



# Core pupil Meetings

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## 2019/20 Summary Overview

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### ***Background and introduction:***

The delivery of the 2019/20 CPM cycle was impacted considerably by the COVID-19 pandemic where in-school access to pupils was prohibited by national health and safety guidelines. This summary document aims to provide an insight into the adaptations made to this delivery cycle in the face of COVID-19, along with areas of good practice that emerged from this change in delivery methods.

### ***Purpose of the CPM:***

This is the first opportunity for LIFT OFF team members to meet with Core Pupils on a one to one basis, the aim of which is:

#### **LIFT OFF:**

- Build trusting relationships
- Ascertain academic level/subjects taken
- Provide information and guidance where possible
- Inform pupils of LO2S promotion date

#### **Pupils:**

- Identify strengths/qualities/skillset
- Identify post school aspirations
- Identify areas for improvement
- Discuss any difficulties/worries or concerns
- Establish short and long term goals

Core pupil meetings (CPMs) are arranged with Tier 1 schools during scheduling meetings and tend to be completed throughout March. Pupils are given individual time slots with Development Workers (DW) lasting ten minutes to complete their Core Pupil Profile (CPP). The CPP (add link to form) continues to build on the focus of transferable skills emphasised at the LIFT OFF S4 Campus Event), the first event core pupils attend.

The following schools are currently offered CPM provision:

<b>TIER 1</b>	
<b>Fife</b>	<b>Dundee and Angus</b>
Glenrothes High School	Arbroath Academy
Glenwood High School	Baldragon Academy
Kirkcaldy High School	Braeview Academy
Levenmouth Academy	Craigie High School
Lochgelly High School	Morgan Academy
St Columbas RC Academy	St Johns RC High School
Woodmill High School	St Pauls RC Academy

#### **S4 CORE PUPIL PROFILE**

Using the CPP form as a guide, a discussion should take place with individual pupils in which they can begin to identify their skillset, goals and areas for improvement. This discussion should be led by the pupil.

The CPP can also be utilised by pupils in future, providing a platform to write personal statements and CVs.

Throughout the meeting, the following areas can be discussed:

#### **Academic**

- Life at school
- Subjects/Levels
- Subjects of interest
- Post school aspirations
- Career plans

#### **Strengths**

- Hobbies/interests

- Academic
- Personal
- Social

### **Strategies for improvement**

- Referrals – partner agencies
- Strategies for learning

### **Goal Setting**

**Specific:** What will be accomplished? What actions will the pupil take?

**Measurable:** What will measure the goal? (how much? How well?)

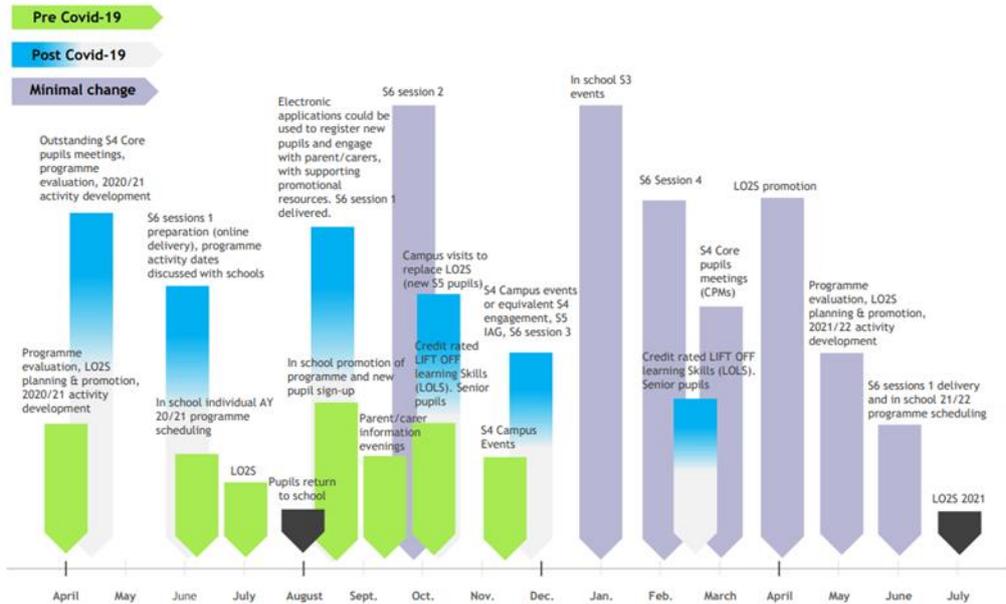
**Achievable:** Is the goal doable? Do you have the necessary skills and resources?

**Relevant:** How does the goal align with broader goals? Why is the result important?

**Time – bound:** What is the time frame for accomplishing the goal?

### ***COVID-19 adaptations:***

The COVID-19 pandemic resulted in all business travel being suspended by our host institution on Monday 16th March, meaning all in-school delivery was cancelled and schools were informed. Home working commenced on Tuesday 17th March, midday. An alternative, virtual approach to programme delivery was created in the weeks after this:



At this point in the CPM delivery cycle, 7 schools in the Dundee and Angus region were unable to receive in-school delivery as planned:

School	No. of Pupils
Craigie High School	6
Morgan HS	16
St Johns	22
Braeview	8
Baldragon	19
Arbroath	19
Brechin	1
<b>Total</b>	<b>91</b>

### *Delivery:*

#### **In school:**

All Fife schools were able to complete their in-school delivery of CPM's face to face as planned in March 2020. Forms follow up and dissemination was not impacted by the changes presented by COVID-19 restrictions.

#### **Virtual:**

An alternative strategy of virtual engagement was created in lieu of in-school delivery and incorporated a blend of electronic fillable forms to gather information in addition to live events held on the MS Teams platform to maintain a tailored advice and guidance opportunity. These were delivered in May.

### *Engagement figures:*

Figures below show both the levels of engagement rate to CPM opportunities in an in-school environment versus a virtual format.

<b>School</b>	<b>No of Pupils</b>	<b>Attendance %</b>
Beath HS	24 (19)	79%
Glenrothes HS	12 (10)	83%
Glenwood HS	14 (12)	85%
Levenmouth	27 (22)	81%
Lochgelly	15 (14)	93%
St. Columbas	15(9)	60%
St. Paul's	24 (7)	29%
<b>Total</b>	<b>131</b>	<b>70%</b>

#### **7 schools across Dundee and Angus received CPM provision digitally:**

<b>School</b>	<b>No of Pupils</b>	<b>Attendance %</b>
Craigie High School	6 (0)	0
Morgan HS	16 (2)	13%
St Johns	22 (2)	9%
Braeview	8 (7)	87%
Baldragon	19 (12)	63%
Arbroath	19 (5)	26%
Brechin	1 (0)	0%
<b>Total</b>	<b>91</b>	<b>31%</b>

Whilst the engagement figures at virtual opportunities appears disappointing in comparison to in person events, there are a wide variety of factors that need to be considered. Firstly, the schools at the points had also switched to delivering on virtual platforms and the prioritisation of recovering lost learning may have impacted the priority given to engagement with WA programmes. Secondly... and finally, recent data suggests that lack of access to equipment may have resulted in "up to two-thirds were unable to do school work during lockdown". Taking that figure into account that would adjust standard attendance rate to 24% when applying the potential impact of digital poverty. (MCR Pathways progress report analysis, 2020).

### ***Conclusions and recommendations:***

This year presented an exceptional one and the traditional delivery of the CPMs had to be radically and drastically redeveloped under considerable time pressure. It must also be noted that the landscape in which the pupils were engaging with this programme element was a challenging and uncertain one. To draw conclusions and recommendations for future delivery cycles based on this delivery would not be recommended based on these circumstances. We can, however, highlight some areas of good practice whose implementation may want to be noted for incorporation into future delivery cycles:

- Microsoft Teams was a successful platform in terms of accessibility, resource creation and GDPR compliance and should perhaps be considered in future delivery cycles regardless of the format of meetings.
- Both personal and schools based Glow email accounts should be requested in future recruitment cycles to ensure access to any virtual platforms that may be used in the future.
- The use of Social Media accounts and direct correspondence via Text Services and emails reduced the workload on teaching staff and proved an effective method of reminder.
- Although not feasible in this delivery cycle, pupil feedback should be implemented in future cycles to ensure that the form content is appropriate and pupil-centered.