



Biggar High School Parent Council October 19th Meeting minutes

Attending: FN (Chair)/ KC/KA/WJ/CW/KM

Apologies: SH/ + + + +

ITEM	DETAIL	ACTION
<p>1) Minutes of previous meeting/ matters arising</p>	<p><u>Staffing-</u></p> <ul style="list-style-type: none"> ➤ Home Economics vacancy- advert out with hope to fill by end of year. ➤ Geography- Ms Gibney taking on Development Officer role with SLC. Ms MacDonald will slot in to take on Geography classes. <p>School has been allocated additional 1.4 FTE core staffing- decisions to be made based on future planning needs.</p> <p><u>Core Curriculum-</u> gap between what Scot Gov has allocated via SLC and what pupils/ parents pay for core materials in Art/ Home Ec/ Technical is significant. Local authority challenging this at national level.</p> <p><u>3G surface-</u> seagulls have returned. Long term solutions in place for next year but PE delivery affected by areas of pitch being unusable on health and safety grounds.</p>	

	<p><u>Homework texts</u>- as requested, information to parents now split into two categories- 'homework not completed' and 'homework not completed satisfactorily' to allow parents clearer focus on any actions needing to be taken to support their child.</p> <p><u>Parent Cloud</u>- remote parents' evenings- SLC have purchased a remote platform for use in schools. Pilot with S1 in November. School looking at facilities of the package in relation to parent and staff use and information will go out to S1 parents in due course.</p> <p><u>SQA exams</u>- exam diet will run in May 2022 if there are no increases in Covid related absences. Prelims/ class assessments will run in December (class assessments only) and in January (more formal exam based assessments). Draft calendar/ timeline will be ready by mid-November.</p> <p><u>Guardian e-mail</u>- S1 parent invites issued and S2-S6 parents re-encouraged. Video link available.</p>	
2) HT report	<p>COP 26/ ECO engagement</p> <p>MAX 1.5 group three day conference with 12 other partner schools in Scotland sharing individual ideas about eco progress and planning. Core group of 14 pupils involved:</p> <ul style="list-style-type: none"> ➤ Action Plan agreed: ➤ Re-cycling ➤ Composting ➤ Plant growing in greenhouse ➤ Bottle re-cyclin ➤ Clothes swap ➤ Litter app ➤ Litter pick ➤ Energy efficiency <p>S3 pupils successful in Art Mural competition run by Worley Data Engineering in Glasgow- rewards for pupils and school and mural design will be created and be the main display in company's corporate HQ. Pupils will be invited to attend Cop 26 session the company are running and meet with the CEO.</p>	

	<p>Youth Forum- 2 pupils representing school at SLC looking at issues relevant to youth and issues of biodiversity.</p> <p>S6 pupil volunteers will for part of an SLC journalism team based in Glasgow during Cop 26 with a role of reporting back to schools, especially primaries, on relevant eco issues.</p> <p>Participatory Budgeting group- poll closed on Sunday- lead ideas are for mental health and wellbeing days for year groups and for an outdoor classroom/ seating. If funds are available the next two options of creating a quiet space in school and football coaching will be taken on board.</p> <p>Additional recovery money now freed up to support recovery- RS noted that focus would be on wellbeing/ study support/ catch up. School would liaise with staff/ pupils and parents on this before finalising spending plans.</p> <p>School looking at ways to support 'traditional' calendar events such as Dance and Young Musician in covid situation hope to continue but delayed in time and adapted to suit circumstances. School also supporting CXYP in preparing for musical performance in June (rehearsals to take place in school and performances in Corn Exchange).</p> <p>Xmas dances- decision on this will be made nearer the time based on SLC guidance- again may defer to valentine's or similar . . .</p> <p>Captains/ Vice captains- now appointed and starting to plan activities for year ahead. Dress Down day and charity week first items to be arranged.</p> <p>Prelims- plan to run class assessments in December and a more formal diet of assessments in January. Draft plan will be ready for pupils and parents by mid-November.</p> <p>Charity events will run, but again taking into account existing mitigations.</p> <p>PARENT COUNCIL business</p>	
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Parent Council business

SH has provided PC with an update re. the positive and negatives of setting PC up with charitable status. PC to read for next meeting and discuss further before making a final decision.

Easyfundraising- RS sent contact details to FN re support for this.

Business Enterprise- KC has compiled a list of local business for information. PC to use this for future networking/ fund-raising and RS will pass on to DYW co-ordinator and Skills Development Officer.

Call Scotland- FN has been liaising with them re. delivering workshops (funded through Clydesdale Support Team). RS recommended that in first instance should go for something showing parents/ [pupils functionality of Chromebooks in supporting literacy. FN will pursue.

Additional Arrangements- discussion around inflexibility of SQA position on this. Questioned a styo wy if a pupil has a dyslexia diagnosis that school styli has to provide updated evidence that justifies additional sup[port in assessments.

Agreed that SASN group would identify time for another meeting and RS/KR would attend to share information re any questions raised.

Flora noted that drafts of PC dates for rest of year would be circulated.

Womankind- communication from WK asking if school could be involved in 'Reverse Advent Calendar' programme providing gift sets to those in need in advance of Christmas. RS noted he would pass this to the Captaincy team for consideration.

Womankind had also offered volunteering opportunities to senior pupils in school. RS to liaise with WK to explore possible options.

	<p>Biggar Youth project- BYP new co-ordinator has asked for time to speak with PC (next meeting?). Looking for ideas to raise profile of the space. RS noted that school will use the space at lunchtime and for senior study but that the Project has to look to ways to develop a profile out-with the school day. Work ongoing with upgrading constitution and rules under its new leadership.</p> <p>PC Secretary position- RS to provide details to FN of possibility of employing a clerk to do the secretarial work and minute taking of the group.</p> <p>KC noted that there was an online Eventbrite session 27/10 looking for stakeholder feedback on any proposed educational changes as highlighted by the recent Scot Gov decision to change SQA and Education Scotland processes. Link issued to all PC members and will be included in Parent Newsletter.</p> <p>Discussion followed around the uniting vision for Scottish Education and the relevance of the 4 principles- Successful learners/ Confident Individuals/ Effective Contributors/ Responsible Citizens</p> <p>Points raised . . .</p> <p>What do we mean by a confident individual? How do you define confidence? Should we be measuring resilience and if so how? How do school create effective contributors? Noted that Scotland ranked high in PISA study relating to seeing others' perspectives/ tolerance . . .</p> <p>What nature should assessments take if we are to look at alternatives to exams? How important are exams in defining pupil skills? Do we focus more on continuous assessment? How would FE/HE/ employers see this? How would continuous assessments/ professional judgement be managed/ moderated/ verified? . . .</p> <p>What defines a 'responsible citizen' We should be reinforcing the importance of learning from failure.</p>	
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	<p>The system as it stands is nowhere near flexible enough, especially in relation to pupils with disabilities and additional support needs.</p> <p>Should we focus on outcomes?</p> <p>Exams do not encourage deeper learning and there is a tendency (understandably) to teach to the test.</p> <p>More of a focus on skills- analysing/ evaluating/ problem-solving- but how do you achieve this within a subject led system?</p> <p>Should we look at alternatives in S4 to exams and focus on exam based assessments from S5?</p> <p>The aim of the system we adopt should always have as its focus reducing the poverty related attainment gap- should this be the starting point when deciding on a future structure?</p> <p>Any system we adopt should encourage self-reflection and self-evaluation.</p> <p>How do we teach life-skills? How do we define what life-skills are (and which are most important)?</p> <p>The curriculum focus is too narrow? Any system should be offering the widest range of choice.</p> <p>How do you square this with needing greater depth</p> <p>In the world of employment it is not necessarily what you know but what you bring to a job that counts and any system should take this into consideration- pupils should be 'work ready' in the widest sense.</p> <p>Should we have a core skills menu that assesses/ measure life skill and then 'top' this up with an exam system?</p> <p>Should all pupils be required to have a citizenship 'qualification'?</p> <p>Any system of process must instil a passion for (life-long) learning</p> <p>Should we look more at individual learning styles and take these into account?</p> <p>The perception of our system is that it is a hierarchical model with Higher Education at the top. This needs to change and we need to note that apprenticeships/ training programmes carry just as much value.</p> <p>We should look at what works well elsewhere and adopt (although we need to take into account cultural/ societal differences)</p> <p>Any awards system should adopt a skills based approach</p> <p>Any system should at its heart foster values of care, kindness and nurture.</p> <p>Pupils should be at the centre of any decision making and be fully consulted- note that initial group set up to structure the discussion had no pupil voice and no real representation from ASN groups.</p>	
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	RS noted that any system would succeed or fail in the methodology used to assess and whether this information was then used to compare.	
Date of next meeting . . .	t.b.c	