

Notes from FAB Meeting: Wednesday 18th November 2025.

Staff attended: C Buller - CB (Associate Principal), J Miles-Simmonite - JMS (Associate Assistant Principal), Faith Harrel - FH (SENDSCO), S Emms - SE (Vice Principal for Inclusion and Wellbeing) and C Reed - CR (Director of Business & Support Services & minute taker).

Parents attended: 7

Item	Comments	Actions arising?
Welcome from the Associate Principal	<ul style="list-style-type: none">● Parents were welcomed with refreshments.● CB went around the room for welcomes and introductions● CR went through the actions arising from the last meeting:<ul style="list-style-type: none">➤ At the last meeting parents asked if the teaching CPD video for DEAR could be shared with parents (on the website, social media etc). As this is currently still being embedded with staff and students, we hope to share this in the new year.➤ Parents asked if some of the new Year 7 curriculum content could be shared on social media as it sounds really positive and it would be nice for current Year 7 parents and prospective Year 7 parents to see snippets of what this looks like. This has been raised with the Year 7 Subject Lead who will increase Year 7 content on the Budmouth Facebook page.	

<p>Homework Strategy update</p>	<ul style="list-style-type: none"> ● JMS thanked parents for their feedback on the new Homework Strategy so far and welcomed further feedback after her presentation. JMS confirmed that tweaks had already been made to the strategy following parent and student feedback, some of which are contained in slide one of the presentation. ● A parent said that she didn't feel the strategy was inclusive for SEND students as they can often leave homework until the very last minute. JMS confirmed that it is fine for students to still work this way but she would advise any student to complete homework in small blocks with plenty of breaks. ● Another parent said that their child has been informed by their class teacher to cut down their out of school activities if they weren't getting time to do their homework but parents don't agree with this advice. JMS said that she feels "busy people are always the best people" and if being busy both in and out of school works for them then this is fine but other students can struggle with a heavy workload of clubs/jobs/school/family and need to find a balance of all. JMS said that in KS4 especially, lots of students choose to make changes at home, like reducing hours at part time jobs as they know they are in an important year for school work, however this is up to each individual student to manage with their families and that staff are also on hand to advise if needed. ● One parent commented that the belief at Budmouth has always been that homework is only ever meant to reaffirm what is being taught at school so questioned why the new homework content can sometimes be based on topics not yet learnt in class? They feel this is causing unnecessary stress compared to the homework previously set (i.e. revision booklets for Year 11 students). They gave an 	<p>Action - Upload JMS Home Strategy presentation with these minutes.</p>
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	<p>example of an adult working 6 hours a day, the last thing that adult would then want to do when they got home was then do more independent work. CB confirmed that the new strategy isn't a blanket homework but will be based on each student's needs. The systems get to know the student and the homework is then tailored to them as an individual but also staff in the school can manipulate the data for each student to focus on different areas if needed. JMS confirmed this is why the school is currently taking a soft approach to the new homework strategy whilst it embeds with both staff and students and until most of the issues have been resolved based on parental and student feedback. This will then launch more formally in January.</p> <ul style="list-style-type: none"> ● JMS confirmed that she regularly checks the Sparx content with Subject Coordinators/Subject Leaders to ensure that it is set up correctly for where the students are in the curriculum content. Sometimes, due to various reasons (students missing lessons, cover lessons, slower pace moving through the content etc), lessons can be missed so the homework set can be adapted to change dates/topics. ● SE informed parents that Budmouth has an amazing homework support structure at the school so students who struggle can stay after school and get their homework done with subject specialists and Sixth Formers on hand to help. ● A parent asked if the message to students about how to manage homework ideas (i.e spread across the week and not leave until weekends, short breaks etc) could be shared with parents on social media so they can reinforce this message at home. ● CB informed parents that the school also has "staff homework champions" who analyse the homework data and feedback to staff regarding reteaching curriculum 	<p>Action - JMS to put homework slides together to share with parents on Facebook.</p>
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	<p>content if multiple students are getting the same questions incorrect.</p> <ul style="list-style-type: none"> ● A parent asked if Sparx can only be accessed by students on their phones as they are trying to encourage their child to spend less time on their phone and not more, this also makes it hard for parents to monitor if the homework is actually being completed. JMS confirmed that Sparx can be accessed on any electronic device that has wifi as it's a web based programme so can be accessed on desk tops, laptops, phones etc. ● Another parent commented that there are technical issues and error messages when students are trying to upload/submit their work and they don't feel it's fair students are sanctioned for not completing the homework until all of these little issues are ironed out. CB/JMS both confirmed that this wouldn't be the case and that we are trialling this out softly now ready for the hard launch in January. CB confirmed that we just want to get this right for students' homework to be more productive. ● CB followed up on another parental point that the tasks on Sparx are taking too long to complete. CB confirmed that we had already been aware of this feedback and as from the following week, time recommendations have been reduced. CB also confirmed that we use Sparx Reader (as part of the Sparx English platform) and this is based on what literature students are learning in class which is based on the Budmouth school reading lists. 	<p>Action - JMS to explore the technical issues with Sparx.</p>
<p>A presentation from our SENDCO</p>	<ul style="list-style-type: none"> ● FH presented on "Responding to SEND" at Budmouth. ● A parent asked how they would know if their child was on the SEND register if they were a high achiever but had sensitive needs not met by the school? FH confirmed that where a student has a SEND need but is high functioning and/or their needs are not hindering their learning, 	

	<p>providing we are made aware of this (e.g. as a result of primary school feedback, diagnosis, external professionals etc) we are most likely to add them to our Monitoring List. In order for them to be on our SEND Register we would need to be confident that they were receiving support that was different from/additional to their non-SEND peers. What is most important is that we respond to need, as and where it occurs but often in our setting the most obvious indicator of a learning need (as opposed to other areas of need) is in their academic engagement and progress.</p> <ul style="list-style-type: none">● CB informed parents that student passports are the key documents when it comes to SEND students. SE added that we have also been using “orange folders” for the past 18 months. Every teacher has an orange folder which contains information such as class lists, SEN, PP, More Able and EAL etc, which work alongside the student passports. There are also inclusion sheets and adaptation sheets and seating plans should be based on information contained in that orange folder as a whole. Then for full information on SEN students’ staff have access to the student passports and then have everything they need to give SEN students a bespoke lesson. SE confirmed that we want systematic inclusion and not inclusion just as an add on in lessons, we want every student included. CB summarised by informing parents that as part of our Quality Assurance Strategy, senior staff check orange folders during lesson visits and although we aren’t fully there yet, we are putting in a lot of work to get there. CB also informed parents that our next inset day is inclusion based CPD with a focus on classroom techniques that will benefit all students.	
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Agenda Setting	Next meeting – Tuesday 10 th March at 5.30pm	Action - Parental Engagement Strategy to be shared and parents to let CR know of any further ideas for the next FAB meeting.
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