

# Capturing Calderwood: Parent Carer Feedback Survey 2021/22



48 out of 182 Primary parents responded.

### 3. Relationships:

At Calderwood, we pride ourselves in putting the health and wellbeing of your child at the centre of the decisions we make. We work hard to develop positive relationships with your child and ensure they are safe, happy, nurtured and included at school.

I feel that the champions really know my child.

[More Details](#)

Strongly agree	26
Agree	18
Disagree	2
Strongly Disagree	0
Don't know	2



### 4. Transition:

At Calderwood Primary, transitions are keen to ensuring our children settle into life in their new school. We provide a range of supports and communication to support your child transition into Calderwood Primary.

I feel that my child and family were supported with the transition into Calderwood Primary.

[More Details](#)

Strongly agree	28
Agree	17
Disagree	1
Strongly disagree	0
Don't know	2



### 5. Learning & Teaching:

At Calderwood we are building an aspirational curriculum for our community, consulting with all our stakeholders and partners.

I am satisfied with the learning and teaching opportunities provided for my child, and that the experiences support and challenge my child.

[More Details](#)

Strongly agree	25
Agree	16
Disagree	5
Strongly disagree	0
Don't know	2



### 6. Parental engagement:

We recognise that parental involvement & engagement is key to children's learning and progress. This year we have established a range of different (covid safe) opportunities for families to be involved and engaged in their child's learning. For example; online meet the teacher, champion conversations, termly learning letters, Seesaw & Teams, Calderwood Tours, blogging about learning, etc.

I have had opportunities to find out about how my child learns and how to support their learning at home.

[More Details](#)

Strongly agree	20
Agree	21
Disagree	7
Strongly disagree	0
Don't know	0



### 7. Communication:

As we grow our school community and establish systems and routines, we know that sometimes things can change at the last minute. However, we always strive to have clear, transparent, communication between school and home. This year, in consultation with our Parent Council we established a communication strategy which includes a range of methods such as blogging, parent mail, Calderwood Chronicle, Parent Council Clan Reps, etc.

I am happy with the overall communication between school and home.

[More Details](#)

Strongly agree	15
Agree	21
Disagree	10
Strongly disagree	2
Don't know	0



### 8. Leadership:

I feel that our school is well led.

[More Details](#)

Strongly agree	23
Agree	22
Disagree	2
Strongly disagree	0
Not sure	1



## What have been magic moments for you and your child at Calderwood this year? #CapturingCalderwood

### Life and Ethos of the School

- Love the learning environments at Calderwood!
- The new school building and the environment are really amazing. The teachers are wonderful and had helped the children to settle down very well. Their efforts are much appreciated. My daughter really feels happy and elated to attend school. Wishing all the best and good luck to all the teachers and support staff!
- We love that he seems to have made some really good friends.
- The first day at Calderwood was fantastic and very emotional.
- The new school opening.
- There have been too many!
- From the moment the kids meet the pupil support workers at the gate in the morning, they seem to be surrounded with enthusiasm and positivity and I can't overstate the effect this has had on both children. Thank you so much to everyone for all their hard work!
- Taking the time out of the day to let the winners phone home from her office was also such a lovely, kind touch and showed us that achievements were really celebrated.
- The Red house party.
- The reindeer visit.
- The grand opening and the party the first Friday.
- Getting a job in the playground.
- Various treats for the children such as the reindeer.
- The champions, helpers and teachers were absolutely amazing. They have helped him to be comfortable, introducing new friends and focusing on his wellbeing. I can't thank every one of them enough as he now walks into school with his head held high and looking forward to the day.
- My daughter loves Calderwood, her clan and her Champion.
- Getting a certificate of achievement.
- The nativity play.
- My kids come home happy and proud of their achievements.
- School drop offs and pick ups are very positive experiences.
- The very special events put on for the opening of Calderwood.
- The nativity's.
- Continue to develop links with the wider community. It was lovely to have Nadin in to speak to the class about Eid. It would be great to have a link with the church in East Calder for times in the year like Christmas and Easter.
- The opportunity to take part in a wide range of activities and experiences, during both the school day and at the after school clubs.
- Meeting new friends and having a classroom full of great kids.
- Having a brand new school/environment to learn in.
- Calderwood transition and opening, being a "Founder" Rannoch clan, Calderwood Tours, Sports Day to name but a few.
- The space is fantastic and they are extremely lucky to have the opportunity to go to such a school.

- Both children love the MUGA and the new football field.
- Choir singing at Calderwood cafe at Christmas
- School tour
- Sports day
- After school sports clubs.
- From the very beginning the effort that has been made has been amazing. From the parties at the beginning to Christmas celebrations, everyone I've met so far are perfect for the school.
- Rabbie Burns recital.
- The excitement when the kids get a dress down or party day and just seen how much they've grown in one year.
- The teachers are fantastic
- Welcoming in so so friendly way. I was really stressed that they may not be welcome coming during school year. I was wrong. They have been welcomed and they are now much happier than in old school.
- Visiting the school as a parent I witnessed the key facilities available to the children and I felt great.

### Parental engagement

- He absolutely loved showing us round his school.
- Viewing the school during the Tour.
- Finally getting a tour of the school & my son being so proud to show us around.
- Being shown around the school on the Calderwood tours , it was a proud moment for my child to show us all the fun areas to learn.
- The strong community links, the parents look out for each other and the kids, the staff are always smiling which we love.
- The tours carried out by the children.
- We really enjoy receiving updates via seesaw of her learning and watching the sways and videos of performances
- As parents, the photos of her learning on Seesaw have been lovely to see.
- Seeing learning they have taken part in on Twitter.

### Learning and Teaching

- Participating in the French Cafe and serving other adults.
- Seeing him develop his reading skills.
- We weren't sure how my child would take to primary school since she never seemed to settle entirely at nursery, but she wakes up every single day with a smile on her face and can't wait to get to school. She ADORES her champion and we are all so impressed with their boundless enthusiasm and real love for the children (she is the perfect P1 teacher!). She knows her so so well and knows how to challenge and encourage her in her learning. Their highlight would probably be the school nativity, which she really enjoyed, although she also loves all the practical learning (making volcanoes, fossils, dinosaur poo, pancakes...) The way my child has flourished this year makes us all so happy - we honestly couldn't have asked for a better start to her primary years!
- My son was also never that keen on school at his old primary and we often felt he was being held back and frustrated. At Calderwood, he has really been allowed to spread his wings and he relishes the freedom to approach his learning from a lot of new angles. He loves being one of the oldest and the responsibilities that come with that and he is really enjoying the more open-plan learning environment, too. His highlight was undoubtedly winning the Scots poetry.

- My child has loved the learning environments at school and has enjoyed going on trips to Almondell Country Park. y recital as he worked so hard at it and it gave him an amazing sense of achievement.
- Winning the Scots poem competition.
- Trips to the woods.
- Her magic moment this year was writing her story about Rosy and Star with her friend and getting to read it at assembly.
- My child has loved the learning environments at school.
- She took a lot from the sustainability topic this session and there was one video in particular where she was talking about litter picking around Calderwood.
- Continue with the specialist STEM lessons.
- Continuing to share literacy and numeracy approaches with families. I like the layout of the homework grids on Seesaw and how they have suggestions for tasks relating to literacy and numeracy.
- It's great to see them getting out to the woods from time to time too. The dens looked great!

### List three priorities for Calderwood for next session

You said ...	We already do ...	New Ideas for 2022/23 ...
<b>Life &amp; ethos of the school</b>		
Continue to develop pupil voice		<ul style="list-style-type: none"> <li>- Pupil leadership roles.</li> <li>- Pupil Council.</li> <li>- House &amp; Vice Captains, etc.</li> <li>- House meetings.</li> </ul>
More team building exercises between the pupils in clans.	<ul style="list-style-type: none"> <li>- This regularly happens between clans across stages.</li> <li>- Invisible Strings context gave every clan a 'buddy clan'.</li> </ul>	House meetings.
Poverty proofing the school.	Cost of the school day: <a href="https://blogs.glowscotland.org.uk/wl/calderwood/2021/10/31/cost-of-the-school-day/">https://blogs.glowscotland.org.uk/wl/calderwood/2021/10/31/cost-of-the-school-day/</a>	Equity lead champion continue to explore.
<b>Personalised support</b>		
Continue to develop personalised support for children with ASNs.	Termly Calderwood Cans meeting with the leadership team, champions and Mrs Scott, enable us to allocate targeted/ personalised support.	Our programme and interventions for supporting and challenging learning will continue to evolve.

Sharing information about a targeted intervention.	<ul style="list-style-type: none"> <li>- We aim to update parents on the impact of an intervention, however this can be difficult to do for every intervention the school operates.</li> <li>- At time we ask parents to feedback on the impact of interventions.</li> </ul>	Further develop how we feedback on the impact of interventions.
Supporting parents to support their child with a particular aspect of learning they are finding challenging.	Mrs Scott, teaching champions and the leadership team, regularly issue families with advice on how parents can support their child at home.	Continue to develop these approaches
<b>Curriculum</b>		
Continue to develop outdoor learning.  Use of learning spaces within the community, for example, the country parks.	<ul style="list-style-type: none"> <li>- Some clans have used the country parks and areas of Calderwood to support learning.</li> <li>- We have asked for parents to be volunteers to support with the ratios of leaving the school area.</li> </ul>	<ul style="list-style-type: none"> <li>- Include in the school improvement plan for next session.</li> <li>- Use of skills and knowledge from our nursery champions.</li> </ul>
Swimming classes.	Primary 5 swimming assessments are organised by West Lothian Council.	
Each stage to have a separate learning plan as composite classes work quite a lot with straight classes meaning that the P3s for example are doing the same work as the P4s.	<ul style="list-style-type: none"> <li>- Children's learning tasks are matched to support or challenge their learning needs.</li> <li>- Learning overviews are shared at the start of each term.</li> </ul>	
Trips and residential	We have started to prepare for this by asking parents to volunteer to be helpers for trips, etc.	<ul style="list-style-type: none"> <li>- We are excited for this happen again! For trips to happen we need support from parent helpers, so please sign up to volunteer, if you can.</li> <li>- We will consult with families, children and champions about forming a residential programme.</li> </ul>
Home learning tasks:  A range of views on home learning: <ul style="list-style-type: none"> <li>- Too much</li> <li>- Too little</li> <li>- More focussed tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Our home learning style follows our agile approach to learning, developing our children to be independent and creative.</li> <li>- The homework grid are opt In to support families who have commitments/ children who go to groups, etc.</li> <li>- Research shows that at Primary stages there is no direct impact between home learning and raising attainment.</li> </ul>	<ul style="list-style-type: none"> <li>- We will issue a survey to children, families and champions.</li> <li>- Working group within the parent council?</li> </ul>

<ul style="list-style-type: none"> <li>- Project work</li> <li>- Request for traditional style homework</li> </ul>		
P.E teacher	<ul style="list-style-type: none"> <li>- All children get 2 hours of P.E a week.</li> <li>- It is not within our staffing plan to have a P.E. specialist next session.</li> </ul>	Review for 23/24.
More in depth learning about a certain topic and doing projects on it would be beneficial to start in their primary learning as researching and communicating their findings is a life skill that will be continuous throughout their educational and adult lives.	<ul style="list-style-type: none"> <li>- Children currently do this through their interdisciplinary contexts for learning. Children have the opportunity at times across the school year to select what the learning context will be for their class, in line with the Curriculum for Excellence Curriculum.</li> <li>- Due to our agile learning approach and developing independent learners, children are taught research and communication skills.</li> </ul>	

## Learning & Teaching

<p>It would be great if the school becomes a member of the 'Reading School' accreditation programme.</p> <p>Arrange the cycle training programme such as 'Bikeability Scotland'.</p> <p>On-site renewable energy equipment for learning (turbine, solar, hydro(?!))</p>	<p>We are aware of these programmes, with being a new school we need to prioritise what we focus on.</p>	<p>Ideas for the future.</p> <p>How can parents/ careers support with Bikeability.</p>
<p>More focus on improving Numeracy and Literacy skills</p>	<p>The development of and application of numeracy and literacy skills are pivotal to all aspects of learning and teaching.</p>	<p>Continue to be a focus of the school improvement plan.</p>
<p>Arranging programmes or activities related to self awareness and self worth.</p>	<p>Part of our Health and Wellbeing curriculum.</p> <p>Interventions for targeted children.</p>	
<p>Diversity – learning about other cultures.</p>	<p>This is part of our inclusive ethos.</p>	
<p>Proactively address the additional stresses and trauma our children have been through these past 2 years using the best</p>	<p>Health and wellbeing curriculum.</p>	

<p>available practices from around the world. Trauma and anxiety in children can manifest as behavioural challenges which sound like they are on the rise in the classrooms.</p>	<p>Partnership working with Inclusion and Support Service.</p> <p>Referrals to the Health and Wellbeing Recovery Group for individual children.</p>	
<h2 style="background-color: #003366; color: white; padding: 5px;">Parental Engagement</h2>		
<p>We would like to learn more about what the children are doing in class as we don't hear very much from ...</p> <p>Sharing learning that is happening in the classroom. Show parents what the children are learning by sharing jotters or examples of work.</p>	<ul style="list-style-type: none"> <li>- P1 -3 receive weekly learning observations on Seesaw.</li> <li>- P4-7 families can look at their One Note online jotter with their child.</li> <li>- Fortnightly learning blog post.</li> <li>- Jotters are only one part of the child's learning profile.</li> <li>- Approaches to profiling have been consulted on and shared.</li> </ul>	<p>Opportunities for families to see jotters.</p>
<p>Learning Showcases - opportunities for families to come into classrooms to be involved with the learning.</p>		<p>We are very excited about this happening next session!</p>
<p>Better communication with regards to a child's particular area of work that needs better supported at home.</p>	<p>This is shared at parents evenings, child planning meetings, parent meetings, through email requests, support from Mrs Scott, etc.</p>	
<p>More teacher engagement on seesaw, currently too much of a delay responding.</p>	<p>Champions have allocated time each week to respond to learning comments on Seesaw. Our champions regularly engage with children on seesaw, this time also needs to be balanced with planning and learning and teaching in real time.</p>	
<p>More interaction between champion and parents on how the child is doing overall.</p>	<p>Our champions continually interact with families about their child. Champion conversations, blogging, Seesaw/ Teams, chats at pick up time, meetings, learning letters with the termly meeting, etc.</p>	<p>We look forward to having more in school sharing the learning events.</p>
<p>Sharing numeracy and reading learning approaches with families.</p>		<p>This is part of our plan for next session.</p>

<p>Parents appointments are too short.</p> <p>School report.</p>	<p>Every primary child in West Lothian receives two ten minute parent's night appointment and an end of year summary report.</p>	
<p>Involving more parents in a variety of learning experiences both in school and out of school.</p>	<ul style="list-style-type: none"> <li>- We issued a form for parents who have specific skill or interest that could be shared with the clans.</li> <li>- Requested for parents to be PVG checked to become parents helpers.</li> </ul>	<p>Opportunity for clans showing casing their learning with families.</p>
<p>Make opportunities for parent engagement with the school at times outside those of normal business work hours.</p>	<ul style="list-style-type: none"> <li>- This was recently done in the form of Calderwood Tours, P1 Induction evening and P7 information evening.</li> <li>- Parent Council Meetings.</li> <li>- Office email.</li> </ul>	<p>There will be a balance with this over the year, however you will understand that this will be balanced taking into account teachers working time agreements.</p>
<p>Communication:</p> <p>Various views including;</p> <ul style="list-style-type: none"> <li>- Too much</li> <li>- Too little</li> <li>- One place</li> <li>- Calendar</li> </ul>	<ul style="list-style-type: none"> <li>- As we established ourselves it was brought to our attention via the Parent Council that families would prefer less emails but a more frequent newsletter. We moved to this model. The newsletter has all the information about what is happening and links to the blog.</li> <li>- All information about the school is shared on the blog, which links to the website, Twitter and the newsletter.</li> <li>- Email is used for those things happen at short notice (which can't always be helped).</li> <li>- Use of our Parent Council clan reps.</li> </ul>	<ul style="list-style-type: none"> <li>- Working group within the parent council?</li> <li>- What information do parents want to know?</li> </ul>
<p>Use of Twitter.</p> <p>Encourage deeper face to face interactions with parents instead of surface level interactions on social media.</p> <p>Less focus on promoting the school and more about learning as the kids have missed a lot of school and feel they are behind on where they should be.</p>	<ul style="list-style-type: none"> <li>- Items shared on twitter are a replica of emails/ blog/ seesaw/ etc.</li> <li>- The idea is to share and celebrate our learning journey with the whole community and beyond.</li> <li>- Everything we do at Calderwood is focussed on relationships and learning and teaching.</li> </ul>	
<p>Ensure each child's learning needs are met to develop them further and keep them engaged - ensure their ability level has</p>	<ul style="list-style-type: none"> <li>- Children complete ongoing assessments to ensure the appropriate pace and challenge is planned for them.</li> </ul>	



<p>been assessed and those who excel are supported just as much as those who require additional teaching input.</p> <p>Making sure children are appropriately grouped, challenged and pushed to their best ability to catch up from the upset of covid and moving of schools so they are up to expected curriculum levels.</p>	<ul style="list-style-type: none"> <li>- Quality assurance processes show evidence that children are engaged in their learning.</li> <li>- Termly Calderwood Cans meeting with the leadership team, champions and Mrs Scott, enable us to allocate targeted/ personalised support.</li> <li>- Deployment of Pupil Support Worker champions to support and challenge children.</li> <li>- All children at Calderwood are supported to achieve their potential.</li> </ul>	
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## Wider Community

<p>Community Engagement/ links.</p>	<ul style="list-style-type: none"> <li>- We already liaise and work with the West Calder learning community.</li> <li>- We have a partnership with the Calderwood residents group.</li> <li>- Sustran walk to school fortnight.</li> <li>- Clans have all completed a learning focus on an aspect of Calderwood.</li> <li>- Competitions with housing developers.</li> <li>- C in the Park</li> <li>- Parent Council Magic Miles fundraiser.</li> </ul>	<ul style="list-style-type: none"> <li>- Can the East Calder community council support us with this?</li>   <li>- How can the community further support us?</li> </ul>
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