



## Minutes of Student Council Meeting

**In attendance:** Connor Laidlaw, Stephen London, Maddie Rosher, Ellie Richardson, Dulcie Rutherford, Joshua Bolton, Jessica Power, Connie Borthwick, Karl McGrath, Hayley Paxton, Maisie Lindsay, Katie Lowden-King, Alexa McKenzie, Erin McInnes, Dylan Inglis, Patrick Beattie, Kyle Ter Morsche, Caitlin Cressey, Sarah Turnbull, Drew Muir, Hamish Reynolds, Olivia Jack, Jessica McLaren, Ian Manzoni, Liam Brown, Joana Gaspar, Martha Beattie, Mariah Rong

**Apologies:** Iona Stewart-Wiliams, Robert Hanski, Lewis Barker, Declan Donaldson, Marcel Woldanski, Joshua Bolton, Jessica Power, Jake Rowland, Jessica McLaren, Ian Manzoni, Lewis Barker, Dior Slater

**Date/Time:** February 26<sup>th</sup>, 21. 9am-9:45am AND Friday March 5<sup>th</sup>, 9am-9:45am

**Location:** Virtual

1. Matters Arising/general updates:

- We discussed the action points from the last meeting to explain the changes we are making based on our discussions (see minutes from Feb 5<sup>th</sup>, 21)
- BHS Bullying Policy Action Group: (small working group lead by P.Macklin) to create a bullying policy NAMES: S1–Connor Laidlaw, Stephen London S2–Dulcie Rutherford, Jessica Power S3–Hayley Paxton, Erin McInnes S4–Sarah Turnbull, Declan Donaldson and waiting to hear from S5 and S6
- We would like to put up a ‘Mental Health Board’ and posters around the school to support better mental health and show who the ‘See me ambassadors are’
- Comments from the ‘Safety and Behaviour’ whole school survey: to discuss  
x Detention system not working?? **Action point: How to make it work—we need to have conversations around changing student’s attitudes towards detentions via registration and Social Education classes. Some just see detention as a laugh and the school are trying to make our school a positive learning environment—a lot better than last year so trying to get pupils to think about why they are misbehaving could be productive We need to change the attitude of some students to not just ‘give up’**

2. Agenda Items:

**BHS Student Council topic: How good is OUR school themes 2: Teaching and Learning**

**Student Council PowerPoint 2**—a reminder of what, why, who, when student council is running and a discussion on Teaching and Learning [PowerPoint 2](#)

## Discussion—

- School resources and building: school building, dining facilities, use of IT, etc.
- Specific Learning and Teaching: Range of teaching styles/tasks, lesson structure, feedback
- Curriculum: opportunities outside of school, student choice
- Understanding of success and progression: prepared for life, prepared for future jobs
- **A REMINDER:** that all reps must post information regarding surveys to be completed by the whole school to get the voices of ALL students. Any issues that are different from those of the council will be discussed and actioned in Council meetings under matters arising (as above)

## Comments on Teaching and Learning--

POINTS = POSTIVE POINTS MADE

POINTS = NEGATIVE POINTS MADE

POINTS = POSSIBLE ACTIONS

## Resources and equipment

- It is amazing that all staff and students have access to an Ipad to help with learning and teaching but Wifi in some classrooms is a huge issue and there is limited Wifi in study areas. **Action:??**
- IT support in school (Mr Huffman) is brilliant to help with quick fixes that are simple but there are concerns about I pads breaking down and very slow response to things getting fixed (in some cases 3+ weeks). **Action: ??**
- Lots of instruments to use in music classes for students to learn and practice their skills but more instruments would be beneficial to extend students' choice of instrument. **Action: ??**
- The school building itself is in excellent condition, safe, well-kept and big enough for us to social distance when we return to school but not enough social distancing is happening and students aren't following the one-way system and single file procedures **Action: Staff and students need reminded and staff need to enforce it**
- PE corridor is very tight for distancing and lighting makes it intimidating **Action: Is it possible to move the lockers?**
- Not all students take care to put their rubbish in the bins and the litter in the playground is starting to grow and sometimes students' fruit is being kicked/thrown around **Action: Prefects and Playground Supervisors supporting positive behaviour and more bins in bright colours to stand out needed, more litter picks, reminders and/or litter picks in PSE classes or volunteers given house points or Saltire Awards**
- There are inconsistencies in where students are keeping their work as there is too much 'back and forth' between jotters and iPads—students are losing track of where to keep their information making it hard to revise or keep track of information. **Action: ??**

## Curriculum

- Not a lot of pupil choice in our curriculum to choose topics to learn about that students feel are relevant to them **except in S6 citizenship class which offers some choice and when course choices are being made** **Action: there could be a choice unit once a term?**
- Course choice booklets would help pupils to make more informed choices about what the subject is about **Action: possible course choice night where students and staff can 'sell their subject'??**
- My world of work: very intimidating and needs to be more clearly explain to students to make sense of it all. **My World of Work is a great resource to have**
- **Some subjects discuss 'skills for life and work'** but more so in the senior school than the junior school **Action: ??**

## Specific Learning and Teaching

- **Many teachers give two levels of tasks (differentiation) and this gives pupils the choice of what outcome they are prepared/able to do (eg. A storyboard and a piece of writing on the same topic) --some students however are choosing the easier tasks despite their ability** **Action: How do we challenge this behaviour and get students to challenge themselves to do the higher level tasks? Students on the council feel that these types of things are down to students to take responsibility for their learning and they must step up and put more effort in as teachers and staff are working hard already to challenge students to progress**
- **Most of the teachers put a lot of effort into their lessons and mix up the types of activities that they do which is great--its not always the same tasks over and over (eg Business Studies, English and Geography to name a few) but not all teachers are as flexible with the work they provide and are using the same approaches over and over which makes things feel repetitive and doesn't make students very enthusiastic to do the work.** **Action: ??**
- **Teachers are supportive and encouraging students to do their best and make them feel comfortable about asking for extra support**
- **A range of different activities are being given to keep students interested and learning**
- **Learning intensions and success criteria are always very clear and students feel this is so helpful in giving a good focus on what they are learning**
- **The senior school strongly feel that LIs and SC also keep track of where they are going and how to progress—the individual feedback is also very helpful for progressing as they can see what you need to do to improve**
- **In some subjects, a list of assessment grades/feedback is kept to show progression and students felt this was helpful as they can also add their own comments on where they are to improve (this is happening a lot in Science and Maths)**
- **When it comes to pace and challenge some students are feeling that there is too much or too little. When there is too much it's overwhelming when you can't break up the tasks into smaller bits and to face a huge chunk of work is causing anxiety and stress. On the other side, some more able students are finding that there aren't enough extension tasks given and there are times when they are sitting in class with 15-20mins left in the lesson with nothing to do** **Action: D. Huffman could possibly help to do some work with staff who may be struggling with this and**

staff could try to break down how much is given to students as the 'list' of things can be huge

- Student Council feel that the teaching and learning is great in our school—teachers are more specific with their LIs and SC whereas last year they tried but it wasn't as consistent as this year
- Students love having 'starters' to get them thinking/prepared for the topic as a reminder of what they have learned but this isn't happening in all classes. **Action:** we need little reminders what we learned 50/50 of the teachers are doing this.

### Success and Progression

- Some departments are really good about linking their subject to the wider world of work and are giving students information about opportunities that are available for apprenticeships but not all subjects are doing this...the junior school in particular aren't seeing the links to how a subject can be directly tied to jobs **Action:** the Student Council feel that students are needing to speak out if they are needing/wanting support or have issues in order to take responsibility for their development
- It is felt that Learning Logs are waning a bit and aren't being filled in as much but students recognise that this could be down to the fact that not a lot of 'assessments' can officially be logged to show progression. **Action: ??**
- See comments about LIs and SC and how it links to progression in the comments above

### 3. AOB:

- Feelings on FM Announcement:
  - × Huge anxiety--and a lot of questions on what that would look like (out-with the structure of the day that they didn't necessarily have an issue with) Will facemasks be worn? Will punishments be given to those not socially distancing or following the rules? Will there be more teachers around to support students in between classes to ensure that students are following the rules? How will lunchtimes work with facemasks off?
  - × Many in the junior school are anxious about the year group being split alphabetically as some of them won't be with their friends who would support them at this anxious time. Some won't have friendship groups at breaktimes and lunchtimes and this is an issue when the anxiety will be high on returning after such a long time out.
  - × Interestingly they ALL said that they wouldn't (or might not) come back before the Easter Break if they don't have to.
- Social Distancing:
  - × A lot of the comments for this are mentioned in the feelings on the FM announcement.
  - × **Action:** Students didn't have a lot of suggestions on how to make sure this happened other than have a lot of adults around to keep students in lines, behaving properly and listening to instructions but were conscious that staff also need their lunches/breaks but to

relieve the anxiety for students, a staff presence would offer the support that the students need to feel safe

- × Another suggestion to help with this is to have everyone get a grab n go and fill out the bags in Reg class like we did before so it would prevent the queues
  - × All students could also be eating lunch in classrooms and then of course going outside afterwards. If they ate lunch in classrooms we could spread out the tables and pupils wouldn't have the problem of looking for a way to socially distance
- Double periods: what are our thoughts on keeping this structure next year:
    - × An overwhelming majority of students felt the double periods were very helpful.
    - × They felt they could get a lot more accomplished in that time compared to a 50min lesson where you are just getting started and then you are packing up again.
    - × They felt that with less subjects in a day, they were able to take in what they were learning a lot better.
    - × There was a huge response from all students thinking that even next year, when hopefully Covid is a thing of the past, that keeping double periods would increase safety if restrictions were still around
    - × Surprisingly, even the junior school were in favour of double periods, but mostly when it was more for practical classes like Music, Home EC and PE (the subjects they mentioned) as the subjects that required more written tasks/textbook style were thought to be too much to take for a double
    - × All students felt that double periods allow them to get things done rather than rushing through tasks to complete them