

SPTC PARENTS VOICE SURVEY REPORT – CfE

AUGUST 2011

The Parents' Voice survey on CfE took place between April 14 and May 12. Parents' Voice participants are parents and carers who opt into the survey group, which at this time comprised 236 members. The survey was designed to be qualitative: participants were generally invited to provide responses rather than select options. We have analysed primarily on the basis of key words, so the number of comments relating to any question may exceed the number of participants.

There were 101 participants in this survey: 18 with children at secondary school, 74 with children at primary school, four with children at both and four who did not declare.

23 local authority areas were represented in the survey responses.

1 From where did you receive information on CfE?

- Almost all – **97** - of the participants received their information on CfE from their **child's school**.
- **48** received information from their **local authority**.
- **23** received information from their **child's teacher** and **11** from **other sources**.

2 How useful was the information received?

- The majority (**59**) found the information **useful or very useful**.
- **30** considered it **OK**.
- **12** found it **unhelpful or confusing**.

3 How would you describe CfE?

- The greatest number, **43**, described CfE using words such as: **cross curricular; holistic; coherent; multi-disciplinary; broad-based; flexible**
- **20** used words including: **inclusive; tailored; personal, individual**
- **14** identified **flexibility and autonomy in teaching and the curriculum**, and in **teaching methods**
- **10** identified **active learning**
- **10** mentioned **life skills, skills for the future** and learning being more **meaningful**
- **9** participants mentioned the **4 capacities/ numeracy and literacy/ a fresh look at learning**
- **9** participants were **uncertain** how to describe it
- **3** described it as a **replacement for 5-14**

A significant number – **19** – **did not use any of the above terms in relation to CfE**.

Responses among this group were extremely varied and included: **a new way of delivering education in Scotland; a change in the way children will be taught and sit exams; relevant at primary...extremely concerning at secondary; inspiration and motivation; not just educate to pass exams.**

4 What changes have you seen.....at your child's school?

Responses to this question were very wide ranging:

- **27** identified more **activity, interactivity, outdoor learning, different teaching strategies and co-operative learning**
- **24** identified **ownership by children, wider achievement and responsibility**
- **21** were **aware of little or no change**
- **17** responses mentioned **cross-curricular working/flexibility**
- **12** gave a range of 'other' responses which included terms such as **confusion; no longer learning by rote; less homework; more project work; elective choices; restricted subjects; secondary not able to deal with change; assessment/reporting; parental involvement**

5 What do you believe are the benefits of CfE?

The responses were wide ranging and largely grouped into three broad areas:

- **24 – Relevance of curriculum/learning**
- **21 – Individualised**
- **21 – Not sure/none/not much**

Respondents also mentioned **confidence** (9) and **involvement** (10). However, a further 44 comments ranged across a variety of topic areas: **problem solving; breadth of curriculum and inter-relationship of subject areas; independent learning; motivation; social skills and attainment; literacy & numeracy; less exam nerves.**

6 How do you feel about it?

Participants gave extensive comment, which we have grouped into positive, negative and undecided/conditional

43 Undecided/conditional: Comments included: depends on the teacher; poor communication; real currency of new qualifications; limited training for teachers; lack of faith in teachers; reduced funding and resources.

35 Positive: Comments included: individualised; child friendly learning; tailor made; broaden horizons; motivation; open up opportunities; positive self-belief; learning can become a tool; build confidence

23 Negative: Concerns included: reporting; qualifications; quality of learning and teaching; assessment; communication; secondary sector; financial climate; senior phase; dumbing down; inconsistency

7 If you have concerns, what are they?

Responses fell into five broad areas:

- 32 – Negative attitudes, reluctance/capability of teachers and heads to change practice**
- 24 – Level of challenge of the new curriculum/assessment of progress**
- 19 – Implementation, content and currency of new qualifications**
- 12 – Concerns about respondents' own child**
- 10 – Implementation in secondary schools/ quality of curriculum content/cross curricular themes**

Further comments included: **communication/involvement of parents; funding/resources; consistency across schools and LAs; dumbing down; political influence; lack of clarity; change for change's sake**