

We surveyed all S4 youngsters in KGS about home discussions with parents and guardians, and about their attitudes to school reporting, target grades, and distractions. This is a summary of the results:

How often do you discuss learning with parents/guardians?

At least once a month 29
At least once a week 48
Never 15
Every Day 21

Who starts the conversations?

Parents/guardians 71
Youngsters 53
Don't discuss 11

Comments on conversations:

Positive comments 41
Negative comments 11
Non-Committal 10
Indicating superficial conversation 15

Question on usefulness of tracking reports and target grades:

Positive comments 58
Negative comments 32
Neutral/non-committal 9

Comments on parents applying reasonable pressure:

Positive 48
Negative 30
Neutral 21

Comments on parents being kind & supportive:

Positive 55
Negative 21
Non-committal 15

Comments on *direct* parental help:

Helps 44
Doesn't help 46
Non-committal 8

Comments on managing distractions:

Remove them 44
Don't remove them 26
I don't get distracted 15

Comments and observations:

- ☒ There is a sense of routine (and some sense of superficiality) in **home discussions** about school, but generally pupils' comments about these are overwhelmingly positive.

- ☒ Questionnaire responses were overwhelmingly positive on **tracking reports and target grades**, eg. *Yes I think this helps a lot. Keep doing this* ∩ or *Yeah, it proves I'm not actually that dumb* or *Tracking reports are helpful*.

- ☒ S4 youngsters at KGS value **parental kindness and support** very highly. There's also a very strong feeling that spoiling is the wrong approach.

- ☒ On balance, just over half of youngsters feel that **direct parental help** with homework is less useful, eg. *No because they learnt different from I did and it confuses me* or *I think parents should occasionally get involved and give support but that isn't the parents' job, especially if they are busy that's the teacher's job* or *Yeah when Mum helps because she's smart and has a maths degree but Dad only sat like 2 Standard Grades*. There's a general sense that most youngsters prefer a light-touch approach where direct help is concerned.

- ☒ **What can be done to manage distractions** provided some colourful comments: *Take your phone away???* *I don't know I don't live in a dictatorship* or *By just letting us get on with it and not nagging* or *Nothing???* *It doesn't distract me. Just turn it off, Bro.* or *Ban homework - Finland are doing well without homework and have the highest pass marks in Europe* or *I just need to be responsible enough to resist it*. Many youngsters suggested removing devices, but there was a sense that their hearts weren't in these answers - there were lots of question marks etc.

- ☒ **How can school help to promote good conversations between youngsters and their parents?** S4 youngsters said: *Bring back school planners; Give clear learning intentions so that pupils can tell their parents what they are learning; Suggest that you talk to your parents about school more and tell them about the work you do; Teachers set tasks that may involve parental help; Educate parents on how conversations can help pupils; On KGS Website ∩; They can't really - maybe texts; Be friendly to them.*