eat properly, as some previously rushed to leave.• Any child who needs more time to finish their meal can stay longer. | |
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