



Banbury Crossroads School

Parent Questionnaire

2015 - 2016

The following questions will initiate a process of open communication and provide the necessary background information to help us plan the best education for your child. If you have additional comments, feel free to provide them in the NOTES section attached to the end of the Questionnaire. Thank you for taking the time to help us get to know you and your child.

1. Why are you considering Banbury Crossroads School?

2. If your child has attended school elsewhere, what was his/her experience there?

3. Banbury Crossroads School provides a variety of ways to learn: auditory, visual, tactile, peer learning, direct instruction, independent learning and collaborative mentoring. How do you perceive your child's learning style preferences?

4. What aspects of your child's development best indicate potential success when learning at school? Please indicate such characteristics as talents, motivation, persistence, working memory (long-term and short-term memory) and ability to focus.

5. When your child was between 3 and 5 years old, what interests did he/she demonstrate? What interests does your child have today? To what extent has your child pursued his/her interests?



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6. How does your child respond to actively exploring the cultural and environmental aspects of the outside community? What social and communication skills does he/she possess for dealing with strangers?

7. How has your child demonstrated the ability to initiate projects, organize his/her own learning and actively pursue creative endeavors?

8. How does noise level affect your child's ability to concentrate? How proactive is your child in seeking an appropriate setting for concentrated work?

9. Does your child have any academic or behavioral impediments that may interfere with his/her learning in this environment? We accept students who require more effort and dedication on the teachers' parts, but it is imperative that we know what we are dealing with. Honestly between parents and teachers is essential, in order to meet the child's needs.

- a) Impediments:

- b) Suggestions for overcoming these impediments within the School:



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10. At Banbury Crossroads School, students progress academically at their own rate. One aspect of this approach is that it is based upon the specifics of each unique student's previous accomplishments, and so each one begins where they left off elsewhere. We do transitional and gap teaching, when appropriate. Are you aware of any transitional or gap teaching that your child needs?

11. This is a **student-paced school**. Student progress will depend upon where students begin, and then upon how they proceed in this school environment. This is somewhat unpredictable. It will vary according to their academic abilities, their health, their social and emotional issues and their motivation to put effort into new ventures and challenges. This may mean that a particular student does not complete a year's worth of curriculum in all the subjects in one year. That student may want to complete the curricular work during the summer, or else proceed with it during the upcoming autumn. The point is that they are engaged in deep learning, not that they are rushing to "cover" the curriculum. The point is also that *they are working at a level that reflects their ability*. On the other hand, a student may accomplish more than one year's worth of the curriculum in some subjects. Do you feel comfortable with these possibilities?

12. Another aspect of a student-paced school is that students may be working either ahead or behind their peer group. All students are following individual programs tailored to their own specific needs, interests and abilities, and therefore we do not compare them, one with the other. Competition between students is not stressed. How do you view this perspective?



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13. At Banbury Crossroads School, academic excellence is pursued, as applicable for each individual student, but it is not the sole motivating factor in school pursuits. **Physical, emotional, social and creative development** is also important. When assessing growth in any of these areas, we use a variety of assessment tools, including observation, rubrics, projects, tests, essays, journals, oral exams and anecdotal notes. How do you view the assessment of the various aspects of the "whole child" as it pertains to your child?

14. Character development is a major Banbury goal, with the focus being the child's creation of his/her own character. To this extent, we believe that children's logical and moral reasoning, as well as their emotional and social development, requires dedicated time at school, such as through individual and small group discussions at teachable moments. How do you see our School complimenting your family's effort in this regard?

15. Our philosophy dictates that a wide variety of experiences, both internal and external to the School's facility, are vital to a well-rounded and balanced development of our students. How do you perceive our provision of field trips, volunteerism, internships, out-of-country trips and special projects occurring within the School and in the wider community?

16. In this School, it is part of our philosophy that students are free to move about from place to place, in order to switch activities, to explore the materials available to them, to choose appropriate places for exploration and work, and to independently organize their study time. We believe this movement is productive and healthy. How do you view such movement?



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17. We believe that effective learning occurs between teacher and student when both parties are devoted to its achievement through a collaborative effort. We also believe that parents play an important role in inspiring and supporting their child in their development. Are you in agreement with these beliefs?

18. Goal setting requires the talents and experience of professional staff and the interests and motivation of engaged learners. If your child's goals and abilities are not aligning with your wishes for them, will you nevertheless support them in achieving those goals which have been arrived at collaboratively, and which they are capable of, and are most meaningful to them?

19. How important is it to you that your child be actively occupied in an obvious learning pursuit at any given time during the day? What value is there in daydreaming or sitting and thinking?

20. We are committed to multi-aged grouping of students. It encourages children to take leadership roles, to use peer instruction, to negate the social penalties of students working at their own rates, and to develop confidence and comfort at working with people of all ages. What is your perspective on this approach?
