

Campie Parent Council Meeting 6 December 2016

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| Attending | Laura Munro (Chair), Shona Blakeley (minutes), Hazel Sayers, Ailsa Duncan (till 8pm), Jenna McBirnie, Colin Liddell, Tansy Main, Stuart Jackson, Susan Heaton, Hazel Sayers From 8pm Clare Paterson |
| In attendance | Pauline McKay (HT) Sara Robson (DHT), John Williamson Hamish Brown, Craig Beattie, David Degg, Chris Trotter, Karen Andre, Catherine Chalmers, Jeff Wright, Mike Smith, Tracy Duncan, Kirsteen Wishart, Heather Doyle, Alan Kerr, |
| Apologies | Elizabeth Hunter, John Williamson |

| Serial | Agenda Item | | Action |
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| 1. | Welcome & apologies | | |
| 2. | Minutes of last meeting | Approval by email | All |
| 3. | Matters arising | <p>School Lottery – Campie signed up, local prize and national prize. 40% of income comes back to school. Due to be advertised in 2017</p> <p>Easy Fundraising – raise while you shop; the more people signed up the more income that can be raised.</p> <p>Christmas Cards – organised by one volunteer on the parent council. Changed company, sold 100 tea towels and almost the same amount of mugs.</p> <p>Raise circa £350 every year, this time we have raised £800!</p> <p>Income can be raised from more orders.</p> <p>Newsletter due out this week with info cards, fair, playground.</p> <p>Local Area Partnership – dates circulated.</p> <p>Christmas Fair – now have 4 first aiders.</p> | |
| 4. | Sub-group reports | <p><u>Fundraising Group:</u> Ready for the Christmas Fair – just enough volunteers. Could do with more.</p> <p><u>Comms:</u> Newsletter due out with content about C4E Lynne Kerr – has been supporting comms with fair</p> <p><u>Grants</u> There has been considerable research done and some conversations with Trustees. This has led to the understanding that if we were to develop a separate constitution for Campie Community (i.e. NOT a parent council one with reference to statutory responsibilities) that we would be able to apply for more grants and might have more chance of success with the grants we can already apply for.</p> <p>Constitution update</p> <p><u>Playground</u> ScotRail application – unsuccessful MUGA – ELC Mark Nelson approval that ELC will project manage the work. Tansy and Elizabeth meeting Mark to discuss this further. Ailsa Duncan knows of a community group that might be interested in using the MUGA and therefore might lead on an application to a possible funder</p> | <p>All</p> <p>Laura</p> <p>Ailsa/Shona</p> |

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| 5. | Treasurer's Report | <p>All Halloween expenses have been paid, there might be more. Balance £6,600</p> <p>Christmas card income still to be added Christmas Fair income likely to be good</p> | |
| 6. | Head Teacher's report | <p>Notes from report: We want to talk through questions that have been submitted Response to the data – we want to provide reassurance to you all. How the data sits and reflects the background. Set the context C4E tracking within a level, through a level. Children are fluid in their learning. Some aspects might go 'up a level' some might still be working through something else. Schools and teachers given a certain amount of autonomy to record the learning. Nothing nationally provided to teachers for allocating levels Professional discussion between school and professionals Reporting process – 2 years ago, working within a level; this year it was about the level they had achieved with narrative about progress within levels.</p> <p>Schools used different language which could be decided independently by the school. As part of tracking within Campie, we chartered progress (developing, consolidating, secure). Campie adopted something that was more like the national recording. Data was reported – statutory need. Based on a best fit.</p> <p>Guidance about the achievement of a level came AFTER the deadline for submitting the data. Campie attempted to do the best that they could without the draft benchmarks. Draft benchmarks were a national reflection of the national difficulty in assessing against a level for which there was no criteria. Question Nadine – would using the benchmarks make a significant difference? PM – another part of the jigsaw about the data. SR – teachers have only had the benchmarks since August, didn't have this before. PM - teachers will need professional development about this. All assessment before this was entirely teacher judgement and moderation KA – cluster benchmarking? Musselburgh should have been more consistent. Campie is going to report on the achievement of a level against these benchmark. Staff working collegiately to develop this. Assessment has to provide EVIDENCE of ACHIEVEMENT of a level that can be confidently reported upon. School becoming more data rich – it's how school uses that data. PIPS p1 INCAS p3 and p5 AR p4 – p7 – robust information. Campie has devised a system to make the links between this, can plot progress. Look for correlation between these areas.</p> | |

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| | | <p>If professional judgement gives a different result then that needs to be explored further. Within the data – might be able to identify some children for the cause for concern pathway.</p> <p>Challenge for Campie is the number of HTs (6 in 9 years) has HAD an impact in improvement and rate of change in a school. Changes in the senior leadership team have had an impact. Now have a more robust tracking system that has improved since SR has joined. More settled leadership team.</p> <p>Campie aims to be at the forefront of providing information about their children’s progress.</p> <p>SM: Data submitted in June – P4 only had 33% achievement? What’s been done since then? If that is the teacher’s perception – the result is terrifying? Raising attainment is a big part of the SIP? JM – how does INCA and PIPS compare with data submitted? PM helps identify where the challenge is and where support is needed. Backs up children who have achieved. Not mapped against the data that has been submitted. Report cards not at end of session which was a considered step. As next steps could get lost in the transitions between years over the summer break. Benchmarks Experience and Outcomes grouped into bunches? Each child works at the level that is most appropriate to them. New teachers shouldn’t affect experience as their in continuity in the learning exp. Transition policy. Pastoral and educational.</p> <p>Question from floor – Campie has got the experience wrong. PM reported with the evidence they had</p> <p>What next – effect change in attainment.</p> <p>BIG change is about the Es&oS don’t have to reach everyone within a level to achieve that level. This will be underpinned by professional judgement and data in the school.</p> <p>Teachers now have the tools they need to make accurate judgement of level.</p> <p>Tracking and progression for maths and numeracy is new and being implemented Writing tracking system has been started – lets teachers know what skills need to be taught next.</p> <p>Is there room for improvement in the expectation for what children could achieve? Homework? Parent feels left in the dark.</p> <p>More information about what’s coming next? There has been some homework that hasn’t been taught in class, home experience first then later in class.</p> | |
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| | <p>It's not all about the data – it's about the experience. The quality of learning and teaching is the most important thing. Get this right and the data will follow. Data is the end product. We're always going to say 'how can we make this better'</p> <p>Worry about the majority of children not reaching a level.</p> <p>SIP focused on raising attainment.</p> <p>Difficult news for teachers to hear as well, but has galvanised the teaching body. Staff involved in curriculum development teams.</p> <p>Specific action plans for P4, 5, 6, 7 so that when they reach the Grammar are as prepared as they possibly can be. Reputational damage that is out there and can't be undone.</p> <p>Parents feel disengaged from the response process.</p> <p>PM – important feedback regarding response from school.</p> <p>Support from council – figures good, bad or indifferent something needs to be done.</p> <p>School needs a monthly newsletter.</p> <p>Confusion from forum as to who the information is coming from.</p> <p>Can't predict where the changes we've made are going to go.</p> <p>Systems put in place are all designed to raise attainment. To make a difference.</p> <p>Q - Set targets internally?</p> <p>PM It's more about what's happening for individual children.</p> <p>Will be more guidance about reporting</p> <p>Parents need more transparency</p> <p>If a child is experiencing barriers to learning parents will find out early</p> <p>Philosophy C4E that each year group didn't have a curriculum. It would become a tick list.</p> <p>33% of last year's P4 – are they being challenged further...</p> <p>Additional needs includes those children who are performing above expectations.</p> <p>Maths challenge</p> <p>Would curriculum evenings help? Now's a good time to act upon in interest.</p> | |
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| | | <p>Tracking information – teachers’ time can be more streamlined and therefore more effective. So the time that teachers spend is sent on making the biggest impact for children, in raising attainment.</p> <p>Literacy benchmarks (moderation across Musselburgh cluster) first level readers have moderated within the school within teams. Benchmarks included in the moderation process,</p> <p>National picture means that wherever you are (Aberdeen or Musselburgh) there is a shared understanding of what attainment means.</p> <p>Support from Fiona Robertson.</p> <p>Anti-bullying week, child came home with positive messages. Bullying impact on child’s willingness to attend school.</p> <p>ELC have been working with Respect-Me on a consultation report. Re bullying within Health AND WELL-BEING</p> <p>Values of Campie community have to be really, really obvious. Respect Me approach is not about labelling individuals.</p> <p>Emotional literacy is also being supported by the curriculum.</p> <p>ACTION: Plain English and different versions of the SIP</p> <p>ACTION: Link Pauline to marketing expert. Shona</p> <p>ACTION: Attainment update from school? What is happening for my child in my class?</p> <p>Termly newsletter from each year stage?</p> <p>Best way to get parents into school is to have their children involved. Maybe have children involved.</p> <p>ACTION: School offer a few options about what they can do, offered out to parent forum for a vote. Then deliver.</p> <p>TESS – Article references East Lothian and the data. (2 December)</p> | |
| 7. | Tabled Information | Please see tabled information circulated by chair in advance of meeting and also between meeting dates | All |
| 8. | AOB | | |
| 9. | Date of next meeting (s) | 18 Jan 17 22 Feb 17 21 Mar 17 26 Apr 17 23 May 17 21 Jun 17 23 Aug 17 19 Sep 17 25 Oct 17 PC meeting and AGM | |