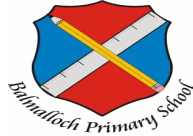


## Balmalloch Primary School and Nursery Class



### Parent Council Meeting – 13<sup>th</sup> January, 2021

#### **A PLACE OF ENTHUSIASTIC LEARNING AND ACHIEVEMENT**

responsi**B**ility

gr**A**atitude

**B**ELIEVE IN YOURSELF

hu**M**ility and forgiveness

persever**A**nce

**L**ove

**A**CHIEVE YOUR **G**OALS

h**O**nesty and generosity

**C**ompassion and respec**T**

friends**H**ip

#### 1. Budgets

See previous HT report October, 2020 - Update following return to school - COVID-19

#### 2. Staffing

- New Clerical Assistant - Mrs Michelle Mitchell - started on 6<sup>th</sup> January, 2021.

Hours of work: Monday/Wednesday/Friday - 9.30am to 2.30pm

Tuesday/Thursday - 9.30am to 1.45pm

Lunch Break: 11.30-12pm

Total: 21 Hours

- Mrs Convery has returned to work Monday/Tuesday/Wednesday/Friday and Mr Paterson continues in his role as Acting Principal Teacher on a Thursday.
- Miss McNeil is due to return to Balmalloch Primary School and Nursery Class at the end of January 2021 but with accrued holidays, this date has been extended to 1<sup>st</sup> March 2021. Prior to recent restrictions, Mrs Patrick and Mrs Convery were going to job share the P1b class until Miss McNeil's return as we would not be entitled to the cover provided by Miss Hay at present. Until our staffing and school roll for August 2021 has been confirmed further information cannot be provided at this time. An update will be provided for families when we have access to all of the information required to make important decisions about staffing.

### **3. Holidays and Diary Dates (Appendix 2)**

- Review of Dates for Your Diary for Term 3 - Postpone/Continue activities included
- Latest and Best jotters and Progress Reports had originally been planned to go out in February, 2021 but as a result of the current circumstances, this will not be possible.

### **4. School Handbook**

- The School Handbook 21/22 has been updated and is now on the school website.

### **5. School Projects**

#### ***Under the Trees - John Muir Award (Mr Paterson)***

The outdoor learning charity called Under The Trees are currently offering the chance for families to undertake the John Muir Award. Families will be awarded a certificate at the end of the award. It will be done through online challenges that are sent out to families weekly or fortnightly and can be done under our current restrictions. There is NO cost involved at all and lots of help from the Under The Tree charity.

A groupcall email was sent on Tuesday afternoon to all families. Any family wishing to take part should contact Jess at Under The Trees and Mr. Paterson so he can share the challenges with staff and on Twitter.

#### ***Clyde in the Classroom***

For the past few years, Primary 6 have enjoyed taking part in the Clyde in the Classroom project. This involves looking after and helping to grow fish before releasing them in to a local burn. The hatcheries will be delivered to school on Wednesday morning (Today). Mr. Paterson will care for the fish through the current situation and will be supported by the children currently attending school. Mr. Paterson will record weekly videos of the progress and is in contact with Clyde in the Classroom who may also share videos and resources for the Primary 6 class. This will be shared on their class Team.

### **6. Remote Learning - Mrs Convery**

Our school is now supporting virtual/remote learning in this challenging phase. Children of Key Workers and those children in vulnerable groups categories (see Remote/Blended Learning Policy) have been offered places where the criteria has been met and children are taught by teaching staff in stage bubbles.

Learning is primarily accessed through the Education Scotland Glow platform, which has the Microsoft programme Teams integrated. NLC has several universal offers in place in addition to work assigned by class teachers. The 'Virtual Classroom' is a computer generated style-learning environment where children can engage with learning all in the one place (e.g.) P1 children can access their week's phoneme, supported by a game and activities complement this on the virtual classroom.

Other resources such as Studyladder, free ballet, Science lessons (Glasgow Science Centre), BBC Lockdown Learning and others are all primarily shared on our school Twitter @balmalloch

Teach your Monster app is free tomorrow until Sunday - See Twitter.

Android and Apple

[https://play.google.com/store/apps/details?id=com.teachyourmonstertoread.tmap&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.teachyourmonstertoread.tmap&hl=en_GB)

Android

<https://apps.apple.com/gb/app/teach-your-monster-to-read/id828392046>

Apple

We continue to learn from our previous experiences. Glow has been overwhelmed by the number of children accessing the system due to the numbers of children currently working at home, similar to March last year. Access to files and resources is now improving.

The Virtual Classroom has been duplicated to allow more children to access this amazing resource.

Home Learning - Parent Support: <https://www.nllife.co.uk/parentsupporthomeschooling/>

Glenboig PS shared a Parent Support Dashboard which we would urge all parents to view. This has been sent via Groupcall 12.1.20.

Many parents have initially struggled with accessing Glow firstly because of the volume of children using the system (all across Scotland) and some people have forgotten username passwords. Mrs. Convery and Mr. Paterson are always available to re-set passwords, help with usernames or provide technical support/guidance.

### **School Policy - Remote and Blended Learning**

The policy can be found on the school's website which will support families.

Two parents have enquired about face-to-face learning and as a result, it was important as a school to update parents/carers on our policy and procedure.

The EIS (Teaching Union) have a document providing information on Blended and Remote Learning which might be helpful in answering questions about 'face to face online learning.'

The EIS have also stated that unless providing support/education for vulnerable children or children of key workers, members should be working from home. When staff are working from home, this can also present problems for some teaching and support staff with young children for example, which would add to pressures experienced if delivering face-to-face lessons. We also want the approach to be consistent, so there is a fair system in place where children are receiving similar learning experiences. Staff are working on a rota system to reduce number in school, following Government guidance and it will be important to have consistency to make the transition for children as smooth as possible. Children may have different teachers providing online learning and what one member of staff may find comfortable to do, another may not. Face to face online teaching is not mandatory and all staff would need to agree to this to ensure consistency of approach. It is not compulsory across the authority or nationally but each individual school will have its own approach and will use the resources available, including expertise with digital approaches, to support remote learning as effectively as possible. Staff will continue to share experiences with each other because team work is so important in our school.

We will continue to review our policy and practice, learning as we move through this challenge, to provide the best educational experience we can for our children. You know our staff know the children very well and will provide a range of activities to meet their needs to maintain progress. This will be done with planning prepared for Term 3, building on previous progress.

### **Feedback:**

- Live lessons really have not been successful for schools so far that have tried them (e.g.) only the first 6 kids managed to log on to a lesson yesterday in a local school's lesson. The rest could not get on so it was cancelled.
- Parents are saying they are relieved with the way we are doing it as can help them when they get home in evening and if it was live they would have missed it.
- Child Protection issues - sibling was getting changed and did not realise their sibling was on a lesson.
- Technical issues.
- Pressure of recorded lessons - time taken due to too many 'takes'. Staff are staying on TEAMS in the evening to engage with their class and this would be difficult if they were taking too much time to record lessons.
- Digital Schools has some pre-recorded lessons which can be used and does not put the same pressure on individual teachers. This would allow teachers who are confident to record lessons if they wish but it is essential to understand that this will be a blended approach.
- Hearing the teacher's voice can be helpful for children but this could be in the form of voice-over powerpoints, check-ins etc.
- Some families have more than one child requiring access to a digital device and they would not be able to access 'live' lessons at the same time. This would impact on the consistency of the offer provided for learners and their families and could further disadvantage a number of learners.

### **Monitoring of engagement to support learners' progress (Appendix C)**

Engagement with learning is being monitored by teachers and the Senior Leadership Team to enable our families to be supported effectively to provide assistance to their children. It is important that no child faces disadvantage and continues to maintain their level of progress. SLT and identified staff will make contact with families if required for this reason.

## **7. Play-Based Learning - Practitioner Enquiry - Miss Guiliani**

### **The West Partnership Collaborative Enquiry Networks - Child Centre Play Pedagogy**

*'This Collaborative Enquiry Network is investigating how to effectively put into practice the key principles of "Realising the Ambition" to offer high quality learning experiences when learning through play'*

Miss Guiliani will join the West Partnership Collaborative Enquiry Network focusing on: "Child Centred Play Pedagogy" This Collaborative Enquiry Network is investigating how to effectively put into practice the key principles of "Realising the Ambition" to offer high quality learning experiences when learning through play.

### What is a Collaborative Enquiry Network?

The Collaborative Enquiry Network is where small groups of practitioners come together to make a small, evidence-based change to their practice with the aim of improving outcomes for young people. Through collaborative action research practitioners are supported in planning, implementing and measuring the impact of the change.

### What does my school or early learning centre need to do?

Your school or early learning centre will be expected to, as a collaborative team of practitioners, self-evaluate practice in play pedagogy to identify an area for improvement and then plan and implement a change to practice. Over a year your team will then implement the change and measure the impact before informally sharing your learning.

### What support will be offered?

You will be invited to attend a series of online webinars that share practice, resources and research around child centred play pedagogy as well as providing the opportunity for discussion and critical reflection with colleagues across the West Partnership online webinars, optional drop ins and allocated facilitators will guide you through the collaborative action research process including methods for planning and measuring impact. The West Partnership collaborative enquiries are also supported by the Robert Owen Centre for Educational Change at Glasgow University and Education Scotland Where as you can create your own collaborative team the West Partnership can support you in finding collaborative partners so you can learn from others beyond your own local authority.

### How do I sign up to the collaborative enquiry?

Notes of interest can be shared with your local authority facilitator or directly with the West Partnership and you will be contacted when registration opens in February 2021. The enquiry will launch in March/April 2021 with the final sharing event in April 2022.

## **8. Pupil and Parent Improvement Plan 2020/21 (See attached/Appendix B)**

Improvement Plan Summary	
Cluster Priority:	Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of integrated Cluster Wellbeing Teams and Bases.
School Priority 1:	To develop a more robust shared understanding of the standards, engaging in regular opportunities to have professional dialogue about children's achievement of a level - Literacy; Writing and Numeracy.
School Priority 2:	To develop a consistent and shared understanding of the wellbeing indicators (SHANARRI) and nurture principles across all stakeholders, using data effectively from robust tracking and monitoring to improve outcomes for learners.
School Priority 3:	To improve outcomes for learners through the provision of high quality learning experiences in STEM and DYW, supporting the development of skills, knowledge and understanding for life-long learning.
Nursery Class Priority 1:	To improve transitions for children and ensure equality for all stakeholders.
Nursery Class Priority 2:	To improve outcomes for all children and ensure tracking and monitoring for the three national priorities for all service users.

## 9. Parent Council Roles and Responsibilities - Election

Chairperson - Lyndsey MaGuire

Treasurer

Secretary

Clerk

Office Bearers

## 10. How Good Is Our School? - Parent Consultation/Questionnaire

Due to the challenging situation we find ourselves in at present, we had to organise activities which needed to take priority. A survey for Parents will be issued in due course to ensure we continue to seek and respond to the views of our families to improve outcomes for our children - Self-Evaluation for School Improvement - Remote Learning - Partnerships

Mr Paterson will advise parents of how to access this and a closing date.

## 11. Our Parent Council

Chairperson: Mrs Lyndsey MaGuire

Secretary: Vacancy

Clerk: Vacancy

Members: Ruth Cox, Lynsey O'Donnell, Laura Young, Isabel Moody, Cassie Hallahan and Stewart Derrick.

Staff: Mrs Deborah Convery (PT)

Email: [balmallochpc@hotmail.com](mailto:balmallochpc@hotmail.com)

## 12. Our PTA

NAME	PTA ROLE	EMAIL
Janice Campbell	Chairperson	shaycampbell@hotmail.co.uk
Cassie Hallahan	Secretary	cassielaw@hotmail.com
Lynne Carr	Treasurer	Lynnecarr26@aol.com
Louise Chambers	DHT	LChambers@balmalloch
Lorna Grant	Member	Lgrant@balmalloch
Cheryl Stewart	Member	cheryl2108stewart@gmail.com
Emma Wardrope	Member	emma.wardrope@yahoo.co.uk
Karen McCann	Member	karenwilson85@gmail.com
Stewart Derrick	Member	stewart.derrick@diago.com
Gayle Sturridge	Member	g.thorburn131@btconnect.com

Future Meetings: Wednesday 24.03.21 @ 6-7pm  
Wednesday 19.05.21 @ 6-7pm

## 13. Report Cards

Progress Reports are completed termly across the year. (Appendix D) The Latest and Best jotters provide the evidence to support these, which show what the children have been working on, include feedback and next steps linked to their the Learning Intention/Success Criteria and/or individual targets. This provides the 'personal' element of reporting for parents/carers but also is effective in supporting pupils with their understanding of their progress, their strengths and development needs.

### The Working Time Agreement

A **working Time Agreement** (WTA) is a collective **agreement** reached at school level between the trade union(s), through the SRG (School Representative Group) and the Headteacher. The SRG in Balmalloch consists of two union members, 3 teachers, the Principal Teacher and the Head Teacher. Each Local Negotiating Committee for **Teachers** (LNCT) will offer guidance to schools to on agreeing a WTA. ... When an agreement is reached, the **agreement** is then binding on all staff. There are a number of hours allocated in the school year to support teacher's workload. For the session 2019/20 this has been reduced as a result of the COVID-19 pandemic and the additional workload this incurs for teachers.



### Examples of Working Time Agreement Activities:

- Negotiation Process - 3 SRG meetings - 3 hours
- Staff Meetings - 13 hours
- Additional Preparation and Correction
- Preparation of Reports Other Records  
(including GIRFme Plans/CSPs/Personalised Support/What I Think Tool/My World Triangle/SAA/Staged Intervention Record)
- Assessment and Moderation/Professional Dialogue/ACEL Data  
(Formal Assessments/Tracking Meetings/Database - Achievement of a Level/Achievements)
- Curriculum Development and Forward Planning
- Developing Understanding of Standards using Exemplification Materials
- Reporting to Parents/Carers
- Union Meetings
- Professional Review and Development/Continued Professional Learning
- Additional Supervised Activity (e.g.) After School and Lunch Time Clubs

A set amount of hours is allocated for completion of reports or gathering of evidence to support professional judgments of teachers towards achievement of a level. In Balmalloch Primary School we provide a termly progress report and Latest and Best evidence to allow parents/carers to see their child's progress throughout the year. This was agreed in consultation with the Parent Council as it gives parents/carers the opportunity to support their child more effectively than an end of year report. Normally, two 'Parents' Evenings' would provide additional information and support through dialogue with the class teacher but during the session 2019/20 this has not been possible due to the Covid-19 pandemic.

At present, we are liaising with a printing company to develop 'Latest and Best' jotters to improve the quality of these and this will be discussed with parents/carers when these have been received and sent out to families. Again, we will continue to review our policy and practice as part of our ongoing quality assurance procedures. This will include collecting parents/carers views.

A Parents' evening had been arranged for May but unfortunately, at this time, the contracted hours for teachers has been reduced, so this will not be able to go ahead. As we were not allowed to hold Parents' Evening as planned for November due to the pandemic, it was essential to use the hours provided this session effectively to provide feedback to parents/carers. Latest and Best jotters and progress reports were sent out in November, 2020. This was the first time progress reports had been sent out with Latest and Best jotters and we will continue to work with our families to develop knowledge and understanding of these to make them 'user friendly'.



North Lanarkshire Council do not support the use of Zoom - Child/Adult Protection.

Individual Phone Calls - Due to the reduced hours in the Working Time Agreement it would be difficult to contact parents and carers individually by telephone to report on the progress of their child. If conditions change, we will continue to review what can be provided to support our families within the contracted hours available.

R. McCarthy  
Head Teacher  
13.01.21

# Appendix A (TERM 3 UNDER REVIEW DUE TO COVID-19)

## Balmalloch Primary School & Nursery Class – Terms 1, 2 & 3



### Dates for your Diary - Parents & Carers – 2020/21

WHEN? TERM 1	TIME	WHAT?	WHO?
24.09.20	N/A	INSET	STAFF ONLY
25.09.20	N/A	HOLIDAY – SEPTEMBER WEEKEND	ALL STAFF & PUPILS
28.09.20	N/A	HOLIDAY – SEPTEMBER WEEKEND	ALL STAFF & PUPILS
02.10.20	9.15am	Star Pupil	Staff & Pupils
05.10.20	1.30pm	ECO Committee Elections	P4, Miss Paterson & Mr Paterson
6.10.20	1.30pm	Digital Leaders Elections	P6, Mr Harkness & Mr Paterson
7.10.20	1.30pm	Rights Respecting Schools Elections	P6/5, Miss A Wright & Miss McCarthy
7.10.20	TBC	Nursery Virtual Learning Day – Red Group	
8.10.20	1.30pm	Pupil Council Elections	P5, Miss McGill & Mrs Chambers
9.10.20	9.00am	Captain, Vice-Captain & Prefects Elections	P7a, P7b, Mrs Grant, Mrs Vernett & Miss McCarthy/Kilsyth Academy Pupils
12.10.20-16.10.20 (Inclusive)	All Day	OCTOBER HOLIDAY	ALL SCHOOL STAFF & PUPILS NURSERY STAFF WILL SPEAK TO FAMILIES ABOUT THE SERVICE PROVISION
WHEN? TERM 2		WHAT?	WHO?
21.10.20	6-7pm	PTA/Parent Council Meeting (Virtual)	SLT & Parent Council
23.10.20	9.15am	Star Pupil (3)	Staff & Pupils
23.10.20	N/A	Virtual Family Learning Day	Teachers & Pupils Parents – Virtually
23.10.20	N/A	School Values Project	Group 1 P7B/Mrs Wardrope
26.10.20 to 02.11.20	N/A	PGDE Students	P2a and P4/3
26.10.20	All Day	Flu Vaccine	Whole School
30.10.20	1.30pm	Nursery Halloween Party	Nursery Pupils & Staff
30.10.20	1.30pm	School Halloween Party	Pupils & Class Teachers
30.10.20	9.30am	PT/DHT/HT Awards	Pupils, Class Teachers & Management
30.10.20		Virtual Nursery Information Tour	Nursery Staff & Parents Virtually
6.11.20	9.30am	Star Pupil (4)	Staff & Pupils
13.11.20	N/A	My School, My Planet ½ day celebration	P7A Pupils, Mrs Patrick & Lottery Fund Ambassador
13.11.20	9.30am	PT/DHT/HT Awards	Pupils, Class Teachers & Management
13.11.20	All Day	Children in Need Day	
16.11.20	N/A	INSET DAY	Staff from Nursery & School in establishment Pupils remain at home.
17.11.20	All Day	Odd Socks Day	All Pupils & Staff
18.11.20	TBC	Virtual Learning Day – Green Group	Green Group – Nursery Parents/Carers
20.11.20	9.15am	Star Pupil (5)	Staff & Pupils
20.11.20	N/A	Pupil Progress Report/Latest & Best Jotter (Return date 24.11.20)	Parents/Carers
27.11.20	9.30am	PT/DHT/HT Awards	Pupils, Class Teachers & Management
2.12.20	1.30pm	P7a Christmas Party	P7a & Mrs Grant/Mrs Ashraf/Miss Bonds

3.12.20	1.30pm	P7b Christmas Party	P7b & Mrs Vernett/Miss D Wright/Miss Bonds	
4.12.20	1.30pm	P6 Christmas Party	P6 & Mr Harkness/Mr Paterson & Miss Bonds	
4.12.20	9.15am	Star Pupil (6)	Staff & Pupils	
7.12.20	1.30pm	P6/5 Christmas Party	P6/5, Miss A. Wright/Mrs Ashraf/Miss Bonds	
8.12.20	1.30pm	P5 Christmas Party	P5, Miss McGill/Miss D. Wright/Miss Bonds	
8.12.20 – 18.12.20	N/A	PGDE Student - Nursery	Nursery	
9.12.20	1.30pm	P4b Christmas Party	P4b, Miss Paterson/Miss D. Wright/Mrs Hourigan	
10.12.20	1.30pm	P4a Christmas Party	P4a, Mr Clark/Mrs Ashraf/Mrs Hourigan	
11.12.20	1.30pm	P4/3 Christmas Party	P4/3, Mrs Morris/Mrs Ashraf/Mrs Hourigan	
11.12.20	9.30am	PT/DHT/HT Awards	Pupils, Class Teachers & Management	
14.12.20	1.30pm	P3 Christmas Party	P3, Miss Arbuckle, Miss D Wright, Mrs Hourigan	
15.12.20	1.30pm	P2b Christmas Party	P2b, Miss H. McCarthy, Mrs Sommerville/Mrs Smith	
16.12.20	1.30pm	P2a Christmas Party	P2a, Mrs Duff, Mrs Ashraf, Mrs Smith	
17.12.20	1.30pm	P1a Christmas Party	P1a, Mrs Davidson, Mrs Ashraf, Mrs Smith	
18.12.20	1.30pm	P1b Christmas Party	P1b, Miss Hay, Mrs Patrick, Mrs Smith	
18.12.20	9.15am	Star Pupil (7)	Staff & Pupils	
21.12.20	1.30pm	P1c Christmas Party	P1c, Miss Guilian, Miss D Wright, Mrs Smith	
22.12.20	TBC	Nursery Christmas Party	Nursery Staff & Pupils	
22.12.20	9.30am	Virtual Christmas Church Service	Staff, Pupils, Parents	
23.12.20-5.1.21 (Inclusive)	N/A	SCHOOL CHRISTMAS HOLIDAY	ALL SCHOOL STAFF & PUPILS	
25.12.20-01.01.21 (Inclusive)	N/A	NURSERY CHRISTMAS HOLIDAY	ALL NURSERY STAFF & PUPILS	
<b>WHEN? TERM 3</b>		<b>WHAT?</b>	<b>WHO?</b>	<b>Postpone/Continue</b>
21.10.21	6-7pm	PTA/Parent Council Meeting (Virtual)	SLT & Parent Council	Continue
15.01.21	9.15am	Star Pupil (8)	Staff & Pupils	
22.01.21	9.15am	HT/DHT/PT Award	Pupils/Class Teachers & Management	
29.01.21	9.15am	Star Pupil (9)	Staff & Pupils	
1.02.21 – 05.02.21	N/A	PGDE Students	P6, P7a & P7b	Postpone
02.02.21	N/A	BPS Poetry Competition	Pupils/Staff/Kilsyth Academy	Postpone
05.02.21	N/A	Latest & Best Jotters/Progress Reports	Pupils & Parents/Carers	Postpone
05.02.21	9.15am	HT/DHT/PT Award	Pupils/Class Teachers & Management	
08.02.21-09.02.21 (Inclusive)	N/A	SCHOOL FEBRUARY HOLIDAY	ALL SCHOOL STAFF & PUPILS OFF	N/A
10.02.21	N/A	INSET DAY	STAFF IN SCHOOL/PUPILS OFF	Virtual Meeting
12.02.21	9.15am	Star Pupil (10)	Staff & Pupils	
17.02.21	N/A	Virtual Family Learning Day	Teachers & Pupils – Parents Virtually	
19.02.21	9.15am	HT/DHT/PT Award	Pupils/Class Teachers & Management	
22.02.21 – 19.03.21	N/A	PGDE Students	P6, P7a & P7b	Postpone
26.02.21	9.15am	Star Pupil (11)	Staff & Pupils	

05.03.21	N/A	STEM Day		
05.03.21	9.15am	HT/DHT/PT Award	Pupils/Class Teachers & Management	
12.03.21	9.15am	Star Pupil (12)	Staff & Pupils	
19.03.21	9.15am	HT/DHT/PT Award	Pupils/Class Teachers & Management	
19.03.21	All Day	Lots of Socks Day (Organised by P4a)	All Staff & Pupils	
24.03.21	6-7pm	Parent Council & PTA Meeting	PTA Members/PC Members/Management	Continue
26.03.21	9.15am	Star Pupil (13)	Staff & Pupils	
01.04.21	9.15am	HT/DHT/PT Award	Pupils/Class Teachers & Management	
01.04.21	All Day	Nursery Spring Party	Nursery Staff & Pupils	
02.04.21-05.04.21 (Inclusive)	N/A	GOOD FRIDAY HOLIDAY EASTER MONDAY HOLIDAY	ALL SCHOOL STAFF & PUPILS OFF ALL NURSERY STAFF & PUPILS OFF	N/A
06.04.21-18.04.21 (Inclusive)	N/A	SCHOOL EASTER HOLIDAYS	School Staff & Pupils	N/A

## Appendix B

Kilsyth Academy Cluster is made up of Balmalloch, Banton, Chapelgreen and Kilsyth Primary Schools.



## Kilsyth School Cluster Poverty Proofing Position Statement

*– This information is intended to help build a shared understanding of the impact poverty can have on some of our and our children and young people and their families within our cluster and local community. It can be shared with staff in school and used to help inform policy within each establishment.*

Within our schools there is a shared understanding the impact poverty can have on some families and children and young people.

Across all of North Lanarkshire it's estimated that 24.9% (17,922) of children and young people live in poverty. Low and insufficient household income can mean that some pupils quite simply don't have what they need to grow and prosper in the same way as others do.

We are therefore **committed** to tackling poverty and ensuring equity within our schools for all of our pupils.

We involved and asked some children and young people what their understanding and experience of poverty was which has helped shape our position statement for the cluster.

Our pupils all identified the following areas that families might need help and support with.

- School/nursery uniform (including PE)
- Equipment/resources
- Trips/excursions and after school clubs
- Fundraising, themed days
- Homework and ICT
- Food poverty
- Period poverty

### School Uniform

School uniform is encouraged in every school and in the main helps provide a sense of belonging. Whilst school uniforms are relatively accessible for many parents to buy, replacing worn or out-grown clothes can be difficult (especially at the rate in which some young people grow!). Young people noted that this is an area whereby peers can still 'pick on and bully

others' and therefore strict dress codes can embarrass some pupils. As staff we need to be aware of this (as well as deal with any incidents of bullying appropriately).

Each school has a uniform bank whereby items of clothing/uniforms are available and provide this service throughout the school are made directly to each school.



new, or nearly new free. Most schools year and requests

Clothing grants are also available for families and should be actively applied for [www.northlan.gov.uk](http://www.northlan.gov.uk)

with low income

There is also a great resource available to anyone who lives in the area. The 'Cumbernauld and Kilsyth Baby Bank provides general clothing, from birth to teenagers, baby and toddler essentials as well as school uniforms including coats, essentials such as underwear (all new).

Referrals are made from professionals including; school/nursery staff, health visitor, social worker, charities. Further information can be found at: [www.cumbernauldkilsythcare.org.uk](http://www.cumbernauldkilsythcare.org.uk)

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### Equipment and resources: pencils, pens and resources and 'things' pupils need

Children and young people often compare themselves to others (even as adults we are guilty of this) and basic items such as pens, pencils, calculators etc. can be expensive for some families to buy and replace, especially if trying to keep up with latest trends with fancy pencil cases and pens that have signature scents etc.

Whilst schools will not have a stock of the most sought after pens/pencils, they will have a supply of resources that are required. Staff will be aware of the pupils who may require them and children and young people should be reassured this will be provided – and just need to ask if not provided.

### Trips and excursions, including after school clubs

Trips are often subsidised, non-profitable and carefully planned to enable families to budget for and pay incrementally. Pupils from low income families should contact their Named Person to discuss if they are interested in a trip but worried about the cost. Schools can start 'Saving Clubs' for families or ensure Trips are subsidised so no pupil misses out.

On day trips, lunches are provided for those who require and have free meal provision.

Schools also need to actively consider how equitable trips/excursions are if not available to every child/young person and find exciting alternatives instead.

Often after-school clubs rely on parents/carers paying towards them which helps subsidise quality sessions from such as, sports coaches. Could volunteers be better utilised?

As a cluster, schools are looking at ways to pool resources to minimise any cost and any ideas are welcomed.

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## 'Fun days'

Even low cost events can be challenging for some families, (especially those with lots of children) such as non-uniform and fun days.

Some young people told us they "dreaded" days like that as they felt they didn't have nice enough or designer clothes to wear.

It's also been noted that attendance rates on these days often dips from pupils from low income families. We're becoming more thoughtful about this in school and through building a shared awareness of the impact of poverty, the hope is that children and young people (and staff) will be more sensitive to others not in the same position as themselves.

*"I stay at home on fun days because I've nothing to wear" anonymous 13yrs,*

Our schools all have costumes to borrow for fun days like World Book Day, Halloween

Any collections whether it be to give to charity or fundraising will be carried out with discretion and there is no expectation for pupils to donate any money.



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## ICT

Computers, lap tops, iPads, iPhones ...all remain costly and difficult for some families to buy, including paying broadband providers.

Each school is aware of families who might benefit and want support and computers have been provided to facilitate learning at home.

Staff in school should be aware that sometimes even having a computer is not enough to help complete homework tasks. Some households are particularly busy or over-crowded and sometimes a quiet space just isn't available.



*Some young people told us it was really difficult to do any work at home and preferred options to attend homework clubs at lunch or after school.*

## Food Poverty

***"I know what it feels like to be hungry", Marcus Rashford MBE.***

**Food poverty**, inexcusably, remains within our society and we are committed doing everything we can to help support any child/person who is affected by this.

It's clear from research that learning and development can be significantly affected if a child/young person does not have access to enough nutritional food. Food insecurity and insufficiency can lead to poor health conditions including headaches, stomach ache and colds. Concentration and attention skills, behaviour and



communication can all be affected from quite simply being hungry. Children can also be extremely worried and anxious about when their next meal might be. Young people have also expressed being concerned for parents who give up their food for them.

In all of our schools, a Breakfast Club is available as well as lunches for all pupils who qualify for free school meals. Families need to apply and a form can be collected from school or via the website:

[www.northlanarkshire.gov.uk](http://www.northlanarkshire.gov.uk)

All primary 1-3 pupils get a free lunch regardless of income and all pupils use a card to 'pay for lunch' to minimise any stigma that may be associated with children using a different token or system for payment.

Staff are vigilant in identifying any pupils they feel may need support and families and children and young people are encouraged to approach their Named Person who will be able to help.

Our aim is to reduce any social stigma about poverty, especially food poverty and through talking about issues such as this we hope to raise enough awareness for proportionate support to be respectfully offered to those who need it.

Embedded within the curriculum is Health and Wellbeing. All staff should continually consider the indicators in line with GIRFEC in order to help ensure any issues such as food poverty is identified and dealt with at the earliest point.

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## Period Poverty

All pupils have access to free sanitary products, which can be taken home also. The products are available in every toilet/bathroom area in school and pupils should be encouraged to take products home to use over weekends/holidays if required.

In OLHS, presentations have been given by students to discuss the impact of Period Poverty. This has helped destigmatise the associated costs and how this can impact on a girl's learning if not provided.

Sanitary products are also available at our sports centres, libraries etc

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## Maximising Income

The Financial Inclusion Team can also offer advice, representation and advocacy in a number of fields to families as well as professionals supporting families including maximising benefits as well as debt and money advice.

- disability living allowance
- attendance allowance
- tax credits
- employment and support allowance
- income support
- jobseeker's allowance
- carer's allowance
- child benefit
- universal credit
- personal independence payment

The **Financial Inclusion Team** also offer debt and money advice.

- Rent/mortgage arrears
- Council tax arrears
- Pay day loans
- Personal loans
- Store/credit cards
- Gas/electricity arrear
- Budgeting guidance

School staff/other professionals such as CLD, health visitor etc. can make a request to the Financial Inclusion Team by email: [FIT@northlan.gov.uk](mailto:FIT@northlan.gov.uk) or if a parent or carer wishes to self-refer they can call 01698 332551.

The Cumbernauld and Kilsyth Citizen Advice Bureau can also provide advice and also help signpost services and can be contacted on 01236 723201 or online: [bureau@cumbernauldcab.casonline.org.uk](mailto:bureau@cumbernauldcab.casonline.org.uk)

We sincerely hope that within our Cluster of schools no family, child or young person feels alone worrying about the impact of poverty. We are working hard with our school staff to raise awareness of the issues fore-mentioned and providing training and support.

If you are concerned about any aspect of whether about you or someone else please get in touch with the head teacher or Named Person within your local school.

## Ideas for schools to support our children, young people and families

One of the key messages is to change the language used. Families repeatedly describe the shame and guilt they feel about not being able to provide for their children and children and young people repeatedly describe the embarrassment of not having what their peers have. In order to help support, we need to be mindful of the language used. Instead of “POVERTY WEEK” reframe and use “SUPPORTING OUR WHOLE SCHOOL COMMUNITY” or something similar.

<b>Uniform –</b>  <b>Ensure language is positive – avoid “nearly new, uniform bank but instead consider Pop-up Uniform Shop’ or Recycle Uniform Event’.</b> <b>This will help overcome any stigma.</b>	<ul style="list-style-type: none"> <li>○ Uniform Swap</li> <li>○ Local Uniform Bank</li> <li>○ Buy PE kit for those who need it using PEF fund</li> <li>○ Ensure PE kit available every week for those who need it</li> <li>○ Winter Coat Swap (nearly new)</li> <li>○ Be flexible about where school uniforms can be bought</li> </ul>
<b>Non uniform day</b>	<ul style="list-style-type: none"> <li>○ Consider impact? Is there an alternative?</li> <li>○ Choose a theme instead such as wearing tartan and provide ready-made sashes or lapels</li> <li>○ Have a Fancy Dress box/ Halloween costumes available</li> </ul>
<b>Prom Night</b>	<ul style="list-style-type: none"> <li>○ Provide ‘Couture swap’ – encourage pupils to donate used Prom outfits</li> </ul>
<b>Period Poverty</b>	<ul style="list-style-type: none"> <li>○ Sanitary kits freely available, ensure fully stocked</li> </ul>
<b>Health and wellbeing kits</b>	<ul style="list-style-type: none"> <li>○ Deodorant, shaving cream, razors, moisturiser, brush, mini shampoo &amp; conditioner, hand gel etc.</li> </ul>
<b>Resources – let parents/carers know the school will provide resources to avoid them having to buy</b>	<ul style="list-style-type: none"> <li>○ Pencil case kits; pens, pencils, calculator etc.</li> <li>○ Ensure resources available in every class to take/use if required) – A Stationary Box</li> <li>○ Encourage local businesses to donate stationary</li> </ul>
<b>Xmas/end of term gifts for staff</b>	<ul style="list-style-type: none"> <li>○ Stop all gifts, instead give each child a card for a message of thanks or make something in school</li> </ul>
<b>Book Fair</b>	<ul style="list-style-type: none"> <li>○ Have Book Swaps rather than too many Fairs</li> </ul>

Fundraising	<ul style="list-style-type: none"> <li>○ Ask parents to volunteer instead of giving money such as a Bag pack, or supervise a recycle clothes or toys day</li> </ul>
School Photographs	<ul style="list-style-type: none"> <li>○ Is there a cheaper alternative? School phone/digital?</li> </ul>
<p>School trips/activities...</p> <p>Never READ out who has not paid for trips etc., find out what the reason is and a solution– some children even hide letters asking parents for money as they are so aware of the burden this may place on them</p>	<ul style="list-style-type: none"> <li>○ Ensure each department is aware of what they're asking parents/carers for</li> <li>○ Plan ahead and give plenty warning to parents</li> <li>○ Start a weekly/monthly savings scheme for trips</li> <li>○ Re-think “first come, first served” for confirming places on trips/activities. This is unfair to those who don't have money available there and then.</li> </ul>
Parent Council	<ul style="list-style-type: none"> <li>○ Is there a Hardship Fund that some of the school funds raised could be used for?</li> </ul>
Review Rewards/merit systems	<ul style="list-style-type: none"> <li>○ Ensure 'points' are not given to anything that could relate to finances at home such as 'correct uniform' or 'having a calculator/pencil'</li> </ul>
Homework (including making things at home to bring into school as part of Topics)	<ul style="list-style-type: none"> <li>○ Can this be done?</li> <li>○ Consider resources available at home</li> </ul>



**APPENDIX D**

<b>ATTENDANCE</b>	<b>TERM 1 Aug.-Sept.</b>	<b>TERM 2 Oct.-Dec.</b>	<b>TERM 3 Jan.-March</b>	<b>TERM 4 April-June</b>
<b>Excellent (95-100%)</b>	✓			
<b>Very Good (90-94%)</b>				
<b>Good (85-89%)</b>				
<b>Cause for Concern (Below 85%)</b>				

**CURRICULUM FOR EXCELLENCE - NATIONAL GUIDANCE**

<b>Level</b>	<b>Stage</b>
<b>Early</b>	The pre-school years and Primary 1, or later for some.
<b>First</b>	To the end of P4, but earlier or later for some.
<b>Second</b>	To the end of P7, but earlier or later for some.
<b>Third and Fourth</b>	S1 to S3, but earlier for some.

**CURRICULUM FOR EXCELLENCE – BALMALLOCH P.S. & N.C. GUIDANCE**

<b>Level of Progress – Early Level</b>	<b>Expected Stage – Nursery &amp; School</b>
<b>Early 1 (First Steps – Bronze)</b>	Anti pre-school
<b>Early 2 (Next Steps – Silver)</b>	Pre-school
<b>Early 3 (Final Steps – Gold)</b>	Primary 1

<b>Level of Progress – First Level</b>	<b>Expected Stage – Nursery &amp; School</b>
<b>1:1 (First Steps – Bronze)</b>	Primary 2
<b>1:2 (Next Steps – Silver)</b>	Primary 3
<b>1:3 (Final Steps – Gold)</b>	Primary 4

<b>Level of Progress – Second Level</b>	<b>Expected Stage – Nursery &amp; School</b>
<b>2:1 (First Steps – Bronze)</b>	Primary 5
<b>2:2 (Next Steps – Silver)</b>	Primary 6
<b>2:3 (Final Steps – Gold)</b>	Primary 7

**LEVELS OF PROGRESS**

<b>GRADE</b>	<b>PROGRESS/FOUR CAPACITIES</b>	<b>PARTICIPATION &amp; ENGAGEMENT</b>
1	Making very good progress	Very Good
2	Making steady progress	Satisfactory
3	Making progress with support	Support required for improvement

**SKILLS FOR LIFE, LEARNING & WORK – FOUR CAPACITIES**

<p><b>Responsible Citizens</b></p> <ul style="list-style-type: none"> <li>• Participates responsibly in partnerships &amp; teams</li> <li>• Demonstrates respect for the views, feelings &amp; rights of others</li> <li>• Demonstrates appropriate behaviour in and out of school</li> </ul>
<p><b>Effective Contributors</b></p> <ul style="list-style-type: none"> <li>• Engages in learning and demonstrates an enterprising attitude</li> <li>• Demonstrates resilience and self-reliance</li> </ul>
<p><b>Confident Individuals</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a sense of physical, mental and emotional wellbeing</li> <li>• Demonstrates ambition</li> <li>• Secure in values and beliefs</li> </ul>
<p><b>Successful Learners</b></p> <ul style="list-style-type: none"> <li>• Shows openness to new ideas and thinking</li> <li>• Progress in Literacy, Numeracy and Across the Curriculum (See Below)</li> </ul>

<b>Progress in the Four Capacities</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
Responsible Citizen	1	1		
Effective Contributor	1	1		
Confident Individual	2	2		
Successful Learner	2	2		

### **CURRICULAR AREAS**

<b>Literacy and English: Reading</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
CfE Working Level	2:2	2:2		
Progress	2	2		
Participation and Engagement	2	2		

<b>Literacy and English: Writing</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
CfE Working Level	2:2	2:2		
Progress	2	2		
Participation and Engagement	2	2		

<b>Literacy and English: Talking and Listening</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
CfE Working Level	2:2	2:2		
Progress	3	3		
Participation and Engagement	3	3		

<b>Numeracy &amp; Maths: Number, Money &amp; Measure Shape, Position &amp; Movement Information Handling</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
CfE Working Level	2:2	2:2		
Progress	2	2		
Participation and Engagement	2	3		

<b>Learning Across the Curriculum</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
CfE Working Level	2:2	2:2		
Progress	2	3		
Participation and Engagement	3	3		

	<b>TERM 1 Signature</b>	<b>TERM 2 Signature</b>	<b>TERM 3 Signature</b>	<b>TERM 4 Signature</b>
<b>Class Teacher</b>				
<b>Member of Senior Leadership</b>				



**Balmalloch Primary School and Nursery Class**



**'Latest and Best' Jotter & Progress Report - Parent/Carer Response Sheet**

Please take the time to look at your child's Progress Report, targets and evidence of progress in the 'Latest and Best' evidence jotter each term, supporting partnership working to improve outcomes for our children. We would really value your comments in relation to your child's progress and any suggestions to help further develop your child's knowledge and skills across the curriculum. Thank you for your support.

**TERM 1 & 2**

<b>What aspects of your child's learning and progress are you particularly pleased with?</b>
<b>Are there any aspects of your child's learning or report you wish to discuss further?</b>

**TERM 3**

<b>What aspects of your child's learning and progress are you particularly pleased with?</b>
<b>Are there any aspects of your child's learning or report you wish to discuss further?</b>

**TERM 4**

<b>What aspects of your child's learning and progress are you particularly pleased with?</b>
<b>Are there any aspects of your child's learning or report you wish to discuss further?</b>





## **Balmalloch P.S. and N.C**

### **Parent Council Agenda**

**Virtual Meeting: 13.01.21 6 to 7pm**

1. Remote Learning/Support for Families/School Policy/School Website/Engagement & Attendance
2. Parent Council Roles and Responsibilities - Vacancies
3. Homework
4. Pupil and Parent Improvement Plan & Poverty Proofing Responsibility - Parent Council
5. Follow-up - Interaction with Parent Council Email
6. Report Cards - Lack of personal feedback, evaluative comments or next steps/Sharing Progress with Parents/Carers

Information regarding the above can be found within the Head Teacher's Report and additional information within the Remote/Blended Learning Policy.

#### Attendance:

Ruth McCarthy (HT)

Deborah Convery (PT)

Lyndsey Maguire (PCC)

Stewart Derrick (Member)

Laura Young (Member)

#### **Feedback from the meeting:**

- Rota system for remote learning - Positive
- Check-in system to allow children to have an element of face-to-face contact with their teacher at identified time (e.g.) the start of the week to catch up with learners, the end of the week where a story could be shared or a pre-recorded message for the class to maintain the personal element for children.
- Survey parents about reporting format/Latest and Best jotters/End of Year Report
- Support for parents/carers in understanding the progress report and the strengths/next steps for children in their Latest and Best Jotters to support awarded levels. Sections highlighted in blue in Appendix D contain information about the report and sections in yellow show the learner's progress. Would parents/carers prefer 'VG' for Very Good, 'NS' - Needs Support for example instead on numbers to represent this?
- The standard and quality of learning throughout the stages and engagement of learners has improved since the previous lock-down. This highlights how the school has built on previous experiences and listened to feedback to improve outcomes for our children. We will continue to review our policy and practice as we continue to learn new ways of working to support our families in these challenging times.

- Active Literacy session for parents/carers previously provided by the school would help parent/carers support their children at home. Mrs Convery will contact the authority to ask if the Active Literacy discs can be used at this time to upload sections on the school's website. Mrs Convery will also ask where to source alternative videos that would support parents/carers with literacy and numeracy.