**Parent/Carer Focus Group**

**Wednesday 13th June 2018**

**5/20 invited Parents/Carers attended,**

**Chaired by L Blair, Depute Head S1-3 and K McConnachie, Depute Head S4-6**

**Q1. Treat Me Well Policy (This can be found on our website)**

* 1. Policy sets out expectations of how learners are treated that encompasses incidents of bulling.
	2. From all of the survey information gathered this session, 2 Parents/Carers commented – talk more about bullying.
	3. What is your perspective on how your child is treated in school?
* No evidence of bullying, I am not aware of any in the school. My child settled really well.
* No talk of other pupils being bullied from my child.
* My child has just left, she was in S6 and she had no instances of bullying.
* I know my boy would speak up if there were any issues and I would be confident of it being dealt with
* Both my children have been treated really well. There was one instance where my girl informed a senior manager of an issue outside of school with pupils throwing rocks and this was dealt with.
* My son has settled really well and I am not aware of any instances of bullying.
* I do not remember any incidents.
* My child did have a few issues at primary school but the staff dealt with this.
* I did have a concern about possible disruption from an element of boys in the primary 7 class this led to an attack on another pupil in a local park but I'm not aware of these boys causing any issues in the school.
* An online instance led to a fight for my son but it taught him the need to behave responsibly.

**Q2. Tracking**

1. Do you receive your child’s Tracking Reports?
* All parents agreed that they received the tracking report.
1. Do you understand them?
* Quite difficult to understand, my son helped me understand what it meant.
* The charts were difficult.
* Colour coding is helpful; I could then have a discussion with my child as I could see at a glance where things were positive.
* It was good to receive the email prompt to let parents know that the tracking report had been issued.
1. Are they helpful in supporting your child’s learning?
* Definitely helpful for my son. It was important for us to see how he was progressing in the subjects that he might take in the future.
* It was interesting to see that sometimes my child's perspective on their progress was not the same as the teachers.
* I find the full report is more informative and I can use it to plan for Next Steps with my child.
* Tracking is more worthwhile for the senior phase.
* The points of information throughout the year seem appropriate as we have tracking updates, a full report and a parent’s evening.
* Where I have had any issues I have contacted the head of house or pupil support and this has been dealt with.

**Q3. Mind2Learn**

1. Explain the context of Mind2Learn
2. Parent/Carer invite to working group
3. Would Parents/Carers see the benefits of this at home?
* One Parent/Carer loved the idea of C.A.N.T’s (Cathkin Automatic Negative Thoughts) turning to can, positive to be teaching this in school, can we educate Parents/Carer on this? Growth Mindset is a life skill, it affects social skills as well as school subjects. Celebrate that is positive to achieve well.
* Children need things broken down in order to achieve aims and goals. One Parent/Carer shared their experience of supporting their child by helping them to organise their study time and resources by breaking down each subject and what was required of it. She also spoke about how Mindset affects other areas of life, for example, in competitive swimming, coaches expect swimmers to have a positive Mindset in order to compete nationally.
* The group suggested that we seek Parent/Carer suggestions of Mindset strategies used at home and what works.
* One Parent/Carer commented on their child swinging from the comfort zone to the panic zone. As a family they take responsibility for supporting their child and working though any issues as they arise.
* One parent/Carer commented on their child being very focussed and took responsibility and control of managing their study plan and time whereas their other child tended to coast, panic and was not as effective in managing their time. The second child needed a softer approach and support to chunk down learning and tasks into manageable sizes that were achievable. She discussed that different strategies needed to be deployed to support each child.
* The S3-6 study Skills Evening had been helpful to learners and Parents/Carers but perhaps a little late. L Blair and K McConnachie explained the journey the school was on in order to have Study Skills in place for all year groups. One Parent/Carer discussed that this was a vehicle to build confidence in Parents/Carers of how to support their child with studying. L Blair discussed the plans for taking Study Skills forward in S1-2 next session and will take on board how to support other year groups with workshops.

**Q4. ParentMail on line booking**

1. Are you signed up?
2. What has your experience/benefits been of using ParentMail?
3. What improvements can we make?
* All Parents/Carers present were signed up to ParentMail.
* All agreed that it was a great way of knowing what is going on in school.
* One Parent/Carer commented on the information going to her and her husband which was helpful instead of it going to just one parent.
* The group used both the App and Email for ParentMail.
* The group spoke about the information sent; newsletters and assemblies.
* All agreed that Twitter was an excellent source of information and an effective way of instant communication from school. It also helped to prompt conversations at home about school and was a mechanism for sharing success and achievements of learners, sharing information about opportunities for college and university.

**AOCB**

One Parent/Carer asked the group for any ideas for summer activities for S1-3 children as there seemed to be a lack of activities locally for this age group. Activities discussed were gym membership, Kirkhill Golf Club, Tennis Club and Universal Connections.

One Parent/Carer discussed struggling to know what homework their child had or if it was completed on time. One Parent/Carer felt that homework diaries were a huge school expense and underutilised. Some register teachers checked to see if homework diaries were signed at home. Homework letters sent home were inconsistent across departments. K McConnachie discussed that learners often use their phones to record homework. Google Classroom is used by some departments to support homework but it can be infrequent and inconsistent. K McConnachie and L Blair discussed looking into a homework app.