



## Hodgson Academy Parental Feedback Questionnaire

### Half term 3: 'You Said, We did'



#### Your Feedback Matters

At Hodgson Academy, we deeply value the insights and perspectives of our parents and students as we strive to provide the best opportunities for every member of our school community. Your voices play a vital role in shaping the continued growth and success of our school.

Last half term, our parent voice survey gathered over 200 responses, focusing on homework, co-curricular provision and progress reporting. To keep everyone informed and demonstrate the impact of your input, we have created a '**You Said, We Did**' summary of the main themes identified. This highlights how feedback from parents and students is shaping our school's direction.

We are delighted to share some of the key positives highlighted by many of you:

- **Co-Curricular Activities** – Parents value the variety and quality of clubs, with teachers praised for their enthusiasm and engagement.
- **Supportive Pastoral Team** – The pastoral team and teaching staff members recognised for their excellent support and impact on student well-being.
- **Effective Homework Communication** – Most teachers effectively use Arbor to communicate homework expectations, providing clarity and structure.
- **Positive School Environment** – Parents appreciate the welcoming atmosphere, with many children settling in well, in particular the transition from primary to high school.

You Said	We Did
I feel that my child spends too much time on online platforms for homework, which can sometimes be demotivating and counterproductive.	The Science department has transitioned to paper-based homework for Year 7 and Year 8 this academic year. Additionally, students will not be required to spend more than one hour per subject on any online platform. By managing their schedule, students should not exceed a total of five hours of homework per week across all subjects. Year 7 and Year 8 students will have a reduced overall homework load. Miss Buckley has emailed about the new school homework approach for Years 7 to 10 to parents and guardians.
Arbor is not consistently updated, causing confusion about overdue assignments and completed work.	We are exploring a new parental and student app to centralise and simplify communication. While we strive to keep Arbor updated, a homework log will also be available to track incomplete assignments and house points are issued to track completed homework. Additionally, homework for all subjects will now be set on Mondays, with a due date the following Monday, ensuring a clear and consistent schedule.
We struggled to book appointments with key teachers due to limited availability. Short appointment times made it difficult to have meaningful discussions regarding student progress.	Whilst we are unable to extend the time allocated for parents evening and the appointment slots, parents and guardians are encouraged to contact their child's teacher via email at any time throughout the year. If needed, follow-up meetings or phone calls can be arranged to address concerns in more depth.



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<p>The system for reporting student progress is inconsistent and seems unclear. We do not fully understand how grades are determined and what they represent.</p>	<p>Prior to report distribution, we included grade descriptors in an accompanying letter to clarify grading criteria. However, prior to the summer report we will create a leaflet with a more thorough explanation of our grading system.</p>
<p>Frequent use of substitute teachers has impacted classroom consistency and my child's progress in some subjects</p>	<p>Whilst our preference is for students to be taught by their assigned teachers, staff absences occasionally necessitate the use of cover teachers. We closely monitor affected classes and implement plans to ensure subject specialists cover prolonged absences.</p> <p>Additionally, we conduct lesson observations to maintain a calm and productive learning environment. To further support consistency, we have three internal cover supervisors, ensuring that students are more likely to be taught by familiar staff members.</p>