

Date: Friday 8th October 2021

Present:

| | | | | | |
|----------|---------|--------|-------|--------|----------|
| Rowan | Willow | Olive | Cedar | Walnut | Sycamore |
| Hawthorn | Hazel | Laurel | Holly | Poplar | Elder |
| Chestnut | Redwood | Maple | | | |

Year One and Two School Councillors invited to attend? YES / **NO**

Absences:

| Apologies from: | Reason for Absence | Follow up needed? |
|---|--------------------|-------------------|
| | | |
| Follow up from previous week absences: | | |
| N/A | | |

| Great Practice Class |
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Agenda: School Council Systems and Action Plan

| | Item | Discussion | Action |
|---|--|---|--|
| 1 | Matters arising | <p>As a school council, we will focus on promoting the use of a range of challenging questions in our home reading diaries (question pages located in our reading diaries).</p> <p>Hawthorn: The diary example includes the page number, the title and the stem or question is identified. She always has it signed each week. Also at the back of her book, reading books that have been completed are recorded.</p> <p>Poplar: The example includes recorded page numbers and a range of questions. Responses include sentences using the focus stem and a parent to sign the diary every week.</p> | <p>School Council to develop a reading competition with prizes to get children in KS2 to ready regularly. Launch Autumn 2.</p> |
| 3 | Class Councillors to feedback Key discussion points from this week's agenda about: | <p><i>What opportunities are there for discussing learning from previous years and how it links to current Humanities and Science units in class? (Can you think of an example where this has been done?)</i></p> <p>Chestnut: Children said that when we learned about the human body and how it works and now we can use some of that knowledge to understand more about evolution and how animals and humans evolved.</p> <p>Hawthorn: On the first day of our topics, we sometimes use a mind map to explore our current understanding and ask questions about what we would like to learn. We make links to similar topics when we do this.</p> <p>Poplar: In Year 3, we learned about the Romans – and now we are learning about how they invaded the Anglo-Saxons. Our teacher also linked our current non-fiction writing to a unit about volcanoes which we had learned about in Year 4. We get opportunities to talk about previous learning.</p> <p><i>What resources are displayed in class to help you make links to prior learning?</i></p> <p>Walnut: Our literacy display shows us examples of what we learned in Year 2.</p> <p>Maple: We have questions on the display to help link our knowledge to things we are currently learning or will be learning.</p> <p>Holly: On the interactive white board, our teacher makes links to previous learning in lessons. We usually get a chance to look at images or language that might help us remember something we previously learned.</p> <p><i>What opportunities do you get to talk about and make links to previous and current learning?</i></p> <p>Holly: We always have opportunities to talk with a partner and make links to prior learning in the middle of the lesson.</p> <p>Poplar: We use talk partners to do this all the time in lessons.</p> | |
| | AOB Future Agenda Items | <p>Class Council Agenda Suggestions from Councillors:</p> <ul style="list-style-type: none"> Homework expectations Knowing more remembering more linking to Humanities and Science Playground provision – review of playground opportunities What does Wellbeing mean and how to we develop and support this at Orchard? Behaviour expectations linking to our class rights and responsibilities Mathletics and Timestable Rockstar – how can these be used effectively? School Dinner Autumn Term Review | |