

1. **Register:** Paul Millan Chair/ P4M, Mhairi-Louise Tedan HT, Julie Simpson PT/P1, Leah Mathieson, Ann Turner P5/P7, Katherine Buchanan P2/3 P1, Sarah McGreehin P3/ AM Nursery, Sharon Green P1, Fay Forsythe MPC, Helena Huws P2/3, Ruriedh Mcmeddes CEC, Marian Blaxland P1, Laura Paterson P1, Gillian Glover Councillor.

Apologies -

2. **Approve minutes of last meeting (5/9/17)**
Minutes accepted.

- Actions from last meeting:

We still need a P6 Rep

Paul was to follow up on the 20mph signs – there were flashing signs as a pilot for two weeks – one of which was half term, so we do not feel it will have given enough information! Paul continuing to follow this up.

Mrs Tedan may approach businesses in the area, regarding the parking and safety along that road.

3. **Pupil Council Report to the Parent Council**

Pupil councillor rep Leah, (P7) brought a report to the meeting about 5 areas that the council have been discussing: My achievements, my school, my teaching and learning and health and wellbeing. (full report at the end of these minutes.)

Mrs Tedan explained that this is the pupil version of the school improvement plan. These 5 areas are really pertinent to the children. This then links to the school improvement plan.

Excellent teaching and learning is one of our key areas this year, which we are using some of our pupil equity fund for.

The pupils are being taught about what makes an excellent learner – eg, not just someone who is compliant, but someone who is willing to make mistakes.

The pupil council and outside experts will do “Learning Rounds” to assess how children are learning.

4. **1 in 5 Poverty**

Thanks to Mrs Tedan for giving details about how the school can help, in the October Newsletter.

After the recent survey about 1 in 5 Poverty, the question was raised about why, on a recent trip letter, there was not an option to pay for another child, as suggested in the survey.

Mrs Tedan explained, this is a complex and very sensitive issue and people are still reluctant to say they need support.

5. **School Update** – Mrs Tedan

- In the improvement plan: Teachers have undergone training in the accelerated reading programme and clear gaps in our library have been identified, eg appropriate reads for children at level two, who are still reading at level one.
- All the books have now been labelled and organised.
- The children have all done their “star test” which places them in the reading programme.
- P6 have been doing accelerated reading tests, where after reading a book, they do a test which assesses whether they are at the correct level and then recommends other reads at an appropriate level.
- Some information has gone out to parents, however a parent information evening would be helpful.

Excellent Learning and Teaching:

- Aiming for excellent feedback in marking, which shows what went well and what the next steps are.
- Written feedback on work is not effective for children. Immediate, and verbal feedback is best.
- Shirley Clark session coming up, on assessment.

Mrs Simpson and Mrs Tedan spoke on work in the nursery

- looking at the planning process; more outdoor play, more responsive to the children; how to lead a team, planning a smooth transition from Nursery to P1.
- Looking at the early level –nursery and P1, being more cohesive.
- Two new early years practitioners starting in the next two weeks.
- We don't yet know if we will be rolling out 11/40 hours next session.

Loose parts play. Going well. Has challenges – understanding the rules, resolving conflict over the play. The children are more actively engaged in play now.

The staff has met about their digital vision.

- We are awaiting a digital refresh.
- At the moment there is a problem with wifi. Ideally we would have ipads that could be used anywhere, with a good wifi signal everywhere.

Home Learning

- When thinking about closing the attainment gap, engaging parents in the life of the school is important.
- The purpose of home learning is to try and involve parents in the life of their children's learning at home.
- Mrs Tedan had found that children were stressed about having to finish homework, when they also have many other commitments.
- Homework has no effect on attainment until S3. However, home learning is also about preparing children for the discipline that is coming later on.

- The digital grids have been a pilot project. Mrs Tedan has asked the children about this a lot and parents are also to be consulted.
- The children like the flexibility and the variety. They like that some are compulsory and others are optional. It has been obvious in P1 that it has generated a lot of discussion within families about the home learning.
- The children who are “digital natives” don’t like the work all being on the websites, they prefer a piece of paper. The P7 felt that having things just on the web would be quite stressful.
- At the moment we will not go paperless, as the children prefer it.
- There hasn’t been an information evening on this because it is a pilot project.
- There is a policy document on the home learning site, which you get if you don’t go to the drop down list. <https://roseburnprimary.wordpress.com/roseburn-home-learning-policy/>
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Marking of home learning

- Ideally home learning should be supported by parents. They do need some recognition. Feedback will often be done verbally, not in writing, which is more successful for the children.
- There is a time to look at home learning every Friday. However, not everyone will get to show things every week.

Some Feedback from parents:

- prefer print outs.
- Some parents are having issues with the quantity of homework – it is taking a long time.
- There needs to be consistency between the year groups as to when each homework is due.

Assessment: Mrs Tedan presented on assessment.

- What impact do we have on children’s learning?
- There needs to be a culture where children are happy to make mistakes as that is where learning can happen.
- The purpose of assessment is that children can understand themselves as a learner. (Look at documents on the website)
- Summative assessment – periodically there are standardised tests, sometimes issued by the Government. They are done at the end of levels – P1, P4, P7. The purpose of those is for the teacher to understand how the child is doing. This information is not shared with parents. It is aimed at professionals building up a picture.
- Standardised spelling is done once a year. This highlights if a child might need Learning Support. However, the tests are done online, sometimes have a timer on – there are many reasons a child might not perform well. So it is just one part of the picture.
- Teachers are also asked to design assessments that will allow pupils to apply the skills they have learned in a different context.
- Formative assessment – the children can assess themselves, or peer assessment. Target setting; learning intentions shared at the start of the lesson, with success criteria, which allow the children to assess themselves.

- One to one dialogues with teacher – it is the thing the children feel has the biggest impact on their learning. They can share things more comfortably than in a group. It is also informative for the teacher in their teaching – are they reaching all the children.
 - It is also helpful for health and wellbeing – one to one discussion can highlight any issues to the teacher.
 - Assessment approaches will reflect say, write, make, do.
 - Assessment documents were shared with the RSPP reps present for consideration.
6. **Update on Rejuvenating Roseburn Project** - Rurighd Mcmeddes City of Edinburgh Council
- Connected to the cycle path project, they are improving the pedestrian area in Roseburn. They will end up with a much larger pedestrian space.
 - They have asked the community, over the autumn, for their input, including with P1s, P5s and P7s, as they were very keen that children also had a say in this.
 - With P1: The P1s were asked to draw their perfect places. Various themes came through – trees, quiet spaces, lighting.
 - With P5: They were encouraged to think about how people move through spaces and how street furniture influences that. They designed signs to encourage safe and courteous movement of vehicles and pedestrians through the space.
 - When designing the area, they always used greenery to protect their areas from the main road. Lots of demand for green space; flexible play spaces; seating.
 - With P7: They drew their school run, using a cognitive map, which highlights the good and bad features of the journey in different colours. Again themes of green spaces, places to play and drinking fountain came through.
 - There will be a public display of designs on site on the 5th December. Some of the children involved could come and present at the meeting.
7. **AOCB** – we ran out of time!

Pupil Council Report to Parent Council

14th November 2017

At pupil council we have been talking around five areas:

We have been doing this so we can make the changes which we want in our school.

So far we have looked at My achievements, my school, my teaching and learning and health and wellbeing.

My achievements: We wanted more clubs suggestions have included Frisbee club, ice skating, hockey, golf some of which we know wont be possible but there have bben other ideas which may be possible such as athletics, cricket, Pokemon club and the friendship and worry club.

We also talked about sharing wider achievements. We are going to share them now in house meetings and perhaps share our skills in assembly.

My school: we talked about what we wanted in our school including energetic play. The children at Roseburn are enjoying using loose parts in their play. We would like more ropes, more stones and sticks, put in a sandpit. We agree that we need clear rules and we have agreed that it will only be used in a certain area of the playground. Inside the school we would like concentration stations in the classroom, more computers, more musical instruments, more active learning, more choices in learning.

Health and wellbeing – Mrs Teden shared with us the results of the pupil wellbeing survey which was carried out last year. So far we have discussed the fact that 28% of children didn't think that they had good ideas – we talked about the reasons why they might have felt like this. We decided that we need to send a clear message that there are no wrong ideas and that the classroom should be a no put down zone.

We also talked about how we can help everyone to share their worries – we will make sure that every class has a worry box, that the worry box is checked regularly and that the HT will have one too.

The children think that the Resilience assemblies are going well.

Learning and Teaching – Finally we have spoken about learning and teaching and what makes an “excellent” teacher. An excellent teacher makes you happy, talks to you when you're upset, they listen to everyone, makes the classroom feel safe so it's OK to make mistakes, they encourage you, makes lessons fun and relevant to what the pupils want to learn, the teacher is always happy for us to ask for help, they give helpful feedback and tell you what you need to work on, they are entertaining, they give you lots of opportunities to keep fit, there is a variety in what they are teaching.

We are also thinking about what makes an excellent learner at Roseburn. This will all help us at learning rounds.

