

Parent Forum

Tuesday 30th March 2021

Objectives of the evening

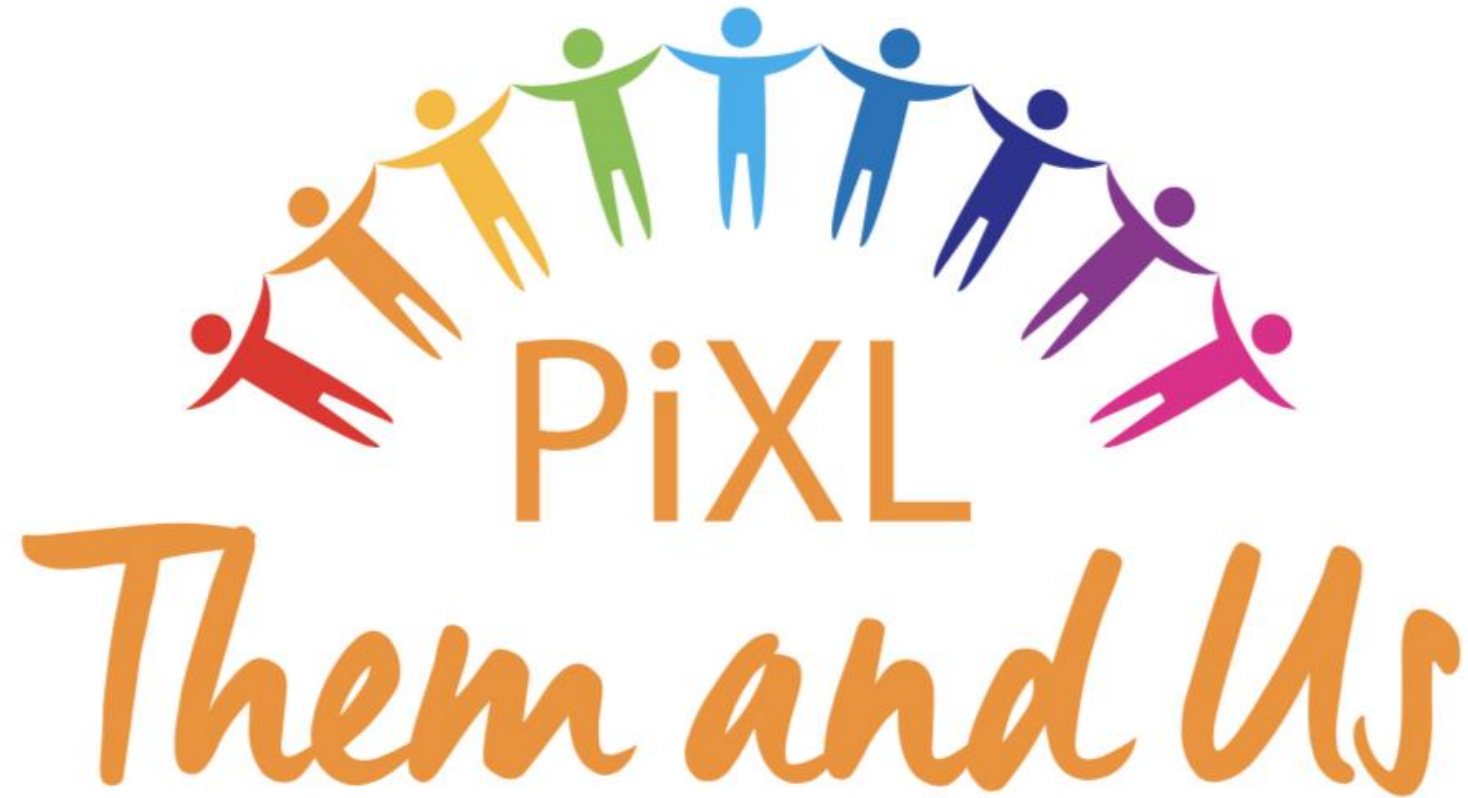
- To share with you our work across the rest of the year and beyond in facilitating students to move forward and progress following the two lockdowns
- To listen to your parental ideas and perspectives on the experiences of our young people
- To give you the chance to comment on our plans so that we can all move forward together in the most constructive manner

Questions

- **Parent questions and responses**
- What issues have you noticed at home regarding the student's welfare, wellbeing and academic issues?
- What good things have come out of home learning and remote learning that you would like to keep?

- Breakout rooms!!

Them and Us Project



Kindness • Respect • Living Without Harm

The PLC

- Completed for each year group.
- Gaps identified for each year group to focus on. Different for each year group.
- Work to take place in lessons, tutorials and assembly programme based on the year groups' needs.

Them and Us PLC (Centre Checklist)			
Characteristics	Rarely	Often	Regularly
Principle 1 - Doing Acts of Kindness			
Students are kind in what they think about themselves and others who are different to them			
Students can recognise acts of kindness in themselves and others who are not the same as them			
Students are kind in what they say to others even if they hold different views/beliefs/attitudes			
Students are kind when they give people feedback			
Students join in organised acts of kindness			
Students can define what being kind means in a variety of settings			
Students can look for the positive in others (not just their friends)			
Students look for opportunities to be kind to others (not just the people they like)			
Principle 2 - Showing Respect			
Students are able to accept other people have different views to them and that it is OK that they do			
Students are able to show people respect at all times even if they don't like them, what they say/do or what they believe			
Students try and make people feel valued whatever their views			
Students can recognise strengths in themselves and in others who have different strengths			
Students know how to disagree with people and be kind at the same time			
Students listen carefully to other people and try to understand their views			
Students are able to use language appropriately to show people respect			
Students are able to have empathy for people who are similar and also different to them			
Students are able to demonstrate an 'open character' rather than a 'closed character'			
Students are able to recognise that people not like them are just like them			
Principle 3 - Not Harming Others			
Students can recognise unkind actions in themselves and others			
Students are aware of the consequences of their actions/words			
Students know how to find help for others at risk of harm			
Students consider ways to prevent harmful situations to themselves and others			
Students are aware that the choices they make can have a long term impact on others and the environment			
Students consider their actions to ensure that they cause no harm to those around them and in the wider community			
Students try to protect and look after people who are vulnerable (whether they are their friends or not)			
Students understand that causing harm to others starts with the small choices they make			

What is this?

- Focus on character, culture, inclusivity, respect & kindness
- An opportunity to target different elements for different year groups
- Integrate messages between Assembly, tutor and lessons
- Continue to define 'The MECE way'

HOUSE SYSTEM

- Re-launched in September.
- Important to enable working together across year groups and foster a sense of community cohesion.
- 4 Houses – Abbey, Chiltern, Peppard, and Thames.
- Various house challenges: food bank, sports, spelling bee.
- Students awarded house points in lessons, for going above and beyond etc.
- Termly celebration assemblies.

STUDENT WELLBEING

- Big focus during lockdown and since reopening.
- Student surveys before coming back helped all students have their say. Flagged up anxious students for intervention.
- Keeping to timetable / live lessons helped keep structure. Students told us this had a positive impact.
- Widened Inclusion provision – increased school counsellor times and SOFEA mentoring times, school nurse.

Teaching and Learning at MECE

Student expectations:

- Calm, focused on their learning throughout the lesson
- Book, buddy, brain
- Tools for learning
- Be ready for cold-call questioning

Teaching and Learning at MECE

Our focuses

- Progression of skill and complexity of understanding over time
- Knowledge recall
- Support and challenge including questioning, modelling, scaffolding, thinking hard
- Assessment and feedback over time that moves our learners forward

- Any thoughts on our plan?
- What have we missed out?