

Trust Student Council meeting notes – 11th January at 4.30 p.m. via Teams

Summary of actions from the meeting

Actions	By who?
Students to meet with their Co-ordinators as soon as possible to discuss bids and vote on them.	Students and Student Leadership Co-ordinators by 21 st January.
Co-ordinators to send Rachel Yelland the votes as soon as possible after the meeting.	Student Leadership Co-ordinators.
Provide Rachel Yelland with any questions for the Trust Student Council by Tuesday, 1 st March	Students and Student Leadership Co-ordinators.

Summary of main points made in each question

Question	Answer
All families have limited money but in some families, it is really extremely limited and they can struggle to give their children everything they need. Research shows that the strain that this can put on families can cause their children to fall behind in their learning by an average of two whole years. This is why schools have a uniform that bans designer labels so everyone can have equal chance in their education and families are not struggling to try and fund expensive clothes for their children to come to school in. Our question is, how much choice should we include in our uniform? What choices should there be and why? How do we make sure everyone can afford it?	Main suggestions were to remove school logos on items such as jumpers, so they are cheaper to buy. Consider removing blazers and replacing with an embroidered jumper. Having more choice on uniform (white socks, type of trousers/skirts including pencil skirts, more colour choices). Wearing jumpers underneath blazers while windows have to be open because of Covid and coats cant be worn. Being able to purchase the uniform from an online shop. Charitable donations to help those who can't afford it.
Every Pupil in England can nominate their teacher or their TA for a National Teaching Award. Would you nominate a teacher or a TA for a national teaching award and if so, which teacher or TA and why?	Many staff nominated, see below.
What is the most cool or inspiring thing you have had the chance to do at school this year?	Students have enjoyed practical lessons, 'break the rules' day, creative lessons and school trips.
Good homework and good feedback from teachers really do improve learning. Research tells us this. What homework(s) have you done recently that helped you learn the most and why? What kinds of feedback help you most?	Variety and choice are key because no one size fits all. Primary students liked apps such as TTRS and spelling games as well as positive and constructive feedback. Secondary students preferred positive feedback with some constructive criticism stating that SMH was better for this than class charts. Self marking sheets and check sheets so they know how to improve were also mentioned.

Present:

Mr Buckley, CEO
Mrs Yelland, PA to the CEO
Mrs Ball, Headteacher at Landulph
Mrs Gallie, Teacher at Saltash
Mrs Pipe, Headteacher at Dobwalls
Mr Saberton, Teacher at Looe
Mrs Stoneham, Head of Drama at Liskeard

Charlie (Saltash), Isobella (Dobwalls), Bertie (Liskeard), Fleur (Landulph), Lexi (Liskeard), Lowena (Trewidland), Toby (Dobwalls), Jayden (Saltash), Aaron (Saltash), Lowenna (Dobwalls), Lolo (Trewidland), Mylee (Landulph), Zane (Saltash), Fionntan (Looe), Summa (Saltash), Amy (Saltash), Anastasia (Saltash), Leon (Saltash).

Apologies:

Bluebell (Saltash), Caitlin (Looe), Brooke (Looe).

Meeting started at 16.32.

Outline of meeting

Mr Buckley welcomed everybody to the meeting and introduced himself.

Notes from previous meetings

Mr Buckley explained that all notes from these meetings are circulated and published on the SMART Trust website. If anyone believes the notes are incorrect, to contact Mrs Yelland with the suggested amendment to update them.

Rules of these meetings

Mr Buckley stated the rules as follows:

- If you wish to speak, click on the 'raise hand' icon and wait for the Chair of the meeting to invite you to speak.
- Always keep your microphone on mute and camera turned off unless the Chair of the meeting invites you to speak.
- When you have been invited to speak, unmute your microphone and if you wish to (we would advise you to if you can) turn your camera on. When you have finished speaking turn your camera and microphone off again.
- If you don't have a microphone that works, you can type your answers into the 'Chat'. If you don't have chat either you can send an email to Rachel.Yelland@smart-trust.net or your co-ordinator.

Introductions

Everyone introduced themselves stating their name and which school they attend.

Public meeting

Mr Buckley explained that these meetings always focus on positive comments, positive suggestions, and positive solutions. If a councillor wishes to share a problem or something that is concerning them, this must be taken straight to their teacher. Names cannot be shared other than as positive praise because this is a public meeting. If there is something that a student would like to ask, please do so and it can be answered during the meeting or added to the agenda of an upcoming meeting.

School Bids for the Trust Student Conferences

Mr Buckley stated we are looking forward to the conferences and thanked the schools for applying. There are three conference slots for this year and four bids have been received. Mr Buckley summarised how the bidding process will work:

- Each school will provide a brief overview of their conference during this meeting.
- Each Council will meet with their Co-ordinator after this meeting to rank each bid (1 being the one liked the most). Schools cannot vote for their own bid.
- The Student Leadership Co-ordinator will submit the school's ranking to Mrs Yelland by Friday, 21st January.
- Bids ranked numbers 3 and 4 will 'buddy up' so all schools get the opportunity to use their ideas this year.
- Mrs Yelland will circulate the decisions to the Co-ordinators as soon as possible.

Mr Buckley asked each school to present their bid (Student Leadership Co-ordinators have received a copy of the bids).

Landulph

Fleur and Mylee presented on behalf of Landulph and the theme of their conference will be "How can we continue to improve our schools to be more eco-friendly?"

Liskeard

Bertie presented on behalf of Liskeard and the theme of their conference will be "Our main theme will be Building Belonging – creating an environment where everyone is part of the learning."

Dobwalls

Lowenna and Toby presented on behalf of Dobwalls and the theme of their conference will be "As this is the year of the Commonwealth games, to develop student's understanding of the Commonwealth to understand it's heritage, the purpose and values."

Saltash

Charlie, Aaron, Zane and Jayden presented on behalf of Saltash via a pre-recorded presentation and the theme of their conference will be "leadership in our local community – what can we learn from the outstanding leadership all around us?" "How does diversity and difference make us strong and rich? Who are our local leadership heroes, now and historically?" "How can we implement ideas from their examples of successful leadership into our own leadership roles?"

Mr Buckley thanked the students for such excellent summaries of their bids and invited any questions from the students present.

No questions raised.

Questions for this meeting

Mr Buckley welcomed the two Chairs to the meeting – Bertie and Aaron. Bertie and Aaron will take it in turn to read the questions and invite feedback.

Mr Buckley explained that question 5 that had previously been on the agenda will not be discussed today and instead an 'extraordinary meeting' will be arranged to discuss this as a single item agenda.

In our meeting with the coordinators they let us know that Secondary students had become really engaged in the debate around question 5 and so more time was needed to debate this fully. The

Primary students, however, were in agreement that there was a clear solution already for the primary schools (using the 'Worry Monster' approach). Therefore, the extra meeting will be for secondary schools as they will need an online solution; this will take place before February half term.

Bertie:

1. All families have limited money but in some families, it is really extremely limited and they can struggle to give their children everything they need. Research shows that the strain that this can put on families can cause their children to fall behind in their learning by an average of two whole years. This is why schools have a uniform that bans designer labels so everyone can have equal chance in their education and families are not struggling to try and fund expensive clothes for their children to come to school in. Our question is, how much choice should we include in our uniform? What choices should there be and why? How do we make sure everyone can afford it?

Charlie reported that the majority asked liked the idea of making the uniform slightly cheaper or discounts for students that live in certain deprived areas. His personal opinion is to give students the option of wearing a plain black jumper in the winter rather than an embroidered one, to keep costs down.

Jayden advised his tutor group suggested not having to wear a blazer due to the cost and wear a jumper (with the school logo) instead.

Isobella's class suggested having jumpers with no logos to save money.

Lowenna's class suggested that schools could provide coats as well as other uniform items to help with expenses.

Anastasia advised that she had spoken to a variety of students, the common response was that as they are not allowed to wear coats in class, students suggested wearing plain hoodies or jumpers to help keep them warm during the winter months. The school has windows open due to Covid. Students also suggested having the option of wearing pencil skirts as some have issues with pleated skirts.

Fleur's class suggested having an online shop to save petrol/diesel (as people wouldn't have to drive to the shops).

Notes from Looe provided by email:

All responses suggest there should be more flexibility - i.e. white socks, shorts, and round neck jumpers. Wearing a coat over a blazer is uncomfortable and the style of skirt/trousers should also be up to the person, so long as they are black.

Notes from Trewidland provided by email:

Suggestions included; uniform donations, more non-uniform days, more choice of uniform (black and grey trousers, shorts, skirts and white tights).

Aaron:

2. Every Pupil in England can nominate their teacher or their TA for a National Teaching Award. Would you nominate a teacher or a TA for a national teaching award and if so, which teacher or TA and why?

Fleur's class nominated Miss Colebrook-Clark as she is always helping, always cheers the class up and always has a smile on her face. The class call her a ray of sunshine as she is a joy to be around.

Jayden's tutor group would like to nominate Head of History, Mrs Anderson. She knows the tutor group very well and helps them with their problems and teaches in fun ways.

Isobella's class would like to nominate their TA, Mrs Boulton because she is always kind, caring and helpful and covers lessons.

Anastasia would like to nominate Mrs Gallie for her work with the Student Council and is a nice person. She also makes history lessons fun and interesting and makes it a joy to learn to subject.

Charlie advised that there were many nominations but the most nominations were for Miss Sayer for making lessons fun and interactive and always caring for students in and outside the classroom. Mr Allen for always being really kind and supportive towards to the students.

Lexi nominated Mrs Stoneham because she set up the Liskeard Student Council and if it wasn't for her, Lexi nor Bertie would be in this meeting today.

Bertie seconded this nomination, for Mrs Stoneham's work on the Student Council but also allowing the students to take part in opportunities such as Peer Mentoring – she is also an amazing teacher.

Notes from Trewidland provided by email:

Mrs Moore for teaching well, working hard, understanding how the students learn.

Mr Davies for his hard work and understanding.

Mr Lovell.

Looe will be holding a ballot on this question in due course.

Bertie:

3. What is the most cool or inspiring thing you have had the chance to do at school this year?

Lexi advised she has had the opportunity to take part in many cool activities this year, but the one that stands out was being nominated for Student of the Month for her leadership skills. Lexi is the assistant Co-Captain for Liskeard Needs.

Isobella reported that her class took part in graffiti artwork and were doing creative stories in their English lessons.

Jayden explained that he had two examples, one on science for the different and fun practical's that have taken place and the other was the London trip in November where they got to watch two shows and visit places like Covent Garden.

Fleur explained Landulph had a 'break the rules day', where the students were able to pay to break the rules.

Charlie agreed with Jayden's example of London and also reported that the GC Business students had a 'supercar experience' day where they learnt about becoming entrepreneurs. A further example, that is new in Saltash. Science students have been able to practice gene editing in science.

Mr Saberton summarised Looe's feedback as Fionntan had connection issues.

Two main points arose from Looe:

Euro Football lunchtime tournaments, these were held during the European Cup period and were enjoyed immensely by all Tutor Groups.

KS4 enjoyed the Year 11 revision day where the timetable was dropped to focus on revision techniques.

Feedback also included how students were enjoying practical lessons in subjects such as science and food technology.

Notes from Trewidland provided by email:

The students across the classes really enjoyed Space Day. Individual students mentioned art, music and reading.

Aaron:

4. Good homework and good feedback from teachers really do improve learning. Research tells us this. What homework(s) have you done recently that helped you learn the most and why? What kinds of feedback help you most?

Jayden's tutor group preferred Show My Homework (SMHW) over ClassCharts as teachers can provide feedback on the SMHW app.

Mylee's class advised Times Tables Rock Stars (TTRS) has helped them improve their times table skills. It can be accessed using an app or on a computer.

Lexi advised her favourite homework is any science homework as it helps her understand the subject further. The feedback that helps her the most is positive feedback with some constructive criticism.

Fleur explained that her class also use a very new app similar to TTRS, they have a spelling app that helps the class learn spellings in fun ways.

Bertie advised he prefers the more creative homeworks, especially if they are then displayed and enjoys receiving feedback to know whether he has done well or if he could have improved.

Isobella explained that the feedback that helps her most is marking code and a tick sheet, so when she reaches her target, her teacher would tick it off.

Charlie explained that the GC based students have enjoyed the revision guides that have been circulated for their relevant GCSE subjects. They have also appreciated the past maths and science test papers which focus on particular areas of the subject. Charlie elaborated that he likes the 'what went well and even better if...' system and Maths process the papers through a website (Just Maths) that allows students to see where to focus and provides similar questions to the ones they got wrong to help improve their skills. He personally prefers this form of feedback (positives followed by constructive criticism).

Notes from Trewidland provided by email:

The students like receiving positive feedback and constructive criticism when needed.

Mr Saberton summarised Looe's points:

Opinions received were varied and what students prefer is personal to them. However, one strong stand out was the immediate feedback that online quizzing can provide. Equally, the wider and open tasks.

A range of feedback and range of homework tasks seems to be what Looe has found, no 'one size fits all'.

Mr Buckley reiterated that all comments will be summarised and shared with this group, headteachers, the Trust Board and it will be published on the website. The recommendations for the teaching awards will be given to the headteachers and the comments given on homework will also be circulated.

Next steps

Mr Buckley suggested that the students try and do the ranking for the conferences as soon as possible whilst the presentations are fresh in their minds. The next time the group meet should be face to face. During the next meeting, two questions will be posed in the conference in a half hour agenda item. If the March conference needs to be moved online due to Covid restrictions, Mr Buckley advised that we need to think of some new creative ways on how to do this.

Meeting finished at 17.15.