

ISSUES/COMMENTS RECEIVED WEEK ENDING 22-02-2014

ISSUES

My main concern is lunchtime - as this is the only time the school does extra-curricular activities, I'm concerned that if you cut the time, these activities will also get cut.

cost of childcare to look after children on a Friday afternoon.

I work part-time, Mon-Wed and I would be concerned if the half day fell on a Wednesday, as I would probably have to change my working pattern. I am content if the half day fell on a Friday, which would also give the children a longer weekend.

I have two children at Trinity Primary School. If the school finishes at 1.15pm rather than 3.15pm on a Friday, this will cost me an additional Â£70 per month in childcare.

I think that a longer school day will be difficult for younger primary school children. I worry about the impact on larger towns of large numbers of older children left at a loose end on the shorter days. Although I do not currently work I can see that for working parents finding childcare for a few hours one day a week will be problematic. I worry that this move is the thin end of a wedge of cut-backs that will severely limit the educational opportunities for Borders children.

1. Reduced 'active' teaching days. The half day will turn into a 'knock-off' Friday.
2. Reduced time for lunch-time clubs. These will not happen on the Friday afternoon off
3. Childcare issues- both parents in our family work and juggle childcare.
4. The day is too compressed for primary school children.

My concern is that for the youngest children, a longer day is too long for them. Yes they will have one shorter day but that doesn't take away from a long day.

Extra childcare costs due to a half day on a Friday

I am concerned about the proposal for a potential early finish on a Wednesday being a part time working mother of 3. Most part time workers will be in work mid week (Wed) and this will massively impact on their salaries having to arrange out of school care for their children. I would very much favour a Friday early finish.

Longer days and more childcare

CHILDCARE - At the public consultation at Peebles High School, following comments regarding inadequate childcare provision in Peebles, Glenn Rodger claimed he was in consultation with childcare providers regarding service capabilities. I'd be interested to know with whom he consulted - First Nursery's after-school club hasn't the capacity to deal with potential influx of requests for Friday afternoon care that will result from the asymmetric week, neither does Kingsmeadows Nursery, and forget the handful of registered childminders in Peebles - there are too few of them to make any difference. Yes, S.B.C., you are saving money - at great cost to already struggling families. Glenn Rodger cites the success of the asymmetric week in Edinburgh - the nurseries and after-school clubs in Edinburgh are advertising for intake because there are so many of them with vacancies - hardly comparable with Peebles. Mr Rodger also, quote "obviously cannot solve everyone's childcare issues". And that leaves parents where, exactly?

The lack of information provided by the council. Are breaks going to be shortened - if so then maybe starting earlier would allow adequate breaks to maximise learning. What day is the proposed half day. you have an example but the meeting at the school said this is just an example. This could mean working mum and dads have to request changes of days etc - not something that happens overnight.

Parents will have to pay for childcare, some parents will struggle to afford this. afterschool club is £4.55 per hour and when you have 2 or 3 kids to pay for its an expense you could do without.

Is it really better for the children if they are pushed into a childcare situation after school instead of being at school learning. Some of these kids will be in an afterschool club or with a child minder from lunchtime till 6pm when their parents pick them up. That's a very long day for a child.

Is Friday at school going to be productive at all? or just become a bit of a nothing day?

My husband and I are both full time and work until 3.45pm on a Friday afternoon. My husband starts early to finish on two days at 3.30pm and I do the same for the other two days.

We only have one set of grandparents close by and they have a total of 7 grandchildren. They will not be able to help on a regular basis.

My both son's are 8 years and 11 years coming up for 12 years in May. They are not of an age you can leave them in the house on their own for longer periods.

The asymmetric week would mean that I need to cut my hours which will have a financial and pension implication. My husband would not be allowed to cut his hours.

As a full time working parent, I cannot finish at lunchtime on a Friday, My two children attend Lilliesleaf primary, there are no registered childminders in the area, there is no afterschool club, or any type of school clubs unless they can get them to Selkirk,

Childcare for the afternoon when pupils are not at school (for primary children)

Lack of structure for senior pupils when not in school (and 'home alone')

Possible reduction in lunchtime activities for senior children

The need to 'streamline' senior timetable - not convinced that an asymmetric week is required to achieve these

Streamlining of senior timetable - concern about adequate teaching - don't believe this can be achieved via video link

Friday mornings will become "dead" learning time if the pupils are not in school on a Friday afternoon

Child care none available, cost.

But overall what is the benefit for the children in primary school

The cost of child care increase

I work a full Friday and part-time on Tuesday/Wednesday. The West Linton after school club offers no flexibility in changing/swapping hours so I will have no c

Will certain secondary school pupils be expected to travel to other schools for classes or will there be video conferencing facilities?

Will there be the option of after school club expansion for Friday afternoons to enable parents with jobs to continue working?

Can school premises be used for after school clubs/homework sessions? especially on a Friday-what implications does this have for staff/costs/facilities?

No obvious benefits for primary children and definite disadvantages -longer school day; half day turns into wasted day;issues with lunch on half day

Lack of childcare for working parents and limited facilities/trained staff to address this

Not convinced costs associated with move to asymmetric week have been adequately assessed (eg renegotiating teachers' salaries). Feels like savings have been over estimated.

The main issue is the availability and cost of childcare on Friday afternoons for those of us with both parents working and unable to look after children over that period. We are aware that there is a shortage of suitable childminding in Kelso and demand will only increase if this policy is introduced.

The second issue is that our children currently conduct after school classes in Jedburgh and we are concerned that such classes may not be able to change timing to support the asymmetric week.

1. The timescale of the proposed changes is absurdly short- less than 6 months away - yet we currently do not know the school hours or even days. Thus we are not being given enough time to prepare child care for our children.

2. The asymmetric week will concentrate the requirement for additional child care to one half day in the week- there is not enough care available to fulfil everybody's requirements, and we (and many other parents) have no idea how we will be able to care for our children at this time.

3. In our school a Wednesday afternoon is being proposed- this is out of step with Midlothian, and will adversely affect the many parents currently undertaking part time work (as more work on Wednesday afternoon than a Friday)

Childcare on Fridays as working mother

Whether this is actually a better educational system to deliver for the kids. Also childcare on the short day will be a big problem.

Childcare only available if short day Friday

Short consultation time does not allow Childcare organisations to gear up for extra children

I am a single parent who works almost full-time. My concerns are lunch services on a Friday , my additional childcare fees and next year when my child goes to Hawick High School (we live in Newcastleton) transport home on a Friday afternoon as I would not wish to have my child roaming the streets for 2.5hrs until the school bus can bring them home.

I am against any change to the existing school week.

Early closure on a Friday disrupts working patterns and leads to a reduction in earnings or additional childcare costs. Longer days on Monday to Thursday will be a struggle for younger children.

- 1) I believe that my child of primary school age already has a limited attention span and a longer day MOn to Fri will not help with his education.
- 2) Currently Friday afternoons are taken up with golden time if this moves to the morning I have a concern that Friday's will not have much educational content.
- 3) We are not teaching children the need to work 5 days per week.
- 4) Childcare will be an issue. With the need to cut hours or get child-minders

the school day is already too long. I DO NOT want the day to be lengthened. I DO NOT want their breaks to be shorter. some bus children get home 40 mins AFTER school ends.

Firstly having had first hand experience of 'consultation' processes - I have no faith in this actually being a consultation, just lip service to a tick box that has to be completed prior to the proposed asymmetric week being implemented.

1. What impact will the alleged reduction in teacher no.s have on the education quality and delivery for our children? Is this actually a realistic goal when there is not supposed to be an actual reduction in attendance hours? Will qualified teachers simply be replaced by lesser-qualified classroom assistants to compensate - if so, this would be extremely detrimental to an already questionable standard of education suffered in this country today!
 2. As well as cutting teacher numbers as a cost cutting exercise, has consideration been given to cutting the numbers of Education management staff further up the pay scale, thus allowing a few more teachers to actually be on the ground doing the work necessary to education our children.
 3. No mention is given to the support staff in schools i.e. admin, catering and facilities staff. Will there be an impact on their working hours? It seems very short sighted not to indicate how this change would impact these members of staff, as they are as integral a part of the school staff as the teachers themselves
 4. The Friday hours indicated 8.50 am - 1.15 pm give no mention to whether the children - especially the smaller children would have a short lunch break or not
 5. How long would this decision to implement the asymmetric week take to be formalised. Consideration needs to be given to employers/employees who would be affected
 6. Whilst school is not a child care provision service, an obvious concern would be the employment impact on parents who may have no option but to cut working hours
 7. As there would be a pupil free afternoon for staff training, etc. will this lead to a removal from the school calendar for staff in-service days, surely in-service days are essential
 8. It has not been made clear how secondary schools could increase the number of courses they are able to offer. Having heard how other parents children have benefited from a wider range of courses
- To conclude - it may be more constructive to have more of the nitty-gritty information available on the website, to allow parents to be much more informed than they are at the moment.

No issue

Reduction in school contact hours. I do not see the time being made up elsewhere in the week for the loss of a half day.
Increased childcare costs, or the requirement for parents to move to a part time working week. Either way a huge financial and contractual burden for parents to shoulder.
Lack of extra provision for 'out of school' places. West Linton does not have extra capacity for this unless the primary school runs out of school clubs. Which negates the requirement for a reduced hours week

THERE ARE NO CHILDCARE FACILITIES AVAILABE WITHIN WEST LINTON - THERE HAS BEEN NO CONSIDERATION TAKEN OF WORKING PARENTS AND FURTHER FLEXIBLE WORKING HOURS

THERE ARE NO EDUCATIONAL /EMOTIONAL BENEFITS FOR PRIMARY CHILDREN

Childcare costs and availability of childcare.

Longer days for the children.

If the Friday is the short day then the reality of the situation means the learning week effectively ends on a Thursday afternoon.

Childcare on the short day. Concerned that education may suffer on the short day

finishing work earlier to accomodate child care transport of children .

lack of activities for children to do on a friday afternoon.

will schoold consider allowing use of their facilities such as gym halls to after school clubs.

I am concerned that schools will cut activities such as music or PE with specialist teachers and this is not acceptable.

i am concerned that a Friday will become a nothing day with little or no "proper" teaching

there are limited childcare facilities in our area and this means parents will be required to take time off. for those living remotely who take their children to after school clubs, like tennis, on a friday will now need to return home and come back into the area.

After school care on the half day as a working parent with two children at a rural primary school.

That the approach to education might in some way appear more 'part time' giving out the wrong message about the importance of education.

My daughter is in P1 and is finding the school day very tiring, so would be interested to determine whether the planning of a longer day will incorporate a rest or quiet period for younger pupils.

I am also keen to confirm that there will be out of school care available for the Friday afternoon.

Longer days maybe suitable for the older primary school children and secondary school children but I do not believe they are in the best interests of younger primary school children.

My child has learning difficulties, including concentration problems. I can only see longer days being more of a problem.

Asymmetric weeks create childcare problems for parents. This should not be ignored by the Council.

Length of day for a 4.5 year old who currently gets the bus at 7.40am

Longer days for young children are not conducive to good education. Children will be expected to go from breakfast to mid afternoon without a meal on the short day. This is not acceptable.

Children who are unsupervised on the afternoon of the short day may be attracted to antisocial activities, to the detriment of the whole community.

Short weekly sessions are not what teachers need for training, planning and collaboration. 1-2 days at the start of each half term would be far more productive.

lunchtime (senior school issue) and the potential need to find new child care arrangements (in my case relatively easy to sort but maybe not for others).

Newlands Primary School is proposing to cut the lunch hour by 15 minutes. Currently lunch takes approx 30 mins. Under the proposed timing this would only leave the children 15 minutes playtime. This is unacceptable. As a mother of two energetic boys they need time to run off energy before getting back into the classroom. It also affects lunchtime activities such as running clubs. Cutting this time will lead to poor concentration and attention in the classroom.

Childcare will be a concern. Also I feel the longer school hours maybe difficult for children especially younger ones.

need to be more informed about specific times/ breaks/playbreaks/lunchbreaks

longer day might be difficult for the children

Working in Edinburgh means an hour commute time to/from work. An early afternoon finish time will mean that I will need to change working pattern and my employer may not permit any change. If a change is permitted to start work earlier it may be possible to leave at 12pm to reach school by 1pm, but an earlier finish will be untenable.

Concerns about children being in school later in the day on four days of the week.

Shorter lunch time for secondary will impact on lunchtime clubs.

Children enjoy having one day in school where the pressure is less - "Golden time" - likely to go.

Work part time at the beginning of the week - how will this go for meetings, if they are held at the end of the week?

Childcare on Friday afternoons? Are there moves to encourage groups to set up care for full time working parents? Difficult in small rural villages.

Buses?

All schools doing the same the day. Impact on peripatetic teachers who rely on different period timings to allow for travel between schools.

My concern is for the children at school. Small changes in their routine could have a big impact gradually. The change should utmost be for the benefit of the children and not financial reasons.

I have arranged my working hours to suit the kids' school hours. It will not be possible to change them, and childcare costs are too high for me

My main concern will be ensuring the half day at Primary will be the same day at Secondary - I will have one child at each from August 2014.

For secondary pupils, this makes the day even longer with leaving West Linton at about 7.50am (approx 10-15 mins earlier than at present) and arriving back to West Linton later than 4.30pm which is the current time. In the winter months this is a very long day.

Droppin off a nursery child at a different time to a primary school child - esp fri aft

Child minding

Will reduced lunch times mean no school clubs (same for after school if the finish is later)

How will my P1 child cope with a longer day

HOw will RCCT fit into the new timetable

Main issue is a personal one as I am a teacher - 0.6FTE so it is a bit of a headache trying to work out my share of the proposed new week to ensure I am in school on some Fridays! And due to needing to be in school some Friday afternoons, when my own children won't be, then childcare could possibly be an issue for myself.

I am a local employer and would be concerned about parent workers needing to finish earlier on a Friday (or whatever day). This could lead to additional crime with older kids loitering without a sense of purpose. As a parent I will have additional costs looking for childcare while myself and wife are working. It will also be harder to find childcare due to the volume of people that would be looking for this. Will the council be providing childcare funding and childcare facilities? As far as I can see any benefit and saving the council will make is only by offloading any additional costs to the parents. There will actually not be any overall saving to society just that parents take on the additional burden. In addition the timescale proposed is far too soon to allow everyone to work through all of the issues. The Scottish Government are providing 600 hours of nursery /childcare provision to encourage parents to go back to work but as soon as the child attends P1 then this is being lost. Your Policy seems to be at odds with this government initiative, especially if you are also thinking of reducing class contact time to 22.5 hrs per week.

1 LATER FINISH. My children do a range of activities after school. The later finish times would affect their ability to do these activities given their timing and location.

2 CHILDCARE PROVISION Childcare provision is very limited within the borders. Due to the nature of my job the private nursery can not meet my needs. I currently have a childminder who is able to meet my needs but is planning on giving up in the not too distant future. The number of childminders has dramatically reduced. I am very concerned about finding someone especially to cover a Friday afternoon.

3 EXTENSION OF NURSERY HOURS. It seems illogical to be moving to an asymmetric week when there is going to be an extension to nursery times am and pm 5 days a week. This will be more awkward for parents with children both at school and nursery.

The proposed asymmetric week discriminates against pupils with disabilities.

I have a daughter with cerebral palsy who has balance and mobility problems with some development delay. She walks with a walker frame and the longer school day will be more tiring for her as it is physical draining for her to sit (she has to concentrate to balance whilst sitting) and get about. She also has some concentration problems which will be amplified in a longer school day.

With the longer school days there will be fewer opportunities for after school healthcare appointments and a great deal of competition to arrange healthcare appointments on a Friday afternoon.

Childcare will have to be organised for a Friday afternoon and it is not easy to arrange childcare for children with disabilities.

Too early start- will be late as bus will be later.

Bus will collect from school at much later time than they finish, so they will stay around waiting for ages.

They will miss registration period which is vital for information etc.

Our daughter is already really tired -the days will be too long.

Intense 7 period day for secondary pupils with potential for EHS to lose current choice of 8 subjects. Loss or impact for lunch-time extra-curricular activities for pupils - good to keep kids occupied over the lunch time and boosts feel good factor and healthy lifestyle for the sporting activities. Overstressed teachers and head teachers, office staff etc.

The alignment of border school timetable may make EHS lose its current choice of 8 subjects. Which may be detrimental to my daughters education.

Shorter teaching day - not good news.

Significant increase in child minding

loss of control of who is in school and who is not through no registration.

This will put extra pressure on students with the loss of an unacceptable 24 hour teaching period in a week.

It will cut the heating bills though

Loss of teaching time due to changing classes.

Loss of registration time particularly for communication purposes at a point where good communication is important

Shorter lunchtimes and only 4 per week will curtail extra curricular activities. I know from experience that this route leads to poorer availability of a range of activities eg, sports and musical ensembles

The lack of lunch provision on a Friday, children travel many miles to school, failure to provide children with a hot lunch after 4.5-5 hours (or more) from breakfast seems to be at odds with current health and welfare advice and at odds with CFE health lifestyle promotion. The period before "lunch" on a Friday will suffer from pupils inability to concentrate.

none

Exhausted students due to concentrated 7period school day

Changes/availability of changed times to bus transport and cost of these changes

Loss of registration period and valuable 1st line guidance

Loss of Friday lunchtime extracurricular activities

Reduced lunch time effecting extracurricular activities mon-Thursday

Potential loss of current choice of 8 subjects

Loss of 24 mins teaching time per wk due to changing classes

Increased Child care costs due to half day Friday

Young people out of school on a Friday afternoon - roaming around, because parents are still at work.

Need for additional childcare for the Friday afternoon - specifically availability and cost.

Long period between breakfast and eating at home on the Friday.

I don't think that my youngest child could cope with a longer school day. He just about copes at present as he has learning difficulties but 3 longer days per week would mean that we would struggle with him being too tired later on in the day to do homework etc.

I also work set hours per day 5 days per week and my employer has so far refused to consider me working that type of asymmetric pattern to mirror the school day so I would have to either pay for child care for 2 and be much worse off financially or give up work completely at a time where my husband has had to take a pay cut for the next at least 5 years.

I don't think it will be a good idea as after school activities will be shunted until after tea time if they can do them at all, making the children more tired for the next day.

1. Harmonisation of timetables removes local autonomy, which is expressly encouraged by the government in its Curriculum for Excellence documentation.

“CfE allows for both professional autonomy and responsibility when planning and delivering the curriculum.”

<http://www.scotland.gov.uk/Topics/Education/skills-strategy/making-skills-work/utilisation/CfE>

2. Harmonisation of timetables means that schools are not able to respond to the needs of their local community. For example, Hawick High School pupils will have different requirements to Peebles High School pupils because of differences in local economies and cultures, and the teaching staff in these schools should be able to respond to those requirements. “Establishments have freedom and responsibility to meet the needs of children and young people in their local communities.”

<http://www.scotland.gov.uk/Topics/Education/skills-strategy/making-skills-work/utilisation/CfE>

3. Harmonisation of timetables means that children may be receiving input remotely via video-link. This flies in the face of research into good teaching practice which demonstrates that personal, sensitive, on-the-spot feedback is the single most important factor in pupil attainment. 'Professor John Hattie found

4. Anyone who has experience of meetings conducted via video-link will be aware that they require particular skills, always assuming that the technology actu

5. Where is the money coming from for the equipment for remote teaching? This would be better spent on teachers (see point 3 above).

6. Sending pupils home at lunchtime one day a week means that many of them will be going to an empty house. This presents an important safeguarding issu

7. Sending pupils home early impacts on free school meals provision. Keeping those pupils on free school meals in school to eat is discriminatory because it is impractical - increased child costs

Concerned on the impact of the primary school pupils as they are already extremely tired

Having to be home every week to look after the kids from lunch time, this will affect my job and the job of every school age parent.

I'm a single working parent. My only issue is how to cover childcare, especially at relatively short notice. Childcare provision is limited locally. It would be good to know soon what I'm trying to plan.

Finish early on Friday when it's a working day. No one home for childcare.

Reduced time for my children to socially integrate with others they wouldn't normally play with in the play ground. The lack of benefits for our children in this change. All are purely financial decisions with no consideration for the future welfare of our children in Scotland.

the early start for my children and which day will be the short day?

NONE

Additional help the students get at lunchtime with homework or difficult topics.

All students may not feel comfortable asking questions in front of the whole class.

Additionally, teachers cannot spend time over one student's question when they have their lesson to get through.

It is hard enough to take time off work to cover the numerous school holidays without having to factor in Friday afternoons as well. Many parents work full time and this will only add to childminding costs for younger primary school children.

Earlier starts are not good for teenagers. Research has shown that teenagers concentrate and learn better if the school day begins later not earlier. Loss of registration is a concern as if the school bus is late the children still have time usually to get to their first class on time.

1. Childcare - there are no additional services being provided across the region to support families with working parents.

Parents will have to renegotiate working hours with employers who may not be sympathetic or even be able to accommodate the new arrangement.

2. Subject choice for children are expected to be reduced in schools that currently allow for 8 subjects at National 4/5 level, and therefore put Border children at a disadvantage to other regions when they move onto further education/work. It also means that the children's choices are limited from a very early age.

3. Loss of registration class and extra-curricular activities which are important to children's social integration.

ISSUES

⌘ Childcare ⌘ costs to parents

⌘ A 7 period day is intense for secondary pupils

⌘ Loss of approx 24 mins per week teaching time due to changing classes

⌘ Intense teaching time has potential to cause stress/absence of staff

⌘ Intense teaching time, & lack of any ⌘teacher slack⌘™ in the ⌘system⌘™ has potential to cause stress/absence of staff

⌘ Loss of Registration means losing first line Guidance, an integral part of pupil care & communication

⌘ Shorter lunchtimes plus 1 less lunchtime will have a major impact on extra-curricular activities & Out of Class Support for pupils

⌘ Aligned timetables may also mean that EHS would lose the current choice of 8 subjects.

Cost of changing the transport contracts: The previous move to an asymmetric week was abandoned due to the high cost of transportation. Currently there is no estimate available for changing the bus times.

Aligned timetables & Virtual Learning/Video Conferencing between schools: SBC hope that aligned timetables across the Secondary schools will enable virtual learning & video conferencing. Pupils from smaller secondary schools can (potentially) be offered a wider curriculum. Currently the IT infrastructure is not Childcare costs for primary school age.

Implications for high school pupils, i.e more periods in 1 day, less subject choices, shorter lunchtime, less pupil/guidance teacher time.

No benefits to pupils only teachers and council saving money

1) A distinct lack of an adequate provision of childcare for children on the half day. Most parents will be unable to adjust working patterns to accommodate this change and therefore will be reliant on childcare for the half day. Across the Borders there is a distinct lack of childcare for school age children and there will not be sufficient time for new suitable childcare facilities to be set up in time for August 2014. How will parents be able to get their children looked after?? Unfortunately knock on effects of this will be wide ranging including large numbers of secondary age children being at home alone or hanging around the streets as there is nowhere for them to go; families having to rely on other family members or friends to look after their children every week for this half day. What will happen to primary school age children as well?? if a school has an Afterschool club there will not be the capacity to allow children to stay on. What is also concerning is that any childcare provision that is able to offer places on this half day will be subject to needing correct staffing to allow for breaks, a suitable range of structured activities for children who could attend for up to 4 and 1/2 hours and funding for equipment and materials to allow for these activities.

2). This change will not benefit pupils but is purely and economically driven efficiency. The borders secondary schools do not have the expertise or equipment to deliver the online lessons which are stated as being a benefit of the asymmetric week whereby pupils could be offered a larger range of subjects at higher and advanced higher. The pupils will still need to be supervised. Teachers jobs will be lost under this proposal due to the more efficient timetabling that allows maximum contact for most teachers -a consequence of this there is no staff to cover for absent colleagues and pupils could end up without a subject specialist teacher for lengthy periods of time (this all ready happens in the borders due to the lack of supply staff and staff applying for temporary posts).

I feel that too much is being cramed together and theres not enough time for individual assistance. I have a child with additional needs and i feel that the one to one time on fridays for her is of great importance for her learning and education.

The increased volume of work.

Where communication will happen without registration.

The impact of a more intense day on learning

I've just looked at the secondary pupils download and see that the dumbing down has already begun. Who do you think I am?

My flexibility as a teacher to respond to cover needs;

length of school day and how it affects pupils' learning and mindset; e.g. dark mornings and evenings being demotivating. Earlier start might mean parents/pupils decide not to attend school on questionably snowy days.

length of lunchbreaks and after-school time for extra-curricular activities. These are a valuable part of school experience, and could be squeezed out by a tighter timetable for formal lessons.

Better to stay with the current system - it ain't broke, so don't "fix" it.

No personal impact

I have no qualms re. 33 periods, however, I do have issues about the heavy workload on 4 days. At present I find it very difficult to manage 3 days of 7 periods - I dread to imagine 4 days. Furthermore, pupils struggle to maintain concentration throughout all seven periods. It cannot be beneficial to them to bunch all their learning into such a concentrated period of time.

I have a number of issues around the proposed change to an asymmetric week:

1. Level of crime is likely to increase due to some children being unsupervised
2. Potential increase in latch-key children as parents under pressure to continue working due to economic conditions and parents being unable to change their working hours to suit SBC schools.
3. Exhausted children particularly those who travel by school transport and would have to leave earlier and get home later including special needs children who travel to a specialist unit. The point made by Glenn Rodger at an open session was that children will cope however many of the regions already adopting this scheme do not have such a rural environment and therefore the children live near the school.
4. High truancy and absence rates on a half day as parents/children believing it is not so worthwhile to send their children in on a short day- it won't matter so much- what will they be missing? It will encourage this type of thinking.
5. At an open session it was suggested that it would encourage transitional working however with the Scottish Government introducing 600 hours of nursery/childcare provision also starting in August then the Nursery staff could not be involved in this ideal as they will be working on the half day.
6. Also collaborative working between schools we do as routine in smaller schools as well as working closely with our learning community, so this is already good practice for many schools.
7. In our primary school it has been arranged over the years for all staff to work a Wednesday which allows us to meet to do CAT sessions for professional development. Many of the staff do not work on a Friday either working elsewhere in other learning communities or who chose not work on a Friday. This would create a major headache for staff and head teachers to suddenly re-negotiate contracts and working hours including RiCCT timetables. I would hope that individual schools can be trusted to work out their own timetable to suit the majority of their staff.
8. Wednesday half day would be more beneficial for children and staff as the children would have time to recover from tiredness and less likely to have a high absence rate due to it being a mid-week day so parents would be less likely to pull their children from education. Most schools have their CAT/professional development meetings this day anyway.
9. On a personal level, I object to the prospect of having to work a Friday when I have negotiated this time off to allow me to have an extended weekend to allow me to care and support my increasing elderly parents who live outwith the area- a 5 hour round trip so taking a mid week day off would simply not be an option for me. To take the Monday off would be less suitable for my class as it would be a staggered start for the children with the change in teacher. Most staff who currently have Fridays off would likely change their day off to a Monday- can the region support this with temporary teachers/supply staff?
10. It seems ill-considered and rushed through without due consideration to parents and staff who will have to deal with the repercussions of this action.

Reduction in hours of in class teaching.
disruption of parents working week.

Childcare on a Friday afternoon, there are already limited childcare spaces available in Chirnside. Schools closing early while parents working will only increase this further

Childcare cover on the proposed shorter day.

My son is at nursery at the moment and I am hearing rumours that there will be times when the nursery teacher will not be there due to the asymmetric week? The nursery is the start of a child's education and this should not be something that is compromised in any way. This is obviously a cost cutting exercise but to be honest you should not be targeting the school staff who are working very hard as it is - perhaps higher level posts could be looked at - it always seems that it's those working on the ground that get hit with cost cutting exercises? The teachers and nursery staff do a fantastic job and I really hope these changes do not have an affect on their ability to continue to do so. The Langlee Nursery is also going to mix the ante-pre school and pre-school groups from August and I feel that this is totally wrong! At first I thought all nurseries must be doing the same, but after speaking to other mums from other towns I have now discovered this is not the case. The groups should be separate as the pre-school children should be working more towards the curriculum compared to the ante-pre group.

After-school care on Fridays

COMMENTS**RESPONDENT**

I'm happy with the earlier start and later finish, although I don't

see why it can't be 3.30 finish for junior schools, 3.25 seems a silly time - why not just go for the more obvious 3.30

school support staff - SBC

parent/carer - primary school

parent/carer - primary school

No benefits.

The children will also be late in having lunch on a Friday.

parent/carer - primary school

If it is to go ahead, I have the following suggestions to address the concerns I have listed above:

1. The school day for younger primary children (P1-2 and possibly P3) should be structured so that they have some downtime, possibly towards the end of the day, or I think they will just be exhausted by the longer day. Schools will have to accept that for the younger children they will be providing a degree of childcare, as opposed to education.

2. The new entitlement for 3 + year olds for 600 hours of childcare/education should be extended to private childminders who can be more flexible than nurseries and playgroups and therefore for families with both pre-school and school-age children perhaps better able to provide cover for older children on the shorter day. As I understand it, childminders have to follow the same educational guidelines as nurseries for pre-school children so this should not have a negative impact on their pre-school education.

3. Provide somewhere safe and appealing for older children to go on the shorter day, along the lines of a youth club, teen-friendly cafe, etc.

parent/carer - primary school

I strongly suspect this decision has already been made, and this cons

parent/carer - primary school

I cannot really see the cost saving, so have to take your word for this.

parent/carer - primary school

parent/carer - primary school

parent/carer - primary school

parent/carer - primary school

This asymmetric week proposal has no benefits whatsoever for primary school children, yet these children and their parents will be the most badly affected by the asymmetric week.

As for secondary teachers - quoting that teaching staff costs account for a high proportion of the education budget - are they expected to work for free? They are the backbone of education, not "costs".

Cutting staff does nothing to improve service in the education sector nor does it allow for wider curricular subject choice. This is not Curriculum for Excellence in my view. It's Curriculum on a budget.

parent/carer - primary school

parent/carer - primary school

I do see that it would be better for teachers, they would have more time to plan and organise. However, surely the children are the main focus, not the teachers. Would the kids really feel the benefits of this?

parent/carer - primary school

In our situation I cannot see a benefit which would be a result of the move to an asymmetric week. My boys are sporty and do a lot of activities outwith school. The offer of more after school activities during the week would be too much as this would not leave enough time to do home work, their own sport, etc.

The proposal which would help our situation would be an after school homework club on a Friday. For many families homework is a time of conflict rather than building up a relationship and being involved in your child's education. My older son is dyslexic and finds homework difficult. He would benefit from doing his homework with teaching staff rather than with one of his parents.

I am a social worker and see many families where homework time is another time the child/children are put down by their parents. They are often called unpleasant names which do not encourage them to even tell their parents that they have home work. It often is another failure in their life which they like to avoid. Many parents are not able to help their child/children due to their own problems especially when a school homework club would address some of these issues.

parent/carer - primary school

What classes will go, the school already have dropped Music, my daughter has not had a music teacher since primary one. I presume there will be no PE or art teachers coming into the school.

How will the week work for my children, school already begins at 8.45am, will the time be earlier, or will the end of the day be much later they finish at 3pm. My children get the school bus at 12 minutes past 8am in the morning, what will happen to these times to coincide with the high school in Selkirk. My children deserve a full time education with teachers who are qualified to deliver all curriculum.

I am a parent/carer of a child in primary school

Do staff really need a simultaneous time each week when all schools

parent/carer - primary school

parent/carer - primary school

I struggle to see how transport costs can be saved due to same pick up

parent/carer - primary school

Why does it need to be changed? it works as it is and has done for a long

parent/carer - primary school

I am concerned that Friday morning will drift into a non-learning day.

parent/carer - primary school

At primary level the amount of learning that goes on , on a friday afternoon is questionable anyway

parent/carer - primary school

Cant understand why secondary schools can't align timetables now -why do they need a move to an asymmetric week

parent/carer - primary school

I understand the requirement for budgetary reductions; however, I do not feel that reducing costs to the SBC by increasing childcare costs to parents is the way forward and think this is effectively just a cost transfer rather than a reduction.

A final point is how the timing for the asymmetric week for schools will be balanced with the timings for certain nursery schools that are linked to schools. We have a child in Broomlands Nursery and Broomlands Primary schools and do not want to be in the situation with one child in nursery and the other needing childcare on Friday afternoon.

parent/carer - primary school

We understand some of the benefits of the proposals (but you are NOT presenting the negative effects in the same manner). It is not clear how the week will attain the financial savings that you claim it will.

You appear to have already made up your mind over the proposal - the whole consultation process feels somewhat of a sham, and far too rushed.

parent/carer - primary school

parent/carer - primary school

parent/carer - primary school

Benefit of Friday for west Linton pupils is that they are aligned to Midlothian and South Lanarkshire, where at present there are sport clubs in situ for Friday afternoon, however would prefer 12.30 finish

parent/carer - primary school

Does the asymmetric week mean less In Service days?

I do appreciate that the proposal should mean a more consistent teaching week.

Being a single full-time working parent I have been unable to attend a meeting. A local meeting would have been a benefit for out by schools such as Newcastleton.

parent/carer - primary school

Can't see how this is going to save money if there is no reduction in overall staff costs for primary schools.

How productive is a short session on a Friday likely to be?

parent/carer - primary school

parent/carer - primary school

I see no benefits to this. you will increase child care costs to working parents. I have been given NO details which properly explains how savings are made. there seems to be NO advantages to primary children. I would vote NO, NO, NO to these changes.

parent/carer - primary school

parent/carer - primary school

no

parent/carer - primary school

I see absolutely no benefit to an asymmetric week.
THIS IS PURELY A MONETARY ISSUE TO ACHIEVE BUDGET CUTS

parent/carer - primary school

TRANSPORT ISSUES ARE NOT AFFECTED BY WEST LINTON PRIMARY SCHOOL AS THESE ARE STAND ALONE

parent/carer - primary school
parent/carer - primary school

Does this change benefit the children - No
Does this change make learning more difficult for the children - Yes
Then why are we even discussing this change.....
Cost should never be the main consideration in education, otherwise we wouldn't educate at all.

parent/carer - primary school

Other schools provide sports, crafts and music activities on the short day that would normally fill 2+ hours. These are run by the school although fees would need to be paid to cover costs of hiring in teachers. Children are escorted from class rooms to location of activity or collected on school premises by activity coordinator for them to manage delivery to activity location. None of the children leave the care of the school until they are handed over to the activity coordinator. If west Linton Primary school was to offer this, I'm sure a lot of people would be happy as this would enable children to be involved in activities which can not be done in a standard lesson time.

parent/carer - primary school
parent/carer - primary school

lack of activities for children to do on a friday afternoon.
will school consider allowing use of their facilities such as gym halls to after school clubs.
I am concerned that schools will cut activities such as music or PE with specialist teachers and this is not acceptable.

i am concerned that a Friday will become a nothing day with little or no "proper" teaching

there are limited childcare facilities in our area and this means

parent/carer - primary school

I understand the budget restraints and that essentially an asymmetric week doesn't really benefit primary pupils, but will enable the alignment of time tabling across the high schools keeping subject choice wide which would otherwise be restricted within the current budget.

With pupils at a primary school, a rural primary school, the concern is how we can get together an after school club to cater for the hours up to the current finishing hours. There is not sufficient local childcare in place and parents would need cost effective help with taking the initiative to develop after school clubs etc.

parent/carer - primary school

parent who travels to Galashiels, I am keen that this continues. If there is after school care available then we will be able to manage the proposed change.

parent/carer - primary school

I appreciate that the asymmetric week may be a means of SBC saving money but I cannot see any other benefits to the pupils or parents. In fact as I have outlined above, I can only see neutral at best and in many cases negative outcomes for the children.

parent/carer - primary school

parent/carer - primary school

appears either mistaken or dishonest. Teachers I have spoken to (including a headteacher) are not in favour of the asymmetric week.

Worryingly, all have asked not to be quoted or named. This implies an unsupportive, intimidating management regime. That they feel the need to toe the official line is of deep concern to me.

parent/carer - primary school

a lack of information about how it might be implemented, the day of

parent/carer - primary school

I would suggest finishing later to allow more time at lunch.

parent/carer - primary school

parent/carer - primary school

half day friday would be good for the children. I have no concerns with this

parent/carer - primary school

The asymmetric week is an opportunity to promote sports or arts activities etc in the free afternoon. Hopefully a designated pupil-free afternoon will ensure that teachers remain with their classes during the week rather than leaving to attend meetings.

parent/carer - primary school

parent/carer - primary school

I often wonder if proposals such as these are already agreed and that the opportunity for debate is just a process to go through. Ultimately all sections should have the best interests of the children and not be based on finance. But hey its only an opinion.

parent/carer - primary school

The after school clubs will be an issue - time will be limited after school

parent/carer - primary school

I have to assume all pupils will be getting the same length of tuition in the new system as they are now? These are important years and my worry is also that travelling for the rural children could become an issue given the half day on a Friday [for example] - they will spend much of their time on the bus possibly.

parent/carer - primary school & secondary school

Early Friday finish also brings about the need for childcare on the Friday afternoon, which currently is not an issue, and would therefore incur more expense. So the Authority manages to save money but the parent has to pay out more money!

parent/carer - primary school & secondary school

parent/carer - primary school & secondary school

As a teacher I know how tired we get by the end of the week and therefore question the quality of the work we will achieve on a Friday afternoon!

Instead of the proposed start/finish times for the 'new' school day being 8.50-3.25, I think 8.45 - 3.30 (allowing for 15mins break and 1 hour lunch), then on a Friday 8.45 - 12 (allowing for a 15min break) would be a much better idea, therefore teachers could have a short lunch and get started on their development work much quicker and when they are still slightly fresher!

I am also unsure of how moving to an asymmetric week in primary will save any money??

parent/carer - primary school & secondary school - teacher - SBC

From my side there is no visible benefit.

parent/carer - primary school & secondary school - teacher - SBC

I recognise there are budget restrictions but am very skeptical that this will make any dramatic difference. Edinburgh have been running an asymmetric week for many years and friends who have had experience of this find it a nightmare with the shorter day on a Friday.

parent/carer - primary school & secondary school - teacher - SBC

I am a parent/carer of a child in primary & nursery

As above.

parent/carer - primary school

Childcare issues - even with junior secondary pupils it is a long time for them to be left on their own if parents are working until later in the day. Why is there not costings available for the transportation issues nor the ? virtual learning/video conferencing infrastructure - how can an informed decision be made without these costings.

parent/carer - secondary school

parent/carer - secondary school

Total disaster of a proposal, Edinburgh schools have this system and it causes significant child care problems for parents indeed I know of parents who have been forced into part time working because of this system.

parent/carer - secondary school

I have had first hand experience of an asymmetric week and found no advantages at all for the pupils or parents. It meant less of everything and vague promises of future benefits of aligned timetables and virtual learning etc. We do not have these benefits available to us at present so until they are in place, fully tested please don't burden us with a lesser service. Our children deserve a lot better and have had enough upheaval trying to work with CFE in which many challenges exist.

parent/carer - secondary school

about time this happened.

parent/carer - secondary school

As a parent I see no benefit to either teacher, parent or student.

parent/carer - secondary school

Biggest bonus is increased range of subjects offered particularly for 5th and 6th year pupils, this for me would outway issue of kids roaming on Friday afternoons.

parent/carer - secondary school

None, for parents and pupils.

parent/carer - secondary school

It will keep childminders and the police in a job.

parent/carer - secondary school

parent/carer - secondary school

There will be less time to do lunchtime clubs.

parent/carer - secondary school - work in education but not employed by SBC
parent/carer - primary school & secondary school

Slightly longer primary day will be a bit easier on work days for childcare.

parent/carer - primary school & secondary school

parent/carer - primary school & secondary school

I am thinking of the bigger picture. Our society is becoming so IT based and children may be likely to struggle to socially integrate in the future. School is the prime place for them to learn this skill. We should not proceed with this change for primary children particularly as there is no evidence for it.

parent/carer - primary school & secondary school

I am all for it if the shortest day is a Friday effectively giving the children a long week-end.

parent/carer - primary school & secondary school

BETTER SUBJECT CHOICE AND TIMETABLEING FOR MY CHILD

parent/carer - primary school & secondary school

parent/carer - primary school & secondary school

I don't see any benefit to parents or pupils by moving to an asymmetric week. This is purely to the advantage of the school not the parents or children.

parent/carer - primary school & secondary school

I am also concerned about the impact on the lunchtime clubs as the lunch break will be shorter.

I feel that 7 periods of 50mins will be too much for the children's concentration and learning will decrease as the day goes on.

what happens with PE and practical classes as 50 mins will not be enough time to get anything done. It takes the teacher about 6 mins to take registration.

parent/carer - primary school & secondary school

1. Currently SBC do not have virtual learning and video conferencing infrastructure within the schools, there has been no pilot to test the proposed scheme, no timescales provided for when this will actually happen or budgets for how much this will all cost (can SBC supply these?).

2.The Scottish Borders internet broadband speeds are slow and hence problematic for streaming.

parent/carer - primary school & secondary school

Cost savings are required - do not use asymmetric week to reduce pupil choice, limit lunchtimes and extra curricular activity

Reduce number of primary schools across region saving capital costs, sell off assets and boost budget for education for children.

parent/carer - primary school & secondary school

No benefits to pupils only teachers.

parent/carer - primary school & secondary school

has any thought be given to part time teaching staff and how their working arrangements will be affected by the requirement for them to attend the meetings on the half day? Will teachers need new contracts?

parent/carer - primary school & secondary school

I feel that all age children will not benefit from the change in the school week, they need time to and attention in school to be successful students

parent/carer - primary school & secondary school - teacher employed by SBC

on a friday afternoon. Employers cannot shut down their businesses to accomodate this and it could lead to parents taking more risks over the supervision of children. How will the impact of no

parent/carer - primary school & secondary school - employer in Borders

I don't want an 'Everyday Value' education, I want a good education. And, no, 'Everyday Value' is not good. Sometimes it's ok but it's never good!

parent/carer - primary school & secondary school - employer in Borders

I've worked in 3 schools in Edinburgh. In two, Fridays were a virtual write-off with high absenteeism on Fridays - after all only missing half a day can't hurt??

In one the day ended too late: 1.20. By then pupils were tired and hungry and didn't concentrate well for the last period.

Ending a Friday at 12.30 kept pupils fresh (and absenteesim was lower...) But the cost of that was a start at 08.35 and finish at 13.40. That's ok in a city school, but could be problematic for rural transport in winter.

Getting supply cover on Fridays was difficult: who would want to give up a whole day but only get paid for a half?

I am a school student
teacher currently employed in Scottish Borders

Parents + childcare.

teacher currently employed in Scottish Borders

Benefit - Teachers not having to sit through meetings/CAT sessions/training in the evenings when they are tired and have prep for the next day etc.

teacher currently employed in Scottish Borders

I see no benefits to Primary schools and wish they could be kept separate to the alignment process of Secondary schools.

teacher currently employed in Scottish Borders

We cannot let future children's education be of a lessor standard than we have today.

teacher currently employed in Scottish Borders

I am an employer operating in Scottish Borders
Other

The longer days will help working parents like ourselves but the 1.15pm finish on a Friday concerns me - mainly a concern over how hungry the children will be if they will not get a lunch break - will they get an additional break to allow them to have something to eat?

Other
Other