



CONSULTATION REPORT

Proposal on a change to:

- 1. the start and end times of the school day;**
- 2. changes to the length of the school day on a Friday.**

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1. BACKGROUND

Birchgrove Primary School is a successful school that recently received recognition of excellence by Estyn. The curriculum in Wales is changing and we need to ensure our workforce is equipped with the skills, knowledge and experience to design an innovative and creative curriculum for our pupils. We have researched the model adopted by some schools in Wales which is also being considered by other schools across the region. The proposal's aim is to further raise standards and improve outcomes for our learners.

One of the key purposes is to allow for additional time for staff training. The benefit will be increased professional learning and thus development for staff, further upskilling the whole workforce. This will directly and positively impact on pupils through them gaining new skills and benefitting from getting an even better education as we evolve our practice, ready to implement 'Curriculum for Wales 2022'.

We want to create an educational culture in which each practitioner and learner flourishes, delivering the four purposes of the new curriculum, addressing the National Mission and the City and County of Swansea Teaching and Learning Strategy. We also want to continue to provide a consistently high-quality education.

These changes will provide further opportunity for the school to develop as a learning organisation (as outlined by the Organisation for Economic Co-operation and Development - OECD), where we create and support continuous learning opportunities for all staff and promote team learning and collaboration amongst staff. We want to establish a culture of inquiry, innovation and exploration where staff have the opportunity to be involved in research projects and impact cycles, so that new pedagogies and interventions used in the class are research informed and evidence based. The biggest impact on pupil outcomes is proven to be collective teacher efficacy, which can only happen with dedicated time.

2. METHODOLOGY

Consultation took place via a letter/email and the consultation document was posted on the school website:

<https://www.birchgroveswansea.co.uk>

The consultation period was between 13th April and 30th April.

Timetable for consultation

Governing Body unanimously agreed to consult	Wednesday 17 ^h March 2021
Consultation with the LA, feeder comprehensive school, trade unions, parents, staff and pupils and partners of the school	Tuesday 13 th April – 3.30pm Friday 30 th April 2021
All comments - electronically, online and paper copies to be returned to school office	3.30pm Friday 30 th April 2021
Consultation meeting with pupils	Tuesday 13 th April
Consultation meetings regarding any queries for parents to be held on Teams	Thursday 22 nd 2021 at 9.00am – 10.00am and 5.00pm – 6.00pm
Consultation opportunity for parents via Class Dojo app	Monday 26 th April 2021
Consultation meeting for Trade Unions	Tuesday 27 th April 2021
Consultation Meetings regarding any queries for Local Authority Officers to be held on Teams	Tuesday 27 th April 2021
Governors' meeting to consider the responses of the consultation	Wednesday 12 th May 2021
Implementation date with or without any modification (should the Governing Body agree to changing the start and end of the school day and length of school day, following consideration of consultation responses)	1 st September 2021

The presentation made at the meetings can be found on the school website:

<https://www.birchgroveswansea.co.uk>

The publication of a consultation document is central to the consultation process prescribed by the Welsh Government. The consultation document outlined the changes being considered, the rationale for these, details of the consultation process and incorporated a response form. Consultees were advised they could also send in comments via e-mail to:

Birchgrove.Primary@swansea-edunet.gov.uk

The consultation process was promoted online, via the Birchgrove website and Class Dojo

3. CONSULTATION WITH CHILDREN

During the consultation period 276 responses (Y2 – Y6 pupils) were received to the in class survey. See Appendix 1 for a sample of comments made and questions raised. The summary of the survey is as follows:

Class	Response
Y2	38 out of 51 pupils (74.5%) voted in favour of the proposal.
Y3J	23 out of 25 pupils (92%) voted in favour of the proposal.
Y3M	24 out of 25 pupils (96%) voted in favour of the proposal.
Y4R	31 out of 31 pupils (100%) voted in favour of the proposal
Y4M	31 out of 31 pupils (100%) voted in favour of the proposal
Y5R	29 out of 29 pupils (100%) voted in favour of the proposal.
Y5M	27 out of 28 pupils (96%) voted in favour of the proposal.
Y6B	25 out of 28 pupils (89%) voted in favour of the proposal
Y6M	27 out of 28 pupils (96.4%) voted in favour of the proposal.
Total	255 out of 276 pupils (92.4%) voted in favour of the proposal

4. CONSULTATION WITH STAFF

During the consultation period 26 responses were received. There were no objections to the proposal. See Appendix 2 for comments made.

5. CONSULTATION WITH PARENTS

On 14th April there were 442 pupils on roll in Birchgrove Primary. Consultation documents were sent home to parents of all pupils.

During the consultation period, 181 written responses were received. 161 of the responses contained no objections (89%). See Appendix 3 for positive responses.

12 of the responses contained questions regarding the proposal. See Appendix 4 for list of questions and corresponding replies.

20 of the responses contained objections. See Appendix 5 for details of objections made and corresponding responses from the school.

Two consultation meetings with parents/carers were held on 22nd April. See Appendix 6 for notes of both meetings.

There was an opportunity for all parents to ask further questions via Class Dojo on 26th April. The invitation was sent to 636 parents, viewed by 177 and 7 parents replied. See Appendix 7 for the list of questions and corresponding replies.

6. CONSULTATION WITH TRADE UNIONS

During the consultation period no responses were received. A consultation meeting was held on Tuesday 27th April. Representatives of the NASUWT and NEU teaching unions attended, see Appendix 8 for notes of this meeting.

There were no objections to the proposal.

7. CONSULTATION WITH LOCAL AUTHORITY OFFICERS

During the consultation period 2 responses were received. Consultation documents and an invitation to a consultation meeting were sent to:

Helen Morgan-Rees – Director of Education

Kate Phillips – Interim Head of Service

Brian Roles – Head of Service

Damien Beech – Head of Primary Phase

Sarah Loydon – Challenge Advisor

Cath Swain and Barrie Gilbert – Transport.

Claire Abraham – Pupil and Governor Unit

Alison Lane and Fraser Newbury – Additional Needs Unit

Nicola Reid and Stephanie Rayner – HR

Julie Rees and Jenny Watkins – EWO service

Lisa Collins – Safeguarding Lead

Alison Williams and Caroline Rees – Flying Start

Alison Cosker – Head of Catering and Cleaning

Three officers accepted an invitation to a consultation meeting: Damien Beach (LA Head of Primary Phase), Sarah Loydon (School Challenge Advisor) and Claire Abraham (Pupil and Governor Unit). See Appendix 9 for notes of this meeting.

Helen Morgan-Rees (Director of Education) provided a response on behalf of the Directorate. See Appendix 10

8. CONSULTATION WITH COUNCILLORS AND FEEDER COMPREHENSIVE SCHOOL

Consultation documents and an invitation to a consultation meeting were sent to:

Cllr. Jennifer Raynor, Cllr. Ryland Doyle, Cllr. Penny Matthews, Cllr. Alyson Pugh and Andrew Owen (Headteacher Birchgrove Comprehensive).

During the consultation period, no responses were received and there were no requests to attend the consultation meeting.

9. FURTHER INFORMATION

See Appendix 11 for the Legal Framework that has been applied to this proposal and Appendix 12 for an Equality Report that has been completed.


10. CLOSING COMMENTS

Having considered the proposal and consultation report, the Governing Body will need to conscientiously reflect upon the same and consider in depth the pros and cons of the following options:

1. Keep the current school times without any change
2. Proceed with the proposal as drafted
3. Proceed with the proposal but with modification

Any decision will need to be documented within the minutes of the meeting and thereafter formally communicated to the Local Authority no later than 3 months prior to the proposed implementation date. Any decision will be made known to parents as soon as possible and it is proposed that it be accompanied by more information such as FAQs to explain the same.

Appendix 1

 <p style="text-align: center;">Pupil Responses Asymmetric Week Consultation</p>		
Class	Response	Sample of Questions/Comments
Y2	38 out of 51 pupils (74.5%) voted in favour of the proposal.	<p><i>We can spend more time with family.</i></p> <p><i>We can have longer to do our jobs.</i></p> <p><i>My mum and dad work and my sibling is in the Comp so I won't be able to go home.</i></p> <p><i>Will I have to do the same thing every week?</i></p> <p><i>Who will look after us if we stay?</i></p>
Y3J	23 out of 25 pupils (92%) voted in favour of the proposal.	
Y3M	24 out of 25 pupils (96%) voted in favour of the proposal.	
Y4R	31 out of 31 pupils (100%) voted in favour of the proposal	
Y4M	31 out of 31 pupils (100%) voted in favour of the proposal	
Y5R	29 out of 29 pupils (100%) voted in favour of the proposal.	<p><i>Spend more time with family.</i></p> <p><i>They get the same amount of time in school anyways.</i></p> <p><i>Able to see other parent more on the weekend.</i></p> <p><i>Helps teachers learn more to be able to teach us.</i></p> <p><i>We can go on holiday sooner.</i></p>
Y5M	27 out of 28 pupils (96%) voted in favour of the proposal.	<p><i>Looking forward to go home early.</i></p> <p><i>More time with family.</i></p> <p><i>Looking forward to go away or caravan early.</i></p> <p><i>Time to meet friends outside school.</i></p>
Y6B	25 out of 28 pupils (89%) voted in favour of the proposal	<p><i>What about if you're picking children up from Primary School and you're in the Comprehensive school?</i></p> <p><i>What about Golden Time?</i></p>
Y6M	96.4% approval for the proposal.	<p><i>Upsetting for those left if their friends had gone home.</i></p> <p><i>This could be revolutionary. Other schools in Britain and Europe could copy us.</i></p> <p><i>It seems like they would get less lesson time but they actually get more. Do you think the Comp would do the same?</i></p> <p><i>I think this sounds really exciting and means we would get even better teachers teaching us all of the time.</i></p>



RESPONSES RECEIVED FROM STAFF

Proposal on a change to:

3. the start and end times of the school day;
4. changes to the length of the school day on a Friday.



RESPONSES ON THE PROPOSAL FROM STAFF

I believe the proposed new timings will have a positive and significant impact to both pupils and teachers. The pupils will receive more teaching time and have the opportunity to spend more time at home with their family. Teachers will have time to develop themselves professionally in order to continue to provide an excellent standard of education.

Very excited and happy to have the opportunity for further professional development to better support the pupils.

Great opportunity for staff to liaise and share good practise in a professional, structured way.

- Will help to develop professional networks with other organisations and to facilitate professional learning/career development for all staff.
- Will underpin the ethos of 'Lifelong Learning' by allowing for opportunities to undertake further learning/education for staff.
- Pupils will still be taught at a very high standard and still be able to access quality lessons throughout the week.
- Staff work/life balance will be positively impacted as time during working week set aside for tasks.
- Staff wellbeing will be improved, less stress (see point above).

Really happy and excited about the proposal

This is an exciting opportunity for us as a school. The proposal to reshape the structure of the week echoes the bold, transformational decision-making that is taking place across Wales with regard to curriculum reform. To put staff development at the heart of reform will eventually pay dividends in terms of outcomes for learners. I completely support this proposal – it fits perfectly within the school's ambitious vision for our curriculum delivery.

I believe that this is a great opportunity to make the necessary changes to the school week which will allow us as an SLO to continue to build and improve upon current pedagogical practice. I also think it's an opportunity for families to have the option of extending their quality time over the weekend and have the week to week flexible option of free play Fridays.

Opening times have been good throughout COVID. We prefer the staggered times and using the top gate and not allowing parents onto yard. It has had a positive effect on child from parent separation.

Communication with school and Mr O'Brien has been brilliant.

Having the school close at 1pm for pupils would allow FS to have more opportunity to discuss transitioning with staff for pupils going from FS to nursery.

Staggered opening times have been a positive implementation! FS and school discussed and agreed staggered times are working with each other to support their needs for childcare and schooling.

-Communication between FS and Mr O'Brien during COVID recovery and lockdown has been positive and effective. This has been filtered through down to all staff who have felt included in the decision making and supported their wellbeing through unprecedented times.

-Good for staff morale and wellbeing.

-A welcomed opportunity to improve my practice and engage in further professional development.

-Good to have time in phases/as a school to feedback and debrief about what is taking place across school.

-Extra opportunities to work in phases and as a whole staff to develop the new curriculum and move it forward.

Opening different times during COVID has had a positive effect on the children. Closing early will benefit staff with training. The communication throughout COVID has been brilliant from Mr O'Brien.

I'm happy and excited by the proposal of changing the school hours and I think having time to support staffs CPD is brilliant idea and an important move to help staff to continue developing and to grow as individuals and as part of a team.

As a part time member of staff, myself and my partner teacher have had open discussions with Mr O'Brien already about how best to work our hours to ensure we both have access to the Friday afternoon session, whilst ensuring our class gets continuity. This is currently in the ideas phase and a working progress.

Most importantly, the children would still receive their allocated teaching hours, with the benefit of having an afternoon off to have some extra family time or have a slightly longer weekend to recharge.

As a parent, I think it would be a lovely opportunity to be able to collect your child from school earlier on a Friday and make the most of the quieter parks and beaches, to begin a weekend slightly earlier or even make the most of the half day if a family were to go away for the weekend. I fully support the proposal made by our school.

A reconfigured teaching week, as outlined in the proposal, will offer opportunities for professional development and action research that could enhance both the quality of the teaching and consequently, the quality of the learning at Birchgrove. The additional direct contact time through the Monday to Thursday timetable would be offset by the Friday afternoon and I think this is vital to ensure staff welfare, health, and well-being. I feel it will be important to agree on the allocation of responsibility during those Friday afternoon sessions so that teachers are not unduly removed from professional development opportunities to address issues arising with pupils in the childcare setting.

Through the commitment to additional professional development time, I believe this could help develop my professional skillset and prospects, as well as directly impacting positively on the children in my care.

I think it is a brilliant chance for staff to progress and use the time to develop professionally. I hope that I, as a TA, get the opportunity to also attend courses/online courses to develop as this is something I am interested in.

I am also happy to take the extra responsibility if needed, as I feel that will also help with my progression as a TA. I personally feel that a longer school day will benefit the children, as we can extend lessons to get more from the children rather than having to cut some short due to timing.

This proposal will enable all staff to undergo regular training on a regular basis which will ensure, as a school, we have the tools to embrace and move with the new curriculum.

An excellent opportunity for staff to meet and have time to discuss future projects which would benefit pupils and the future of the school.

I feel that the proposed changes to the school week allow additional periods of professional learning is a positive step forward for the following reasons:

- A continuation of the school ethos, allowing the best possible outcomes for all learners.
- Continued development as a Learning Organisation in a way which would otherwise not be possible.
- Designated time for professional learning will allow staff to innovate practice the highest standards in preparation for the introduction of A Curriculum for Wales.
- Continued dedication, hard work and pride involved in being an 'excellent' school community.
- Recognition of the level of professionalism that already exists within the school.

I feel that this proposal will enable the school to continue the excellent outcome we received in the last inspection. I will give staff the opportunity to develop new and existing skills and training.

Firstly, I feel very privileged to work in a school where there is an emphasis on CPD and it is seen as a priority for all staff.

- it will give us more opportunities to collaborate with staff in our teams and more time to have important professional dialogue with colleagues
- there will be more opportunities and time for staff to disseminate training that they have received to others
- it will allow us to work in teams to co-construct and plan for the new curriculum within our AoLE teams and phase teams. We will be able to afford quality time for this if an asymmetric week is implemented.
- staff will spend less time out of class which ensures continuity in learning for pupils
- I think it's good for well-being and staff morale
- it will give us the time to be more creative, take more risks and reflect on our practice individually, in teams and as a whole school
- having more opportunities to engage in high quality professional learning will improve learner experiences and outcomes



POSITIVE COMMENTS RECEIVED **FROM PARENTS**

Proposal on a change to:

5. the start and end times of the school day;
6. changes to the length of the school day on a Friday.

SELECTION OF POSITIVE COMMENTS ON THE PROPOSAL FROM PARENTS

I can see from the planning how this would be beneficial to training and development, from working in early years myself I can see how not having to go to meeting outside already 'packed' working weeks would also be helpful within the school week and teachers development and workload.
Providing there is still support for people who base their working hours around school times, then I think it will be beneficial for children and staff.
I think it is an excellent idea and I am sorry that **** will not be at Birchgrove Primary to utilise the change.
It's a good idea, although people don't like change, they will get more than used to it and see it's very much needed positive change.
Good idea. Better start time for working parents, will enable us to get to work on time unlike now with 9am start. Half day on Friday – children are generally tired by end of week so learning is impacted by this.
Proposed changes sound like they will benefit staff and pupils alike and the extra time for the weekend will give more family time
I fully support this proposal as I think it creates excellent opportunities for pupils, parents and staff and also takes into account staff and pupil wellbeing.
Very pleased to see the return of breakfast club and after school club. The early finish on a Friday would also enable us to enjoy more long weekends by leaving every Friday afternoon.
Fully support this proposal. Glad to see the staggered times continue. Also very keen to see continued training and development of staff, which can only positively impact my two sons already attending and their younger sibling yet to start.
The change of hours Mon-Thurs is much better for us as the boys are currently coming out at the same time which is very difficult. I have to either rely on other parents to collect or if they can't I am sometimes late to collect.
I believe this would be a positive to the children – with the new curriculum, the opportunity for more learning hours is a new method. Times change – the curriculum is changing and we need that to reflect in the way schools are run. Times and training need to promote the best outcomes for our children.
The proposal seems to be very logical. We would support the proposal.
Further development for staff can be seen only as a brilliant opportunity for both staff and pupils. It can only add to the excellence of Birchgrove Primary.
I can see from the planning how this would be beneficial to training and development, from working in early years myself I can see how not having to go to meeting outside already 'packed' working weeks would also be helpful within the school week and teachers development and workload.
I agree to what is being proposed and hope the staggered starts and finishes continue.
I believe this would be a positive to the children – with the new curriculum, the opportunity for more learning hours is a new method. Times change – the curriculum is changing and we need that to reflect in the way schools are run. Times and training need to promote the best outcomes for our children.



QUESTIONS AND COMMENTS RAISED BY PARENTS AND CORRESPONDING REPLIES

Proposal on a change to:

7. the start and end times of the school day;
8. changes to the length of the school day on a Friday.

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11. BACKGROUND

Birchgrove Primary School is a successful school that recently received recognition of excellence by Estyn. The curriculum in Wales is changing and we need to ensure our workforce is equipped with the skills, knowledge and experience to design an innovative and creative curriculum for our pupils. We have researched the model adopted by some schools in Wales which is also being considered by other schools across the region. The proposal's aim is to further raise standards and improve outcomes for our learners.

One of the key purposes is to allow for additional time for staff training. The benefit will be increased professional learning and thus development for staff, further upskilling the whole workforce. This will directly and positively impact on pupils through them gaining new skills and benefitting from getting an even better education as we evolve our practice, ready to implement 'Curriculum for Wales 2022'.

We want to create an educational culture in which each practitioner and learner flourishes, delivering the four purposes of the new curriculum, addressing the National Mission and the City and County of Swansea Teaching and Learning Strategy. We also want to continue to provide a consistently high-quality education.

These changes will provide further opportunity for the school to develop as a learning organisation (as outlined by the Organisation for Economic Co-operation and Development - OECD), where we create and support continuous learning opportunities for all staff and promote team learning and collaboration amongst staff. We want to establish a culture of inquiry, innovation and exploration where staff have the opportunity to be involved in research projects and impact cycles, so that new pedagogies and interventions used in the class are research informed and evidence based. The biggest impact on pupil outcomes is proven to be collective teacher efficacy, which can only happen with dedicated time.

12. COMMENTS/QUESTIONS TO THE PROPOSAL

	Point Raised	School Response
1.	Will there be limited places on Free Play Friday	No
2.	Having asked my children if they would like shorter/same time school day, both said they'd prefer to stay in school and play with friends. I think the more time spent with peers during play is crucial to their social development after pandemic. My own working hours would be quite difficult to fit in around this time. How available will sessions be? Will there be a waiting list? What criteria can children attend?	Sessions will be available every week There will not be a waiting list. There is no criteria being applied to children needing to attend.
3.	I do not have any objection as long as the free play Friday will always be available. If for some reason you do not put this facility in place, it will cause significant problems for myself and my husband in terms of our jobs. I would like to know why Breakfast Club and After School Club can be reinstated in September but not now. The pandemic will be no different in September and social distancing will still be in place. Therefore why this support can't be brought back sooner. Parents are struggling.	Free play Friday will always be available. Breakfast Club and After School Club will open if and when Welsh Government operational guidance enables us to make it safe to do so.
4.	Unknown whether will be working from home or back in office by September. Free Play Friday would be needed every week in office as my shifts cannot accommodate an early finish on Friday.	Free play Friday will be available every week.
5.	I would like to understand if golden time will be moved to a different day and time impacting on learning time as currently Friday afternoon is golden time. What if all children need free play Friday, supervision is guaranteed?	Golden time is an integral part of the positive behaviour policy and system and will continue to be an integral part of our school week. Supervision will be guaranteed.
6.	My only concern is that as they have missed so much school and face to face learning, I do not want them	In the new proposal there will be an increased teaching time for both Foundation Phase and KS2.

	to be deprived of any more of this vital time in their education.	
7.	Would have to do 2 school runs for juniors and Comprehensive. I would not be available to collect until 3pm on Fridays.	Free play will be available until 3pm on a Friday.
8.	Can 'free play' be booked for the full year in advance?	If you know when 'free play' is required it can be booked on a monthly basis with a minimum of a week's notice.
9.	<p>It will be a longer week for the children, so I would like to know if the success of the change in hours will be assessed.</p> <p>Will there be any teachers on site to help if something goes wrong?</p> <p>Teachers who earn more can go home every other Friday pm whereas teaching assistants have to stay to stay to look after the kids – is this fair?</p>	<p>Yes, the changes will be assessed and be an integral part of our Annual Programme of Self Evaluation</p> <p>Yes, there will be teachers on site.</p> <p>Contracted working hours of all staff will not be decreased. Opportunities for professional development will also be available for all staff.</p>



OBJECTION REPORT

Proposal on a change to:

9. the start and end times of the school day;
10. changes to the length of the school day on a Friday.

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13. BACKGROUND

Birchgrove Primary School is a successful school that recently received recognition of excellence by Estyn. The curriculum in Wales is changing and we need to ensure our workforce is equipped with the skills, knowledge and experience to design an innovative and creative curriculum for our pupils. We have researched the model adopted by some schools in Wales which is also being considered by other schools across the region. The proposal's aim is to further raise standards and improve outcomes for our learners.

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14. OBJECTIONS – COMMENTS/QUESTIONS TO THE PROPOSAL

	Point Raised	School Response
1.	<p>Absolutely disgusting. Ridiculous. Cannot believe you would even suggest this after all the time off last year and how that hurt the children and damaged their mental health.</p> <p>They should be in school more. Less holidays. Just 4 weeks off per year. This will not benefit my child or others. I extremely object to this proposal.</p> <p>He cannot come home from school until 3:20pm. We both work full time.</p>	<p>The children’s mental health is an important priority for us as a school, and we have been extremely encouraged to observe their resilience and high levels of mental and emotional well-being since their return to school this term. We are looking forward to continuing to support the children’s wellbeing in school and the proposal ensures that teaching time in school will still exceed the statutory minimum weekly teaching hours to support this.</p> <p>The statutory minimum weekly teaching hours, term dates and holidays are set by Welsh Government and we are bound by law to adhere to these.</p> <p>There is no requirement for your child to leave school earlier than 15:20pm. There is provision for him to stay on Fridays, with the added flexibility of either an earlier finish (should your employment circumstances change) or a later finish than 15:20pm through the provision of our after-school club.</p>
2.	<p>I would prefer the school day to remain as it is. The Friday afternoon poses childcare issues for working parents. I know there is a session running but this is unstructured. I am also disappointed that Breakfast Club has doubled in cost and is still not running at present.</p>	<p>Please be reassured that the school has made provision for children to stay on a Friday afternoon, thus avoiding childcare issues for working parents. The ‘free-play Friday’ session will allow children to take part in a range of enjoyable activities run by familiar staff members.</p> <p>Breakfast Club will resume as soon as Welsh Government lifts further restrictions in regard to COVID 19 health and safety measures in schools.</p>
3.	<p>-It is unfair on the children who are not able to be collected early on a Friday due to parents working full time.</p> <p>-I have never known school to consist of 4.5 days week and whilst I appreciate staff may need additional training to facilitate the new advised curriculum, I do not feel that this is a requirement every week. If it is felt that there is that</p>	<p>Please be reassured that the school has made provision for children to stay on a Friday afternoon, thus avoiding childcare issues for working parents. The ‘free-play Friday’ session will allow children to take part in a range of</p>

	<p>much additional training required for staff, then maybe the consideration of extra INSET days would be more suitable and fair.</p> <p>-I appreciate that the Friday will be used as free play Friday for those children who cannot be collected, however it goes without question that the children would probably rather be home having free gaming time with friends as opposed to being in school.</p> <p>- I personally feel that my child would be penalised for both his parents working full time and that is not a good example.</p> <p>-Also this proposition surely will depend on the number of children that are able to be collected on a Friday? As if the majority of children have to stay in school, the higher the staff ratio is required to look after them?</p> <p>-I am aware that other schools have also considered changing the week but due to difficulty it would place on working parents, it was decided against. Is this a more serious consideration for Birchgrove Primary School, due to the number of unemployed parents? Which again is not a good example for the children.</p>	<p>enjoyable activities run by familiar staff members. A growing number of schools in Wales have adopted an asymmetric week with early examples originating from Pembrokeshire local authority. The number of INSET days that schools can take is governed by Welsh Government and cannot be changed by individual schools.</p> <p>The school intends the ‘free-play Friday’ to be an enjoyable and positive experience.</p> <p>As a school we do not perceive children of working parents to be disadvantaged or penalised in any way as a consequence of adopting the proposal.</p> <p>There will be capacity for all pupils who stay in school on Friday afternoons even if this is the majority of pupils.</p> <p>The employment or non-employment of parents and carers is not a factor in this proposal, as provision is made for all pupils who wish to stay for Friday afternoons, regardless of their parents’ employment status.</p>
4.	<p>1 Children have missed so much school over the past year, if there is an opportunity to increase the school day to compensate for this then it should be taken advantage of.</p> <p>2 Friday PM – although may not be strictly educational, it is important time for their general wellbeing and development of social skills. Teaching of core subjects is not the only important skill – a fact we have been reminded of this past year by educational staff when parents have been concerned about their education.</p>	<p>We agree that it is regrettable children have not been able to physically attend school due to the COVID 19 pandemic. In this regard, we are pleased to be able to increase weekly teaching hours for pupils in key stage 2 as part of the proposed structure.</p> <p>The ‘free-play Friday’ session will allow children to take part in a range of enjoyable activities run by familiar staff members. We anticipate that children will benefit from opportunities to develop their wellbeing and social skills whilst taking part in the activities.</p>

	<p>3 Personal development should be an employee's responsibility. As an **** employee, I am given very limited study days per year (the equivalent to INSET days) and am expected to maintain CPD in my own time. I don't understand why this is different for teachers?</p> <p>4 A shorter lunch break effects on wellbeing and development on social skills. Mental health effects?</p> <p>5 Working parents will not be able to take advantage of the benefits of an early finish on a Friday. The only option is for children to stay in school (where from experience they feel penalised and think they will be bullied) or for parents to try and work from home and for children to be on their own in the house unsupervised whilst parents are in meetings. Working parents being penalised again.</p> <p>6 Finish times are different to the feeder comprehensive. If older children are collecting in the primary, this is no longer possible. Also double trips to the school to collect pupils from primary and comprehensive.</p> <p>7 Employers have been lenient in difficult times this year to accommodate changes to school hours/key worker hours and I feel it is unfair to ask them to continue to do this post pandemic. As **** workers we would need to take a pay cut and decrease hours to accommodate this change, to not cause distress to the children.</p>	<p>Whether the proposal is adopted or not, teachers will continue to undertake development tasks in their own time, as has always been the case. This proposal seeks to provide an increased amount of dedicated time for professional development, because within the education sector, there is recognition of the importance of continuous learning and development and the impact this can have on sustaining effective practice.</p> <p>We will monitor the impact of shorter breaks, and will ensure that pupils continue to access 'brain breaks' as needed during lesson time. Teachers will continue to be sensitive and responsive to pupils' needs.</p> <p>The proposal does not seek to disadvantage any parents/carers, regardless of employment status, and we have made provision for all pupils requiring free-play Friday. We have not been made aware by any child of the perception that in using additional provision in school they think they will be bullied or penalised. We would offer support to any child that had queries or concerns about adopting the new structure.</p> <p>The finish times at the comprehensive school have always been different to the primary school. It will be possible for older siblings to still collect younger siblings from the primary school as timings are not synchronised.</p> <p>This proposal does not place any requirement on other employers to change their employees' working hours, as provision for children to stay in school on Friday afternoons has been made. As previously mentioned, the free-play Friday session is intended to be a positive, fun experience.</p>
5.	I personally believe that staggering start times is ineffective. Many children like **** and **** are mixing at	As a school we must follow Welsh Government guidelines on the

	<p>home and therefore year groups are not being separated as desired. It also encourages people to hang around unnecessarily at both drop off and pick up due to children having different start and end times.</p>	<p>implementation of health and safety measures during the COVID 19 pandemic. Part of following guidelines includes the separation of year groups, and this will continue in school until further notice, regardless of whether national restrictions need to be followed at home or not.</p>
6.	<p>I am against the new proposal regarding timings. This would prove very difficult to bring in as there would be issues regarding my job and childcare! Why are the changes being proposed now? After a year of uncertainty, the last thing my child needs now is more change! Issues with hours around my job. Childcare issues. More change which isn't needed after a year of uncertainty. Totally against proposed changes.</p>	<p>Please be reassured that the school has made provision for children to stay on a Friday afternoon, thus avoiding childcare issues for working parents. The 'free-play Friday' session will allow children to take part in a range of enjoyable activities run by familiar staff members. The change to the structure of the week is being proposed now because the education system in Wales is currently experiencing reform to its curriculum and an increased focus on developing the workforce.</p>
7.	<p>I would not be using the 1pm Friday finish at all. I would be happy with the new proposed start and finish times providing the Friday afternoon session is a guaranteed place and not first come first serve.</p>	<p>Please be reassured that there will be capacity for all pupils who stay in school on Friday afternoons even if this is the majority of pupils.</p>
8.	<p>I have a son in Birchgrove Comp who finishes at 3pm. We'd need to wait until 3:30pm for **** to finish. As we work and do school runs in our break, this is totally inconvenient. Also work will prevent **** being able to finish early on a Friday. Also doing 2 school runs to Comp and Primary is not suitable.</p>	<p>The proposal actually narrows the gap between start times at the comprehensive and start times at Birchgrove Primary School. It is not the intention of the proposal to cause inconvenience to parents or carers. Unfortunately, meeting the needs and requirements of each family's individual circumstances would be impossible to achieve. It is also the case that in many areas of Swansea and neighbouring local authorities, the finish times at comprehensive schools and their feeder primaries differ by approximately 30 minutes.</p>
9.	<p>-I feel that after the very disruptive year we have had, the proposal is not appropriate. Children have spent so much time away from their peers and as suggested by many professionals, this has had a detrimental impact on their mental health and well-being. Having a further afternoon a week away from their friends is surely not in their best interests. I understand that the hours are made up throughout the week but I am confident that children will not feel the benefit of this.</p>	<p>We agree that it is regrettable children have not been able to physically attend school due to the COVID 19 pandemic. In this regard, we are pleased to be able to increase weekly teaching hours for pupils in key stage 2 as part of the proposed structure. We anticipate that the children who stay for free-play Friday will have lots of fun and will gain</p>

<p>-I feel that the proposal will cause a divide between the families who are able to spend time with their children on that Friday afternoon and those that aren't. Due to work commitments my child would have to stay for free play sessions. She feels a great sense of injustice due to some children having the luxury of spending more time with their families than she will have. I agree with her feelings to this situation.</p> <p>- In the proposal you state that 'meetings that currently take staff out of class during the week would be rearranged for the Friday afternoon'. Surely this will not be possible in many cases? I am very aware that very few meetings are able to be arranged for a Friday afternoon due to the availability of other professionals (social workers, EP, health professionals, parents etc). Will this be monitored? If so, how?</p> <p>- In the proposal it states 'staff would remain on site every other Friday afternoon for regular staff professional learning sessions'. In the school training menu for ALN, a training menu that I am sure many of your staff will be accessing for professional development, out of the 57 trainer-led courses/dates offered this term, 50 of them are not being held on a Friday. The 7 of them that are being held on a Friday are not solely in the afternoon. This is just an</p>	<p>opportunities to develop confidence and personal and social skills indeed as they have done in the past when we were able to group children from different classes and year groups together for golden time (pre-pandemic). They thoroughly enjoyed being with pupils who were not from their usual friendship group and we are looking forward to planning enjoyable activities with the children who stay for free-play Fridays.</p> <p>It is anticipated that children will stay for free-play Fridays for a variety of reasons, not solely because their parents are in work, although there will be a number of children staying for this reason. As with all instances of change that affect the children, we would offer support to children and listen to their views. This would include discussing perceptions of the proposal and exploring a range of viewpoints to enable them to experience a balance of the perceived positive and negative impacts.</p> <p>In the proposal, it states that 'any meetings that are necessary during the week would also be encouraged to take place during this non-contact time'. We anticipate that most in-house meetings and enquiry-based collaborations will be able to take place during the non-contact time. In regard to meetings involving external ALN/safeguarding services, the school already has structured procedures in place to enable the relevant staff to attend meetings resulting in minimal impact on classes and teachers.</p> <p>To clarify, the proposal does not state that staff will only engage in professional development on Friday afternoons, and does not state that staff will not be released at other times to access development sessions when necessary. Likewise, although the local authority may offer a high number of</p>
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<p>example of how Swansea County led courses are predominantly not being held on a Friday afternoon. Surely your teachers will have to be released throughout the week to access such professional development on top of the time you're allocating? This will be more time away from pupils during the week.</p> <p>-In the proposal it states, 'it could take many different forms and could be used to work as whole staff, collaboratively with colleagues or with staff from other schools and industry'. Can't this happen during INSET days? ADDS? Twilight? How do you propose to work with other schools on a Friday afternoon if they don't have this arrangements in place themselves? I am confident that this can be achieved in ways that doesn't affect the much needed routine for your pupils and their families.</p> <p>-</p> <p>Your proposal claims that an earlier finish time on a Friday could benefit your school attendance as some families could use their long weekends to spend time with their friends or engage with sport, hobbies and informal learning. I would be interested to know the number of families that would be able to take advantage of this. I am also reading from this that you have an issue with pupils being taken from school early on a Friday or not attending at all in order to engage in such activities. Sure you would be addressing this with individual families rather than penalise those families who will now struggle to accommodate this change?</p> <p>-With regards to the way that this proposal was shared with pupils, I feel that it was very unfair to ask the pupils their view at this early stage before even consulting with parents. My daughter voted to finish at 1pm on a Friday, as did most children I assume, but then came home to be told that she wouldn't be able to and that she would have to stay for the childcare session. She was extremely upset and felt that she had done something wrong by 'making the wrong choice'. She has questioned why she was asked her opinion if she doesn't get a choice in the matter. I can only agree with her thinking and feelings on this. I feel that if the parents were informed before the pupils then a discussion could have been had at home before she was put in this unfair position.</p>	<p>courses each term, we are selective about which sessions are attended by our staff, and find that our work as a learning organisation has enabled us to broaden the way we view and experience professional development beyond the attendance of courses alone.</p> <p>INSET days and ADDs sessions will continue to be used productively if the proposal is implemented. As the proposal states, 'one of the key purposes is to allow for additional time for staff training' not alternative time for these activities.</p> <p>In our experience, schools who wish to undertake collaborative learning with us, have facilitated this by using their own means to fund the release of teachers. This has not posed issues historically.</p> <p>Levels of attendance are high at Birchgrove Primary School and we will continue to work proactively to maintain this. Any issues of unstable attendance are addressed appropriately. The proposal may offer those who wish to do so, the opportunity to extend their weekend.</p> <p>The pupils were asked their opinion on the proposal as their voice in school decisions is very important. We value their opinions and hope that we, in partnership with yourselves as parents, can support children to realise that whether or not they supported or opposed the proposal, their opinions are not 'wrong' and are still valid. We also explained to children during class discussions, that their opinions would be one of many parts feeding into the final decision, and not the determining factor.</p>
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	<p>-With regards to childcare, this is also putting a big strain on families. A number of children would have usually been collected from school by Grandparents, as was my daughter prior to the pandemic. However we don't know what position we will be in in September with regards to the pandemic and the restrictions it will bring. Even though childcare by Grandparents is allowed currently, due to the caring of an elderly, vulnerable relative, we are still not in a position where my parents can care for my daughter. I am sure we are not alone and that there are other families in this position. Therefore changes in working hours etc. have been altered in order to accommodate school pick-ups so this change in times will only bring added pressure in what is already a highly stressful time.</p>	<p>As you have mentioned, we are indeed awaiting the national position with regards to the pandemic in September. We acknowledge that many families, including our own staff, have needed to adapt and be flexible in order to manage work and school timings under COVID 19 restrictions. This has been a challenging time for all. We have structured the provision specifically so that, should the practicalities of leaving school at 1:00pm on Fridays be too difficult for families to access, children can stay until 3:20pm, thus negating any practical issues around pick-ups.</p>
10.	<p>The only objection we would have would be if there wasn't always an available space on a Friday afternoon to accommodate ***.</p>	<p>There will be capacity for all pupils who stay in school on Friday afternoons regardless of the numbers requiring this provision.</p>
11.	<p>It's very unfair to ask parents/change school times at a time when there is such uncertainty about working hours/situations. The kids should be going the extended hours all week not less. I know the hours proposed aren't less due to move about but if they can start at 8:45am and finish at 3:20pm, why can't they do this all week to make up lost time? Finishing at 1pm on a Friday does not prepare kids for comprehensive or real life! This is unwelcomed additional stress after a challenging year for everyone.</p>	<p>Please be reassured that the school has made provision for children to stay on a Friday afternoon, thus avoiding childcare issues for working parents. Welsh Government sets the number of statutory teaching hours that must be delivered each week. Government has not mandated a move towards extended school days at present.</p>
12.	<p>Proposal will be difficult for working families, given that a return to office based work will be back in place in the future. It will be extremely difficult with regards to my employment to collect **** in the middle of the day on a Friday.</p>	<p>Please be reassured that the school has made provision for children to stay on a Friday afternoon, thus avoiding childcare issues for working parents.</p>
13.	<p>Employer cannot accommodate an early finish on a Friday</p>	<p>Please be reassured that the school has made provision for children to stay on a Friday afternoon, thus avoiding childcare issues for working parents.</p>
14.	<p>I hope that this has not already been decided and this form is for more information rather than letting parents make the decision.</p>	<p>The letter sent home to parents is to inform them of the proposal and invite them to participate in the consultation. The governing body will receive all information gathered from the consultation, and will make the final decision.</p>

15.	I object to this proposal as finishing at 1pm every Friday is difficult for working parents and there may not be enough space in after school clubs for everyone.	Please be reassured that the school has made provision for children to stay on a Friday afternoon, thus avoiding childcare issues for working parents.
16.	I object to the children losing up to 20 minutes of break time per day. I strongly feel that allows them to play and be free with friends and find out who they are as people.	<p>The school day is organised so that children have a mixture of direct teaching and independent learning. In Foundation Phase, the independent learning is play-based, and so break times are not the only times the children play with peers and develop social skills.</p> <p>In key stage 2, pupils also engage in independent tasks – this means they are never in a position of having continuous, direct teaching all day in class. They also access the outdoors frequently and the tasks are kept to a reasonable length in order to break up sessions – there is plenty of movement in and around class. Teachers will always be mindful of the needs of the pupils – short brain breaks are taken to refresh the children when needed.</p>
17.	<p>A concern is the reduction in lunch break. For the younger children the current lunch break can be a rush to eat ready for the older children’s turn in dining hall.</p> <p>Breaks and play are important. I don’t agree with these being reduced. Especially now after the last 12 months of COVID.</p>	<p>Our experience in recent times has shown that children are able to eat their lunch in the time given. However, please be reassured that if any child has difficulty finishing their lunch during the allocated time, we will allow extra time and discuss this with you.</p> <p>The school day is organised so that children have a mixture of direct teaching and independent learning. In Foundation Phase, the independent learning is play-based, and so break times are not the only times the children play with peers and develop social skills.</p>
18.	*The children have experienced a significant amount of disruption over the past two academic years. To extend this to a third year (in September) feels wrong. As parents, we are looking for consistency and stability following a period of upheaval, stress and lost learning for the children. Whilst there may be longer term benefit, this is unlikely to pay back within the timeframe our children need to be making up for lost learning, which in my opinion has been significant.	The proposal does not seek to continue disruption to the education of children as caused by the pandemic. Rather, it is designed so that a period of long-term stability can be achieved (as this is not intended to be a short-term pilot), which capitalizes on the opportunity to increase learning hours whilst still enabling teachers to gain sustained and meaningful professional development.

<p>* Whilst children can adapt to a new routine, I do not agree that the proposed hours will be of benefit to them. The total teaching hours may be (marginally) more, however longer days with less break time is unlikely to get the best out of such young learners, who struggle to hold concentration for long periods of time.</p> <p>* I was disappointed with the timing of the consultation announcement. The consultation meeting with children was on the first day back from holidays, without any prior communication to parents that it was taking place. I'm sure there was a very positive response to 'we can finish early every Friday', but I'm not convinced that the children properly grasped what this means for them: up earlier, less playtime, home later, less time for after school hobbies etc.</p> <p>* I don't understand what problem the school is trying to fix by adopting the new hours. Pre Covid the school had been thriving, as evidenced in the recent school inspection. I was also concerned that the letter raised the amount of time teachers are currently spending outside of class (sold as a benefit as this would decrease from Sept): and would like to know how much this is during a typical week? I admire the desire to constantly improve, but again ask his</p>	<p>The children will begin to benefit from teachers' research informed practice from the earliest stages of the proposal's implementation.</p> <p>The school day is organised so that children have a mixture of direct teaching and independent learning. In Foundation Phase, the independent learning is play-based, and so break times are not the only times the children play with peers and develop social skills. In key stage 2, pupils also engage in independent tasks – this means they are never in a position of having continuous, direct teaching all day in class. They also access the outdoors frequently and the tasks are kept to a reasonable length in order to break up sessions – there is plenty of movement in and around class. Teachers will always be mindful of the needs of the pupils – short brain breaks are taken to refresh the children when needed.</p> <p>The process of consultation with the children was clearly explained to them. Playtimes, timings of the day and general implications were all explored. We received a variety of thoughtful questions and a range of responses from the children. Indeed some children commented that starting 5 minutes earlier would help their parents, as they needed to get to work in the mornings, and therefore the start times would support this. In regard to after school hobbies, we anticipate that in extending the finish time by only 10 minutes, this would not make a significant impact on how the children use their free time.</p> <p>Please be reassured that the proposal is not seeking to fix a problem. From a position of strength, the school is continuing its journey of continuous learning and innovation. Any time spent out of the classroom is managed effectively and varies from class to class at different points in the</p>
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<p>this the right time. What alternatives have been considered prior to this? Also, should it be approved, what insight will be shared with parents about what this time is being used for and how will success be measured?</p> <p>* On professional development. My husband and I are both in professions that require professional accreditation. Our employers grant us 5 days a year to undertake personal and professional development. I mention this as I believe it is probably representative of many professionals, who must therefore use some of their own time to develop without impacting service to customers and stakeholders (or pupils in this case).</p> <p>* Finally, this will obviously cause disruption at home as we try to accommodate the new arrangement around work/comprehensive finish times.</p>	<p>year. Estyn commended the school on implementing a vision that ‘drives a culture of continuous improvement and high standards and wellbeing for all’. They did not feel that the balance of time spent in and out of the classroom by teachers impeded progress of learners in any way. Although the timing of this proposal may raise questions, since it comes during a time when pandemic related disruption is decreasing, it has been thoroughly considered and makes sense in relation to the education reform that is underway at present. If the proposal is implemented, it will be monitored as part of the school’s robust self-evaluation procedures, and impact will be shared with parents via the governors’ annual report to parents.</p> <p>Whether the proposal is adopted or not, teachers will continue to undertake development tasks in their own time, as has always been the case. This proposal seeks to provide an increased amount of dedicated time for professional development, because within the education sector, there is recognition of the importance of continuous learning and development and the impact this can have on sustaining effective practice.</p> <p>The proposal actually narrows the gap between start times at the comprehensive and start times at Birchgrove Primary School. It is not the intention of the proposal to cause disruption to parents or carers. Unfortunately, meeting the needs and requirements of each family’s individual circumstances would be impossible to achieve. During the process of research prior to sharing the proposal, we became aware that in many areas of Swansea and neighbouring local authorities, the finish times at comprehensive schools and their feeder primaries also differ by approximately 30 minutes.</p>
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<p>19.</p>	<p>I acknowledge the school’s attempt to upskill the teachers that would have a benefit to the school as a whole (though the timing of it in a global pandemic when the children have lost a lot of schooling and gone through major change and upheaval could be better). The changes in school times do not sit well with our eldest son in comprehensive school. As parents who work full-time (for major local employers who do not offer flexibility mentioned in the proposal), we rely heavily on grandparents to help out and the change to timings does not sit well with 3pm comp finish.</p> <p>There are occasions where I could work from home, but again the changes to finish times would mean I would need to be logged out for longer than I practicable with my employer. I would also be unable to do this twice on a Friday for the 1m and 3pm finish times and therefore **** would need a permanent place in FPF. I have heard confusing reports on how the FPF would be run and given it is staffed by TAs, who I understand usually finish at 2pm on a Friday, I note some concern about the possibility of hours being cut elsewhere in the week and would like some reassurance that this would not have a negative impact on the teaching throughout the week.</p> <p>I have also raised some concern about the longer school day and whether this would result in productive teaching time – having tried to home-school this last year, it is clear that the children get distracted very quickly and would worry that the prepared teaching time through the week could be lost towards the end of the day. Unfortunately I have not been reassured by the schools response on this, particularly in relation to the 45 minutes of teaching time past lunch and pre finish on a Friday.</p>	<p>The proposal actually narrows the gap between start times at the comprehensive and start times at Birchgrove Primary School. It is not the intention of the proposal to cause disruption to parents or carers. Unfortunately, meeting the needs and requirements of each family’s individual circumstances would be impossible to achieve. During the process of research prior to sharing the proposal, we became aware that in many areas of Swansea and neighbouring local authorities, the finish times at comprehensive schools and their feeder primaries also differ by approximately 30 minutes.</p> <p>No detail has been released in the consultation report about the organisation of staffing during the week in September. I would urge parents not to listen to supposition on this matter as this level of detail will be established by the leadership team and governing body, if and when the proposal is approved.</p> <p>The impact of extending the day from Monday to Thursday will be monitored and evaluated. Indeed, the experience of learning at home compared to learning at school with peers and staff members will inevitably be different. As previously stated, every minute in school is precious, and will be used effectively, as is already the case. Lessons and tasks have always varied in duration, with positive outcomes as opposed to detriment to learners.</p>
	<p>I am against the proposed changes, I think it would be of great disadvantage for the pupils and the impression of the school.</p> <p>Taking away a full afternoon teaching session will not improve teaching standards. Taking an extra few minutes before breaks is not productive. An earlier finishing time</p>	<p>Levels of attendance are high at Birchgrove Primary School and we will continue to work proactively to maintain this. Any issues of unstable attendance will be addressed appropriately. The proposal may offer those who wish to do so, the</p>

on a Friday could reduce school attendance as some families could start their long weekend on the Friday morning as their children would only miss a few hours teaching. I can't see how it would 'support your parents'. Do the majority not work Fridays? It would be a very generous employer to allow their staff to finish early every Friday in time enough to collect their child by 1pm. You want to install new pedagogies which can only happen with a free Friday afternoon? Yet you state you have recently received recognition of excellence without denying a whole afternoon of teaching to your pupils. The pedagogy that you have currently adopted seems to be working. You have researched this model adopted by some schools in Wales. Have you researched how some schools in the UK have offered additional teaching sessions on the weekends and evenings? Education for our children, the pupils, is of such importance. I am totally appalled at this proposal.

opportunity to extend their weekend from 1pm on a Friday at the earliest. It is anticipated that children will stay for free-play Fridays for a variety of reasons, not solely because their parents are in work, although there will be a number of children staying for this reason.

This proposal does not place any requirement on other employers to change their employees' working hours, as provision for children to stay in school on Friday afternoons has been made.

To clarify, the proposal does not state that we can only implement 'new pedagogies which can only happen with a free play Friday afternoon.' It states that there is a link between pupil outcomes and collective teacher efficacy, which can only happen with dedicated time'. By introducing the new timings, we would enable teachers to have increased time for professional development, which would in turn be translated into enhanced learning experiences for the pupils.

The current school structure has served us well and this was affirmed in the Estyn inspection report last year. However, the Curriculum for Wales will become statutory to implement in the near future and this requires us to be bold and innovative in our thinking and organisation. We will always seek ways of being the best we can be, in a landscape that is continually changing. In relation to your question regarding researching how some schools in the UK have offered additional teaching sessions on the weekends and evenings, we are aware of the range of options schools in the UK offer, however we do not intend to implement teaching of pupils in the evenings or on weekends.

Appendix 6



Asymmetric Week **Parent Consultation Meeting** **Thursday 22nd April 9am**

Parents of:

**** Nurs
**** Y1
**** Y2
**** Y2
**** Y2
**** Y3
**** Y4
**** Y4
**** Y4
**** Y4
**** Y4
**** Y6

Introduction from Mr O'Brien:

Thank you for joining us today for our consultation meeting regarding a change to:

1. The start and end times of the school day;
2. Changes to the length of the school day on a Friday.

You will have all read our Consultation document and be aware the curriculum in Wales is changing. We need to ensure our staff in Birchgrove Primary School are equipped with the skills, knowledge and experience to design an innovative and creative curriculum for our pupils. The proposal's aim is to further raise standards and improve outcomes for our learners.

The benefit will be increased professional learning and thus development for staff, further upskilling the whole workforce. This will directly and positively impact on pupils through them gaining new skills and benefitting from getting an even better education as we evolve our practice, ready to implement 'Curriculum for Wales 2022'.

We will now show you a short presentation looking at 'What are the next steps in development for Birchgrove Primary School?'

**Presentation explaining proposal*

Questions:

Parent of ** Y2:**

As working parents who will rely on the Free Play Fridays and with the likely high demand of places, will spaces be guaranteed or limited?

There will not be any limit to places for Free Play Fridays.

Parent of ** Y6:**

As I currently work full time, I have used After School Club for childcare. Will After School Club definitely be finishing earlier?

After School Club will be available to parents until 5:20pm. However if the demand for later sessions is there, we will look into possibly extending.

Parent of **Y4:**

With the pandemic and all the changes that has brought, is this the right time to propose such changes after all of this upheaval? Also, I believe that the current changes since COVID have benefitted the children but could extra time be used to catch up on all they have missed?

Children have adapted well to the changes that COVID has brought to the school. The current changes run well and the school is much calmer and more efficient. We are taking the opportunity now to propose these changes and believe the time is right. If we were to wait, changes could not be implemented until September 2022. The only change in this proposal that is different to what is currently running is the Friday afternoon and Free Play Fridays, which will benefit the children in the long term. With the proposed structure, teaching time will increase.

Thank you for your questions and for attending today. Please contact the school with any further questions or queries. These will be shared with parents, alongside the Governing Body.

Asymmetric Week
Parent Consultation Meeting
Thursday 22nd April 5pm

Parents of:

**** Y2
**** R
**** R
**** Y4
****Y4
**** Y4
****Y4
**** Y4
**** N
**** Y3
**** Y3
**** Y3
**** Y1
**** N
**** Y1
**** Y6
**** Y4
****Y4
**** Y4
**** Y1
**** N
**** Y5
**** Y2
**** Y4
**** Y3

Introduction from Mr O'Brien:

Thank you for joining us today for our consultation meeting regarding a change to:

3. The start and end times of the school day;
4. Changes to the length of the school day on a Friday.

You will have all read our Consultation document and be aware the curriculum in Wales is changing. We need to ensure our staff in Birchgrove Primary School are equipped with the skills, knowledge and experience to design an innovative and creative curriculum for our pupils. The proposal's aim is to further raise standards and improve outcomes for our learners.

The benefit will be increased professional learning and thus development for staff, further upskilling the whole workforce. This will directly and positively impact on pupils through them gaining new skills and benefitting from getting an even better education as we evolve our practice, ready to implement 'Curriculum for Wales 2022'.

We will now show you a short presentation looking at 'What are the next steps in development for Birchgrove Primary School?'

**Presentation explaining proposal*

Questions:

Parent of ** Y1:**

With the proposed earlier finish on a Friday, will we need to sign up or book a place for Free Play Friday?

There will be a booking system in place to ensure that there will be enough staff available to supervise. Bookings will open on a Monday but there will not be a limit on places.

Parent of ** Y3:**

My son currently attends Birchgrove Comprehensive, are you aware if they are considering the same proposal? The proposal makes sense and is not a bad proposal to help children access hobbies and have family time but with older children in the Comp, this will not be possible.

We have made this decision as Birchgrove Primary and I'm not sure if Birchgrove Comprehensive are considering the same. This proposal offers professional development for staff to improve standards even further here at Birchgrove Primary. There is the opportunity for children to stay in school if the early finish is not convenient but parents may look forward to spending one on one time with a child.

Parent of ** Y4:**

After reading the proposal, it seems that teachers will only have every other Friday to develop their teaching. Will the two hours a fortnight actually benefit the children? Is there enough balance to ask for children to work longer days? Also, with the 45 minute session on a Friday and children's attention span, is this enough time for there to be productive teaching time?

Contracted teaching hours are completed Monday to Friday lunchtime and the Friday afternoon will be used for professional development. Whilst it may not seem that much extra time weekly or fortnightly, we are looking at this over a year; 28 ¾ hours of staff development over a year rises to 66 hours a year with this proposal. This can only benefit children and staff. Every minute of teaching here is productive teaching time.

Mrs Hockin explained about training that she has recently accessed which shows the reading deficit of being out of school. Children in school concentrate on different tasks of varying lengths and types of learning. The time will always be productively used.

Parent of ** Y2:**

Currently the school has staggered start times, will this continue in September if the COVID regulations return? If so, this will incur a loss of teaching time.

Welsh Government guidelines at present dictate that staggered entry and collection is essential. However we are hoping that COVID restrictions will have eased by September.

Parent of ** Rec:**

You are proposing a reduction in playtime and lunchtimes. Will children be able to focus enough on learning without sufficient breaks? Also with the reduced lunchtimes, will there be enough time for children to eat their lunch? We along, with other reception parents, are concerned that our children are coming home having not eaten their lunch, saying they don't have time.

Currently lunchtimes are an hour. However, children usually eat quickly and so this is a long time for children to be out on the yards. We notice children getting frustrated and some behavioural issues can be challenging when they are out on the yard for longer.

If you are concerned or think your children are not eating enough, please dojo their teacher as they will help to encourage to eat all of their food.

We are using a model where there are no breaks in the afternoons as we find that this disrupts their learning. Children are taking part in lots of outdoor learning which enables them to get the fresh air needed and to enjoy being outside doing physical activities.

Parent of ** Y2:**

Will Breakfast Club be reopening in September?

Yes Breakfast Club and After School Club will be returning in September.

Parent of ** Y3:**

Golden Time is currently on a Friday afternoon. Will children still have access to Golden Time? Also if your child is in Free Play Friday, can they be collected anytime from 1pm or at 3:20pm?

Golden Time is a key part of our Behaviour Policy here at Birchgrove Primary and it is very important to all of the children. Golden Time may take place at a different time during the week but it will definitely go ahead.

If needed, children can be collected from Free Play Friday at any time between 1pm and 3:20pm.

Thank you for your questions and for attending today. Please contact the school or send the response form back with any further questions or queries. These will be shared with parents, alongside the Governing Body.

Following the consultation meeting a supplementary question was received from a Y4 parent: Please could you provide the report Ms. Hockin mentioned in relation to 15 minutes being the ideal period of focused learning with the children. It will be interesting to read that and explore how it sits with the longer length school days from Monday - Thursday.

If you look at the Education Endowment Foundation website and look at the research into intervention and the effectiveness of teaching, there are a variety of strategies that we use regularly. When Mrs Hockin mentioned 15 minutes of focused teaching/activities, it is one of many daily strategies we use across the school day.

This sits perfectly into the structure of the longer school day and is also an example of something that we may possibly use during the short period of teaching you enquired about in the meeting. I hope you find this information beneficial.

Appendix 7



Class Dojo - Questions from parents regarding the consultation on adopting an asymmetric week.

1. What staff will be looking after the children on Friday afternoons?

A – A range of support staff will take the sessions.

2. Is there a cap on numbers?

A – No.

3. Is there provision for 400 pupils?

A – Yes.

4. Will there ever be a cap on numbers?

A – No.

5. Can you explain the difference between golden time and free play Fridays?

A- Golden time is an integral part of the positive behaviour policy and system whereas free-play Friday is free child-care for pupils requiring this.

6. Can TAs take Golden Time on a Friday and teachers can do their training then?

A – Golden time is staffed by teachers and TAs in order to deliver the activities, and is a relatively short session. Pupils enjoy the nature of the session, spending time with teachers and TAs together, learning new skills and developing personally and socially.

7. Will parents be informed of the training teachers have undertaken each Friday?

A – No this information will not be shared with parents.

8. What measures are in place to support children who already struggle with the length of the school day when the day is extended?

A – Children will be given support in line with their needs as and when they arise.

9. How is the decision going to be approved? Will parents get the percentages of parents who objected?

A – The governing body will make the final decision and will consider all stakeholders' decisions when making a decision. Parents will be informed of the decision and be given feedback gathered from the process.

10. As the school is already excelling, why would you need to further improve?

A – The school's motto of always be the best you can be means that we will always need to find ways of improving and developing.

11. Can the times between FP and KS2 be reduced from 10 mins to 5 mins?

A – No. These timings have been carefully planned to take account of fulfilling obligations for statutory teaching hours.



Asymmetric Week
Trade Unions Consultation Meeting
Tuesday 27th April 10am

Attending:

Matthew O'Brien – Headteacher
Mari Hockin – Deputy Headteacher
Hayley Steel – NEU Representative
Andrea Jones – NASUWT Representative

Introduction from Mr O'Brien:

Thank you for joining us today for our consultation meeting regarding a change to:

5. The start and end times of the school day;
6. Changes to the length of the school day on a Friday.

You will have all read our Consultation document and be aware the curriculum in Wales is changing. We need to ensure our staff in Birchgrove Primary School are equipped with the skills, knowledge and experience to design an innovative and creative curriculum for our pupils. The proposal's aim is to further raise standards and improve outcomes for our learners.

The benefit will be increased professional learning and thus development for staff, further upskilling the whole workforce. This will directly and positively impact on pupils through them gaining new skills and benefitting from getting an even better education as we evolve our practice, ready to implement 'Curriculum for Wales 2022'.

We will now show you a short presentation looking at 'What are the next steps in development for Birchgrove Primary School?'

**Presentation explaining proposal*

Questions:

HS – I love this idea in theory and I love the idea of dedicated time. However I'm conscious that increasing teaching time will increase workload.

Currently directed time is ADDS on a Monday and planning time on a Thursday. However we will also be incorporating a Friday afternoon for time for staff to plan together. There is a misconception regarding directed time and professional development but research shows that if this is built into a Friday afternoon, it will actually reduce workload.

HS – Will directed time continue on a Monday and Thursday?

These sessions will continue but there will be a reduction on a Thursday due to making use of the Friday afternoon.

HS – Have you yet calculated the amount of hours that will be as ‘directed time’?

These will be well within the 1265 hours. Workload will actually decrease. The additional teaching time is minutes, not hours, and can be taken out of the directed time on a Thursday.

AJ – Can I ask what are the arrangements for PPA? Teachers are entitled to PPA, outside of directed time.

PPA will continue as it is. Many schools are currently using a Friday afternoon to run their PPA but this is not what we are doing here. PPA will run within the working week.

Staff are excited to work within a progressive school. We have a funding grant from ERW to run an accredited Middle Leaders and Senior Leadership course but there is only so much time staff can give without dedicated time. There is a misconception amongst parents that professional development is just a course but it’s more than that. Staff work closely together to raise standards.

HS – What if courses or training are during the week and not necessarily on Friday?

These will still be accessible because it is still best practice to attend. The nature of training has changed, especially during recent times. There is more freedom and flexibility with training since COVID. Staff can utilise Teams to access training after the event. Culturally here at Birchgrove, staff access lots of professional development within their own time so they are welcoming dedicated time.

HS – How will this affect part-time staff?

This will depend on the individual. For example, 2 staff currently share a working week. Rather than work their hours weekly, they would prefer to work their pattern fortnightly to have the opportunity for professional development. Each case will be considered individually.

Staff currently access training and courses within their own time also but we have to remember that staff have families themselves. We were recently approached by ESTYN regarding home learning but we were very honest with them about parent misconceptions about how a school runs and what it looks like. ESTYN found ‘excellence’ because of hard working staff and the things that we have already put in place.

AJ – Have you had any feedback regarding the staggered start and end times?

Due to current COVID restrictions, we implemented staggered start and end times in September. We have found that this is the smoothest entry and collection that it has ever been. Congestion in the local community has eased and parking is more available. Also, learning is actually starting quicker regardless of the asymmetric week proposal. Foundation Phase will also have more time to dismiss and communicate with parents by the time KS2 come out.

HS – What has the feedback been from parents? Is there a perception that staff are on a jolly on a Friday?

We sent out over 440 consultation documents to parents and have also held 2 parent meetings, along with them having the opportunity to asking questions via Class Dojo. We have received over 100 responses, mostly positive. The main question that we have had has been regarding childcare on a Friday and how available this will be. I have reassured parents that this will be available for whoever needs it and it will not be limited.

The only objection we have had is regarding the local Comprehensive school finishing earlier and older siblings having to wait longer to collect younger siblings. Parents do not realise how lucky they are that older siblings are only a 5 minute walk away, unlike a lot of Comprehensives where parents need to be available to drive and collect from different schools.

HS – How will you staff the childcare whilst allowing space for teachers doing their professional development?

On average, TAs are currently on 25/27 hours a week. Rather than look at their time weekly, we will focus on it fortnightly so there will be enough staff on site for childcare.

There will be enough room in both of our large halls, for teachers to have a dedicated space to go to. We are extremely lucky to have the outdoor grounds that we do and we will take advantage of this. A recommendation from ESTYN was to share good practice throughout the school with regards to outdoor learning, so children can also make use of this on a Friday afternoon.

There is a perception that we will potentially have 440 children accessing childcare on a Friday but indicators show there will not be anywhere near that. Due to COVID and the change that has brought, parents' working hours are a lot more flexible.

HS – There is a concern that teachers may be caught up in childcare, as well as the extra teaching.

There are no plans for teachers to support childcare. TAs will be available, alongside the Deputy Headteacher and Headteacher should there be any issues.

HS – Can staff, who are meant to be at home, stay in school on a Friday?

As a Leader, I am aware that people work differently and we need to enable that. There is no requirement for anyone to stay in school and it is not necessary.

HS – If a teacher is seen out and about or going shopping on a Friday afternoon, are we then looking at disciplinary action etc?

No. Teachers will have worked their contracted hours during the week so what they would choose to do outside of those hours, is up to them.

AJ – If research is being carried out and this requires classroom based research, this will then be extra work.

Our Professional Development budget can be utilised and available if needed. Friday afternoons are on top of the professional development they are already receiving.

HS – Will there be a focus and structure to Friday afternoons? Is this a whole school approach or personal choice?

Staff choose their own research and this is varied across the school. However ESTYN's recommendation was to share best practice with outdoor learning and this is a whole school approach. This will obviously impact on individuals as well as the whole school.

The current grant funding for us to create an accredited middle and senior leaders course, which will be recognised across Wales, is exciting. There will be a difference between this being a school-lead course to a company running it. Many of our middle leaders here are doing the role of senior leaders in other schools. ESTYN recognise this and have also asked us to write case studies regarding what is happening here at Birchgrove Primary.

Thank you for your questions and for attending today. If you have any further questions or queries, please do not hesitate to email me.

Appendix 9



Asymmetric Week **Local Authority Consultation Meeting** **Tuesday 27th April 11am**

Attending:

Matthew O'Brien – Headteacher
Mari Hockin – Deputy Headteacher
Damien Beech – Lead Challenge Advisor
Sarah Loydon – Challenge Advisor
Claire Abraham – School & Governor Unit

Introduction from Mr O'Brien:

Thank you for joining us today for our consultation meeting regarding a change to:

7. The start and end times of the school day;
8. Changes to the length of the school day on a Friday.

You will have all read our Consultation document and be aware the curriculum in Wales is changing. We need to ensure our staff in Birchgrove Primary School are equipped with the skills, knowledge and experience to design an innovative and creative curriculum for our pupils. The proposal's aim is to further raise standards and improve outcomes for our learners.

The benefit will be increased professional learning and thus development for staff, further upskilling the whole workforce. This will directly and positively impact on pupils through them gaining new skills and benefitting from getting an even better education as we evolve our practice, ready to implement 'Curriculum for Wales 2022'.

We will now show you a short presentation looking at 'What are the next steps in development for Birchgrove Primary School?'

**Presentation explaining proposal*

Questions:

CA – Firstly, I think you are very brave to be the first school to propose this and potentially allow schools to jump on your bandwagon. I can see that you do not have any children who require transport so there are no issues there. Have you spoken to HR regarding the proposal?

Yes and I have also spoken with Stephen Holland from Legal to ensure that the proposal is within Welsh Government guidelines. With regards to HR and staffing, there are no plans to change staff contracts. However TA hours will be worked fortnightly, rather than weekly. We have not received any objections from staff.

CA – I can see you have allocated two sessions on the Friday. How practical is this? Is the second session long enough to be beneficial?

Every minute of every day here is vital and productive teaching time. The second session will not just be for the sake of it, teachers will ensure it is beneficial for pupils. We already use a variety of strategies here, such as short sharp sessions which pupils really respond to.

CA – With regards to the Free Play Friday, is this classed as childcare? If so, are you CIW registered?

The school is already registered with CIW through Flying Start so should we require more than two hours of childcare, this will be considered. We have spoken with CIW already and there is no reason why we cannot add extra sessions to our current registration.

CA – Friday afternoons are childcare, will this then be manned by TAs? Do they have the relevant qualifications to be responsible for the Free Play Friday? Will parents have to book a place in advance?

Yes TAs will be in and Free Play Fridays but should there be any issues, the Deputy or Headteacher will be available.

We will ask parents to submit a booking for the Free Play Friday on the Friday before in order to ensure we have enough staff and provisions available. However should a parent contact us the day before in an emergency, we will be as flexible as we can to accommodate them. We have had indications from parents already with regards to numbers and the majority of parents have selected 'occasionally' rather than 'weekly'.

DB – In my personal view, the proposal is very interesting and exciting as it is built on development of staff. However will there be a focus for professional development?

We have a 3 year action plan here at Birchgrove Primary which we hope will make an impact on the school. As a starting point, one focus will be on researching the impact of outdoor learning across the school. There will be staffing changes in September to encourage staff to continue to develop the phases across the school. Individually, there is scope for staff to have freedom and explore their own focus.

There is a misconception that a Friday afternoon will be used for PPA. This is not what this is for. PPA will run as normal during the working week.

We're also conscious of staff wellbeing and believe that there needs to be dedicated time for professional learning and development for all staff. This will obviously in turn, continue to raise standards even further.

SL – From my point of view, I am confident that it benefit the professional development of staff. Birchgrove are currently striving to improve even further and build on their current excellent practice. This will produce wider opportunities for staff.

We are currently working towards a grant to produce an accredited course for middle leaders and senior leaders. It will be interesting to show this from a school's point of view and what the working day of a school is really like. We're excited for the opportunity to impact on other schools and the community. What we're doing here can only impact children going into Years 7,8 and 9 and expand the knowledge base of others.

Looking long term, we're continuing to develop as an SLO to enable us to be self-sufficient. This can also only benefit and develop pupils, staff, parents and the local community.

SL – Of course you will monitor the impact of this and take this into consideration of how it is benefitting everyone in the community.

We need qualitative data to link how this will develop within Welsh Government. We'd like to be ahead of the game here and ready to implement strategies. Governors here have recognised this and have set a 3 year performance management target. We're confident with this plan in place for the implementation of the new curriculum.

SL – This will be beneficial for all and I am personally interested to see the impact of the exciting opportunities at Birchgrove Primary.

DB – I'd like to echo that.

We have also consulted the children for the proposal and it has been very positive and interesting to see their thoughts. Children are very keen and can themselves see how this will benefit them and the school.

CA – Can I also just ask, if meetings are needing to be arranged during the week rather than on a Friday afternoon, will this be possible and will staff be happy to do this?

The majority of meetings will be flexible if needed during the working week. For example our ALCNo is in class two days a week so will continue to be available during the other 3 days for any meetings etc. Directed duties will continue as normal.

CA – Also looking at Nursery, these sessions will continue on a Friday afternoon. Do staff feel left out or concerned?

Currently a HLTA runs our nursery. She will be able access professional development like everyone else.

DB – I have emailed you Claire just to confirm who will be drafting the response to ensure it is submitted in readiness for the 30th.

Thank you for your questions and for attending today. If you have any further questions or queries, please do not hesitate to email me.

Appendix 10

Dear Mr O'Brien

Thank you for sharing the Governing Body of Birchgrove Primary School's consultation document relating to the proposal to change:

1. the start and end times of the school day; and
2. changes to the length of the school day on a Friday

Through the consultation document and the online consultations held with stakeholders, it is clear that the school has:

- considered and complied with the legal duties in relating to changing timings of the school day
- consulted effectively with a wide range of stakeholders that includes staff, parents, pupils, trades unions, the Education Directorate of the Local Authority (LA) and other partners of the school
- a detailed proposal that outlines the rationale, timings, practical arrangements and potential benefits for the school community.

School improvement advisers (SIAs) and an officer from the School & Governor Unit engaged in the consultation process during which school leaders clarified elements of the proposal and how the school will collaborate with SIAs to monitor, review and report on the impact of the changes. It is clear that the motivation is to promote opportunities for professional learning which will in turn enhance teaching and learning opportunities for children.

It is noted that you have paid consideration to potential impact of vulnerable children and have plans in place to ensure they are not disadvantaged and indeed, are targeted for attendance on a Friday afternoon where appropriate.

We would ask that you ensure that you have consulted with the Home to School Transport team as the school may be liable for any additional costs should any transport contracts need to be amended as a result of the proposed changes.

Finally we would like to ask that governors ensure, as part of their final decision making, that any staff required to provide the childcare provision on a Friday afternoon are not disadvantaged in the way in which they are able to access professional learning and are afforded the same opportunities as other staff members.

On the basis that the proposal is intended to enhance and improve provision and will remain under review the Education Directorate do not have any objections. We trust that the governing body will consider all responses to the consultation and also request that a consultation report is produced and circulated to all consultees once all responses have been considered. Please keep us informed of developments.

Cofion/Regards

Helen



Helen Morgan-Rees

Cyfarwyddwr Addysg
Director of Education

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Appendix 11

Legal Framework

Relevant Extracts from the Governors Wales Handbook

1. The Education (School Day and School Year) (Wales) Regulations 2003 apply to schools maintained by LAs and to special schools (whether or not so maintained). They make provision (among other things) for a school day which is ordinarily to be divided into two sessions (with a break in the middle), and for schools (other than nursery schools) to meet for at least 380 sessions, which equates to 190 days, during any school year.

Setting the School Day and Term

6. Section 32 of the Education Act 2002 states that:

- In the case of community, voluntary controlled or community special schools or a maintained nursery school:
 - i. the LA shall determine the dates when the school terms and holidays are to begin and end;
 - ii. subject to paragraphs 7 and 8 below, the governing body determine the times of the school sessions.
- In the case of foundation, voluntary aided or foundation special schools the governing body determines the dates when the school terms and holidays are to begin and end, subject to paragraphs 7 and 8 below, and the times of the school sessions.

7. Following the coming into force of the Learner Travel (Wales) Measure 2008, every LA in Wales has a responsibility to promote sustainable modes of travel and to improve the effectiveness of travel arrangements made, or to be made, under the Measure.

8. Section 21 of the Learner Travel (Wales) Measure 2008 amends Section 32 of the Education Act 2002 to allow that, where a LA is satisfied that changing a school's session time at the beginning or end of a school day, would promote sustainable modes of travel or would improve the efficiency and effectiveness of travel arrangements, it can change those times.

9. The power of a governing body of a foundation, voluntary aided or foundation special school to fix the dates of terms and holidays is unchanged by section 21.

Changing of School Session Times

10. The Changing of School Session Times (Wales) Regulations 2009 came into force on 1 April 2009 (and revoked the Changing of School Session Times (Wales) Regulations 2000).

Procedure for Changing School Session Times by a Governing Body

16. Part 4 of the new regulations prescribe the procedure to be followed by a governing body of a community, voluntary controlled or community special school or a maintained nursery school when it proposes to make any change in the times of school sessions (or, if there is only one, the school session). In such a case, the governing body must:

- a. consult the LA, the head teacher and all the other staff of the school; and
- b. prepare a statement:
 - i. indicating that it proposes to make a change in the times;
 - ii. specifying the proposed change and when it is proposed that it should take effect;
 - iii. drawing attention to any comment on the proposal included as an annex to the statement by virtue of paragraph c. and including such response to the comment as it may consider appropriate; and
 - iv. giving details of the date, time and place of the meeting which it is required to hold and explaining that those unable to attend the meeting may submit written comments on the proposed change before the meeting takes place;
- c. if so required by the LA, include as an annex to that statement such written comment on the proposal as the authority may provide for that purpose;
- d. produce the statement and any annex in such language or languages (in addition to Welsh or English), if any, as it considers appropriate or as the LA may direct;
- e. take such steps as are reasonably practicable to secure:
 - i. parents of all registered pupils at the school are given (free of charge) a copy of the statement and any annex, not less than two weeks before the meeting, and
 - ii. copies of the statement and any annex are available for inspection (at all reasonable times and free of charge) at the school during the two week period immediately preceding that meeting;
- f. provide an opportunity for discussion of the proposal at a meeting which is open to:
 - i. all parents of registered pupils at the school;
 - ii. the head teacher and all the other staff of the school; and
 - iii. such other persons as the governing body may invite;
- g. consider any written comments submitted in accordance with paragraph (b)iv. and any comments made at the meeting on the proposal, before determining whether any change in the times should be made and (if so) whether the proposal should be implemented with or without any modification.

17. If the governing body determine to implement the proposed change (with or without modification), it must, not less than six weeks before any change in those times is to take effect:

- inform the LA of the change and of when it is to take effect; and

- take such steps as are reasonably practicable to secure that the parents of all registered pupils at the school are so informed.

18. Where the change concerns the start or end of the school day the period referred to in paragraph 17 must not be less than three months.

19. A change in the times of a school session must only be made so as to take effect:

- where it affects the start or end of the school day, **at the beginning of a school year**; and
- in all other cases, at the beginning of a school term.

20. The proceedings of any meeting held under this part of the regulations are to be under the control of the governing body.

Length of School Sessions

21. Sessions must allow sufficient lesson time to deliver a broad and balanced curriculum that includes the national curriculum and religious education. Schools are free to decide the length of each lesson but current recommendations per week are as follows: Age	Suggested minimum weekly lesson time (hours)
5-7	21.0
8-11	23.5
12-16	25.0

22. The suggested minimum weekly lesson times relate to the hours during which pupils are being taught. The recommended lesson hours above include religious education but do not include the act of collective worship, nor do they include registration or breaks. Enough time should be allowed within school sessions for all these activities.

23. For special schools the timings may be more flexible. They will need to allocate time for activities particular to the requirements of their pupils, such as training in mobility, signing or the use of Braille and for any medical treatments required. They also need to take into account the length of time that pupils spend each day travelling to and from school. However, in general, special schools should regard the guidance in paragraphs 21 and 22, above, as representing a level of provision to which they should aspire where practicable and where it is in the educational interests of the individual pupil. When determining hours of taught lessons, special schools should bear in mind the range and level of work being undertaken by pupils as well as their chronological age.

24. The head teacher must make information available to parents and others about the starting and finishing times of the school sessions.

Relevant Sections (in summary form) of the United Nations Convention on the Rights of the Child

article 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Equalities

(Extracts from EHRC guidance document for schools)

There is a general duty which requires schools and colleges (as well as other public bodies in Wales) to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a relevant protected characteristic and those who don't, and
- Foster good relations between people who share a relevant protected characteristic and those who don't.

The general duty covers the following protected characteristics; age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The broad aim of the general equality duty is to integrate consideration of the advancement of equality, non-discrimination and fostering good relations into everything you do.

Equality Impact Assessment Screening Form

Section 1
School: Birchgrove Primary School
Person Completing: Matthew O Brien - Headteacher

Q1(a) WHAT ARE YOU SCREENING FOR RELEVANCE?

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(b) Please name and describe here:

We are consulting on changes to the school day on a Friday from Sept 2021. Official sessions would cease at 1pm to allow for staff development activities. The school will arrange free activities for the children of parents who, due to work or other commitments, would be unable to collect their children at 1pm. It is not proposed to reduce teaching time for pupils below any recommended levels.

Q2(a) WHAT DOES Q1a RELATE TO?

Direct front line service delivery	Indirect front line service delivery	Indirect back room service delivery
<input checked="" type="checkbox"/> X (H)	<input type="checkbox"/> (M)	<input type="checkbox"/> (L)

(b) DO YOUR CUSTOMERS/CLIENTS ACCESS THIS...?

Because they need to	Because they want to	Because it is automatically provided to everyone in Swansea	On an internal basis i.e. Staff
<input type="checkbox"/> (H)	<input type="checkbox"/> (M)	x (M)	<input type="checkbox"/> (L)

Q3 WHAT IS THE POTENTIAL IMPACT ON THE FOLLOWING...

	High Impact (H)	Medium Impact (M)	Low Impact (L)	Don't know (H)
Children/young people (0-18)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Q4 WHAT ENGAGEMENT / CONSULTATION / CO-PRODUCTIVE APPROACHES WILL YOU UNDERTAKE?

Please provide details below – either of your planned activities or your reasons for not undertaking engagement

We are in the process of consulting every affected parent and pupil as well as consulting other key stakeholders such as staff, trade unions and the Local Authority.

Q5(a) HOW VISIBLE IS THIS INITIATIVE TO THE GENERAL PUBLIC?

High visibility

(H)

Medium visibility

X (M)

Low visibility

(L)

Proposal will be known by all parents and pupils of the school but less so by the wider public.

(b) WHAT IS THE POTENTIAL RISK TO THE SCHOOL'S REPUTATION? (Consider the following impacts – legal, financial, media, public perception etc...)

High risk

(H)

Medium risk

(M)

Low risk

X (L)

Q6 Will this initiative have an impact (however minor) on any other School service?

Yes

X No If yes, please provide details below

Q7 HOW DID YOU SCORE?

Please tick the relevant box

MOSTLY H and/or M → HIGH PRIORITY → EIA to be completed

Please go to Section 2

MOSTLY L → LOW PRIORITY / → X Do not complete EIA

NOT RELEVANT

Please go to Q8 followed by
Section 2

Q8 If you determine that this initiative is not relevant for an EIA report, you must provide a full explanation here. Please ensure that you cover all of the relevant protected groups.

The proposal seeks to re-organise the school day. Mitigations are proposed so that no parent will be forced to collect their child at 1pm and lesson time will be maintained in accordance with WG guidelines. Free child care provision will be provided on Friday afternoons. There appears to be no specific discriminatory impact of the proposal to warrant a full equality impact assessment be completed. However, I would recommend the Governing Body pay close attention to the consultation responses should an issue be raised during that process of engagement.

Section 2

Screening completed by:
Name: Matthew O Brien
Job title: Headteacher
Date: 29.04.21