



Council Offices, Almada Street
Hamilton, ML3 0AA

Monday, 08 March 2021

Dear Member

Education Resources Committee

The Members listed below are requested to attend a meeting of the above Committee to be held as follows:-

Date: Tuesday, 16 March 2021
Time: 10:00
Venue: By Microsoft Teams,

The business to be considered at the meeting is listed overleaf.

Yours sincerely

Cleland Sneddon
Chief Executive

Members

Katy Loudon (Chair), Peter Craig (Depute Chair), John Ross (ex officio), Alex Allison, John Anderson, Stephanie Callaghan, Gerry Convery, Margaret Cooper, Margaret Cowie, Mary Donnelly, Fiona Dryburgh, Joe Fagan, Ian Harrow, Mark Horsham, Martin Grant Hose, Julia Marrs, Monique McAdams, Ian McAllan, Gladys Miller, Lynne Nailon, Carol Nugent, Mo Razzaq, Graham Scott, Margaret B Walker, Jared Wark, David Watson

Substitutes

Maureen Devlin, Isobel Dorman, Eric Holford, Ann Le Blond, Martin Lennon, Richard Lockhart, Eileen Logan, Kenny McCreary, Mark McGeever, Jim McGuigan, David Shearer, Collette Stevenson, Bert Thomson, Jim Wardhaugh

External Members

Religious Representatives

Gillian Coulter, Nagy Iskander, John Mulligan

Teacher Representatives

Andy Harvey, Ann Marie Hobson

Parent Council Representatives

Christine Hall, Hilary Kirby

BUSINESS

1 Declaration of Interests

- 2 **Minutes of Previous Meeting** 5 - 16
Minutes of the meeting of the Education Resources Committee held on 19 January 2021 submitted for approval as a correct record. (Copy attached)

Monitoring Item(s)

- 3 **Education Resources – Revenue Budget Monitoring 2020/2021** 17 - 22
Joint report dated 11 February 2021 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 4 **Education Resources – Capital Budget Monitoring 2020/2021** 23 - 26
Joint report dated 25 February 2021 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 5 **Education Resources - Workforce Monitoring- November and December 2020** 27 - 34
Joint report dated 9 February 2021 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)

Item(s) for Decision

- 6 **Youth, Family and Community Learning Service: Kick Start Scheme Placements** 35 - 38
Joint report dated 23 February 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources). (Copy attached)
- 7 **Early Learning and Childcare** 39 - 48
Joint report dated 19 February 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources). (Copy attached)

Item(s) for Noting

- 8 **Education Resources – Response to Remote Learning** 49 - 84
Report dated 24 February 2021 by the Executive Director (Education Resources). (Copy attached)
- 9 **Supporting the Alternative Model for SQA Certification in 2021** 85 - 88
Report dated 4 March 2021 by the Executive Director (Education Resources). (Copy attached)
- 10 **Covid-19 Education Resources' Update** 89 - 96
Report dated 4 March 2021 by the Executive Director (Education Resources). (Copy attached)
- 11 **Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020** 97 - 106
Joint report dated 23 February 2021 by the Executive Directors (Community and Enterprise Resources) and (Education Resources). (Copy attached)
- 12 **West Partnership Improvement Collaborative: Interim Action Plan - January 2021** 107 - 122
Report dated 23 February 2021 by the Executive Director (Education Resources). (Copy attached)

Urgent Business

13 Urgent Business

Any other items of business which the Chair decides are urgent.

For further information, please contact:-

Clerk Name: Pauline MacRae/Lynn Paterson

Clerk Telephone: 01698 454108 / 01698 454669

Clerk Email: pauline.macrae@southlanarkshire.gov.uk

EDUCATION RESOURCES COMMITTEE

2

Minutes of meeting held via Microsoft Teams on 19 January 2021

Chair:

Councillor Katy Loudon

Councillors Present:

Councillor Alex Allison, Councillor John Anderson, Councillor Stephanie Callaghan, Councillor Gerry Convery, Councillor Margaret Cooper, Councillor Margaret Cowie, Councillor Peter Craig (Depute), Councillor Mary Donnelly, Councillor Fiona Dryburgh, Councillor Joe Fagan, Councillor Ian Harrow, Councillor Mark Horsham, Councillor Julia Marrs, Councillor Monique McAdams, Councillor Ian McAllan, Councillor Kenny McCreary (*substitute for Councillor Martin Grant Hose*), Councillor Gladys Miller, Councillor Lynne Nailon, Councillor Carol Nugent, Councillor Mo Razzaq, Councillor Graham Scott, Councillor Margaret B Walker, Councillor Jared Wark, Councillor David Watson

Councillors' Apologies:

Councillor Martin Grant Hose, Councillor John Ross (ex officio)

External Members Present:

Gillian Coulter, Christine Hall, Andy Harvey, Hilary Kirby, John Mulligan

External Members' Apologies:

Ann Marie Hobson, Dr Nagy Iskander

Attending:

Education Resources

T McDaid, Executive Director; D Dickson, Operations Manager; A Donaldson, Head of Education (Inclusion); C McKenzie, Head of Education (Broad General Education); S Nicolson, Head of Education (Senior Phase); L Sherry, Head of Education (Support Service and School Estate); V Sinclair, Partnership Development Manager

Finance and Corporate Resources

M M Cairns, Legal Services Manager; L Harvey, Finance Manager (Resources); P MacRae, Administration Adviser; K McLeod, Administration Assistant; E McPake, Human Resources Business Partner; L O'Hagan, Finance Manager (Strategy)

Chair's Opening Remarks

The Chair extended thanks to officers, school staff, parents and carers for their efforts during the current restrictions affecting schools as a result of measures recently imposed in relation to the COVID-19 pandemic.

1 Declaration of Interests

No interests were declared.

2 Minutes of Previous Meeting

The minutes of the meeting of the Education Resources Committee held on 27 October 2020 were submitted for approval as a correct record.

The Committee decided: that the minutes be approved as a correct record.

3 Education Resources - Revenue Budget Monitoring

A joint report dated 14 December 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted comparing actual expenditure at 6 November 2020 against budgeted expenditure for 2020/2021 for Education Resources.

As at 6 November 2020, there was an overspend of £4.008 million, as detailed in Appendix A to the report. Costs incurred in relation to the Resources' COVID-19 response were outlined in Appendix B to the report.

The Committee decided:

- (1) that the overspend of £4.008 million at 6 November 2020 be noted;
- (2) that the expenditure incurred in relation to the Resources' COVID-19 response be noted; and
- (3) that the budget virements, as detailed in Appendix A to the report, be approved.

[Reference: Minutes of 27 October 2020 (Paragraph 3)]

4 Education Resources – Capital Budget Monitoring

A joint report dated 21 December 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted advising of progress on the Education Resources' capital programme for 2020/2021 and summarising the expenditure position at 6 November 2020.

The Education Resources' capital programme amounted to £23.153 million and expenditure as at 6 November 2020 was £10.490 million. On 23 September 2020, the Executive Committee approved a revised General Services capital programme based on deliverability which could be achieved in the current year. The revised base programme for Education Resources was £21.453 million. Budget adjustments of £1.700 million had resulted in a revised capital programme for Education Resources of £23.153 million.

The Committee decided: that the 2020/2021 revised capital programme of £23.153 million, and expenditure to date of £10.490 million, be noted.

[Reference: Minutes of 27 October 2020 (Paragraph 4) and Minutes of the Executive Committee of 16 December 2020 (Paragraph 3)]

5 Education Resources – Workforce Monitoring – September and October 2020

A joint report dated 8 December 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on the following employee information for Education Resources for the period September and October 2020:-

- ◆ attendance statistics
- ◆ occupational health statistics
- ◆ accident/incident statistics
- ◆ discipline, grievance and Dignity at Work cases
- ◆ analysis of leavers and exit interviews
- ◆ staffing watch as at 14 September 2020

The Committee decided: that the report be noted.

[Reference: Minutes of 27 October 2020 (Paragraph 5)]

6 Acquisition of Our Lady of Lourdes Primary School

A report dated 17 December 2020 by the Executive Director (Education Resources) was submitted on a proposal to acquire the accommodation at Our Lady of Lourdes Primary School Building, East Kilbride.

At its meeting on 27 October 2020, the Committee agreed that consideration of a report on the proposed acquisition of Our Lady of Lourdes Primary School be deferred to allow for further information to be provided detailing costs in respect of all options in relation to the school building. Appendix 1 to the report provided additional information on estimated costs of:-

- ◆ required capital investment in the existing building
- ◆ additional accommodation due to population growth
- ◆ a new build

On the basis that the purchase of the property would deliver control to the Council to decide when and how it wished to invest in the building, provisional negotiations had resulted in terms being offered, as outlined in section 5 of the report. Consideration had been given to all the property options and it was considered that the acquisition of the accommodation at Our Lady of Lourdes Primary School, East Kilbride represented best value for money.

The total cost to take ownership of the building was £0.627 million. It was proposed that the Council borrow to fund the purchase, with the repayments being made annually from the available Education Resources' lease budget of £0.059 million. Education Resources had the annual revenue budget to pay for the acquisition over a period of time, however, the matter required to be referred to the Executive Committee which had the authority to borrow the initial funding and agree a capital programme.

The Committee decided:

- (1) that the Council acquire the accommodation at Our Lady of Lourdes Primary School, East Kilbride on the main terms and conditions as detailed in Section 5 of the report;
- (2) that the Executive Director (Housing and Technical Services), in consultation with the Head of Administration and Legal Services, if appropriate, be authorised to conclude all matters in respect of the acquisition and to enter into the necessary legal agreements on terms which were in the best interests of the Council; and
- (3) that it be noted that Education Resources would use its annual review budget to repay the borrowing costs.

The Committee recommended to the Executive Committee: that approval be given to add the project in respect of Our Lady of Lourdes Primary School into the capital programme and to initiate the borrowing of funds.

[Reference: Minutes of 27 October 2020 (Paragraph 6)]

7 Review of Admissions Policy for Early Learning and Childcare Establishments

A report dated 23 December 2020 by the Executive Director (Education Resources) was submitted on a review of the policy for the admission of children into Early Learning and Childcare establishments in South Lanarkshire.

Since 1996, the Council's Admissions Policy for Early Years' Establishments had been regularly reviewed to reflect changes in legislation and national policy development.

The last review of the Admissions Policy had been presented to the Education Resources Committee on 10 December 2019.

The Children and Young People Act (Scotland) 2014 committed to delivering 1,140 hours of early learning and childcare per year to eligible children aged 2 to 5 years from August 2020. However, in March 2020, due to the COVID-19 pandemic, the Scottish Government revoked this legislation and a date of August 2021 had been recommended for the statutory duty to be reinstated.

The Council approved 'early access for 3 year olds' in March 2019 and this had been fully implemented since August 2019. Across the Council area, children could commence free early learning and childcare provision from the Monday following their 3rd birthday.

The Early Years Manager and ELC Lead Locality Officers now had responsibility for direct contact on any admissions enquiries as part of a strategy to support effective communications.

A consultation exercise had been undertaken with a range of stakeholders, in the period October and November 2020, on the current Admissions Policy and the proposed amendments. The main priorities which had emerged from the consultation process were outlined in the report and the proposed revised Policy, attached as Appendix 1 to the report, had taken account of those priorities. If approved, the admissions policy would be used for the allocation of all early learning and childcare places.

Details were provided on:-

- ◆ proposed priorities for allocation of additional hours
- ◆ options available in respect of delivering 1,140 hours of early learning and childcare
- ◆ deferred entry to primary school

The Committee recommended to the Executive Committee:

- (1) that the priorities for admission to all Early Learning and Childcare (ELC) establishments, as detailed in Appendix 1 to the report, be approved; and
- (2) that the admissions policy and process for the allocation of places to all Early Learning and Childcare Establishments be implemented from March 2021.

[References: Minutes of 10 December 2009 (Paragraph 7) and Minutes of the Executive Committee of 29 January 2020 (Paragraph 9)]

8 Education Resource Plan 2020/2021 - Quarter 2 Progress Report

A report dated 11 January 2021 by the Executive Director (Education Resources) was submitted on the Education Resource Plan 2020/2021 in relation to the actions and measures within the Resource.

Details were provided on progress made at the end of quarter 2, covering the period 1 April to 30 September 2020, in implementing the actions and measures identified in the Resource Plan.

The Committee decided: that the report be noted.

[Reference: Minutes of 10 December 2019 (Paragraph 6)]

9 Update of the Education Resources' Risk Register and Risk Control Plan

A report dated 15 December 2020 by the Executive Director (Education Resources) was submitted providing an update on Education Resources' Risk Register and Risk Control Actions.

The Resource had followed Council guidance in developing, monitoring and updating its Risk Control Register on an ongoing basis. The Register had been developed to ensure that the Resource:-

- ◆ was fully aware of the main risks
- ◆ was able to prioritise those risks
- ◆ had controls in place to eliminate or minimise the impact of the risk

The risks were scored in accordance with the Council's scoring mechanism which scored risks based on likelihood and impact of risk. This resulted in risks being scored between 1 to 25 (low to high). Risks were scored on their inherent risk (risk if nothing was done) and their residual risk (risk after applying controls).

The Risk Register for the Resource had been developed and was monitored on an ongoing basis to add new risks and to review the score of existing risks. The Register was reviewed and updated by the Resource Risk Management Group.

Details of all risks which had scored very high and high were provided in Appendix 2 to the report.

The Committee decided: that the systems and controls in place to monitor risks within Education Resources be noted.

[Reference: Minutes of 10 December 2019 (Paragraph 8)]

10 Standards and Quality Report 2019/2020

A report dated 17 December 2020 by the Executive Director (Education Resources) was submitted providing an update on the Education Resources' Standards and Quality Report for 2019/2020.

The Standards and Quality Report aimed to provide high level information on the successes and achievements of Education Resources. Specifically, it had been designed to provide information on how Education Resources performed as a service, the type of activities delivered and examples of the impact that those had on children, young people and families.

The Report made specific links to the priorities of Education Resources and the National Improvement Framework priorities, including raising attainment for all and closing the poverty related achievement gap. The 'Statutory Guidance Standards in Scotland's Schools etc Act 2000', placed a statutory duty on schools and local authorities to report on progress towards achieving the above priorities.

The Report for 2019/2020 was shorter than in previous years as the COVID-19 pandemic and the subsequent response of Education Resources meant that priorities were realigned in light of the pandemic and the work to ensure full opening of schools and educational settings from August 2020.

In addition, the data available for 2019/2020 was limited as Curriculum for Excellence (CfE) data was not gathered due to the impact of COVID-19 and arrangements for National Qualifications were based on teachers' professional judgment rather than the usual exam diet.

The Report also made specific reference to the response of Education Resources to the COVID-19 situation and detailed support for schools. Priorities for 2020/2021, which linked directly to the annual Education Resources plan, were contained within the Report.

The Report had been forwarded to the Scottish Government and would be published on the Council's website.

The Committee decided: that the Education Resources' Standards and Quality Report for session 2019/2020, attached as Appendix 1 to the report, be noted.

[Reference: Minutes of 1 October 2019 (Paragraph 7)]

11 COVID-19 – Education Resources' Update

A report dated 11 January 2021 by the Executive Director (Education Resources) was submitted on Education Resources' response to the COVID-19 pandemic by schools and educational settings and on the Scottish Government guidance announced on 19 December 2020 and the supplementary guidance published on 6 January 2021.

Schools and educational settings across South Lanarkshire re-opened to all learners on 12 August 2020. Staff in schools and nurseries had worked to ensure adherence to safe systems of work, infection control measures, personal hygiene arrangements, maintenance of physical distancing measures, PPE and the cleaning regimes in place to keep staff and all learners safe. Recognition had also been given to the significant challenges that occurred each day for school and educational settings in complying with COVID-19 safe practices and of their involvement in the assessment process of positive cases with NHS Lanarkshire Public Health specialists.

All positive cases which impacted on a school or educational setting and involved a member of staff or young person had been subject to a rigorous self-assessment by NHS Lanarkshire Public Health.

NHS Lanarkshire Public Health had deemed, based on the evidence presented at the daily assessment meetings, that almost all positive cases had been community-based transmissions.

On 7 October 2020, the Scottish Government announced that the national 5 exams would not take place in 2020/2021 and on 8 December 2020, the Scottish Government announced that both Higher and Advanced Higher examinations would not take place in 2021. Regular dialogue had taken place with secondary school Head Teachers, staff, the professional associations, the trade unions and the SQA on the impact of this decision for pupils, families and staff. South Lanarkshire Education Resources was developing moderation procedures to support schools with making predicated judgements.

Following the Scottish Government's announcement, on 19 December 2020, of changes to the opening of schools and educational settings from January 2021 and on the new restrictions associated with Level 4 over the Christmas and the New Year period, a special meeting with all Head Teachers had been convened on Monday 21 December 2020, in advance of the school holiday.

Details were given on arrangements for:-

- ◆ children of designated key workers.
- ◆ free school meal payments for families
- ◆ support for school staff
- ◆ remote learning

A timeline from August 2020, including the new guidance for January 2021 and beyond and the impact on schools, educational settings, children and young people, was attached as Appendix 1 to the report.

Officers responded to members' questions on various aspects of the report.

The Committee decided: that Education Resources' response, in partnership with NHS Lanarkshire Public Health, to COVID-19 be noted.

[Reference: Minutes of 27 October 2020 (Paragraph 10)]

12 Supporting Learners and Families - Digital Inclusion

A report dated 5 January 2021 by the Executive Director (Education Resources) was submitted on the progress made in progressing the Scottish Government's Digital Inclusion Agenda.

The Scottish Government announced in June 2020 that it would make funds available to support Digital Inclusion and invited Education departments to bid for this funding to support families in accessing appropriate devices and connectivity for learning at home. In August 2020, the Council's first 2 parts of the bid were accepted for devices and connectivity with the third part of the bid being accepted at a later date.

The Council's bid gave consideration to the following 3 areas:-

- ◆ priority access
- ◆ widening access
- ◆ supporting access

Details of each area of the bid process were contained in the report.

The Council was able to access a grant of up to £1.460 million to support the digital inclusion agenda. Progress with the digital inclusion agenda in South Lanarkshire had included:-

- ◆ procurement of around 5,500 Chromebooks for distribution to pupils
- ◆ provision of Mifi connectivity devices, resulting in 700 families having internet access

The effectiveness of the roll-out of Chromebooks would be subject to ongoing monitoring.

Officers responded to members' questions on various aspects of the report.

The Committee decided: that the action taken by the Council, through Education Resources, to meet the needs of families regarding digital inclusion to support learning at home, be noted.

13 Youth, Family and Community Learning Service Delivery Update

A report dated 22 December 2020 by the Executive Director (Education Resources) was submitted on the delivery of Youth, Family and Community Learning Service provision for vulnerable children and families since August 2020.

The range of engagement, impact and service delivered to communities by the Youth, Family and Community Learning Service included:-

- ◆ promoting youth engagement and voice, involving members of South Lanarkshire Youth Council and the Scottish Youth Parliament

- ◆ increased engagement, using digital technologies, with the aim of maintaining contact with young people
- ◆ expanding the delivery model of the youth participation network to the digital sphere
- ◆ securing funding for KEAR, Active All Ages and the Youth, Family and Community Learning STEM Programme through the Youth Work Education Recovery Fund
- ◆ work on the long term sustainability of awards, such as the Duke of Edinburgh Award by training and supporting new leaders
- ◆ supporting Pathfinder Programme Activity
- ◆ providing a range of supports and programmes for learners and families in areas such as health and wellbeing, achievement, improving relationships and removing barriers to learning
- ◆ supporting adult learning
- ◆ participation in the Connecting Scotland Programme
- ◆ workforce development
- ◆ celebration of the 50th anniversary of Universal Connections at the Key Youth Centre as the first, purpose built youth facility in Scotland

The Committee decided: that the update on Youth, Family and Community Learning Service provision for vulnerable children and families, since August 2020, be noted.

14 Additional Support for Learning Review - Support for Learning: All Our Children, All Their Potential

A report dated 23 December 2020 by the Executive Director (Education Resources) was submitted on the outcome of the review of the implementation of additional support for learning (ASL) in schools and the action plan published by the Scottish Government in October 2020 in response to the review.

A review of the implementation of additional support for learning in schools was announced by the Deputy First Minister in January 2019. The review was implemented between October and December 2019 and considered:-

- ◆ the way in which Additional Support for Learning (ASL) legislation worked in practice across all educational settings
- ◆ the quality of learning and support, including overall achievement and positive destinations achieved post school
- ◆ the different approaches to planning and assessment to meet the needs of children and young people
- ◆ the roles and responsibilities of support staff, teaching staff, leadership role, education authorities and national agencies
- ◆ the areas of practice that could be further enhanced through better use of current resources to support practice, staffing or other aspects of provision

The findings and recommendations of the report were divided into the following 9 themes, details of which were provided in the report:-

- ◆ vision and visibility
- ◆ mainstreaming and inclusion
- ◆ maintaining focus, but overcoming fragmentation
- ◆ resources
- ◆ workforce development and support
- ◆ relationships between schools and parents/carers

- ◆ relationships and behaviour
- ◆ understanding rights
- ◆ assurance mechanism and inspection

The main recommendation of the review was that children and young people required to be involved in all decision-making relating to additional support for learning.

The Scottish Government had produced an action plan which responded to each of the themes and this would be overseen by the Additional Support for Learning Implementation Group. Progress would be reported by October 2021.

The Committee decided: that the outcome of the review of the implementation of additional support for learning (ASL) and the action plan published by the Scottish Government in October 2020 be noted.

15 Overview: Incorporation of the United Nations Convention on the Rights of the Child into Domestic Law in Scotland

A report dated 22 December 2020 by the Executive Director (Education Resources) was submitted on the incorporation of the United Nations Convention on the Rights of the Child (UNCRC) into Domestic Law in Scotland and the Council's response, on behalf of South Lanarkshire Council's Children's Services Partnership, to the Scottish Government's consultation on the proposal.

On 1 September 2020, the UNCRC (Incorporation) (Scotland) Bill was introduced to the Scottish Parliament and was considered to be one of the most significant pieces of legislation to be introduced since devolution. A consultation on the Bill commenced on 7 September and closed on 16 October 2020.

The UNCRC set out specific rights of all children to help them fulfil their potential and included rights relating to:-

- ◆ health and education
- ◆ leisure and play
- ◆ fair and equal treatment
- ◆ protection from exploitation
- ◆ the right to be heard

Scotland was preparing to become one of the first countries in the world to directly incorporate the UNCRC into domestic law.

The main elements of the Bill were that it would:-

- ◆ directly incorporate the UNCRC as far as possible within the powers of the Scottish Parliament
- ◆ make it unlawful for public authorities to act incompatibly with the incorporated UNCRC requirements
- ◆ give power to the Children's Commissioner to take legal action in relation to children's rights
- ◆ require Ministers to produce a Children's Rights Scheme setting out how they complied with children's rights and to report annually
- ◆ require listed public authorities to report every 3 years on how they complied with children's rights

The Bill also allowed for incorporation of the articles of the UNCRC currently beyond the powers of the Scottish Parliament, should those change in the future.

The Scottish Government had undertaken a range of activities linked to developing the rights of children and young people which were detailed in the report. Those included a response to the UN Committee on the Rights of the Child's 11 recommendations on taking a children's rights approach to responding to COVID-19, which was attached as Appendix 2 to the report.

A response to the consultation on the Bill had been submitted on behalf of South Lanarkshire Children's Services Partnership and this was attached as Appendix 3 to the report.

Following enactment of the legislation, further steps would require to be undertaken to audit and identify any potential gaps in training, policy formulation and procedures at establishment, Resource and Council level to support the implementation of the legislation.

The Committee decided:

- (1) that the main elements of the Bill and the response to the consultation on incorporation of the UNCRC into domestic law in Scotland be noted; and
- (2) that the analysis of the Scottish Government's response to the UN Committee's 11 recommendations in taking a children's rights approach to responding to COVID-19 be noted.

16 Youth Employability and Work Based Learning

A report dated 23 December 2020 by the Executive Director (Education Resources) was submitted on the progress of the Youth Employability Service's targeted employability and senior-phase work-based learning programmes and in meeting the challenges presented by the COVID-19 pandemic.

The Youth Employability Service supported young people at school in the senior phase and post-school up to age 19 (26 if care experienced) to develop and achieve the skills, experience, and qualifications to progress to positive and sustained post-school destinations. The Service comprised the following 3 key programmes:-

- ◆ ASPIRE
- ◆ GRADU8
- ◆ Foundation Apprenticeships

The COVID-19 pandemic had presented a significant challenge for the delivery of the Youth Employability programmes for 2020/2021. The Youth Employability Service had aimed to ensure that vulnerable young people, who were likely to be significantly disadvantaged as a result of the economic challenges caused by the COVID-19 pandemic, were supported. This had been possible due to the positive partnership relations between the service, schools and partners, including local colleges and Skills Development Scotland.

Details were given on the following in relation to the Service's 3 key programmes:-

- ◆ support offered to young people
- ◆ impact of COVID-19

Case studies of young people involved in each of the programmes were attached as Appendices 1 to 3 of the report.

It was anticipated that the demand for youth employability programmes would continue to increase in 2021/2022 due to the unique challenges predicted to be faced by young people and the subsequent economic challenges associated with the COVID-19 pandemic.

The Committee decided: that the progress of the Youth Employability Services' targeted employability and senior-phase work-based learning programmes and the Services' efforts in meeting the challenges presented by the COVID-19 pandemic be noted.

17 Response to Call for Views on the Disabled Children and Young People (Transitions to Adulthood) (Scotland) Bill

A report dated 22 December 2020 by the Executive Director (Education Resources) was submitted on the Council's response to the call for views on the Disabled Children and Young People (Transitions to Adulthood) (Scotland) Bill.

The Disabled Children and Young People (Transitions to Adulthood) (Scotland) Bill was a Member's Bill introduced to the Scottish Parliament on 30 September 2020. The call for views opened on 16 November 2020 and closed on 11 January 2021.

Details of the aims of the Bill in improving opportunities for disabled children and young people were provided in the report.

The Council had established a Working Group to discuss and compile a response to the call for views and the Group's response was attached at Appendix 1 to the report.

Due to the Scottish Parliament Elections in spring 2021, there was a possibility that there would be insufficient time for the Bill to complete all the necessary stages through the Scottish Parliament. Education Resources would monitor the progress of the Bill to ensure readiness if it was enacted.

The Committee decided: that the Council's response to the call for views on the Disabled Children and Young People (Transitions to Adulthood) (Scotland) Bill and the main elements of the Bill be noted.

18 Urgent Business

There were no items of urgent business.

Report

3

Report to:	Education Resources Committee
Date of Meeting:	16 March 2021
Report by:	Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)

Subject:	Revenue Budget Monitoring 2020/2021 - Education Resources
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide information on the actual expenditure measured against the revenue budget for the period 1 April 2020 to 29 January 2021 for Education Resources
- ♦ provide a forecast for the year to 31 March 2021.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the forecast to 31 March 2021 of an overspend of £12.751m after approved transfers to reserves, as detailed in Appendix A of the report, be noted;
- (2) that an overspend of £6.108m as at 29 January 2021, as detailed in Appendix A, after approved transfers to reserves be noted; and
- (3) that the proposed budget virements be approved.

3. Background

3.1. This is the fourth revenue budget monitoring report presented to the Education Resources Committee for the financial year 2020/2021.

3.2. The Resources has completed its formal probable outturn exercise for the year. This exercise identifies the expected spend to 31 March 2021. Details are included in section 6.

3.2. The report details the financial position for Education Resources in Appendix A, along with variance explanations and outlines the specific costs incurred in relation to the Resources' COVID response in Appendix B.

4. Scottish Attainment Challenge Funding

4.1. The current budget for Education contains £9.685m awarded for Pupil Equity Funding (PEF) and £1.963m for Scottish Attainment Challenge (SAC) as part of the schools programme. Total budget for 2020/21 is £11.648m and this is contained within this reported position.

4.2. In relation to PEF funding, the £9.685m represents £1.422m 2019/20 carry forward and £8.263m for the 2020/21 allocation. Spend and commitment to date as at 29 January 2021 is £6.905m, with £2.779m still to spend. This includes known staff costs for the period 1 April 2020 to 31 March 2021.

- 4.3. As previously reported, PEF spend this year is expected to be impacted by the restriction schools are facing as a result of the pandemic. Programmes supporting groups of children and young people, trips and extra curricular activities and those provided via external professionals are all restricted as a result, with an impact on this year's spend. It is anticipated PEF 2020/2021 carry forward as at 31 March 2021 will be around £2.450m and this will be available for the school session April to June 2021 in line with the PEF guidance.
- 4.4. Scottish Government announcements have given councils flexibility on how they use their Pupil Equity Fund (PEF) monies this financial year. This situation continues to be monitored.
- 4.5. In relation to SAC funding, spend and commitment to date is £1.706m with £0.257m still to spend. Staff costs to 31 March 2021 are reflected within this position, and as this is a specific grant allocation, funding is received based on actual spend.

5. Employee Implications

- 5.1. None

6. Financial Implications

- 6.1. **Probable Outturn:** Following the council's probable outturn exercise, the Resource is reporting an overspend of £12.751m after approved transfers to reserves of £6.261m. Reserves were approved by Executive Committee on 10 February 2021. This includes projected net costs of COVID to 31 March 2021 of £12.443m. The Resource position is outlined in appendix A.
- 6.2. The forecast cost of COVID is £12.443m. This is the net effect of expenditure of £12.755m as outlined in appendix B and reflects additional Education recovery teachers employed on 1 year fixed term contracts and short term supply; the increased cost of supply teachers in relation to the application of the SNCT guidance on payment arrangements for staff; expenditure incurred in the operation of the hubs for key worker children during lockdown; costs of sanitising stations, PPE, cleaning supplies and enhanced cleaning regimes for our schools and establishments.

In addition, the Resource is projecting an impact as a result of loss of income due to the pandemic of £0.564m, including ELC fees, music tuition and nursery milk, as well as savings not achieved of £0.099m and an underspend in budget of £0.975m, in the main due to expenditure not incurred on breakfast clubs and holiday lunch clubs due to the pandemic and the rates budgets.

- 6.3. The Council has received funding for specific education costs relating to the pandemic, including additional teachers, support staff and mobilising schools for reopening, including ongoing cleaning and PPE costs. In addition, further funding has been recently received for additional staffing, digital inclusion, home learning and family support. At this stage, and this late in the financial year, it is unlikely that this will be spent this year, and, therefore, it is likely we will be looking to carry this funding into next year. The figures at the moment assume full spend.

As at 29 January 2021, total revenue funding for the year has been confirmed at £7.773m. These income sources are not netted off against the expenditure in the appendices. Instead, to allow consistent reporting of expenditure in relation to the pandemic, all costs are collated and reported to the Executive Committee where all income received is reported in its entirety.

- 6.4. The Resource is showing an overspend of £0.308m after the cost of COVID is removed. This overspend relates to transport costs for both mainstream and ASN transport, teachers costs due to pupil growth and school placements which are demand led, partially offset by underspends in Early Years core budget.
- 6.5. **Position as at 29 January 2021:** The Resource position as at 29 January 2021 is an overspend of £6.108m after approved transfers to reserves. Detailed variance explanations are outlined in appendix A.
- 6.6. Virements are proposed to realign budgets across budget categories and with other Resources. These movements are detailed in the Appendix A of this report.
- 7. Other Implications**
- 7.1. The main risk associated with the Council's Revenue Budget is that there is an overspend. The risk is managed through four weekly Budget Monitoring Meetings at which any variance is analysed. In addition, the probable outturn exercise ensures early warning for corrective action to be taken where appropriate.
- 7.2. There are no implications for sustainability in terms of the information contained in this report.
- 8. Equality Impact Assessment and Consultation Arrangements**
- 8.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.
- 8.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

11 February 2021

Link(s) to Council Values/Objectives

- ◆ Accountable, Effective and Efficient

Previous References

- ◆ None

List of Background Papers

- ◆ Financial ledger and budget monitoring results to 29 January 2021

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 29 January 2021 (No.11)

Education Resources Summary

Budget Category	Annual Budget £000	Forecast for Year BEFORE Transfers £000	Annual Forecast Variance BEFORE Transfers £000	Annual Forecast Variance AFTER Transfers £000	Budget Proportion 29/01/21 £000	Actual BEFORE Transfers 29/01/21 £000	Variance 29/01/21 £000		% Variance 29/01/21	Note
Employee Costs	282,216	287,591	(5,375)	(6,259)	227,289	229,157	(1,868)	over	(0.8%)	1,a,b,e,g
Property Costs	23,162	25,841	(2,679)	(2,679)	19,633	21,189	(1,556)	over	(7.9%)	2,a,c,e,f,g
Supplies & Services	12,093	12,536	(443)	(3,346)	8,756	7,434	1,322	under	15.1%	3,a,b,d
Transport & Plant	11,297	11,932	(635)	(635)	8,958	9,661	(703)	over	(7.8%)	4,f,g
Administration Costs	1,852	1,829	23	22	1,628	1,614	14	under	0.9%	f,g
Payments to Other Bodies	26,725	23,660	3,065	592	20,215	17,713	2,502	under	12.4%	5,b,e,g
Payments to Contractors	35,348	35,348	0	0	26,161	26,161	0	-	0.0%	f
Transfer Payments	2,517	2,602	(85)	(85)	2,505	2,596	(91)	over	(3.6%)	6,g
Financing Charges	382	377	5	5	250	250	0	-	0.0%	g
Total Controllable Exp.	395,592	401,716	(6,124)	(12,385)	315,395	315,775	(380)	over	(0.1%)	
Total Controllable Inc.	(44,189)	(43,823)	(366)	(366)	(42,215)	(41,784)	(431)	under recovered	(1.0%)	7,b,f,g
Net Controllable Exp.	351,403	357,893	(6,490)	(12,751)	273,180	273,991	(811)	over	(0.3%)	
Transfer to Reserves (as at 29/01/21)					0	5,297	(5,297)	over		
Position After Transfers to Reserves (as at 29/01/21)					273,180	279,288	(6,108)	over		

Variance Explanations

- The overspend is mainly due to additional Education recovery teachers employed on 1 year fixed term contracts. In addition, there is an increased cost of supply teachers in relation to SNCT guidance on payment arrangements for staff due to COVID-19 and an overspend in teacher costs due to pupil growth. These are partially offset by an underspend in Early Years staff costs, due to the timing of the recruitment of Early Years posts. The 1,140 expansion element of Early Years staff costs underspend will be carried forward at year end for future commitments.
- The overspend is mainly due to increased cleaning requirements within schools and Early Years establishments and expenditure incurred on sanitising stations and additional hand washing supplies following the return to schools in August. In addition, there has been increased utilities costs due to increased ventilation requirements within schools and establishments. These are partially offset by the timing of rates charges from schools and establishments becoming operational.
- The underspend is due to the Pupil Equity Fund and less than anticipated expenditure on the provision of lunches within Early Years establishments, both of which will be carried forward at the end of the financial year for future commitments. In addition, there is unspent budget in relation to both the Holiday Lunch Club and Breakfast Club programmes this financial year. These are being utilised, in part, to offset the sessional staff costs for the provision of Summer Hubs as a result of COVID. The underspends are partially offset by expenditure incurred on personal protective equipment and wipes following the return to schools in August.
- The overspend is mainly due to the cost of school transport for both ASN and mainstream schools.
- The underspend is mainly due to less than anticipated expenditure on Early Years 1,140 expansion and core budget to date. The 1,140 expansion element will be carried forward at year end for future commitments. In addition, there has been reduced placements within Other Local Authorities. These are partially offset by greater than anticipated expenditure on Independent School Placements. This is a demand led service.
- The overspend is due to increased expenditure on footwear and clothing grants as a result of additional claimants due to COVID-19.
- The under recovery of income relates to reduced income received from Early Years Childcare fees and Instrumental Music Service fees in the financial year to date as a result of the ongoing pandemic. These are partially offset by increased Section 23 income received for placements in other local authorities. This is a demand led service.

Budget Virements

- Transfers from reserves in relation to Teacher growth, ICT and Utilities. Net Effect £1.297m: Employee Costs £0.716m, Property Costs £0.261m and Supplies and Services £0.320m.
- Establish budget to reflect the receipt of funding for Teachers Induction, Education Psychologists redeterminations, DYW funding, SDS Foundation Apprenticeship programme and Inter Authority funding. Net Effect £2.364m: Employee Costs £2.808m, Supplies and Services £0.013m, Payments to Other Bodies £0.168m and Income (£0.625m).
- Transfer to reserves in relation to reversal of reserve drawdowns during financial year to date. Net Effect (£2.043m): Property Costs (£2.043m).
- CFCR transfer for WAN capitalisation. Net Effect (£0.700m): Supplies and Services (£0.700m).
- Realignment of Early Years budget to reflect current service delivery. Net Effect £0.000m: Employee Costs £0.550m, Property Costs £0.050m and Payments to Other Bodies (£0.600m).

- f. Realignment of budget to reflect service delivery changes: Net Effect £0.000m: Property Costs (£0.528m), Transport Costs £0.748m, Administration £0.053m, Payments to Contractors (£0.220m) and Income (£0.053m).
- g. Realignment of Education Maintenance Allowance budget and DMS. Net Effect £0.000m: Employee Costs £0.211m, Property Costs £0.079m, Supplies and Services (£0.674m), Transport and Plant £0.006m, Administration Costs £0.371m, Payments to Other Bodies (£0.008m), Transfer Payments £0.272m, Financing Charges (£0.014m) and Income (£0.243m).

Transfers to Reserves (£6.261m):

- i. PEF (£2.450m) - PEF carry forward for April to June 2021.
- ii. ELC 1,140 Specific Grant (£3.811m) - This transfer relates to the underspend on the current year grant allocation to be carried forward to meet the commitments in line with the spend profile of the project.

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 29 January 2021 (No.11)

Education Resources COVID

	Annual Budget	Forecast for Year BEFORE Transfers	Annual Forecast Variance BEFORE Transfers	Annual Forecast Variance AFTER Transfers	Budget Proportion 29/01/21	Actual BEFORE Transfers 29/01/21	Variance 29/01/21	% Variance 29/01/21	Note
	£000	£000	£000	£000	£000	£000	£000		
<u>Budget Category</u>									
Employee Costs	0	6,002	(6,002)	(6,002)	0	3,051	(3,051)	over	1
Property Costs	0	2,974	(2,974)	(2,974)	0	1,861	(1,861)	over	2
Supplies & Services	0	3,563	(3,563)	(3,563)	0	1,358	(1,358)	over	3
Transport & Plant	0	0	0	0	0	0	0	over	n/a
Administration Costs	0	88	(88)	(88)	0	88	(88)	over	4
Payments to Other Bodies	0	43	(43)	(43)	0	43	(43)	over	5
Payments to Contractors	0	0	0	0	0	0	0	-	n/a
Transfer Payments	0	85	(85)	(85)	0	91	(91)	over	6
Financing Charges	0	0	0	0	0	0	0	-	n/a
Total Controllable Exp.	0	12,755	(12,755)	(12,755)	0	6,492	(6,492)	over	n/a
Total Controllable Inc.	0	0	0	0	0	0	0	-	n/a
Net Controllable Exp.	0	12,755	(12,755)	(12,755)	0	6,492	(6,492)	over	n/a
Transfer to Reserves (as at 01/01/21)					0	0	0		
Position After Transfers to Reserves (as at 01/01/21)					0	6,492	(6,492)		

Variance Explanations

1. The overspend is mainly due to additional Education recovery teachers employed on 1 year fixed term contracts. In addition, there is an increased cost of supply teachers in relation to SNCT guidance on payment arrangements for staff due to COVID-19.
2. The overspend is mainly due to increased cleaning requirements within schools and Early Years establishments and expenditure incurred on sanitising stations and additional hand washing supplies following the return to schools in August.
3. The overspend is mainly due to expenditure incurred on personal protective equipment and wipes following the return to schools in August.
4. The overspend is mainly due to costs associated with COVID related signage required for schools for their return in August.
5. The overspend is due to expenditure incurred on the provision of critical childcare for families of key workers to date.
6. The overspend is due to increased expenditure on footwear and clothing grants as a result of additional claimants becoming eligible due to COVID-19.

Report

Report to:	Education Resources Committee
Date of Meeting:	16 March 2021
Report by:	Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)

Subject:	Capital Budget Monitoring 2020/21 - Education Resources
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1. Purpose of Report

1.1. The purpose of the report is to:

- ♦ provide information on the progress of the capital programme for Education Resources for the period 1 April 2020 to 29 January 2021.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendations:

- (1) that the Education Resources capital programme of £24.480 million, and expenditure to date of £17.093 million, be noted; and
- (2) that the projected outturn of £22.200 million, be noted.

3. Background

- 3.1. This is the fourth capital monitoring report presented to the Education Resources Committee for the financial year 2020/2021. A final report will be presented following the end of the financial year.
- 3.2. As noted in the last report to this Committee (19 January 2021), the budget for Education Resources for financial year 2020/2021, including carry forward, was £23.153 million.
- 3.3. Since that meeting, the Executive Committee on 10 February 2021 have agreed changes to the Education Resources Capital Programme. These adjustments total an increase of £1.327 million and the details are shown in Appendix A. This takes the Education Resources programme for 2020/2021 to £24.480 million.
- 3.4. The report details the financial position for Education Resources in Appendix A.

4. Employee Implications

4.1. There are no employee implications as a result of this report.

5. Financial Implications

- 5.1. As detailed in Section 3.3, the revised capital programme for Education Resources for financial year 2020/2021 is £24.480 million. Spend to 29 January 2021 totals £17.093 million.
- 5.2. 2020/21 Outturn
Work has been ongoing to monitor the predicted spend position for this financial year and current estimates from Housing and Technical Resources suggest an outturn of £22.200 million. This is an underspend of £2.280 million and mainly reflects the anticipated timing of spend on a number of projects, resulting in budget required in 2021/22 rather than 2020/21.
- 5.3. The progression of a number of projects has been impacted by the ongoing lockdowns due to Covid-19. This includes the Information Communication Technology refresh programme, St Charles' Primary School Extension, smaller projects in relation to minor alterations / ASN adaptations, the extension at St Mark's Primary School, Hamilton and the construction of the new building at Auchingramont Road. Funding will carry forward into next financial year.
- 5.4. These underspends are offset by more spend than originally anticipated in relation to the Early Years 1,140 Hours programme. Again, this is a timing issue only, with funding for the overall spend on this programme already identified.

6. Climate Change, Sustainability and Environmental Implications

- 6.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in this report.

7. Other Implications

- 7.1. The main risk associated with the Council's Capital Programme is an overspend. The risk has been assessed as low given the detailed project management plans prepared and monitored for each project. The risk of an overspend is managed through four weekly Investment Management Meetings.

8. Equality Impact Assessment and Consultation Arrangements

- 8.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.
- 8.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

Paul Manning

Executive Director (Finance and Corporate Resources)

Tony McDaid

Executive Director (Education Resources)

25 February 2021

Link(s) to Council Values/Ambitions/Objectives

- Accountable, Effective, Efficient and Transparent

Previous References

- Education Resources Committee, 19 January 2021
- Executive Committee, 10 February 2021

List of Background Papers

- Financial ledger to 29 January 2021

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:

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**South Lanarkshire Council
Capital Expenditure 2020-21
Education Resources Programme
For Period 1 April 2020 – 29 January 2021**

<u>Education Resources</u>	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Actual Expenditure £000
Primary School Modernisation Programme	417	0	0	417	155
ICT Developments	3,500	1,953	0	5,453	2,691
Early Years 1,140 Hours	12,879	425	0	13,304	11,958
Other	4,657	649	0	5,306	2,289
TOTAL	21,453	3,027	0	24,480	17,093

For Information Only

Budget Adjustments presented to Executive Committee 10 February 2021:

Education Information Communication Technology (ICT)	£0.700m
Acquisition of Our Lady of Lourdes Primary School Building	<u>£0.627m</u>
Total Budget Adjustments	£1.327m

Report

Report to: **Education Resources Committee**
 Date of Meeting: **16 March 2021**
 Report by: **Executive Director (Finance and Corporate Resources)**
Executive Director (Education Resources)

Subject: **Education Resources – Workforce Monitoring –
November and December 2020**

1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide employment information for November and December 2020 relating to Education Resources.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

(1) that the following employment information for November and December 2020 relating to Education Resources be noted:-

- ◆ attendance statistics;
- ◆ occupational health;
- ◆ accident/incident statistics;
- ◆ discipline, grievance and dignity at work cases;
- ◆ analysis of leavers and exit interviews
- ◆ staffing watch as at 12 December 2020

3. Background

3.1. As part of the Council's performance management arrangements, regular workforce monitoring reports are submitted to Committee. This report for Education Resources provides information on the position for November and December 2020.

4. Monitoring Statistics

4.1. Attendance Statistics (Appendix 1)

Information on absence statistics is analysed for the month of December 2020 for Education Resources.

The Resource absence figure for December 2020 was 5.5%, which remains unchanged when compared to the previous month and is 0.1% lower than the Council-wide figure. Compared to December 2019, the Resource absence figure has increased by 0.9%.

Based on the absence figures at December 2020 and annual trends, the projected annual average absence for the Resource for 2020/2021 is 3.5%, compared to a Council-wide average figure of 4.4%.

For the financial year 2020/2021, the projected average days lost per employee equates to 7.5 days, compared with the overall figure for the Council of 9.4 days per employee.

Managers follow the procedures outlined in the Maximising Attendance Policy to support employees to remain at work, or to return to work after a sickness absence. There are comprehensive employee supports in place and additionally, Personnel Services work in close partnership with line managers and Resource Management Teams on a case management basis to ensure that appropriate actions are taken.

The attendance information contained in this report includes absences as a result of Covid-19, and employees are being supported through this difficult time to maintain attendance levels where they can. As this report was being prepared, at 10 February 2021, the Council overall absence level was 5.65% with 1.53% of this relating to Covid-19 for sickness and special leave.

4.2. Occupational Health (Appendix 2)

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall 333 referrals were made this period, an increase of 13 when compared with the same period last year.

4.3. Accident/Incident Statistics (Appendix 2)

There were 104 accidents/incidents recorded within the Resource this period, a decrease of 91 when compared to the same period last year. The new electronic reporting system is in place and enables a more timely process for reporting incidents. The improved reporting system together with the ongoing work of Education Resources to promote and embed the PPRUDB framework across all establishments provides a foundation for analysing data, building capacity and targeting interventions with a view to reducing incidents.

On further analysis of this data, 91 reports relate to physical incidents (88% of the total number reported).

4.4. Discipline, Grievance and Dignity at Work (Appendix 2)

No disciplinary hearings were held within the Resource this period, which is a decrease of 4 when compared with the same period last year. Two grievance hearings were raised within the Resource this period, which remains unchanged when compared with the same period last year. No Dignity at Work complaints were raised within the Resource this period, which is a decrease of 3 when compared with the same period last year.

4.5. Analysis of Leavers (Appendix 2)

There were 12 leavers in the Resource this period who were eligible for an exit interview. This figure has decreased by 21 when compared with the same period last year. Exit interviews were held with 50% of employees compared with 33% for the same period last year.

4.6. When processing an employee termination, managers are asked to identify whether they intend to replace the employee who had left the Council. If they indicate that they do not intend to replace the employee, they are asked to select from four options:

- ◆ plan to hold for savings
- ◆ fill on a fixed term basis pending savings
- ◆ transfer budget to another post
- ◆ end of fixed term contract

4.7. Appendix 2a provides a breakdown of vacant posts and whether these are being replaced or held for savings. In the period November and December 2020, 33 employees in total left employment and managers indicated that all posts were being replaced.

5. Staffing Watch

5.1. There has been an increase of 17 in the number of employees in post from 14 September 2020 to 12 December 2020.

6 Employee Implications

6.1. There are no implications for employees arising from the information presented in this report.

7. Financial Implications

7.1. All financial implications are accommodated within existing budgets.

8. Climate Change, Sustainability and Environmental Implications

8.1 There are no Climate Change, Sustainability and Environmental Implications arising from the information presented in this report.

9. Other Implications

9.1. There are no implications for sustainability or risk in terms of the information contained within this report.

10. Equality Impact Assessment and Consultation Arrangements

10.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.

10.2. There was no requirement to undertake any consultation in terms of the information contained in this report.

Paul Manning

Executive Director (Finance and Corporate Resources)

Tony McDaid

Executive Director (Education Resources)

9 February 2021

Link(s) to Council Values/Ambitions/Objectives

- ◆ Accountable, effective, efficient and transparent
- ◆ Fair, open and sustainable
- ◆ Ambitious, self aware and improving
- ◆ Excellent employer
- ◆ Focused on people and their needs
- ◆ Working with and respecting others

Previous References

- ♦ Education Resources – 19 January 201

List of Background Papers

- ♦ Monitoring information provided by Finance and Corporate Resources

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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ABSENCE TRENDS - 2018/2019, 2019/2020 & 2020/2021
Education Resources

APT&C				Teachers				Resource Total				Council Wide							
	2018 / 2019	2019 / 2020	2020 / 2021		2018 / 2019	2019 / 2020	2020 / 2021		2018 / 2019	2019 / 2020	2020 / 2021		2018 / 2019	2019 / 2020	2020 / 2021				
April	4.1	3.5	3.9	April	1.9	2.9	2.9	April	2.8	3.2	3.3	April	4.1	4.0	4.4				
May	4.5	4.2	2.2	May	2.1	3.2	1.4	May	3.1	3.6	1.8	May	4.2	4.4	3.1				
June	4.4	3.8	1.8	June	2.3	2.7	0.9	June	3.2	3.2	1.3	June	4.3	4.4	2.7				
July	2.4	2.4	1.3	July	1.0	1.2	0.5	July	1.6	1.7	0.9	July	3.4	3.4	2.3				
August	2.7	2.8	2.7	August	1.2	1.3	1.2	August	1.8	2.0	1.8	August	3.6	3.7	3.1				
September	4.1	4.3	4.8	September	2.2	2.5	2.7	September	3.0	3.3	3.6	September	4.4	4.5	4.2				
October	4.7	4.5	5.4	October	2.2	2.6	3.2	October	3.2	3.5	4.1	October	4.4	4.6	4.8				
November	5.7	5.8	6.6	November	3.5	3.8	4.6	November	4.4	4.7	5.5	November	5.1	5.5	5.8				
December	5.4	5.5	6.5	December	3.1	3.8	4.7	December	4.1	4.6	5.5	December	4.8	5.7	5.6				
January	5.1	5.1		January	3.3	3.4		January	4.1	4.2		January	4.9	5.3					
February	5.3	5.7		February	4.0	3.8		February	4.5	4.6		February	5.2	5.6					
March	5.0	7.1		March	3.9	4.8		March	4.4	5.8		March	4.9	6.2					
Annual Average	4.5	4.6	4.4	Annual Average	2.6	3.0	2.8	Annual Average	3.4	3.7	3.5	Annual Average	4.4	4.8	4.4				
Average Apr-Dec	4.2	4.1	3.9	Average Apr-Dec	2.2	2.7	2.5	Average Apr-Dec	3.0	3.3	3.1	Average Apr-Dec	4.3	4.5	4.0				
No of Employees at 31 December 2020				3040	No of Employees at 31 December 2020				3967	No of Employees at 31 December 2020				7007	No of Employees at 31 December 2020				15813

For the financial year 2020/21, the projected average days lost per employee equates to 7.5 days.

EDUCATION RESOURCES

	Nov - Dec 2019	Nov - Dec 2020
MEDICAL EXAMINATIONS		
Number of Employees Attending	69	73
EMPLOYEE COUNSELLING SERVICE		
Total Number of Referrals	17	19
PHYSIOTHERAPY SERVICE		
Total Number of Referrals	109	85
REFERRALS TO EMPLOYEE SUPPORT OFFICER	122	153
REFERRALS TO COGNITIVE BEHAVIOUR THERAPY	3	3
TOTAL	320	333

CAUSE OF ACCIDENTS/INCIDENTS	Nov - Dec 2019	Nov - Dec 2020
Over 7 day absences	3	0
Over 3 day absences**	1	1
Minor	9	8
Violent Incident: Physical****	170	91
Violent Incident: Verbal*****	12	4
Total Accidents/Incidents	195	104

*A Specified Injury is any fracture (other than to the fingers, thumbs or toes), amputation, loss of sight, serious burns, crushing injury, scalping, loss of consciousness caused by asphyxiation/ head injury, a chemical or hot metal burn to the eye or penetrating injury as defined by the HSE.

**Over 3 day / over 7day absence is an injury sustained outwith specified injury category that results in a period of absence of absence as defined by the HSE.

***Near Miss - Any unexpected, unplanned occurrence (except Dangerous Occurrences) that does not lead to injury of persons, damage to property, plant or equipment but may have done so in different circumstance.

****Physical violent incidents are included in the "Specified" figures, where applicable, to provide the "Total Specified" figures.

*****Physical violent incidents and ***** Verbal Violent Incidents are included in the "Over 3-day or Over 7-day" figures, where applicable, to provide the "Total Over 3-day or Over 7-day" figures.

*****Physical Violent Incidents and ***** Verbal Violent Incidents are included in the "Minor" figures, where applicable, to provide the "Total Minor" figures.

RECORD OF DISCIPLINARY HEARINGS	Nov - Dec 2019	Nov - Dec 2020
Total Number of Hearings	4	0

Time Taken to Convene Hearing Nov - Dec 2020

0-3 Weeks
0

4-6 Weeks
0

Over 6 Weeks
0

RECORD OF GRIEVANCE HEARINGS	Nov - Dec 2019	Nov - Dec 2020
Number of Grievances	2	2
Number Resolved at Stage 1	0	1
Number Resolved at Stage 2	2	0
Still in Progress	0	1

RECORD OF DIGNITY AT WORK	Nov - Dec 2019	Nov - Dec 2020
Number of Incidents	3	0
Number Resolved at Informal Stage	3	0

ANALYSIS OF REASONS FOR LEAVING	Nov - Dec 2019	Nov - Dec 2020
Career Advancement	2	3
Poor Relationship with Manager/Colleagues	2	1
Personal Reasons	1	0
Childcare/caring responsibilities	1	0
Other	5	2
Number of Exit Interviews conducted	11	6

Total Number of Leavers Eligible for Exit Interview	33	12
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Percentage of interviews conducted	33%	50%
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	Nov - Dec 2020		Reconciliation figure		Cumulative total	
			Apr - Oct 2020			
	FTE*	H/C**	FTE	H/C	FTE	H/C
Terminations/Leavers	24.00	33	148.33	221	172.33	254
Being replaced	24.00	33	147.89	219	171.89	252
Filled on fixed term basis	0.00	0	0.00	0	0.00	0
Plan to transfer this budget to another post	0.00	0	0.10	1	0.10	1
End of fixed term contract	0.00	0	0.34	1	0.34	1
Held pending service Review	0.00	0	0.00	0	0.00	0
Plan to remove for savings	0.00	0	0.00	0	0.00	0

* Full time equivalent

** Head count/number of employees

**JOINT STAFFING WATCH RETURN
EDUCATION RESOURCES**

1. As at 12 December 2020

	MALE		FEMALE		TOTAL					
	F/T	P/T	F/T	P/T						
Teachers	692	69	2329	771	3861					
Other	138	80	518	2155	2891					
Total Employees	830	149	2847	2926	6752					
*Full - Time Equivalent No of Employees										
Salary Bands										
Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL	
Teachers	0.00	0.00	0.00	0.00	1.00	0.00	4.60	3529.00	3534.6	
Other	1.00	1027.84	794.54	139.45	50.04	12.60	4.00	57.83	4.80	2092.1

1. As at 14 September 2020

	MALE		FEMALE		TOTAL					
	F/T	P/T	F/T	P/T						
Teachers	697	67	2351	750	3865					
Other	139	83	509	2139	2870					
Total Employees	836	150	2860	2889	6735					
*Full - Time Equivalent No of Employees										
Salary Bands										
	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0.00	0.00	0.00	0.00	0.00	1.00	0.00	4.60	3541.00	3546.6
Other	1.00	1017.21	791.07	136.30	49.64	12.60	4.00	57.63	6.40	2075.85

Report

6

Report to:	Education Resources Committee
Date of Meeting:	16 March 2021
Report by:	Executive Director (Education Resources) Executive Director (Finance and Corporate Resources)

Subject:	Youth, Family and Community Learning Service; Kickstart Start Scheme Placements
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on job placements within the Youth, Family and Community Learning Service (YFCLS) as part of the Council's participation in the Department of Work and Pensions, Kickstart Scheme;
- ♦ seek approval for the establishment of a YFCL Officer (Team Leader) to be established, on a fixed term basis, in the Education Resources establishment.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that a YFCL Officer (Team Leader) post be established, on a fixed term basis, as detailed in paragraph 5 of the report, on the Education Resources establishment
- (2) that the intended impact and outcomes for participants be noted.

3. Background

- 3.1. As a result of the Council's successful application to the recently announced Kickstart Scheme, 6 job opportunities will be available within Youth, Family and Community Learning Service. The job opportunities will give young people the chance to build their skills in the workplace and to gain experience to improve their chances of finding long-term work.
- 3.2. These placements are on a fixed term basis for 26 weeks and provide an opportunity for young people who take up these posts to apply for jobs within the Council to develop their knowledge and skills and in the future.
- 3.3. The Council will fund a 26 week extension which will mean a 52 week job placement for the young people.
- 3.4. This paper presents an overview of the placement, the outcomes for participants, and the supports and structures that will be in place to make their experience stimulating effective and engaging.

4. Youth, Family and Community Learning Kickstart Scheme Job Placement

- 4.1. The Youth, Family and Community Learning Kickstart job placement will offer successful young people the opportunity to work alongside staff in the service and, to participate in the development and delivery of a diverse range of educational

activities, linked to wellbeing and social and personal development. These activities aim to improve life chances and achieve positive outcomes for young people, and further enhance their employability skills and opportunities.

4.2. Young people on the kickstart work placement will:-

- ◆ undertake an SVQ level 2 in Youth Work (SCQF 5)
- ◆ participate in the delivery of a high quality, inclusive, learning offer to children and young people in a variety of settings, including key worker hubs, that meets the identified needs of learners in areas such as health and wellbeing, personal development and active citizenship
- ◆ engage with children and young people to build positive relationships and assist in the development of learning opportunities across a range of needs
- ◆ liaise with the lead person to ensure that all activity areas are covered at all times and inform of any issues / incidents.
- ◆ take responsibility for assigned activities
- ◆ deliver awards to young people by supporting them to gather evidence.
- ◆ use a range of monitoring and evaluation processes to measure the impact of services in order to maximise their effectiveness and sustainability through continuous development and improvement.
- ◆ train at regular intervals over a 6-month period to build employability skills including:
 - skills analysis and matching to employment;
 - interview techniques;
 - creation of a high-quality, relevant CV;
 - dealing with workplace situations; and
 - exploring roles and responsibilities in the workplace.
- ◆ adapt to working in a safe environment to ensure the health and safety of children and young people.

5. Proposal

- 5.1. It is proposed that a post of YFCL Officer (Team Leader) be established, on a fixed term basis, from April 2021 for the duration of the placements. The Team Leader will manage and mentor the trainees and have the responsibility of ensuring that they are supervised, have an appropriate level of training, support, direction, and receive ongoing development within YFCL.

6. Employee Implications

- 6.1. A YFCL Officer (Team Leader) will be added to the YFCL establishment on a fixed term basis for one year or the duration of the project as detailed below:

Post	Proposed Number of Posts (FTE)	Grade	SCP Range	Hourly Rate	Annual Salary	Gross Cost inc on costs 30.3%
YFCL Officer (Team Leader)	1	Grade 3 Level 2 - 4	63 - 74	£18.08 - £21.65	£32,994 - £40,995	£42,991 - £50,292

This post has been evaluated using the Council grading scheme.

7. Financial Implications

- 7.1. All costs, associated with the support of the Kickstart Job Placement will be met from external funding and employability budgets and funding for the YFCL Officer (Team Leader) will be met from within existing budgets.

8. Climate Change, Sustainability and Environmental Implications

- 8.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

9. Other Implications

- 9.1. There are no specific risks associated with the proposals if they are agreed as this will enable the Council to support the Kickstart Scheme which will benefit young people. The impact of Covid19 will be a consideration in terms of engaging with young people in an agile and flexible way.

10. Equality Impact Assessment and Consultation Arrangements

- 10.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.
- 10.2. Consultation and engagement has taken place with Finance and Corporate Resources on the staffing implications associated with this report.

Tony McDaid

Executive Director (Education Resources)

Paul Manning

Executive Director (Finance and Corporate Resources)

23 February 2021

Link(s) to Council Values/Ambitions/Objectives

- Protect vulnerable children, young people and adults
- Increase achievement, raise educational attainment and support lifelong learning

Previous References

- None

List of Background Papers

- None

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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Report

7

Report to:	Education Resources Committee
Date of Meeting:	16 March 2021
Report by:	Executive Director (Education Resources) Executive Director (Finance and Corporate Resources)

Subject:	Early Learning and Childcare (1140 hours) - Update
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on progress made in the expansion towards the delivery of 1140 hours in light of the current pandemic,
- ◆ provide an update on the recent confirmation on the Scottish Government's decision to reinstate the statutory duty on education authorities to make 1140 hours of early learning and childcare (ELC) available to each eligible child from August 2021.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the content of the report be noted;
- (2) that the sustainable rate for funded providers 2021/2022, as detailed in paragraph 5.2, be approved; and
- (3) that approval be given to increase the establishment within Education Resources, as detailed in section 7, paragraphs 7.4 to 7.9 of the report.

3. Background

- 3.1. On 31 March 2020, the Scottish Government advised all Councils of their decision in a joint statement with COSLA, to pause the rollout of the ELC Expansion and removed the statutory duty on Local Authorities to deliver the expansion from August 2020. This decision recognised that expansion activity such as construction, recruitment and induction of staff would be severely restricted and unable to go ahead with the priority for councils shifting to provide critical childcare to key worker families and those most in need.
- 3.2. In South Lanarkshire since August 2020 the majority of eligible children have been receiving 1,140 hours of free Early Learning and Childcare.
- 3.3. On 14 December 2020 a joint letter was issued from the Scottish Government and COSLA confirming that evidence considered by the ELC Joint Delivery Board recommended that the statutory duty to deliver 1,140 hours of funded ELC should be reinstated with effect from August 2021. This recommendation has now been agreed by Scottish Ministers and COSLA.

4. Progress update

- 4.1. On 2 February 2021 the First Minister announced the Scottish Government's intention that Early Learning and Childcare (ELC) settings would re-open from 22 February. The decision for the re-opening reflects the crucial role that ELC plays in supporting child development, and the challenge of delivering this crucial support remotely.
- 4.2. Regulatory inspection activity re-commenced with 'Virtual Inspections' undertaken by the Care Inspectorate. Inspection outcomes will confirm which providers are meeting the National Standard and those where improvement work is required. Outcomes reported confirm very positive outcomes for local authority establishments recently inspected.
- 4.3. The central team have continued to provide virtual training opportunities, support and guidance and COVID support to all funded providers.
- 4.4. *Admissions/Allocation of Places*
 - 4.4.1. 7,727 children are currently attending an ELC provision with 5,365 in a local authority setting and 2362 children attending a funded provider. Currently 1,140 hours is being delivered to 86% of all eligible 2-5 year olds.
- 4.5. *New building programme*
 - 4.5.1. It is worth noting that the opening of the new build and expansion to existing nurseries in February 2021 has increased the capacity for delivering 1,140 hours of ELC and 92% of eligible children can now be accommodated.
 - 4.5.2. A list showing the progress made with opening and expanding nursery provision is shown in Appendix 1.
- 4.6. *Funded providers*
 - 4.6.1. In taking forward the Council's plans to deliver 1,140 hours of early learning and childcare, engagement and communication with all funded providers continues to be a core part of the implementation strategy. A range of activities continue such as the Partner's Consultative Forum (on-line), Funded Providers meeting (on-line), quality improvement activity on-line and in-house, support with inspection activity on line and in-house, support with the COVID pandemic implications, on-line and telephone support, the provision of guidance and support materials as well as a range of personal and professional activity.
 - 4.6.2. 111 funded providers have now been added to the Procured Service Agreement. Payments are made to funded providers 4 weeks in advance.

5. Proposal

- 5.1. In line with the procurement for funded providers there is a commitment to annually review the sustainable funding hourly rate. The current hourly rates were based on the Scottish Government's Financial Review and the IPSOS Mori review of hourly rates undertaken across the West Partnership ELC. In principle, it has now been considered that steps would be taken to move to an hourly rate across the West Partnership ELC 8 authorities. This will be achieved over a period of time.
- 5.2. It is proposed that:
 - for session 2021/2022, an hourly rate for 2-3 year olds will be £6.40 which includes, 50p per hour per funded session in line with the child's pattern of attendance.

- the hourly rate for 3-5 year olds of £5.81 which includes, 50p per hour per funded session in line with the child's pattern of attendance. There will be a requirement to monitor and report on the 'free' meal provision and the process for this will be agreed with funded providers. This means that at the point of delivery our youngest eligible 2-5 year old children will have a 'free' ELC place of up to 1,140 hours with a free meal provision

6. Partner Providers

- 6.1. Recently during the period of restrictions some funded providers closed. This resulted in keyworker/essential families and their children requiring to attend ELC provision which remained open. In line with the Scottish Government's guidance, Funded Providers continued to be paid for all contracted children during periods of restriction whether they remained open or closed.
- 6.2. In recognition of the impact the coronavirus has on the business community, as part of the Scottish Government's support for providers a 'transitional fund' was made available. Education Resources complied with the requirements of this fund and administered the process. 83 grants were awarded with a total fund of £512,000.
- 6.3. The Scottish Government recently made available the Temporary Restrictions Fund which is available to ELC providers who remained open during the lockdown from January 2021, for vulnerable children, children who are eligible for a funded 2-year old place and the children of key workers during the period of temporary restrictions. The funding is intended for day care of children providers who were operating on a restricted capacity, childminding services providing childcare to 12 or more children and out of school care providers. The grant provides a four-weekly payment for the period of restrictions, in addition to any other support that may have been claimed previously. Local Authorities will administer the grant amounts which will vary according to the number of Care Inspectorate registered places and will be paid in arrears. Applications opened on 4 February and closed on 1 March 2021.

7. Next steps

- 7.1. The Council will continue to work in partnership with the Scottish Government, COSLA, the Care Inspectorate Scotland and establishments to continually review and assess the impact the current pandemic with the key priority being the health and wellbeing of children, young people, staff and communities.
- 7.2. The Council is currently reviewing its implementation plan for the delivery of 1,140 hours early learning and childcare in terms of the actions that require to be taken for August 2021:
 - prepare for the allocation of ELC places for sessions 2021/2022 - (March 2021)
 - prepare for the allocation for funded providers for session 2021/2022 – (March 2021)
 - new build nursery and adaptations to existing nursery accommodation
 - work with the Care Inspectorate regarding inspections and variations
 - ensure workforce recruitment is completed for staff
 - prepare communication and engagement with parents and families
 - ensure strategies are confirmed to meet the requirements within the National Standard
 - ensure the delivery of a funded lunch provision
 - prepare process for annual review of funded providers in line with procurement guidelines
- 7.3. A phased recruitment plan was underway prior to the pandemic with adverts placed and applications received for Head and Depute posts, team leaders and early years

workers and early years support workers. Recruitment of staff commenced on a phased basis using on-line personnel systems. This resulted in appointments of a range of posts, 8 Heads of Establishments, 9 Depute Head (52 week), 5 Depute Head (38 week), 8 Team Leaders (52 week), 41 Early Years Workers (52 week) and 96 Early Years Support Workers, 52 and 38 week appointments.

- 7.4. The central admissions process was agreed by the Education Resources Committee in January 2021. This will mean that places will be confirmed by the end of April 2021. There will also be a rollout of the new Nursery Admissions Management System (NAMS) from Spring 2021. In order to support this process the 2 temporary Clerical Assistants posts within the central Support Services team require to be made permanent. In addition, in support of the introduction and rollout of the new SEEMIS/NAMS admissions management system, it is proposed that a temporary Development and Support post is introduced to ensure the new programme is fully implemented.
- 7.5. An outcome of the phased implementation was the need for the introduction of an Early Years Support Assistant. The creation of this post will support the delivery of a flexible responsive service across local authority establishments operating a full day model. This was extended to nursery classes in response to the need to meet regulatory requirements for staff/child ratios particularly over the middle of the day.
- 7.6. In order to deliver the final part of the Expansion Plan from August 2021, the posts shown in table 1 are required and will be funded from the 2021/2022 revenue funding allocation for ELC.
- 7.7. The staffing requirement for the provision of ELC final phase expansion from August 2021 is outlined below. This will provide an increase of 429 places and deliver 5606 fte places.

Table 1 – Permanent Posts:

Post *	Proposed Number of Posts (FTE) Permanent	Grade	SCP Range	Hourly Rate	Annual Salary	Gross Cost inc on costs 30.3% (proposed posts) ***
Early Years Practitioner Final phase - 52 week	50	Grade 2 Level 3	SCP 46 - SCP 48	£14.05 - £14.48	£27,105 - £27,935	£1,765,889 £1,819,934
Early Years Practitioner Final phase – 38 week	10	Grade 2 Level 3	SCP 46 - SCP 48	£14.05 - £14.48	£24,137 - £24,876	£314,505 £324,130
School Support Assistant 35 hour posts 52 week	9	Grade 1 Level 4	SCP 30 - SCP 31	£11.12 - £11.29	£20,293 - £20,603	£237,975 £241,613
School Support Assistant Term time	0.58	Grade 1 Level 4	SCP 30 - SCP 31	£11.12 - £11.29	£18,071 - £18,347	£13,657 £13,866
Early Years Support Assistant Phase 5 - 52 week	8	Grade 1 Level 1 - Level 3	SCP 20 - SCP 27	£9.60 - £10.64	£18,520 - £20,526	£182,618 £202,402
Early Years Support Assistant Phase 5 – Term time	34.77	Grade 1 Level 1 - Level 3	SCP 20 - SCP 27	£9.60 - £10.64	£18,520 - £20,526	£403,883 £447,637
TOTAL Permanent Posts	112.35					£2,918,527 £3,049,582

Table 2 – Temporary/Fixed term posts

Post	Proposed Number of Posts (FTE) Temporary	Grade	SCP Range	Post Approval	Hourly Rate	Annual Salary	Gross Costs inc on costs 30.3% (proposed posts)
Early Years Practitioner Supply Cover - 52 week for 6 months	40	Grade 2 Level 3	SCP 46	Temporary until 30 September 2021	£14.05	£27,105	£706,356
			SCP 48		£14.48	£27,935	£727,974
ELC Quality Officers	4	Grade 4 Level 2	SCP 82	Temporary until 31 March 2022	£23.92	£43,652	£227,512
			SCP 83		£24.30	£44,345	£231,127
NAMS/SEEMIS Co-ordinator	1	Grade 2 Level 4	SCP 55	Temporary until 31 March 2022	£16.03	£29,253	£38,117
			SCP 57		£16.52	£30,147	£39,282
Personnel Assistant	1	Grade 2 Level 3	SCP 46	Temporary until 31 March 2022	£14.05	£25,640	£33,409
			SCP 48		£14.48	£26,425	£34,431
Clerical Assistant (Personnel)	2.5	Grade 1 Level 1 - Level 3	SCP 20	Temporary until 31 March 2022	£9.60	£17,519	£57,068
			SCP 27		£10.64	£19,417	£63,251
Clerical Assistant (Support Services)	2	Grade 1 Level 1 - Level 3	SCP 20	Permanent	£9.60	£17,519	£45,655
			SCP 27		£10.64	£19,417	£50,601
TOTAL Temporary Posts	10.5						£401,761
TOTAL							£418,691
TOTAL spend Tables 1 & 2							£4,026,643
TOTAL							£4,196,247

* all posts will be recruited for the beginning of the term - August 2021 in line with the opening and/or expansion of the new facilities and the expansion programme.

- 7.8. Staffing levels for 2021/2022 have been calculated based on ELC ratios using current projections of returners aged 0-5 years for August 2021 a forecast of admission for new starts and taking account of deferrals and 2-year olds. Staffing levels may need to be adjusted following the completion of the admissions process which is currently underway and will be confirmed in the summer 2021.
- 7.9. Due to the paused recruitment the role of Early Years Support Assistant will be introduced into the Early Years Model from January 2021, this creates improved opportunities for a greater range of posts within an Early Years setting and improved scope of succession planning. Initially up to 68 fte posts have been appointed with further posts to be recruited.
- 7.10. The committee is invited to endorse the staffing proposals outlined in the table above.

8. Financial Implications

- 8.1. The overall 2021/2022 revenue allocation for ELC expansion as notified by the Scottish Government through the Early Learning and Childcare Multi-Year Revenue and Capital allocation letter of 1 May 2018 is £32.227m.
- 8.2. The cost of establishing the new posts detailed in paragraph 5.3 above totals £4,196,247 based on employees being at the highest Spinal Column Point within their Grade. All costs will be met from the 2021/2022 revenue allocation. In addition to the cost of new staffing, the revenue budget £32.227m will also meet the costs of existing commitments for current expansion including graduates, modern apprentices, training costs, funded partner costs and lunch provision as well as new commitments for 2021/2022 expansion delivery including partner costs including the sustainable rate, support for per capita, resources, training and adaptations spend.
- 8.3. The employee costs now reflect the posts at the evaluated grades and the cost of this can be managed within revenue budget and reserves in 2021/22.

9. Employee implications

- 9.1. The employee implications in terms of the proposal in this report have been considered by Finance and Corporate Resources and the respective funding is in place.
- 9.2. A range of training and opportunities for staff is highlighted in Appendix 2.

10. Climate Change, Sustainability and Environmental Implications

- 10.1. There are no direct implications arising from the recommendations in this update report.

11. Other implications

- 11.1. The Education Resources Risk Register did highlight that the delivery of 1,140 hours of early learning and childcare was a potential risk in terms of any factors that may impact on the full implementation deadline. Covid19 was an unforeseen circumstance. This continues to be kept under review.

12. Equality Impact Assessment and Consultation Arrangements

- 12.1. An equality impact assessment will be undertaken on the revised implementation plan in due course and communication and engagement continues to take place with partner providers, other stakeholders and the trade unions.
- 12.2. Communication and engagement with parents and families on the implications of the change to the legislation with regards to 1140 hours of early learning and childcare and the contingencies being put in place are as follows:-
- the admissions process for applications received by the end of February which is the closing date is complete. Parents will be informed by letter on 26th April 2021 as indicated in prior communication with families to confirm the delivery.
 - families will now be informed that all eligible children aged 2-5 years will receive 1140 hours per year of free Early Learning and Childcare from August 2021;
 - the admissions process centres on 0-5 year olds and children whose parents have decided to defer their entry to primary school;

Tony McDaid
Executive Director (Education Resources)

Paul Manning
Executive Director (Finance and Corporate Resources)

19 February 2021

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning
- Protect vulnerable children, young people and adults
- Work with communities and partners to promote high quality, thriving and sustainable communities

Previous References

- Education Resources Committee – 19 May 2020
- Education Resources Committee – 6 August 2019

List of Background Papers

- Early Learning and Childcare (1140 hours) – implementation plan

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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Early Learning and Childcare Progress on Provision across South Lanarkshire

The 1,140 hours expansion building approved by the Council recommenced.

New Build Nurseries

Woodhill ELC, Kirkmuirhill opened in September 2020
 Kirkstyle ELC, Carluke opened in November 2020
 Millburn Nursery, Cambuslang opened November 2020
 Rooftop Nursery, East Kilbride opening February 2021
 Glengowan Nursery Class, Larkhall opened October 2020

Expansion to existing Nurseries

Carnwath Nursery Class, Carnwath – increased August 2020
 Murray Primary Nursery Class, East Kilbride – increased November 2020
 Mount Cameron Primary Nursery Class, East Kilbride – increased November 2020
 Mount Cameron Primary Nursery Class Gaelic, East Kilbride – increased November 2020
 Netherburn Nursery Class – increased November 2020

Completion dates for on-going building work

Avondale ELC, Strathaven – opening February 2021
 Springlaw ELC, Rutherglen – opening March 2021
 Lightburn ELC, Cambuslang – opening April 2021
 Kilbryde ELC, East Kilbride – opening April 2021
 St Columbkille's Nursery Class, Rutherglen – work complete - opening August 2021
 Newfield Nursery Class, Stonehouse – increased provision August 2021
 St Elizabeth's Nursery Class, Hamilton – increased provision August 2021

The new ELC provision for Bothwell/Uddingston will be considered at the Planning Committee in March. Work is underway to ensure delivery of 1,140 hours for all eligible children from August 2021 with a range of temporary solutions.

Work continues with the Care Inspectorate to ensure registration for the new nurseries and variations for extended nurseries to ensure regulatory requirements are met.

Resources have been sourced for all of the above establishments.

Training Opportunities and Opportunities

Training for all staff continued throughout the lockdown period of the pandemic. It is worth noting some highlights shown below:

- professional development for ELC staff has been the Froebel Certificate Childhood Practice which has been delivered in partnership with the University of Edinburgh. Cohorts of 60 participants will undertake certificated qualification so there is a 'froebelian' practitioner in all local authority nurseries and in some funded providers who volunteered to participate in the qualification.
- 5 ELC Foundation Apprentices are engaged in the level 6 qualification and in placement in Local Authority establishments
- 40 Modern Apprentices are currently engaged in the level 7 qualification in-house training programme
- 3 Early Years Workers are undertaking the Graduate Apprentice Early Learning and Childcare Degree Level 7 with the University West of Scotland with a further 3 qualified Modern Apprentices progressing in Year 2 at level 8.
- A further 15 Early Years Staff are undertaking the Graduate Apprentice degree with University West of Scotland at level 8
- 14 early years staff are engaged in and funded to complete the BA Early Childhood Practice
- 96 Early Years Support Workers will be trained to SCQF Level 6.
- 6 senior staff from funded providers are completing the Graduate Apprentice degree with University Highland and Islands
- 29 places on the Peep Family Learning Programme and 35 places on the Virtual Winter Outdoor Training Programme, both supported by the Scottish Government.

Report

8

Report to:	Education Resources Committee
Date of Meeting:	16 March 2021
Report by:	Executive Director (Education Resources)

Subject:	Education Resources: Response to Remote Learning January 2021
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the Education Resources' response to the requirements around delivering Remote Learning, with particular reference to the period from 11 January 2021 onwards.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the Education Resources' response to the requirements around delivering a Remote Learning offer, as detailed in Appendix 1, be noted; and
- (2) that the content of the "Remote Learning Audit", as detailed in Appendix 1, be noted.

3. Background

- 3.1. As a result of the COVID-19 pandemic, school buildings were closed to the majority of children and young people from March-June 2020 and schools were asked to move to a Remote Learning model for this period. The exception to this was for those learners who were entitled to attend school in person due to either being children of eligible keyworkers or because they were deemed as having circumstances which may make them vulnerable.
- 3.2. Education Resources worked hard during this period to support schools in providing a high-quality remote learning offer. A key priority was to ensure that appropriate devices were issued to those who needed them. This work continued and evolved and was the subject of a report to Committee in January 2021. To date 5,719 devices have been deployed to learners in South Lanarkshire Council schools.
- 3.3. During the period August-December 2020, the Curriculum and Quality Improvement Service (CQIS) entered a period of both reflection on the quality of the first Remote Learning Offer and a period of planning. This was with the aim of ensuring that our schools were fully prepared and ready to deliver an evolved Remote Learning offer should the country enter another period of lockdown where the majority children and young people were asked to learn from home.
- 3.4. Between August-December 2020, Lead Officers worked alongside their Learning Communities and provided them with support materials for planning purposes. Each school was asked to identify and fill any gaps in their offer, whether digital or

otherwise and were given assistance to do so. A comprehensive programme of training and support was put into place.

- 3.5. As a result of this work, by December 2020 schools were in a strong position to review and improve their Remote Learning offers.

4. Remote Learning January 2021

- 4.1. On 4 January 2021, the First Minister announced that all children (unless otherwise eligible through keyworker status or because of other reasons) were to move to a model of full time Remote Learning from 11 January 2021.
- 4.2. Immediately following this announcement, Education Resources produced a comprehensive set of guidelines for schools to follow and this was issued in conjunction with National guidelines published by Education Scotland. In addition, meetings for Headteachers took place.
- 4.3. The guidelines clearly set out a set of guiding principles for each school's Remote Learning offer. Each school was asked to reflect on their context and write a summary plan that indicated how they would deliver an offer that would ensure children's learning would be of a high quality, consistent, engaging, and which would reflect the needs of all learners.
- 4.4. Schools were asked to submit their plans to Headquarters and these were analysed by Lead Officers. Where schools were needing support, this was provided. Schools were asked to consult and engage with parents, carers and young people and to communicate their plans to them so that expectations were clear from the outset.

5. Response of Schools to Remote Learning January 2021

- 5.1. Our schools fully embraced the key principles within their plans for this new period of Remote Learning. All plans were detailed and bespoke to the needs of their families and communities. These plans were put into effect from 11 January 2021.
- 5.2. As part of the central monitoring and Quality Assurance process, Education Resources asked each school to complete a baseline Audit of their provision following the first full week of Remote Learning. Schools were asked a series of questions about aspects such as use of digital platforms, methods of delivery, ways of tracking pupil engagement and how they were consulting and responding to the views of stakeholders. Schools were also asked about the use of external resources e.g. The West Online School platform and the use of the National resource, e-Sgoil. This audit was analysed, and any issues followed up on. At the beginning of February, schools were asked to complete the Audit for the second time. Progress in almost all areas was significant.
- 5.3. Schools were asked to submit their good practice around Remote Learning to Headquarters and this was collated on the Staff Learning Centre website in order that schools could learn from each other. In addition, schools were asked to submit feedback from their stakeholders.
- 5.4. Using the evidence from the Audit and evidence from schools and stakeholders, Education Resources compiled a full report of our response to Remote Learning, a copy of which forms Appendix 1 of this paper. This document blends factual information about our Remote Learning response with the views of parents, carers and young people. It also includes a number of "case studies" illustrating the creative and unique ways that our schools have responded to the challenge presented to them.

6. Next Steps

- 6.1. Appendix 1, which provides a comprehensive account of the response of our schools to the Remote Learning ask of January 2021, will be published on the South Lanarkshire Council website as part of our commitment to providing accountability and assurance to stakeholders.
- 6.2. Schools and central staff will continue to monitor and support the Remote Learning offer for the forthcoming period as schools begin to return in a phased way.
- 6.3. As a continued commitment to seeking and acting on the views of our stakeholders, Education Resources will now embark on a consultation with our Senior Phase learners around their experience of Remote Learning, with particular reference to their readiness for SQA certification. The results of this consultation and any identified next steps will be presented to Committee at a future date.
- 6.4. The Committee is also asked, through this report, to acknowledge the work and commitment of all staff in our schools and educational settings to the way they have adapted at pace to the changing circumstances in challenging times.

7. Employee Implications

- 7.1. None.

8. Financial Implications

- 8.1. Financial implications are within existing budgetary resources.

9. Climate Change, Sustainability and Environmental Implications

- 9.1. There are no climate change, sustainability and environmental implications arising from this report.

10. Other Implications

- 10.1. There are no risk implications in terms of the information contained in this report.

11. Equality Impact Assessment and Consultation Arrangements

- 11.1. This report does not present a new strategy, policy or plan and is, therefore, not subject to equality impact assessment.
- 11.2. There was no requirement to undertake any formal consultation in terms of the information contained within this report.

Tony McDaid

Executive Director (Education Resources)

24 February 2021

Link(s) to Council Values/Ambitions/Objectives

- ◆ Improve achievement, raise educational attainment and support lifelong learning

Previous References

- ◆ Education Resources Committee – October 2019

List of Background Papers

- ◆ Education Resources Resource Plan

- ◆ South Lanarkshire Council Leadership Framework
- ◆ Council Plan

Contact for Further Information

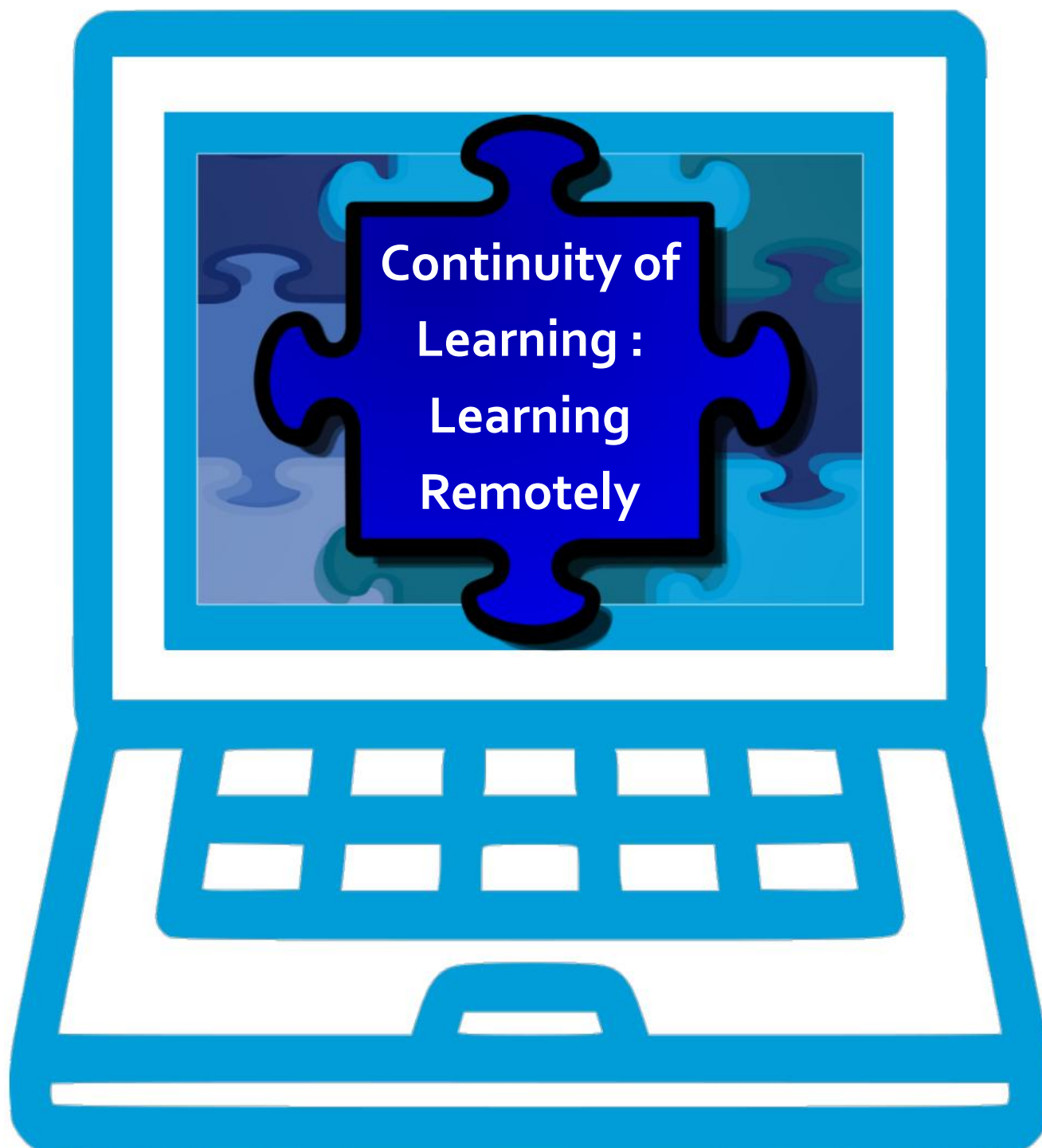
If you would like to inspect the background papers or want further information, please contact:

Carole McKenzie, Head of Education (Broad General Education)

Ext: 4468 (Tel: 01698 454468)

E-mail: carole.mckenzie@southlanarkshire.gov.uk

Curriculum and Quality Improvement Service Remote Learning Standards and Quality Report



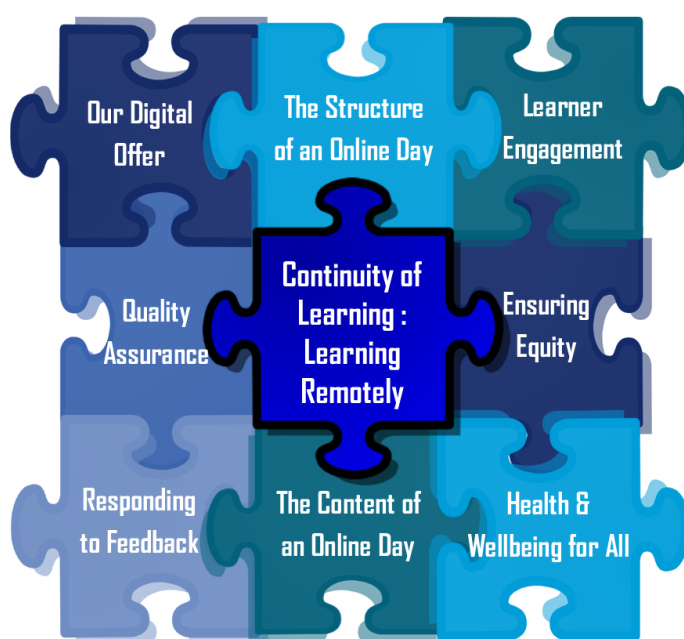
This report provides an account of our response to delivering Remote Learning provision in our schools from January 2021 in response to the Covid-19 pandemic.

Continuity of Learning : Learning Remotely

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Continuity of Learning : Learning Remotely

Introduction

The Covid-19 crisis placed Local Authorities, school leaders and their staff in the unique situation of being required to deliver a high-quality "Remote Learning" experience as the majority of children were not attending school in person. In addition, for the period of March - June 2020, and then again from 11th January 2021, schools were asked to provide, at short notice, a delivery model which also included an in-school provision for those children of keyworkers who met criteria set out by the Scottish Government, as well as a small number of other eligible children and young people.



During the first lockdown from March to June 2020, our schools developed a great deal of effective Remote Learning practice. In particular, we acted quickly to ensure we had a robust plan to purchase and distribute digital devices to those who required them. In June 2020 headteachers started the process of identifying families who required support with accessing digital technology. **We worked in partnership with schools to make use of the Scottish Government grant in support of this agenda, resulting in 5,719 Chromebooks being distributed to learners for use at home with Remote Learning. In addition, over 840 families received "Mifi" devices to provide them with internet access at home.** Our Digital Inclusion Development Officer has supported schools and families to ensure devices are being used effectively.

The lessons learned during "Lockdown 1", particularly around connectivity, demand for training, consistency of experience and learner engagement were reflected and acted upon. During the period August-December 2020, a significant focus was placed on ensuring our schools were better equipped for any subsequent period in which schools may be asked to operate a remote model of delivery. A wide range of training opportunities were provided, and schools were consulted with and assisted in proactively planning for any future developments. As a consequence, when the next Remote Learning period was announced we were in a strong position and able to act quickly.

When the second period of Remote Learning was announced on 4th January 2021, **we produced a comprehensive set of local guidelines** to help schools plan. Schools were asked to use these guidelines, and the National Guidance produced by Education Scotland - [CERG guidance | COVID-19 education recovery | National Improvement Hub](#), as a scaffold upon which their context specific Remote Learning plans could be built.



During this second period of lockdown, school leaders, teachers and other staff were asked to expand, improve, and carefully plan for their new offer. Each school was asked to ensure they had a robust plan that would stand up to scrutiny and which would reflect their unique context, maximise learner engagement, reflect the views of stakeholders and be responsive to their needs. Head Teachers were supported by Central staff, and regular communications and meetings ensured that a supportive, team approach was taken. The Digital Team increased their training offer as well as continuing to ensure that all schools had access to hardware for both staff and learners. Each school offer was evaluated and schools who needed further assistance were offered this.



Schools aimed to ensure that their children and young peoples' learning experience was as continuous as the context allowed. This was helped by the improved range of recorded content available locally, in particular through the West Partnership Online School which has provided our schools with a wealth of high-quality recorded content and has been very well utilised. As our schools became more confident in the use of digital platforms, the use of live-stream learning and interactions increased significantly and is now built into almost all school's weekly offers.

Continuity of Learning : Learning Remotely

Introduction (continued)

In addition, the wider issues being faced by children, families and their teachers during this period has not been underestimated, and schools have kept the Health and Wellbeing agenda at the forefront of their considerations. Teachers and other staff have made outstanding efforts to ensure that the social, emotional needs of their children have been at the centre of all of their work at this time, as have Head Teachers in ensuring their staff have felt supported during this unprecedented time.



Feedback from our stakeholders with regards to the Remote Learning experience including from parents, carers and Local Elected Members has been overwhelmingly positive. We are very proud of the way the staff in all schools and establishments have risen to the challenge of providing a high-quality Remote Learning offer. Schools have played an integral part in assisting the National response to the pandemic by helping to provide as much continuity and support as possible for our children and their parents at a time when things have seemed far from normal.

Purpose of Report and Survey

This report provides an account of the successes, challenges, and next steps for South Lanarkshire Council in our response to providing an extended period of Remote Learning.

The report aims to:

- ✓ Identify and share what has been working well across South Lanarkshire Council
- ✓ Transparently share the evidence we have used to draw our conclusions and, by doing so, demonstrate openness and accountability
- ✓ Provide information on any challenges and next steps
- ✓ Highlight the support provided for practitioners and professional learning opportunities
- ✓ Illustrate, by using case studies, some of the creativity shown by our schools
- ✓ Share some of the feedback we have been given
- ✓ Help us to use our learning to support future digital learning plans as our children and young people return to schools

To carefully monitor and improve the offers made by South Lanarkshire Council schools, we asked school leaders to complete a baseline audit of their provision at the beginning of the period of Lockdown 2 and followed this up by performing the exercise again several weeks later. Schools were asked to complete a simple form which captured aspects of learner engagement, digital provision, and the use of different delivery models. This report draws on some of the evidence that we collected.

We hope that what follows provides an informative and inspiring narrative of what we have achieved so far and that, as children begin to return to school, serves as a comprehensive record of what was accomplished during this period of Remote Learning.



Continuity of Learning : Learning Remotely

Section One - Our Digital Offer

The digital offer to support Remote Learning has consisted of three core elements – devices, support for teachers, and support for families.

Devices

The Scottish Government announced digital inclusion funding in June 2020 to provide devices and facilitate digital inclusion. 5,719 devices were purchased for learner use at home. Initial distribution was to children identified by schools as a priority. Schools were later asked to identify families as part of widening access for those who were digitally excluded due to home pressure on devices, a change of home circumstances, or requiring a more suitable device. In addition, to support connectivity, over 840 mobile wifi (Mifi) devices have been distributed to families to provide unlimited data for 12 months.

Support for Teachers

The Continuity of Learning Team, based at headquarters, was established to support schools during the period of closures in early 2020. As part of the work of this group, a digital solutions workstream was established to find creative and innovative ways to support staff to remain connected to each other, learners and families.

SLC Staff Learning Centre website

Created in April 2020, the SLC Staff Learning Centre website was initially set up to provide a 'one-stop-shop' space, to support continuity of learning during the first lockdown, but has continued to evolve and grow to meet the growing demands and changing needs of staff. The site has proven to be popular with staff and has seen a resurgence in interest and activity during the more recent period of Remote Learning (Figure 1).

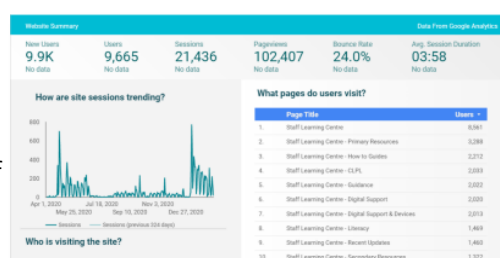


Figure 1 - Analytics from SLC Staff Learning Centre

Training & Support

In addition to the resources uploaded onto the SLC Staff Learning Centre, face-to-face training and engagement with staff moved online once we had enabled video conferencing and live streaming platforms to deliver online support to staff.

Webinar training offers resumed at the start of the new academic year, with a regular schedule of sessions offered. These sessions covered an array of topics such as the use of specific G Suite for Education and Microsoft tools as well as more generic learning and teaching content such as Giving Effective Feedback Digitally, Facilitating Project Work Remotely and Use of Video to Engage Learners. **To date in excess of 50 individual webinars have been offered to SLC staff, as well as a full INSET day programme in November supported by partners Google for Education and Apps Events.**

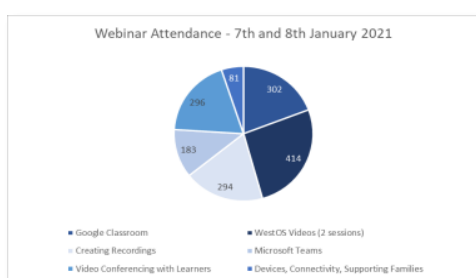


Figure 2 - Webinar Attendance on January In-service Days

An intensive round of refresher webinars took place across 7th and 8th January to help prepare staff for the current period of Remote Learning; **engagement in these sessions was exceptional**, with over 1500 staff attending across the 2 days (Figure 2).

All webinars were recorded and uploaded to the SLC Staff Learning Centre to be accessed by staff anytime, anywhere and particularly for those unable to attend sessions in real time.

Continuity of Learning : Learning Remotely

Video Conferencing with Learners

Recognising the need to facilitate more face-to-face interaction between staff and learners, we worked in partnership with Education Scotland's Glow Team to realise a long-held ambition to enable the use of Google Meet (hosted from within Glow) in SLC. Comprehensive guidance was published for schools, learners, parents and carers and supplemented with webinar training sessions throughout the year.

SLC Google Educator Group & SLC Microsoft Team resource

Staff in SLC have access to both G Suite for Education and Microsoft platforms through Glow, enabling them to use the tools they are most at ease with and most appropriate for their school community. Development of skills and pedagogy using digital tools is supported by our SLC Google Certified Educators & Trainers and MIE Trainers who, in addition to delivering webinar sessions, help populate the 'How to' section of the Digital Support area in the SLC Staff Learning Centre.

ICTC Classroom & Meetings

In addition to training that was offered out to all staff, we moved support for school-based ICT Coordinators online and increased the frequency of meetings to monthly (following consultation with ICTCs). All meetings are recorded and made accessible to ICTCs. This support is augmented with a dedicated Google Classroom for ICTCs which has become a vibrant, lively professional development area where ideas and challenges are shared, pondered, and solutions offered. The Classroom is supported by the Digital Education Support Officer, Digital Inclusion Officer and Education IT Team.

Support for Families

The appointment of a Digital Inclusion Development Officer to link with schools, provide webinar support, distribute devices, and develop digital inclusion strategies has been a valuable resource.

The creation of a website (<https://sites.google.com/sl.glow.scot/slcremotelearning>) to support families with all aspects of digital learning has been well received with most schools referring their school communities to it as a hub for Glow, Google and Microsoft support. To date there have been over 1900 unique visits since the site's launch on 8 January 2021 (Figure 3).



Figure 3- Analytics for SLC Family Remote Learning Site



What does our evidence tell us?

As part of our audit, we asked schools about access to digital devices and also about their use of digital platforms. We also asked them about which training opportunities had been useful to them.

There was a 14% point increase (from January 2021 baseline) in schools reporting that all learners were able to access digital devices (Figure 4).

Do all learners have access to a digital device?

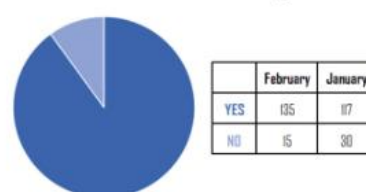


Figure 4 - Device accessibility

What online platform is being used by your school?

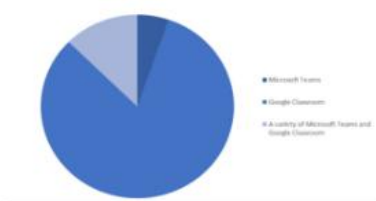


Figure 5 - Online platforms in use

All of our schools use Google Classroom and/or Microsoft Teams as their preferred platform (Figure 5).

Continuity of Learning : Learning Remotely

How was support, training or peer support delivered or facilitated?

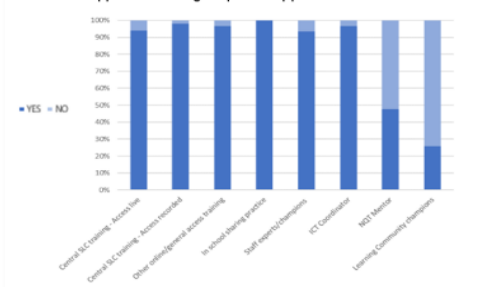


Figure 6 - Responses from Follow up Audit (February 2021), detailing how support, training and peer support was delivered

Our schools have reported that they have widely participated in and benefited greatly from the breadth and depth of Digital Training opportunities provided (Figure 6).

Summary Messages

- Digital provision and support have been key to the Remote Learning offering.
- Feedback from staff indicates that the support provided was greatly appreciated and highly valued.
- Work continues to find and adapt digital solutions to better meet the needs of learners, staff and families as we begin to make the transition back to face-to-face teaching.

We have successfully managed to get 98% of our children to log into Google classroom and access learning from home during the first week of home learning. We are currently on the waiting list for a further 20 Chromebooks to support families who are sharing devices.

We have had excellent support from SLC regarding all areas of Digital Devices, no question went unanswered and we have felt fully supported. Thank you!

Primary Head Teacher

The school have been excellent with every aspect I feel. Great lines of communication as I feel I could contact at any time with an issue. When I requested a device I had it the next morning.

Primary School parent

Thank you for your help...having the Chromebook that was given has been a massive help to us.

Primary School parent

We have had lots of new request for IT support since the beginning of this lockdown. We are so pleased that we were able to request additional Chromebooks from the SLC government provided equipment, it will be a great help not only for those at home but to keyworker children trying to access Google Classroom in school.

Thanks for the help and support with this.

Secondary School Head Teacher

Next Steps

- ✓ Continue to provide support, guidance and training for staff on Digital Learning
- ✓ Ensure the lessons learned from this period of Remote Learning are used to inform future planning
- ✓ Capitalise on the digital skills and confidence acquired by staff during the Covid-19 pandemic to provide innovative solutions to our future work.

Continuity of Learning : Learning Remotely

Section 2: The Structure of an Online Day

We empowered schools to plan the structure of an online day which best suited their context and based on local and National guidelines. Schools were asked to plan a flexible structure for their online day/week through a variety of approaches, including:

- ✓ Live real time interactions between learners and staff
- ✓ Live real time direct teaching
- ✓ Live real time targeted support sessions for learners
- ✓ Pre-recorded teaching sessions
- ✓ Time to complete learning activities
- ✓ Time for regular quality feedback



What does our evidence tell us?

Live Interactions

We asked schools to tell us about the use of live interactions between learners and teachers. This included use of live check ins, feedback and pastoral meetings as part of their daily learning provision. **The use of live interactions increased between January 2021 and February 2021.**

Of 149 responses, 124 schools were able to report that live interactions were implemented in all classes. **This was a 27% point increase since January 2021 baseline.** (Figure 7)

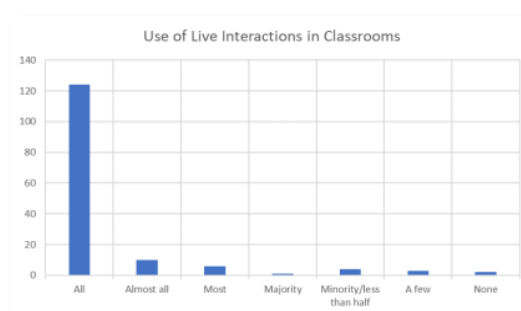


Figure 7 - Live Interactions Data from February Audit

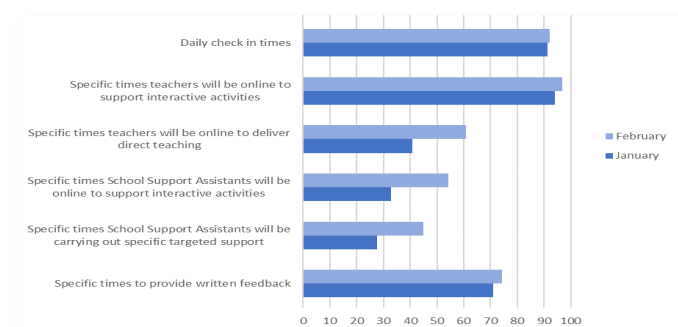


Figure 8 - Elements of an online day which were used consistently across each school

We found that **almost all schools** provided daily check in times and specified times when teachers would be online to support interactive activities and provide quality feedback.

Live Teaching

The implementation of live direct teaching was less consistently provided in some schools due to the need to provide a flexible offer to accommodate:

- ✓ Working parents' ability to support their children's learning
- ✓ Equity of access and the sharing of devices within households
- ✓ Connectivity and infrastructure issues, especially within our rural communities

Due to the diverse contexts within which our schools operate, and based on research from the Education Endowment Foundation, we supported schools to provide the best mechanism to introduce new learning remotely. Sometimes families preferred being offered pre recorded content to be accessed at a time and place appropriate for individual learners. It was not a "one-size fits all" model of delivery.

Continuity of Learning : Learning Remotely

Use of Recorded Content

We also asked schools about the use of pre-recorded lessons. We found that pre-recorded teaching sessions were being implemented in all classes in most schools to supplement live interaction (Figure 9). **The number of schools reporting that pre-recorded content was used in all their classes increased between January 2021 and February 2021 by 26% points.**

Schools reported that feedback from parents and learners supported the use of pre-recorded teaching sessions as this facilitated a more flexible offer and allowed them to watch the teaching episode on multiple occasions at a time most convenient to them. This was especially helpful for senior phase learners.

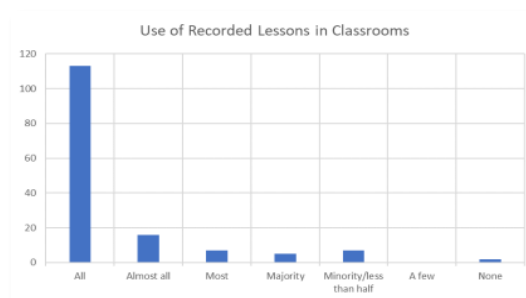


Figure 9 - Recorded Lessons Data from February Audit (No. of schools)

Alternative Approaches

Schools reported that they were using a variety of other approaches to ensure they were delivering a flexible, well-structured Remote Learning offer. These included the use of:

- ✓ differentiated materials, appropriate to the level of the group or individual learners
- ✓ support staff and teachers supporting their most vulnerable learners in their emergency childcare hubs.
- ✓ support staff being members of virtual classrooms to support targeted individual learners.
- ✓ support staff having their own virtual classrooms to support individual learners with tasks.
- ✓ support staff making recordings and phone calls for specific learners.

Secondary School Models of Delivery

We found that the majority of Secondary School learners have been following their face-to-face timetable remotely, particularly within the Senior Phase. Other schools adopted a more flexible approach, again taking into account the varying demands on families and balancing the competing demands on staff time.



Summary Messages

- ✎ All schools have been implementing a flexible Remote Learning offer which includes a combination of live interactions, live direct teaching sessions and pre-recorded teaching sessions.
- ✎ Staff confidence in the use of these approaches has increased significantly throughout this period of Remote Learning.
- ✎ The commitment and dedication of staff across South Lanarkshire Council to provide the best quality learning experience for learners is remarkable.



Continuity of Learning : Learning Remotely

Just wanted to provide a wee bit of feedback after P6's Google live this morning. So this morning my son woke up really upset and down. Not like himself at all, he's really struggling with this lockdown. He wouldn't let me listen in to the class, but after it finished he came bouncing to me like a brand new boy. He said how good it was to see the teachers and his friends. I can't explain to you how happy he was, and how much it lifted his spirits.
Primary School Parent

We are so very appreciative of the effort made to create the recorded lessons alongside all the other resources provided by Miss G and Mr H. The timetable, structure and tasks set in week one were impressive on their own and gave us a great start to our second round of lockdown schooling. The addition of the recorded lessons and the class calls in recent weeks, however, has taken things up a notch in my opinion: the children are now benefitting from the consistency of expert teaching as well as invaluable social contact.
Primary School Parent

The live learning lessons have been good. I like the fact that teachers are available online during normal timetabled classes. My son thinks being home and not having to go out during these times has been a positive. My son also thinks all the teachers are working to provide materials and lessons to keep him learning. All his teachers have responded quickly when asked a question.
S1 Secondary School Parent

The level of work this time has been great. Maths and English work every day and videos explaining each task. The teacher is online at set times each day and engaging with the class. Really pleased so far.
Primary School Parent

Structure of an Online Day - Case Study : Lesmahagow High School



Lesmahagow High School developed a structure for their Remote Learning offer Remote based on feedback from learners, parents and staff through surveys, focus group discussions and feedback from Pupil and Parent Councils. They worked collaboratively with colleagues in their associated Primary Schools and the Clydesdale Secondary Schools to provide a common approach across the learning community and locality. Young people were asked to continue following their "winter timetable" during the period of remote learning. Teachers use a range of approaches and activities to support learners and will deliver the topics that would have been taught in school. Learning materials are provided either at the beginning of the week in advance of the lessons, or at the time when the lesson is due to take place.

- All learners are members of Google Classrooms for each of their subjects. Pupil Support, Inclusion Support Team and Year Group classrooms were also created to allow key messages to be shared with learners.
- Learners 'check in' with their teacher at the start of each lesson (or when they can during the day, based on family circumstances) and teachers provide support and advice to learners at the times of their timetabled classes.
- Lessons include a mixture of live, recorded and independent tasks, delivered through Google Classroom and Google Meet
- Additional support is also offered in some cases to support learning or pastoral needs.
- Significant training, both formal and informal, has been undertaken by all colleagues at Lesmahagow High School to develop skills and confidence in using packages to support digital learning. They have established 14 'home learning' champions within the school who offer support and advice to colleagues.
- PSE, House and Year Group Google Classrooms are used to share whole school information, assemblies, advice and Health and Wellbeing resources.
- Weekly emails sent to learners and parents to provide information/advice and Twitter/School App are used to share information
- SMT, Pupil Support and Faculty Heads are available to provide support and advice as required, with contact email addresses having been shared with learners and parents and are displayed on the school website.
- Feedback from parents, learners and staff is used to monitor the provision of online learning, share good practice and identify next steps.

Their approach is based local and National guidelines and also drawing on evidence from the Education Endowment Fund and other published research highlighting the benefits of both live and recorded resources. They therefore have ensured a continued focus on high quality teaching, access for all students to the resources required, opportunities to facilitate peer interactions and for independent working and using varied approaches to suit the needs of all learners.

Next Steps

- ✓ Continue to support schools to structure their Remote Learning offers to meet the needs of their learners and families by using a blend of well-considered approaches.

Continuity of Learning : Learning Remotely

Section 3: The Content of an Online Day

Remote Learning has required careful redesign of how learning experiences are planned and how new teaching is supported, by selecting and deploying a whole range of techniques, resources and delivery models. Our schools developed a great deal of effective practice relating to Remote Learning during the lockdown from March to June 2020, and as a service we have also further developed our approaches. One of the most significant developments in this current period of Remote Learning has been that of a greater capacity to source, make and deliver recorded content and deliver, where appropriate, livestream learning and engagement. In addition, schools now have a myriad of resources to draw on including West Partnership lessons, Scotland Learns, the e-Sgoil offer, the BBC programmes as well as a range of recorded and live content from the Curriculum and Quality Improvement Service.

Our set of guiding principles issued to schools in January 2021 included some key considerations around curriculum and pedagogy in the online classroom. These stated that:

- ✓ The learning experience for individual learners should be as progressive as context allows and that:
- ✓ Teachers should plan quality learning experiences for learners, linked as much as is possible to the curriculum that would be covered had the children been in school.



What does our evidence tell us?

We asked school leaders to tell us about the content of an online experience for their learners over a day and a week.



Figure 10 - Elements of an online day and week which were used across each school (February Audit)

As Figure 10 illustrates, **almost all of our schools** are ensuring that the following elements are included in learners' daily experience;

- ✓ Daily check in (registration)
- ✓ Learning including direct teaching (live or recorded)
- ✓ Time given to complete tasks after direct teaching
- ✓ New Learning written tasks
- ✓ Differentiated activities
- ✓ Regular quality, individualised feedback

Continuity of Learning : Learning Remotely

Use of External Resources

Since the original period of Remote Learning in March 2020, offers available from our local and National partners in terms of learning content have been continually extended. Our schools have made good use of these resources and platforms (Figure 11).

We asked schools to review the extent to which learners were benefiting from access to the wider resources available on a weekly basis. We were especially pleased by the amount of schools that reported that they were accessing the internal offer produced by our Central team. **This increased from 54.5% in January 2021 to 70% by February 2021.**

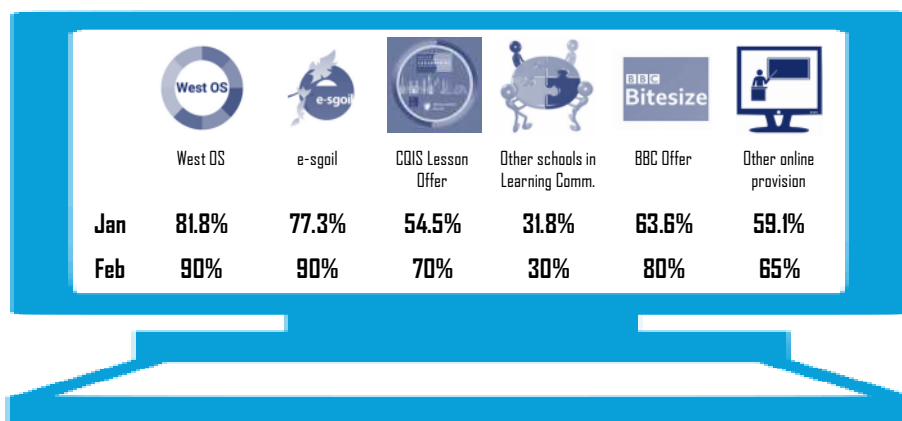


Figure 11 - % of schools timetabling wider resources into their online week

In particular, the West Online School (West OS), which was developed by colleagues in the West Partnership Regional Improvement Collaborative and extensively contributed to by South Lanarkshire Council teachers, provides an excellent catalogue of pre-recorded lesson content. Lessons are available in 10-minute blocks, which can be embedded in any teacher's Google Classroom. **South Lanarkshire Council schools accounted for 35% of all West OS usage until the end of January 2021.**

Creative Approaches to Learning

Our schools are aware that not all learning takes place behind a screen and that it is vital to provide a range of learning approaches that mean that our children and young people can learn through a variety of activities. As such, our schools have also developed imaginative approaches to ensuring learning and development can be encouraged using methods that do not always rely on "screen time" such as:

- ✓ "Wellness Wednesday" – learners/families issued with a range of non-screen tasks to be completed as schedules allowed.
- ✓ "Family Fun Fridays" which enabled a 'no screen' day and fun activities for families to do together.
- ✓ Outdoor Learning tasks and activities, including encouraging use of the recent "snow days"
- ✓ Supervised "Virtual lunchtimes/playtimes" for learners

Summary Messages

- ✎ Evidence gathered demonstrates that staff in our schools have capitalised on the full range of available content which has resulted in quality learning, teaching and assessment which enthuses and involves our children and young people.
- ✎ The range and quality of CLPL has helped ensure that the children and young people in South Lanarkshire are benefiting from well-planned content which is engaging, progressive and responsive.

Continuity of Learning : Learning Remotely

My older boys are using email really well to communicate issues with staff and daily or weekly parental summaries give me confidence they are learning and submitting work as they should, again the independent learning and almost 'college style' is working really well. Texts advising daily messages are another great way for parents to be confident their young people are well supported and when you watch the messages, the tone is inspiring!
Secondary School parent

I just wanted to say a massive thank you for all your efforts in supporting the kids at home second time round. The home pack is excellent. The Google Classroom has all the relevant information and is structured so that as a parent it is easy to follow. Miss A has been on hand every day and I really appreciated her feedback email today. My daughter enjoyed seeing the staff and other kids yesterday on the group call. It's not an ideal scenario and not one we would pick, but this time round it feels so much better. Thank you, it's a very challenging time for everyone but high praise to you and the school team.
Primary School parent

I liked seeing my teacher on Google Classroom. The videos were very helpful and made learning more fun. My favourite lesson has been PE and I like filling in my weather report each day.
Primary School pupil

Content of an Online Day - Case Study : St Bride's Primary School, Bothwell

The weekly Remote Learning offer at St Bride's Primary (Bothwell) is a carefully designed mix of live interactive sessions per day focusing on Health and Wellbeing, Literacy and Numeracy complemented by teacher-created pre-recorded lessons, those available from West Online School, BBC and other appropriate sources. The first Google Meet of the day is to welcome and share the plan of work and this is where our learners greet and communicate with each other and check in with their teacher. Live interaction continues throughout the day to introduce learning, to support learners' progress with learning and to provide feedback and next steps in learning.



Staff teamwork and sense of community is a key feature of the establishment ethos in St Bride's and so it was important, when planning the Remote Learning offer, that learners continued to feel connected to the school community. Staff, Parents, Parish and local Community have rallied round to provide the children with a wide range of varied and exciting learning opportunities. Local shops have served as collection points for resource packs and stationery for the children. Our Parish Priest pre-records weekly Pastoral Check-ins, linking learners and staff to the Parish and wider community, via Social Media. Inhouse Senior Leadership Team and Support Staff weekly learning experiences ensure that children continue to benefit and learn from a wide range of staff skills and expertise beyond the core entitlements of Health and Wellbeing, Literacy and Numeracy. Weekly content has included:

- ✓ 'Stop for Prayer' Monday
- ✓ Topical Science' Tuesday
- ✓ 'Wellbeing' Wednesday
- ✓ 'Artspace' on a Thursday
- ✓ A weekly invitation to 'St Bride's Pantry', provides an opportunity for children to practise their culinary skills
- ✓ 'Face Time Friday' is a fun-filled whole school event which engages the children in a variety of games, challenges and quests and rounds off with a celebration of the week's achievements.



The range of curriculum experiences offered and the quality of interactions across our school community during this Remote Learning period, have enabled our children and families to feel connected, supported and safe.

Next Steps

- ✓ Continue to develop creative ways to share resources and expertise including optimising the sharing of creative solutions across Learning Communities.

Continuity of Learning : Learning Remotely

Section Four - Learner Engagement

Are schools tracking and monitoring non engagement?

We asked our schools to ensure they were tracking engagement of learners within their Remote Learning offer to help identify where interventions were required. **By February, all schools reported that they were tracking and monitoring engagement** (Figure 12).

Are you tracking non engagement?



Figure 12 - School responses on the tracking of non-engagement

Are there clear guidelines regarding how to support/improve learner non engagement with guidance regarding mitigation/intervention?

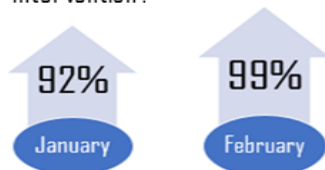


Figure 13 - % of schools who had non-engagement guidelines in place

How are schools tracking and monitoring non engagement?



Our evidence tells us that schools have clear guidelines in place outlining how they will support and improve learner non-engagement (Figure 13). These guidelines provide details around mitigation measures and interventions which may be put in place. Regular review of engagement data by staff at all levels is helping to ensure that non-engagement is identified early, and as a result our schools are increasingly better placed to offer support and assistance.

Indeed, helping parents/carers by providing practical advice on digital technology and offering suggestions to help families support their child's learning are two key areas which are making a positive impact on increasing learners' engagement with Remote Learning.

Our schools are providing and using a range of resources to help support and promote engagement with Remote Learning. All schools have produced guidance for learners and families which provides an overview of the Remote Learning offer, including an overview of the learning experiences as well as details of any live meetings/check-ins. The majority of schools have also included guidance or tips for engaging in live learning offers for learners and staff. In addition, almost all schools are providing a mixture of live and recorded lessons and there is growing use among schools of SLC-produced and national digital resources.



Summary Messages

-  Tracking engagement allows our schools to provide feedback and communication to parents and carers on any patterns and trends of learners accessing Remote Learning.
-  Data gathered on engagement in online learning has allowed for Remote Learning offers to be reviewed and updated to best reflect the needs of the learners.



Continuity of Learning : Learning Remotely

Tracking and monitoring the engagement of our young people is the cornerstone of our approach to ensuring no young person is missing out.
Secondary Head Teacher

We have used the skills of our support staff very effectively to help identify children who may not be fully accessing the Remote Learning offer and offering bespoke help to those who need it e.g. extra one to one sessions, telephone calls.
Primary Head Teacher

I like when my teacher phones me to see how I'm doing.
Primary pupil

Learner Engagement - Case Study : Strathaven Academy

Structured timetables have been provided for each year group that are age and stage appropriate which provide a flexible structure that can be adapted to suit learners' individual circumstances. This approach helps ensure equity for all learners as it takes into consideration issues such as family circumstances and ICT access.



The school has decided to track engagement for all year groups on a weekly basis to help identify any young people who may be experiencing issues with engaging online, and to help support staff with lesson planning and delivery. For BGE this is done via a Google Sheet on the shared drive and for Senior Phase through a Cause for Concern referral using Google Forms.

	Red	Amber	English	Maths	Science	History	Geography	Modern Studies	RME	French	Spanish
0	0										
0	1										
0	0										
2	2										
2	1										
1	0										
0	1										
0	1										
2	3										
0	0										
3	3										
0	3										
0	0										
5	3										
5	2										

Extract from a BGE engagement tracking sheet . Strathaven Academy

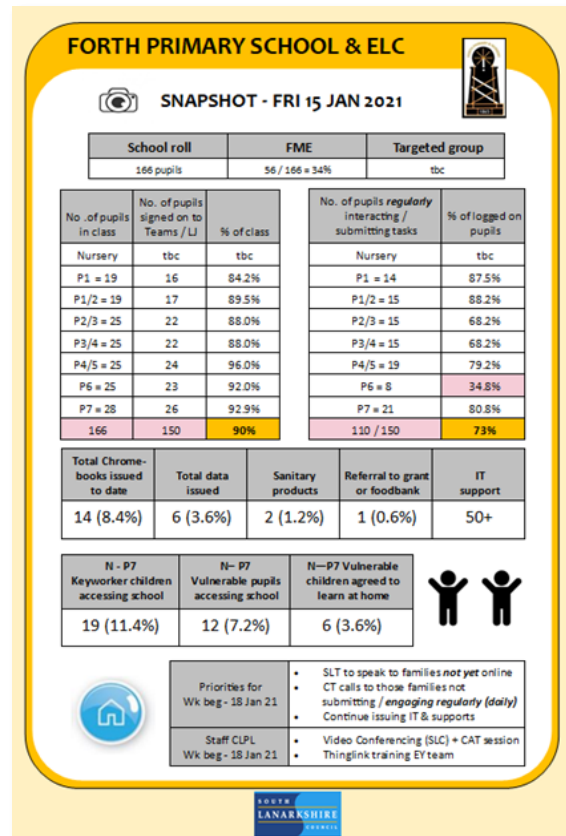
This data is then used to determine appropriate interventions by DHTs and PTs Pupil Support, Equity and Support for Learning. The preferred option is a telephone call which provides the opportunity for discussions with parents/ carers to establish concerns and seek solutions. In the first week over 450 calls were made to families. This has lessened significantly but weekly contact is still required for a number of learners.

Supporting young people and parents to navigate Google Classroom has been a key task and the increased use of video clips and Google Meet sessions across subjects and year groups have resulted in more engagement each week.

Continuity of Learning : Learning Remotely

Learner Engagement - Case Study : Forth Primary School

Forth Primary gather relevant data on a weekly basis to help them monitor issues, including learner engagement, They then produce a weekly "snapshot". This helps them track engagement and plan appropriate follow-up interventions if required.



Next Steps

- ✓ Continue to develop robust individualised interventions in the event of learner non engagement.
- ✓ Share good practice across schools on using engagement tracking data.



Continuity of Learning : Learning Remotely

Section Five - Responding to Feedback

Ensuring effective communication with stakeholders has been at the heart of our Remote Learning strategy. Each school was asked to develop their own Remote Learning Position Statement in partnership with learners, staff, and parents and to ensure that stakeholders were familiar with the South Lanarkshire Council definition of Continuity of Learning.

Schools had an understanding and appreciation that families would complete learning at a time that was suitable to them and adopted a flexible approach. They were aware of parents working from home meant access to technology as a family could be limited. During the first few weeks of Remote Learning, parents and learners were surveyed by most schools using different formats, to allow them to evaluate our offers, make informed changes and plan their next steps. Adjustments were made based on feedback to further improve the experience for learners and families.

As a local authority, we continued to hold online Parent Council meetings as another route for gathering views and information regarding our Remote Learning offers.



What does our evidence tell us?

Schools told us about some of the ways they were enhancing communication during this period. These included:

- ✓ Parent Guides and handouts offering advice shared on school websites.
- ✓ Use of school Apps, Twitter and Facebook.
- ✓ Parent 'drop-in' support sessions were facilitated in some schools, offering immediate digital support, advice, and suggestions.
- ✓ Use of dedicated "Home Learning Hub" pages which provided information about how to support learners' learning at home and useful links.
- ✓ Websites which provided parents with help sheets, guidance, and video links to support use of online platforms, e.g. Google Classroom. Some included a built-in facility to request digital or technical support.
- ✓ Questionnaires issued to learners through Google Classrooms as an assignment, to be completed throughout the school day.
- ✓ Parents/Carers asked to complete regular Google Form questionnaires, with schools adapting their plans and procedures with a "you said, we did" action plan approach.
- ✓ Use of Google Meets to ask children/young people about the Remote Learning offer and how it could change or be improved.



Summary Messages

- ✍ Excellent examples of communication and engagement with children, families and communities have been evidenced across South Lanarkshire Council.

Continuity of Learning : Learning Remotely

Please pass on thanks to all those involved with preparing the plans for remote learning.

The document published today is very clear and I am particularly pleased that it allows learners to have the freedom to prioritise and organise their studies each day as they will receive the materials at the start of each day at 9am
Secondary School Parent

Feel very well informed and supported by the school.
Primary School Parent

X Primary has been fantastic at keeping parents informed in these times. Staff are amazing with what they are offering and the work they have done. Another questionnaire next week to allow parent evaluation may be useful, certainly for us. Child loving the learning that has been set for them and very keen to do it.
Primary School Parent

You said:

- Can all lessons/tasks be added to one Google Classroom?

- I am unsure of how to submit work

We did:

- All lessons will now be in the year group Google Classroom

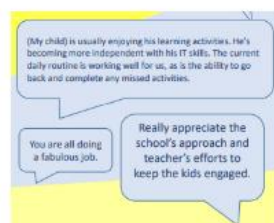
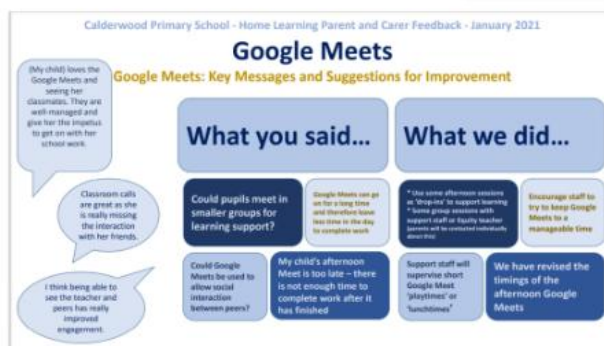
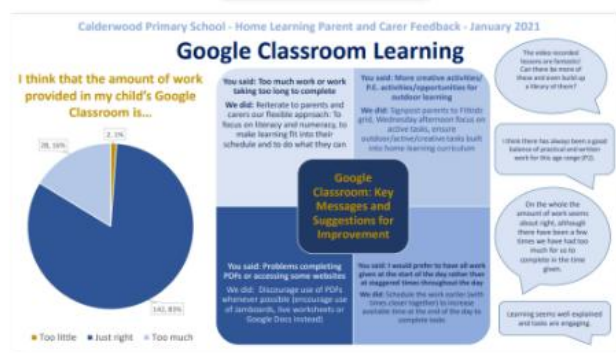
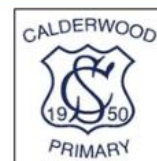
- A video will be published to demonstrate how to submit work
S1 Pupil Voice

Fantastic support from all teachers and much better timetable use and structure to lessons, a big thank you to the school for sorting this all out in such strange circumstances. The teachers are doing an amazing job.
S5 Secondary School Parent

I am happy with the amount of communication from both teachers. Each day instructions are laid out and feedback is quick. It really motivates my daughter to get good feedback from her teachers.
Primary School Parent

Responding to Feedback - Case Study : Calderwood Primary School

The staff at Calderwood Primary School were keen to understand the experience of their learners and parents in relation to the structure and content of their Remote Learning offer and asked for their opinions. A snapshot of the results of their survey and actions taken to improve their offer are displayed below.



Next Steps

- ✓ Continue to offer digital support, advice and guidance to parents.
- ✓ Continue to gather views from learners and parents on the content of the remote learning offer and act on feedback as appropriate.
- ✓ Consult our Senior Phase learners through a central questionnaire and structured focused groups.

Continuity of Learning : Learning Remotely

Section Six - Ensuring Equity

As part of our Remote Learning Guidance, we outlined the approach our schools should take to ensure equity in their Remote Learning offer. We asked our schools to use existing knowledge of the different circumstances of children and families to identify those who may be vulnerable due to equity issues. We asked schools to consider factors such as poverty; access to technology (including connectivity issues); lack of engagement due to home circumstances (drawing on previous data from lockdown); social isolation; rural isolation; rural poverty; and any other factors known affecting families locally.

Schools were asked to consider the types of activities/tasks they were asking learners to undertake remotely, and to ensure all learners had what they needed to participate. Our schools ensured, where required, identified children and families were provided with extra support, for example, more regular check-ins, advice about money matters, access to physical materials such as pens, paper, printing etc., access to sanitary products and access to IT including internet.



The Digital Section of this document provides more in-depth information on how equity has been achieved through access to IT devices and internet access. Many of our schools have taken this a stage further loaning out school devices and starting IT recycling schemes to further increase the number of learners with access to IT devices.

A huge "hats off" to Mrs X for going out of her way last week...in the snow...to deliver a class novel to each of her learners! This really was going the extra mile for her learners!

Primary School parent

Our schools have found innovative ways of getting resources required to learners safely. Some have placed stationery in local shops to be picked up whilst out at the weekly shop, others had a safe way of collecting these from the school building, as part of the daily exercise. Posting resources and garden visits/drop-offs have helped facilitate this too. Many schools have provided learners with resources such as reading texts, magnetic boards, specific learning packs, additional support needs resources, sensory packs, infant learning packs to supplement online learning, stationery, art materials, sanitary products and more.

Thank you also to Miss Y for dropping off his whiteboard and magnetic letters.

Primary School parent

As well as ensuring no learner is disadvantaged due to poverty, we also asked schools to ensure no learner was disadvantaged because they could not access learning in a specific way or at specific times. Schools were asked to build these mitigations into their school's Remote Learning policy. Some of our rural schools for example, have provided learners with paper learning packs to overcome poor or no wi-fi access, which could not be fixed with access to a Mi-fi device. Our schools with ASN provision have provided bespoke packs, such as sensory packs to learners, to ensure learners have access to the same curriculum they would have in school. Other schools have ensured they have pre-recorded lessons/explanations of learning, which can be accessed at any time, so that if learners miss their live learning session they do not miss out on the core teaching element.

Our Remote Learning Guidance also outlined that our schools should, where possible, adapt their closing the poverty-related attainment gap approaches for Remote Learning, and should continue to utilise additional staffing funded through equity streams to provide additional, personalised support to identified learners. Our schools have been creative and done this in a variety of ways, which include small group or individual live engagement sessions, bespoke work programmes, school support assistant input, remote nurture classes, more regular check-ins and in some cases asking individual learners to attend the hub on a part-time basis to support engagement. Our schools have also utilised existing partners, such as Youth Family Community Learning Officer, Barnardo's workers and counselling services in this work.



We advised schools to ensure their quality assurance approaches to remote learning consider pupils affected by poverty to ensure the poverty-related attainment gap continues to close.

Continuity of Learning : Learning Remotely

Families entitled to Free School Meals have been given a payment during the period of remote learning. There has also been help with winter clothing, through SLC's Winter Clothing Campaign, where new/ nearly new donated jackets have been distributed to families who need them. Schools also received a Winter Clothing Payment to spend on winter clothing for learners affected by poverty. This has been very well received by schools and families.

I just wanted to get in touch to say what a difference this money (winter clothing money) has made to our families. We have had a hugely positive response from young people and the money has been so well spent... This money has gone some way to helping the most at need within our community.

Head Teacher

Summary Messages

- Schools have drawn on all available evidence to identify, plan for and support children and families who may have additional needs due to equity issues
- A wide variety of approaches have been taken by schools and by the Council to ensure that children, young people and their families have not been disadvantaged during this period due to issues of poverty.

Ensuring Equity - Case Study : St Paul's Primary School

Staff at St Paul's Primary School phone all families weekly to check-in and provide a listening ear and any support for families during the Remote Learning period. They have for example, signposted families to Money Matters for help with finances/budgeting and have given families great help and support in managing their child's routines, wellbeing and behaviour during the Remote Learning period.



Through these weekly calls, staff identified the need within the community for more local food support. The local food bank is situated at the other end of town and is not greatly accessible for families. As a result, the school formed a partnership with the food bank and have set-up their own local pop-up food bank in the local church each week. The food bank provides bags of food for this, and the school have secured support from local companies who also provide fresh food for this each week. This is run by the school's Youth Family and Community Learning Officer and some local volunteers and has been vital in supporting families during the Remote Learning period.



Feedback from some parents/carers at St Paul's

The school's Youth Family and Community Learning Officer has also been providing more bespoke support to identified families.

Continuity of Learning : Learning Remotely

Ensuring Equity - Case Study : Neilsland Primary School



Neilsland Primary School adapted their closing the poverty-related attainment gap approaches well by developing and providing a robust package of online support for identified learners.

Neilsland Primary School's team of School Support Assistants have also offered additional support to identified learners by phoning all families weekly. These calls are valued highly by families; not only do staff speak to the parent/carer they also speak to the learners. Some of the other remote learning supports being undertaken by this team of School Support Assistants have included :

- ✓ Live online 1-1 speech and language input for identified learner, which builds on the work speech and language undertook with this learner prior to Christmas.
- ✓ Live online phonics support – 1-1 support and small group support for identified learners in P2-5.
- ✓ Live online spelling support for identified P7 learners.
- ✓ Live Number Talk input for identified P4/5 learners.
- ✓ Live online reading support sessions for identified learners in P2, P4 and P5.
- ✓ Live online nurture sessions for identified learners.
- ✓ Live online active literacy sessions for identified learners in P3 and P4.

I really appreciated the call from X last week, it was lovely to feel listened to and made a big difference to me - I wasn't having a great week! I think you are all doing a great job and the positivity that you bring to a difficult situation is really helping to make it all much easier.

Parent



In addition, support staff prepared learning packs, which were safely delivered to identified learners to ensure they had the resources needed at home for the sessions. The packs included resources such as magnetic boards and letters, whiteboard and pen, flashcards, texts, etc.

Finally, school support assistants have been promoting a love of reading; something the school have identified as a whole-school area for development. This is being done in the traditional face-to-face way at the in-school hub and virtually through online story-telling sessions.

The school are offering great support. The sessions are brief so my child doesn't get distracted. She is using her magnetic board and letters for the session at home and likes the familiarity of using the same resources she has in school. The sessions are the same as in school with the same adults which she likes.

Parent

I am working with the same children (online) as I do in school and following the same routine. The learners respond well to this and like the familiarity with group members, routines, resources and myself.

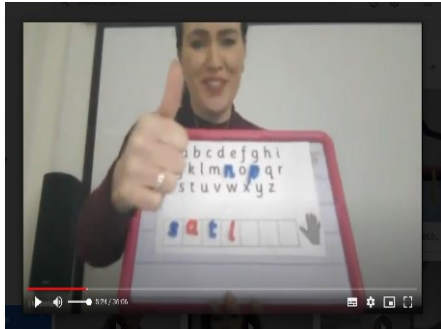
Support Staff Member

I get better at my sounds when Mrs X helps me. It's like being at school.

Pupil

Continuity of Learning : Learning Remotely

Ensuring Equity - Case Study 3 - Chatelherault Primary School



At Chatelherault Primary School, four teachers have each supported three small identified groups of learners live online for 30 minutes, three times per week, in addition to live class learning delivered by the class teacher twice daily. Each teacher works with a group of learners within the school, targeting concepts of learning which require reinforcement through areas which were identified from assessments undertaken in December. What has made this extra worthwhile is that parents have joined the live sessions too with their child, helping the parents to support their child better at home.

For all groups engaging in this live input, there has been a significant increase in learner attainment and parental confidence in supporting their child.

The one-to-one sessions with Mr X have really built his confidence and he is benefitting from the small group sessions in the afternoon. I feel I can help him more now because I have been able to see the type of things the teacher does.

Parent

I really like seeing my teacher and getting to answer lots of questions and I get them right!

Pupil

The smaller group ensures the session is more interactive because the children can have their mics on throughout. This means the children engage in more of a dialogue with me than they do during the larger class sessions in the morning. I can then be responsive to their needs, reinforcing learning from earlier in the day, if required. I can provide instant feedback and identify where each child is in their understanding in order to scaffold their learning and guide where they need to go next.

Teacher



Next Steps

- ✓ Support schools to identify the impact of the remote learning period on learners affected by poverty and use this information to inform next steps at both Local Authority and school levels.



Continuity of Learning : Learning Remotely

Section Seven - Health and Wellbeing for All

Our schools and service developed a great deal of effective practice relating to health and wellbeing during the lockdown from March to June 2020. The Coronavirus (Covid-19): Curriculum for Excellence in the Recovery Phase document emphasises the need to set out a 'Clear statement of intent to prioritise the physical, mental and emotional wellbeing of children and young people, practitioners and families.' Each establishment's School Improvement Plan for 2020/21 was written in the form of a Recovery Action Plan with planning for Health and Wellbeing on return to school at the core. Our schools and establishments were therefore in a good place to rise to the challenge of providing high-quality remote health and wellbeing offers to fit their unique contexts during the period of full lockdown.

The need for teachers and school leaders to be emotionally intelligent has never been so important. Support and preparation for staff and learners through this transition phase into a new 'norm' of teaching while adapting to a different type of classroom interaction was central to our work. Schools recognised that children had lost their teachers' face-to-face support and without that it is hard for children and young people to stay well and focused. Being well is an essential precondition for achievement, especially among our most vulnerable children and young people.

Health & Wellbeing for All - Case Study : South Park Primary School



During the pandemic, sustaining and maintaining positive relationships and mental and emotional wellbeing has been a priority for the whole South Park Community. To ensure they monitored children's wellbeing during remote learning, wellbeing surveys were carried out regularly.



A dedicated nurture teacher delivered short health and wellbeing lessons every day to every class. These lessons were based on the six nurture principles, SHANARRI, positive mind-set, emotional literacy and skill building as well as strategies for maintaining personal wellbeing.

Weekly skills-based PE programme and wellbeing lessons were also delivered which included healthy eating recipes and activities for families.

The Warwick Edinburgh Mental Wellbeing Scale for staff is already established within the school and, during lockdown, the school continued to use this digitally throughout lockdown allowing staff members to reflect on their own wellbeing and ask for help if required.

Regular consultations with parents and families throughout the pandemic also allowed them to monitor the wellbeing of their families.

As a result of their rigorous focus on health and wellbeing, all staff and partners reported that they felt valued and supported.

Staff have been really well supported during periods of remote learning, through regular personal check ins via video calls or phone calls to monitor your own classes interaction, progress, any issues and to check how you and your family were coping during periods of isolation. We had regular staff meetings for information sharing, planning and for social reasons to keep in touch with each other. We remotely made videos and had a bit of fun as a staff, in order to keep up morale and keep in touch with our wider school community. South Park are a team and as always, we pulled together to make remote learning work for us all.

Member of staff

I feel like the school has done well with how they have optimised the learning for our children and have been a great support to both children and parents. I've felt able to call the school and have a chat with any concerns I had about the children. This has been greatly beneficial with my health and wellbeing as well as my kids and I'm truly grateful for the support in all areas.

Parent

Continuity of Learning : Learning Remotely

Health & Wellbeing for All - Case Study : St John Ogilvie High School



The Ogilvie Instagram page known as [@ogilviedance](#) has provided support for learners during lockdown by offering engaging and practical ways for learners to realise the importance of self-care and apply it to their daily life with a focus to reduce stress, increase concentration for online learning and improve learner self-esteem.

An initial three-week introductory programme ran, delivering live sessions to help learners learn about the importance of:

- ✓ having a consistent daily routine
- ✓ forming healthy habits
- ✓ managing social media/detoxing from social media
- ✓ mindfulness & meditation
- ✓ different styles of journaling
- ✓ exercise (live PT sessions)
- ✓ managing anxiety (live session with a professional therapist)
- ✓ positive role models
- ✓ gratitude practices

I really love that there are weekly workouts to do on the Instagram live sessions. The meditation is also really effective in reducing my stress levels. I'm grateful that I am still able to do what I love from home.

Senior Pupil

A pupil voice survey was carried out and it was clear that the learners enjoyed everything (particularly the journaling and learning how to manage anxiety) but needed more help staying motivated. In response to this, Week 4 was mental Health Bingo, providing more daily structure where learners who completed the activities were entered into a draw to win a special journal or water bottle. Weeks 5 & 6 were fully structured routines incorporating live sessions but with a different daily focus.

Day	Morning	Daytime	Evening
MINDFUL MONDAY	Drink a full glass of water	Live guided meditation on ogilviedance at 1pm	No social media for 1 hour minimum Write out 5 things you are grateful for in as much detail as possible
TAKE IT EASY TUESDAY	Drink a full glass of water	10 minute yoga flow posted on ogilviedance story	Get fresh air - take a mindful walk while listening to music Write out 5 things you are grateful for in as much detail as possible
WORK IT WEDNESDAY	Drink a full glass of water	Live workout on ogilviedance at 1pm with Body By Bri	Do 10,000 steps (why not meet a friend!?) Write out 5 things you are grateful for in as much detail as possible
THANKFUL THURSDAY	Drink a full glass of water	Tell someone you appreciate them - be specific!	Call a loved one and ask how they are doing (listen well!) Write out 5 things you are grateful for in as much detail as possible
FUN FRIDAY	Drink a full glass of water	Follow the 5 accounts on the ogilviedance follow Friday	Watch an episode from the feel good TV shows on the ogilviedance Insta Write out 5 things you are grateful for in as much detail as possible

The programme helps to show how easy it is to incorporate self-care into our lives, whether it be one daily practice or a variety throughout the week. The programme reinforces that we shouldn't only focus on self-care when we are anxious but that by practising it we can prevent the anxiety creeping in.

The videos have been viewed in total over 5000 times and they are all saved for learners to tap into whenever they need to or want to revisit particular sessions/activities.

Date	Time	What to expect?
Monday 18th January Q&A WITH PROFESSIONAL DANCER DEMI CRAWLEY ON HOW DANCE CAN SUPPORT YOUR MENTAL HEALTH JOURNEY	1pm	Demi talks to us about her experience as a professional dancer and what she has learned along the way. Two free spaces in her commercial class are up for grabs during this live!
Tuesday 19th January LIVE GUIDED MEDITATION WITH MISS SCREEN	11:20am	Take part in a short guided meditation focussing on breath work and visualisation to help you relax and improve your productivity and concentration for the rest of the day.
Wednesday 20th January LIVE ABS WORKOUT WITH MISS SCREEN & PT BRIONY BONNAR	1pm	Who doesn't want abs of steel? Join Miss Screen and PT Body By Bri in this mid-week abs blaster! Over before you know it but leaves you feeling the burn!
Thursday 21st January LIVE FULL BODY WORKOUT WITH MR WEMYSS	10am	His "banter" is back! Join Mr Wemyss and Miss Screen's Insta Live debut!
CHECK IN DROP BOX	All day	Check in with your mental health by self-reflecting as we move towards the end of the week.
Friday 22nd January LIVE SESSION WITH MISS SCREEN & PROFESSIONAL		You do not want to miss this opportunity! Yvonne is the BEST of the BEST and specialises in CBT.

Central Health and Wellbeing Support Offer

The central Health and Wellbeing Team have been at the forefront of our service during the period of Remote Learning, Officers from across the CQIS and Inclusion have worked together with colleagues from psychological services to ensure Health and Wellbeing has been a key focus. They have supported staff to mitigate challenging aspects of the pandemic by providing age and stage appropriate teaching and learning resources in Mental Health and Wellbeing. They facilitated the sharing of best practice in Health and Wellbeing by hosting practitioner support networks and a Staff Wellbeing Day across South Lanarkshire to support aspects of staff resilience, mindfulness and physical fitness.

Continuity of Learning : Learning Remotely

“Teach Meet”

The Health and Wellbeing Team also hosted a *Teach Meet* as part of the recent Health and Wellbeing Co-ordinators' Meeting, where practitioners from across the Primary and ASN sectors showcased their practice in planning, delivering and assessing Health and Wellbeing learning experiences remotely. Staff evaluations reported how useful it was to learn from and support each other in this new way of working and to be able to share new resources and lesson ideas with each other.

It was so good to get the time to see what others are doing, very informative, thank you.
Head Teacher

A massive thanks to all staff who showcased, what great practice is happening! Thanks for organising this event.
Primary 6 Teacher

I was able to get lots of great ideas from today's meeting.
Primary 4 Teacher

Staff Wellbeing Day

Feedback from our Health and Wellbeing Co-ordinators indicated that staff would like the opportunity to be involved in activities to address their own health and wellbeing. Staff also requested information on a range of issues that would help support their own wellbeing during this challenging time. Responding to this clear need, we hosted a Staff Wellbeing Day on the February in-set day. Working in partnership with a range of external partners, including our Active Schools Team, the Health and Wellbeing Team offered staff a full day of wellbeing events. The programme included a High Intensity Interval Training (HIIT) live session, Mindfulness Meditation, Yoga, and diet and nutrition and menopause sessions. **287 practitioners took part in the five events across the day.**

Evaluations indicated staff appreciated a programme that allowed them to contribute positively to their own health and wellbeing.

It was great to start the day and Patrick did an excellent job at motivating us and taking our mind off what has been a really hard few weeks. Well done SLC!
Teacher comment on HIIT Session

I really enjoyed this, don't think I've ever relaxed so much through the day that I almost fell asleep! It was excellent and very much appreciated after the yoga session. Very relaxing and helpful.
Teacher comment on Sunset Meditation Session

A well needed class with an excellent instructor. Thank you to SLC and to Mhairi, 'Really loved it. I'm going to join more classes in future.'
Teacher comment on Yoga Session

Children's Mental Health Week

Mental Health and Wellbeing is pivotal in the delivery of the Health and Wellbeing curriculum during Remote Learning. In early February our schools placed heightened emphasis on Children's Mental Health Week. During The Week, the Health and Wellbeing Team partnered with 'HeadStrong' and created a flexible suite of recorded videos and live YouTube events to help support learners, families and staff make sense of their feelings during this challenging time. **More than 3000 children and young people, families and staff viewed the videos** which were also used in assemblies marking Children's Mental Health Week and featured prominently in PSE and Health Wellbeing lessons.



I am so glad I was able to watch this as it helped me understand what other people may be going through and how I could handle things if I was going through it myself.
S4 pupil

I enjoyed how the video was upbeat and positive as it made me feel that there's always a positive in bad situations.
S3 pupil

They were very powerful and thought-provoking. The speaker made each video relevant to the age of the learners and offered useful, practical advice to challenge thinking and make sense of the current context and how the pandemic affects our mindset. Most importantly, he gave us all hope and reminded us that this will not last forever.
Depute Head Teacher

Continuity of Learning : Learning Remotely

Head Teacher Support Pods

As part of our commitment to pastoral care, all Head Teachers were invited to join a Learning Community Head Teacher Support Pod facilitated by their Quality Link Officer. After a period of planning, the pods were assisted by a designated Educational Psychologist for an initial period of four weeks.

Each pod was encouraged to base their sessions on the principles and practices of solution-focussed working. With this as a core value, each 'support pod' established and agreed its own unique protocols, rules of engagement and boundaries from the outset, in line with their local context. The Pods were designed to:

- ✓ assist reflective practice, provide support and challenge amongst peer groups of Head Teachers.
- ✓ provide a confidential and reflective space for Head Teachers to consider their work and their responses to it.
- ✓ ring-fence a safe and confidential space for the discussion of all aspects of the job of a Head Teacher including explaining feelings, difficulties with relationships and resolving conflicts.
- ✓ provide a vehicle to support connectivity between schools and the centre to help inform organisational thinking

Following an initial 6 week trial period, Head Teachers were asked to complete a CQIS survey on their effectiveness. Of the 83 responses received, **92.8% found the sessions to be useful** (Figure 15) and identified the following key themes; connection with others, space to talk, shared emotional load, helped to put things in perspective in a safe and supportive environment.

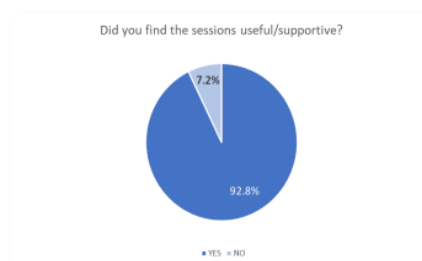


Figure 15- Results for HT Pod Survey

The pods gave us a time to connect.
Head Teacher

Supportive platform to share experiences with colleagues and to allow time to reflect
Head Teacher

Set aside time for supporting ourselves and each other.
Head Teacher

The CQIS survey helped us identify areas for further consideration and Quality Link Officers consulted with their Learning Communities to establish the frequency and most appropriate timing for pods to continue. Those Learning Communities who wished to continue without their Quality Link Officer were asked to invite their Quality Link Officer to any meeting they felt would be beneficial. Quality Link Officers were also able to highlight the benefits the pods had in helping them gain a deeper understanding of the needs of their Head Teachers at this challenging time.



I felt the Pods allowed me to get to know the HTs on a more personal level.
Quality Link Officer

I now find them a highlight to my week where I look forward to meeting up with my HTs and finding out how their week has been.
Quality Link Officer

These were useful sessions to check in with HTs and provide a space for us all to come together.
Quality Link Officer

Continuity of Learning : Learning Remotely

Supporting our most vulnerable learners

At the end of January 2021 information was captured in relation to the ways in which schools were working to support vulnerable and disengaged children and young people. Head Teachers had identified the most vulnerable children and young people within their school communities and made an offer of continued attendance at school during the current lockdown. Since then, additional offers of 'in school' support have been made to families based on information gathered by schools and other agencies arising from regular contact arrangements. It is recognised that during this period, it is vital to maintain ongoing, regular contact with vulnerable children, young people and families in order to monitor and respond appropriately to any adverse impact on health and wellbeing.



Multi-agency Locality Forums ('huddles') were re-established in week 2 of lockdown and provided an opportunity to capture information in relation to the wellbeing of children and families that may arise in the context of another agency's work. The 'huddles' built on the successful arrangements established during the previous period of lockdown. They meet weekly and include representatives from all agencies.

All Head Teachers and Heads of Establishment continue to be aware that the rights of children and young people and professional responsibilities in relation to child protection do not alter during this period and the circumstances of all looked after children not accessing 'in school' learning were assessed and established as being able to learn safely at home.



In recent months, a small number of children and young people have not attended school due to their own or their family's anxiety and concerns in relation to the pandemic. The new, remote education arrangements offered an opportunity for these children to re-engage with the education offer alongside their peers. Head Teachers made proactive contact with these families and the new remote education arrangements have been explained and participation encouraged. Barriers to engagement such as lack of access to IT and connectivity have been identified and addressed where appropriate. A total of 808 children and young people disengaged from attendance at school in the period prior to Christmas. **A total of 695 have now re-engaged with education via the remote education offer.**

Next Steps

- ✓ Continue to support our schools to prioritise the promotion of Health and Wellbeing within our schools.
- ✓ Continue to prioritise staff health and wellbeing by, for example, extending and develop the successful "Head Teacher Pods" initiative Offer additional training for schools to allow a self-sustaining model for school staff.
- ✓ Ensure the needs of children who may have particular vulnerabilities are continuing to be identified, responded to and met.

Continuity of Learning : Learning Remotely

Section Eight - Quality Assurance

From the outset, we wanted to ensure that the offers provided by schools would stand up to scrutiny. In order to do this, all schools were asked to build in a Quality Assurance strategy as part of their planning to deliver a high-quality Remote Learning Offer. In our guidance issued in January 2021 we provided additional guidance for schools around what this would look like. We wanted schools to ensure that offers were responsive to feedback and that there was a consistency of approach to delivery. In this guidance, we outlined some best practice in relation to developing a robust strategy for Quality Assurance and asked them to:

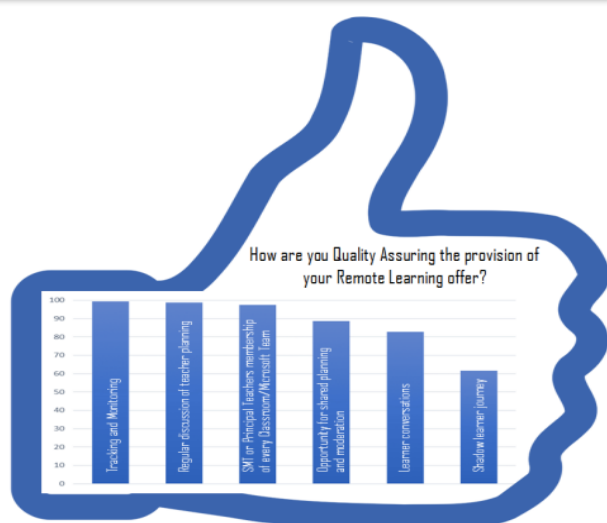
- ✓ develop a shared understanding of what Remote Learning looks like in its best form in their school context
- ✓ develop approaches for tracking and monitoring engagement in learning
- ✓ involve parents and carers in establishing expectations for Remote Learning
- ✓ provide opportunities for moderation of Remote Learning opportunities to ensure a shared understanding of standards across schools, departments and year groups
- ✓ use learner and parent/carers feedback to inform next steps
- ✓ seek out and share good practice within and beyond the school
- ✓ work as a team and continue to develop an ethos of peer support and challenge



In terms of our central Quality Assurance strategy, our Lead Officers were asked to ensure that each school plan was read, discussed with the Head Teacher and any issues identified. From this, we were able to prioritise any schools which needed further assistance or support, for example, through providing further staff training opportunities. Lead Officers were invited by Head Teachers to join some activities and, in this way, were able to see first-hand what was on offer. The central baseline audit was carefully analysed to see if there were any emerging issues that could be improved on. Targeted support was provided to schools. In addition, a number of our schools were selected to participate in the Education Scotland scrutiny work. Evidence provided by this helped to give us valuable feedback on what was working well within our schools and any areas that needed further improvement.



What does our evidence tell us?



As part of the audits, we asked school leaders to tell us about the ways they were ensuring the Quality Assurance was an integral part of their approach (Figure 14).

All schools confirmed that they had a Quality Assurance strategy in place, and all had given further details of this in terms of their plans.

Schools had taken a variety of approaches which were supportive, responsive and designed to ensure they could demonstrate, with confidence, how well their offer was meeting the needs of their learners.

Figure 14 - Responses to the February 2021 Follow Up Audit with regards to how each school's Remote Learning offer was being Quality Assured

Continuity of Learning : Learning Remotely

Summary Messages

- Almost all schools have robust quality assurance practices in place using a variety of methods
- Evidence shows that schools have been successful in gathering feedback from stakeholders and using this to revise and improve their remote learning offer
- Evidence gathered from Lead Officers and others involved has given us assurance that schools are delivering a consistently high-quality offer. Where issues have been identified, these have been addressed.

All staff have been on a 'digital learning walk' in each other's Google Classrooms. At our weekly stage meetings, we have an opportunity to highlight good practice and discuss any new approaches or tools we can use to enhance our provision.
Secondary HT

Questionnaires have been given to staff, learners and parents/carers to evaluate the remote learning model and feedback acted upon.
Primary HT

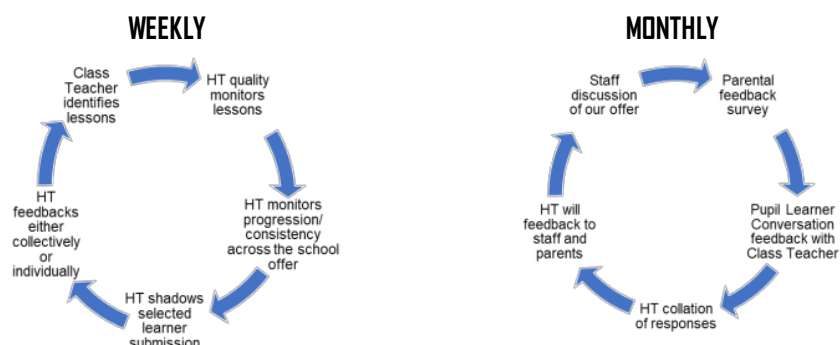
Teachers have been working in threes and have access to each other's classrooms. Opportunities for sharing good practice across stages. We have a Staff Google Classroom where resources/ideas and support are shared.
Primary HT

Quality Assurance - Case Study : Dalsersf Primary School

Dalsersf Primary School wrote a "position statement" to set out how the Quality Assurance of the Remote Learning Strategy would work within their school and who was involved. In it, they set out clearly roles, responsibilities, and expectations for all involved. They then produced a simple "weekly" and "monthly" cycle diagrams setting out how this would work.



Overview		
Quality of learning offer	Consistency	Levels of engagement
<ul style="list-style-type: none"> Each week class teachers will select one Literacy & Numeracy lesson to send to HT for quality monitoring * COC Teacher will select one other curriculum area for quality monitoring* HT member of every classroom Quality of written feedback will be discussed at staff meetings Regular discussion of teacher planning Learner Conversations – by each Teacher and also by HT via Google Meet, as and when. Monthly, parent/carer feedback surveys on our remote learning offer 	<ul style="list-style-type: none"> These lessons * will then be available for moderation with Level partners at our moderation meetings. Draw on exemplification for national sources Share with Learning Community colleagues to confirm expectations Sharing of good practice amongst colleagues at staff meetings. 	<ul style="list-style-type: none"> Tracking and Monitoring Excel document outlining attendance on Google Classroom per day. Teachers will also comment on if pupils have engaged in Stream chat discussions or Google Meet video interactions Teachers will (on a weekly basis) record how many returns are made within Literacy, Numeracy and Other areas per child Levels of engagement within the work handed-in will be commented upon – is this a reasonable submission for this pupil or above/below standard. Engagement flow chart of mitigation/ interventions created HT to randomly select pupils and look at their quality of their submitted work



Continuity of Learning : Learning Remotely

Quality Assurance - Case Study : Townhill Primary School



As part of their Quality Assurance of Remote Learning, Townhill Primary School consulted with all their stakeholders, including School Support Assistants (SSA). Following this consultation, the school's Remote Learning offer, including the role SSA played in this evolved. SSA were asked to identify specific challenges for learners in the questionnaire. They then had the opportunity to give ideas on things which could be done to help learners overcome these challenges. The following were suggested by SSA in the questionnaire and were implemented as a result of this consultation:

- ✓ Small group online tasks/focus groups to build confidence in the children
- ✓ Trying different activities and tasks to engage the children
- ✓ Individual contact- messages etc to let the children know we are thinking about them
- ✓ 1:1 with identified children

SSAs also suggested some adaptations to the school's hub provision to enable greater SSA support for individual and groups of learners who attend. These suggestions were implemented giving learners a much better in-hub offer, which adhered to safety guidelines.

100%

100% of SSA reported they felt very well supported during the period of Remote Learning, supporting the views that there is a "strong team approach" within the school.

Love having the contact and hearing their (pupils') voices and seeing their faces!
School Support Assistant

Next Steps

- ✓ Continue to monitor, evaluate and make appropriate adjustments to Remote Learning offers based on all available data and feedback.
- ✓ Share good practice within and beyond Learning Communities.

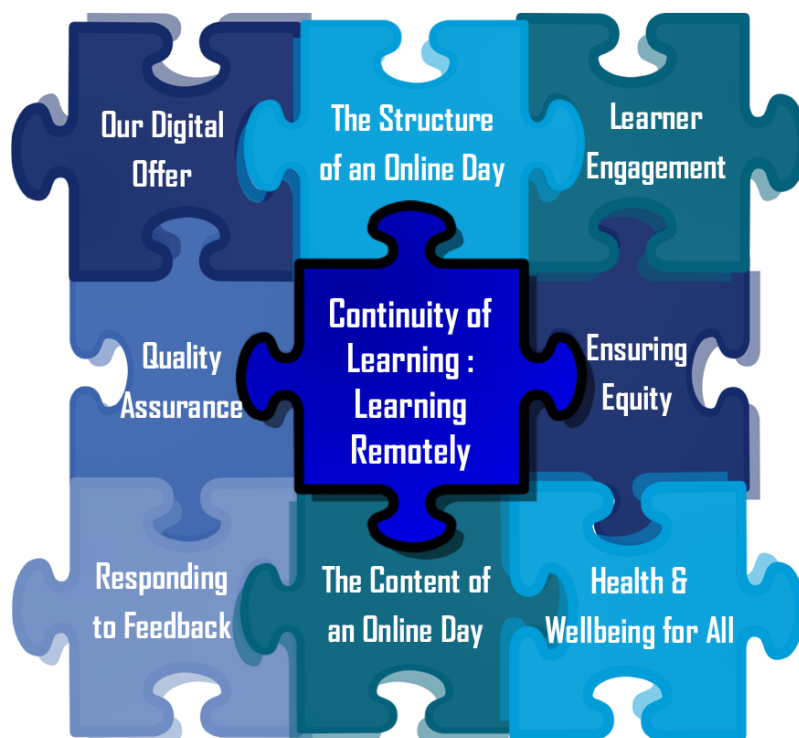


Continuity of Learning : Learning Remotely

Section Nine - Conclusion

As we move towards a Phased Return of schools and, we hope, a full return in the not-too-distant future, it is important that we pause to capture our successes, reflect on our next steps and, most importantly, ensure that our learning from this unique period is not lost.

As we return to what we hope will be a more normal learning experience for children and young people we are committed to building on our successes, in particular with regard to our improved use of digital technologies to help us achieve the highest standards of teaching and learning.



Report

9

Report to:	Education Resources Committee
Date of Meeting:	16 March 2021
Report by:	Executive Director (Education Resources)

Subject:	Supporting the Alternative Model for SQA Certification in 2021
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ update the Committee on current and future SQA/Moderation activities to support the national qualifications of senior phase pupils.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s): -

- (1) that the planned local Quality Assurance and Moderation activity in schools to support the national qualifications of learners in the senior phase be noted, and
- (2) that the ongoing support being provided to Secondary establishments across Education Resources be noted.

3. Background

- 3.1. Following the closure of schools in Scotland from 20 March 2020 as part of the national lockdown resulting from the Covid pandemic, schools reopened to all pupils on 11 August 2020.
- 3.2. On 7 October 2020 it was announced that National 5 examinations would be cancelled and replaced by awards based on teachers' judgements of candidate evidence supported by an alternative certification quality assurance model.
- 3.3. On 8 December 2020 it was further announced that the Higher and Advanced Higher examination diet would also be cancelled and awards would be made using the same alternative certification model being developed for National 5.
- 3.4. On 4 January 2021 it was announced that pupils would not return to school buildings and that from January 2021 all learning was to be undertaken remotely.
- 3.5. It is noted that many schools had planned to run Higher and Advanced Higher 'prelim' diets during January and that, following the cancellation of the SQA examination diet, this would be an opportunity to gather evidence of a high predictive value i.e. assessment of content and skills at known SQA levels under controlled conditions. As a result of the January lockdown, schools had to revise their plans for assessment.

- 3.6. Since 22 February 2021 a small number of senior phase pupils (up to 8% of the school roll) have been able to attend school to undertake practical activities in support of their qualifications.

4. Alternative Certification Model

- 4.1. Pupil awards will be made using grades submitted by teachers to the SQA based on evidence of demonstrated attainment from high predictive value assessments completed under controlled conditions in school.

- 4.2. Two significant changes have been introduced to the model, to address issues with the process implemented last year:

- there will be no adjustment for inferred attainment
- there will be no 'algorithm' applied to pupil grades

- 4.3. As a result, pupil grades will be based solely on their demonstrated attainment.

- 4.4. A multi-stage model for quality assurance has been developed by the SQA in collaboration with a range of stakeholders including teacher unions, directors of education, regional improvement collaboratives, colleges, independent schools, Education Scotland and the Scottish Government.

- 4.5. The stages are:

Stage 1, Nov 2020 – April 2021:

Support for teachers in 'understanding standards' and local approaches to moderation;

Moderation of pupil evidence in schools and at subject level across the Local Authority or Regional Improvement Collaborative;

Stage 2: April – May 2021

Moderation of pupil evidence in schools and at subject level across the local Authority or Regional Improvement Collaborative continues;

During May, SQA will request, review and provide feedback on samples of assessment evidence from each centre.

Stage 3: End May – 25 June 2021

Finalisation of assessments in schools, and engagement at school and local authority level to ascertain consistency of approach and to reassess any unexpected outcomes based on the evidence presented by the school.

Stage 4, 25 June: Final submission of results.

Stage 5: Appeals process.

5. Supporting Moderation at Stage 1/2

- 5.1. Moderation is the process by which teacher judgements relating to pupil assessments and evidence are shared and discussed to ensure that SQA standards are consistently applied.

- 5.2. Local Authority subject networks have been previously established to support collaboration and professional dialogue in SQA subjects. Subject Networks are undertaking, and supporting, school and local authority moderation and supporting assessment approaches for session 2020-21.

- 5.3. Subject Lead Teachers lead subject moderation activities across 34 subject areas for all South Lanarkshire Council subject teachers. Guidance has been developed to support each of the Subject Networks to help facilitate and promote professional engagement in moderation activities.
- 5.4. 13 link Depute Head Teachers are working with the Subject Lead Teachers to provide strategic support to Subject Networks as a means of establishing consistency.
- 5.5. Further proportionate support is provided for each of the subject networks and associated link DHTs by members of the CQIS.
- 5.6. On 10 February 2021, the Subject Lead Teachers organised online moderation activities for the 1627 teachers currently employed within our 20 secondary school establishments. This provided an opportunity for all subject teachers to be involved in professional dialogue focused on moderation; to share their understanding of standards in each of the NQ levels and to collaborate as a subject network. Agreed actions and next steps for moderation are now in place across each Subject Network.
- 6. Quality Assurance at Stage 3**
- 6.1. Each school will engage with the CQIS Service Manager with responsibility for Senior Phase Curriculum and Attainment to agree a school level moderation process.
- 6.2. Education Resources staff will meet with each secondary school Senior Leadership Team in May/June to consider anticipated provisional awards.
- 7. Pupil Voice**
- 7.1. In February 2021, a programme of engagement with Senior Phase pupils through an online questionnaire to evaluate remote learning experiences and to take views relating to SQA qualifications was launched.
- 7.2. Pupil focus groups are planned as a follow-up activity enabling senior phase learners to share their experiences of undertaking SQA qualifications in such challenging circumstances. The outcomes from this programme will inform the work of Education Resources and schools moving forward.
- 8. Employee Implications**
- 8.1. There are no direct employee implications arising from the recommendations in this report. However, it is recognised that our employees in secondary schools are central to the assessment, moderation and certification process and engagement will continue with them to provide guidance, support, and training as we move ahead.
- 9. Financial Implications**
- 9.1. There are no direct financial implications arising from the recommendations in this report.
- 10. Climate Change, Sustainability and Environmental Implications**
- 10.1. There are no direct climate change, sustainability or environmental implications arising from the recommendations in this report.

11. Other Implications

- 11.1. The requirement to meet the timelines as shown in para 4.5 will be monitored and support provided to schools to ensure that all deadlines for certification are met.

12. Equality Impact Assessment and Consultation Arrangements

- 12.1. The report does not present a new strategy, policy or plan and therefore not subject to an equality impact assessment.
- 12.2. Consultation and engagement with staff in secondary schools, the SQA, Education Scotland, the professional associations, trade unions, young people, parents/carers and other stakeholders is a cornerstone of our implementation plan for the journey towards certification.

Tony McDaid
Executive Director (Education Resources)

4 March 2021

Link(s) to Council Values/Ambitions/Objectives

- Work with communities and partners to promote high quality, thriving and sustainable communities.

Previous References

- ♦ None

List of Background Papers

- ♦ None

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact: -

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Report

10

Report to:	Education Resources Committee
Date of Meeting:	16 March 2021
Report by:	Executive Director (Education Resources)

Subject:	COVID19 – Education Resources Update
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on the Education Resources response to COVID-19 by schools and educational settings including the phased return of children to nursery and school.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) to recognise the efforts of staff in schools and educational settings to continue to adapt to the changing guidance and in being agile to respond to ensure the safety and wellbeing of children, young people and staff be noted; and
- (2) that the partnership arrangements and protocols in place with NHS Public Health Lanarkshire who lead on the incident management of cases, continues to operate on a daily basis to ensure the wellbeing of individuals is at the heart of the assessment process for each case, is noted; and
- (3) the arrangements for welcoming children and young people back to nursery and school from 22 February 2021, be noted; and
- (4) that the First Minister's announcement on 2 March 2021 on the return of all primary pupils full-time and all secondary pupils part-time to schools from 15 March 2021, be noted.

3. Background

- 3.1. Schools and nurseries welcomed, on a phased basis, the return of some children on Monday 22 February 2021. This included the return of all children in early years, P1-P3 children, some senior pupils (S4-S6) for essential practical work and a limited increase in the provision for vulnerable children.
- 3.2. Schools were also required to support vulnerable children and those of key workers and to continue to provide remote learning to those learners who are at home.
- 3.3. This return has taken place as a result of the hard work, commitment and dedication of staff in schools and nurseries in preparing for the return children and young people. With a focus on adherence to, safe systems of work, infection control measures, the personal hygiene arrangements, maintaining physical distancing, PPE and the cleaning regimes which are in place to keep staff and all learners safe. With learning also taking place at home for those not in school.

3.4. A separate report on remote learning is on the agenda for this Education Resources Committee.

3.5. *Digital inclusion*

At the last Education Resources Committee on 19 January 2021 an update was provided on the steps taken to widen digital access for children and young people to support remote learning. A further update at March 2021 shows the Council has invested £1.46m to provide 5544 chromebooks and over 800 connectivity solutions.

4. Next steps

Arrangements for the continued phase of pupils returning to school

4.1. The First Minister announced on Tuesday, 23 February 2021 that, as part of the Strategic Framework for recovery, priority will be given to the return of other groups of pupils to school, which will be predicated on the suppression of the virus.

4.2. The indications are that based on the medical and health guidance it is expected that the following children will return to school from Monday 15 March 2021:-

- P4-P7 children in primary school
- An increased phased return for some senior phase pupils (S4-S6)

4.3. It is important to note that for other children the guiding principle remains, that if they can learn safely at home, they should. Our duty of care to our most vulnerable children must be balanced carefully with the need to reduce social contact to prevent the spread of the virus between households and across society.

4.4. A copy of the advisory note from the Coronavirus (COVID19): Advisory Sub-Group on Education and Children's Issues – advice on mitigations to minimise transmission during the phased return to in-person learning is provided via this link. [Coronavirus \(COVID19\): Advisory Sub-Group on Education and Children's Issues – advice on mitigations to minimise transmission during phased return to in-person learning - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/advisory-sub-group-on-education-and-childrens-issues/advice-on-mitigations-to-minimise-transmission-during-phased-return-to-in-person-learning/pages/2/index.aspx)

4.5. On 2 March 2021, the First Minister announced the return of all primary pupils full-time and all secondary pupils part-time to schools from 15 March 2021. We will be developing plans with our schools and nurseries on the continued phased return of children and further details will be provided to staff, parents and carers.

4.6. Guidance has now been received in response to the First Minister's statement to the Scottish Parliament on 2 March concerning the Phase 2 return to school. It is intended to provide support for local authorities and secondary schools on providing arrangements for senior phase learners to return to school (from the week commencing 15 March 2021, and conditional on continued progress on suppressing infection rates). It builds on the Phase 1 return to school which commenced on 22 February and included limited numbers of senior phase learners to allow for essential practical work.

4.7. The following Principles are the guides for local authorities and schools in planning their provision for learning:

- *Schools are best placed to decide on timetable arrangements based on their detailed local knowledge of learners, their choices within courses, accommodation availability and school transport.*
- *Schools should communicate the rationale for in-school and remote learning to parents, carers and learners. Communication should also include detailing the*

Covid-19 mitigations to be followed, all aspects of the existing guidance and accompanying mitigations continue to apply, and how the new requirement for 2m physical distancing will work.

- Within the blended learning arrangements, schools should prioritise in-school learning for Senior Phase learners to ensure that they have a secure foundation and course coverage prior to any formal assessment for a range of qualifications (for example NQs, NPAs, SfWs and FAs and others) taking place in the later stages of the 2020/21 academic session.*
- Schools should prioritise subject areas and cohorts of learners where there is greatest need as identified by the school, for example, targeted support for learners who may struggle with the transition back to secondary school or to allow access to practical facilities to support certification.*

4.8. To facilitate the above, schools may need to consider any adaptations required to the offer of remote delivery. Guidance on [remote learning](#), including principles and entitlements, was published on 8 January. Education Scotland and partners are extending the National e-Learning Offer across S1-3 to provide an increased range of live, recorded and other materials to support practitioners in preparing remote learning.

- Make best use of the building and space out learners to ensure they adhere to the requirement for 2m physical distancing. Be clear as to routines for the safe entry and exit to the school building.*
- Schools should minimise, wherever possible, the general flow of learners around the school through the day.*
- Consideration should be given to the use of other facilities to support in-school learning such a gym-halls and community centres, if possible.*

4.9. Local authorities and schools were invited to use this guidance in developing their own arrangements for learners across S1-6 to spend some time in school from 15 March until the Easter break. Schools are best placed to determine the local arrangements that reflect the Key Principles and other advice set out in the guidance. They can also explain clearly to learners, parents and carers the rationale and detailed practical arrangements for learners across the relevant subject areas.

4.10. Education Resources will continue to support schools with their preparations and plans in providing clear communications through schools for staff, learners, parents and carers.

5. Adapting to new guidance and keeping connected

5.1. Regular information bulletins have been issued from the Executive Director to acknowledge the work and commitment of staff in the front-line in our schools and services as well as keeping them up to date on changes to national guidance. A key aspect being to provide as much clarity as possible to schools and educational settings parents/carers and other stakeholders on the phased return of children and on the national and health related guidance designed to keep people safe.

5.2. A series of meetings with Head Teachers and Heads of Early Years establishments has taken place with regards to the planning of a phased return of children and on remote learning. Regular liaison with the trades unions has taken place and they have been key partners in working with the Council in helping to shape and influence our

planning and safe systems of work with the safety of staff and learners being at the heart of discussions.

- 5.3. Around 100 parents/carers and representatives of Parent Councils also joined the on-line forum with the Executive Director of Education to hear about what matters to them and to share what was being done in terms of remote learning, assessments of senior phase pupils and our preparations for a safe return of pupils.
- 5.4. We also recognise the significant challenges that occur each day for school and educational settings in complying with Covid19 safe practices and on their involvement in the assessment process of positive cases with NHSL Public Health specialists. All positive cases continue to be assessed and all identified close contacts should now seek a PCR test as per Public Health guidance with this information now included in their written communications to individuals.

6. Testing and vaccination

- 6.1. On 3 February 2021, the Scottish Government advised on the roll-out of the Covid19 asymptomatic testing programme as part of a package of risk reduction mitigations in schools and educational settings.
- 6.2. The request made by the Scottish Government to local authorities was to seek their support with the roll-out of Lateral Test home-kits for:
 - all primary, secondary and ASN school staff (including school-based early learning and childcare staff); and
 - all senior phase pupils (S4-S6)
- 6.3. The introduction of lateral testing drew on the learning from the pathfinder pilot of PCR testing of school staff across 8 schools from across Scotland one of which was Uddingston Grammar for a 4 week period.
- 6.4. The delivery of the lateral home test kits and the national on-line portal for recording results was completed during the week ahead of schools reopening on 22 February 2021. Ongoing monitoring is taking place at a national level through the Department of Health and Social Care (UK) as well as through Test and Protect and NHSL in partnership with Education Resources. This approach will help to identify asymptomatic positive cases and their close contacts earlier than before.
- 6.5. The Scottish Government has confirmed that arrangements are also being made to roll-out the lateral testing kits to standalone nurseries and partner providers and childcare settings as the next stage in what is a Scottish wide programme.
- 6.6. *Vaccinations*
Over 600 staff from education who directly support children with severe and complex healthcare needs took up the offer of the vaccine during the week beginning 8 February 2021. This was part of a Health Protection Scotland programme to mitigate the risks to our most vulnerable children and their carers in a school setting.

7. SQA examinations

- 7.1. As reported previously to the Education Resources Committee on 7 October 2020, the Scottish Government announced that the national 5 exams will not take place in 2020/21. Then, on 8 December 2020, the Scottish Government announced that both Higher and Advanced Higher examinations will not take place in 2021.

- 7.2. South Lanarkshire Education Resources continue to develop and adapt the moderation procedures to support schools with making predicated judgements with the principal of equity built in as a core aspect for 2020/21.
- 7.3. A further update on the assessment and moderation process to support the national qualifications of learners in the senior phase is provided in a separate report to the Education Resources Committee.
- 8. Guidance for supporting Vulnerable Children and Young People**
- 8.1. Guidance for supporting vulnerable children and young people was issued to schools educational settings in January 2021, recognising that vulnerability derives from family circumstances, developmental and medical conditions and environmental factors affecting a child's wellbeing. This guidance also included advice on re-engaging children on the school roll who were not attending for a variety of reasons due to the pandemic.
- 8.2. A web link to the support being offered to families in terms of keeping connected, mental health and wellbeing through the Psychological Services Team is https://www.southlanarkshire.gov.uk/info/200185/supporting_your_child/1947/supporting_your_child_with_learning_from_home
- 9. School Transport**
- 9.1. The new advice is that dedicated school transport should be regarded as an extension of the school estate. The advice on physical distancing in respect of school transport has now been confirmed as **1 metre** distancing and 2m when inside the building. Discussions continue to take place with transport providers on this matter
- 10. Free school meals**
- 10.1. The Council continues with Free School meal payments for families whose children are not back at school.
- 11. Ventilation**
- 11.1. Ventilation has been looked at by the SAGE Environmental and Modelling Group in terms of actions to mitigate the risk of COVID-19. In partnership with Housing and Technical Resources, Education Resources issued guidance and a supporting video to schools and educational settings as part of the safety and infrastructure guidance issued prior to the 22 February 2021 return date for pupils.
- 12. Employee Implications**
- 12.1. There are no pending employee implications arising from the recommendations in this report. However, Education Resources continues to monitor the impact of staff absences related to Covid19 as well as other absences as part of our workforce planning arrangements with weekly review meetings taking place. This enables Education Resources, in partnership with Personnel Services, to look at trends and to manage any potential cover requirements required to help keep schools and educational settings open.
- 13. Financial Implications**
- 13.1. There are no financial implications arising from the recommendations in this report.
- 14. Climate Change, Sustainability and Environmental Implications**
- 14.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in this report.

15. Other Implications

- 15.1. The requirement to update risk assessments is set out in the Scottish Government guidance and steps have been taken to do this as the safety and wellbeing of all adults, children and young people is paramount.

16. Equality Impact Assessment and Consultation Arrangements

- 16.1. This report does not present a new strategy, policy or plan and is, therefore, not subject to equality impact assessment.
- 16.2. Consultation has taken place with a wide range of stakeholders on a variety of matters during the period of school closure including children and young people, parents, staff and unions in a range of areas such as digital access, safe return to school, emergency childcare, access to free school meals. Engagement with pupils, parent/carers, families and a wide range of stakeholders will continue throughout this period as we plan for a phased return of more pupils back to school.

Tony McDaid

Executive Director (Education Resources)

4 March 2021

Link(s) to Council Values/Ambitions/Objectives

- Increase achievement, raise educational attainment and support lifelong learning
- Protect vulnerable children, young people and adults

Previous References

Education Committee – October 2020

List of Background Papers

- COVID-19 School re-opening arrangements for 2021
(<https://www.gov.scot/publications/coronavirus-covid-19-school-re-opening-arrangements-for-january-2021/>)
- Education Resources Local Phasing Delivery Plan
- Scottish Government Guidance on preparing for the start of the new school term in August 2020.
- Education Scotland: Phase 2 of the return to in-person learning: Guidance for preparing in-school and remote learning for S1-S6 (3 March 2021)

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:

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Information update and timeline of new guidance

- 1.1 August 2021
The national guidance on the re-opening of schools highlighted, that *'we do not expect the return to school in August to be a return to normality'*. It was important that both staff and pupils had the opportunity to become familiar with the new layouts in their school, introduce hygiene practice of washing or sanitising, implement arrangements for entering and exiting, lunch and interval breaks and new routines. The Local Phasing Delivery Plan was reviewed to consider the implications of this change.
- 1.2 On 26 August 2020 the Scottish Government issued guidance on the mandatory wearing of face masks for staff and pupils in secondary schools when entering and leaving the building and when moving around in corridors, communal areas and on school transport.
- 1.3 On 23 September 2020 further advice was provided to schools and educational settings on the arrangements around the restrictions in place for visitors which takes account of the national directive which still includes the exclusion of parents/carers from entering school premises, except for a specific and agreed purpose and as well as other potential visitors.
- 1.4 On 30 September 2020 one of the most significant changes affecting household members who were asked to self-isolate if they were identified as a close contact came into effect. This means that no longer is there a requirement for all household members of those identified as close contacts to self-isolate, which is warmly welcomed by families.
- 1.5 On the 7 October 2020 the Scottish Government announced further details on the wearing of face masks in the workplace including for schools and other settings.
- 1.6 On 7 October 2020 the Scottish Government announced that the national 5 exams will not take place in 2020/21.
- 1.7 On 8 December 2020 the Scottish Government announced that both Higher and Advanced Higher examinations will not take place on 2021.
- 1.8 December – General announcement on introduction of new restrictions for Scotland – moving to Level 4 and the implications for Christmas and into the new year.
- 1.9 On 21 December 2020 the Scottish Government published new guidance entitled, COVID-19 School re-opening arrangements for 2021 (*refer to para 5 of this report for more details on the arrangements*)
(<https://www.gov.scot/publications/coronavirus-covid-19-school-re-opening-arrangements-for-january-2021/>)
- 1.10 From 5 January to 8 January 2021, attendance in schools should be restricted to vulnerable children and children of key workers only.
- 1.11 The school holiday period was effectively extended for all other children (i.e. those not meeting the definitions of vulnerable children, or children of key workers) until Monday 11 January 2021.

- 1.12 From Monday 11 January to Friday 29 January, vulnerable children and the children of key workers will continue to attend school in-person. Schools will switch from offering childcare and wellbeing support to learning and teaching on 11 January for these groups (attendance in schools should be restricted to all necessary staff, vulnerable children and children of key workers).
- 1.13 All other pupils should be provided with an appropriate timetable of remote learning during the period from Monday 11 January to Friday 29 January.
- 1.14 A review of these arrangements was undertaken by the Scottish Government on Monday 18 January 2021, taking into account the latest evidence about the new variant and progress in reducing community transmission levels.
- 1.15 Local authorities were asked to note that arrangements for the period from Monday 1 February 2021 onwards would be communicated at the earliest opportunity by the Scottish Government following the review as highlighted in the para above.
- 1.16 On 12 February 2021 the Scottish Government announced that schools and nurseries would re-open on a phased basis for some children on Monday 22 February 2021. This included the return of all children in early years, P1-P3 children, some senior pupils (S4-S6) for essential practical work and a limited increase in the provision for vulnerable children.
- 1.17 12 February 2021 – publication of the advice and guidance from the Coronavirus (COVID19): Advisory Sub-Group on Education and Children's Issues – advice on mitigations to minimise the transmission of COVID-19 during the phased return to in-person learning in schools and early learning and childcare (ELC) settings.
- 1.18 The First Minister announced on Tuesday, 23 February 2021 that as part of the Strategic Framework for recovery that priority will be given to the return of other groups of pupils to school, which will be predicated on the suppression of the virus
- 1.19 2 March 2021 the First Minister announces the return of all primary pupils full-time and all secondary pupils part-time to schools from 15 March 2021. We will be developing plans with our schools and nurseries on the continued phased return of children and further details will be provided to staff, parents and carers.
- 1.20 On 3 March 2021, local authorities received the new guidance in a publication entitled: Education Scotland: Phase 2 of the return to in-person learning: Guidance for preparing in-school and remote learning for S1-S6 (3 March 2021).

Report

11

Report to:	Education Resources Committee
Date of Meeting:	16 March 2021
Report by:	Executive Director (Community and Enterprise Resources) Executive Director (Education Resources)

Subject:	Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020
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1. Purpose of Report

1.1. The purpose of the paper is to: -

- ♦ provide an update on the implementation of the Nutritional Requirements for Food and Drink in Schools, (Scotland) Regulations 2020.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s): -

- (1) that the content of the report be noted.

3. Background

3.1. The Scottish Government has reviewed the regulations that govern the food and drinks currently provided in schools. This review was conducted by a technical working group, which consulted the public on its proposals in the Summer 2018.

3.2. The outcome of the consultation and the proposed changes to the current food and drink standards were published by the Scottish Government in June 2019, with an implementation date of Autumn 2020. Due to the pandemic this has been extended to 8 April 2021.

3.3. The delivery of food in schools sits within a wide range of food and drink regulations/guidance, however, the principal ones are:

- Standards in Scotland's Schools etc. Act 2000 (the 2000 Act) to ensure that schools are health promoting
- Health Promotion and Nutrition (Scotland) Act 2007 and its associated guidance
- Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008

3.4. When the Regulations were drafted in 2008, they were based on the scientific evidence and nutritional advice at that time. Since then, some of that evidence has changed and advice has been updated, e.g. recommendations in relation to how much sugar should be consumed in a week. As a result of this, a manifesto commitment to increase fruit consumption in schools and changes to the Scottish Dietary Goals on the advice of Food Standards Scotland, in November 2016, the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP, set up a Technical Working Group (TWG) to review the regulations.

- 3.5. The work undertaken by the TWG and the associated consultation exercise focused on the Government's manifesto commitment to align school food regulations with the National Dietary Goals. In the report by the Scottish Government's Technical Working Group the view is that overall, the population consumes too many calories, too much fat, salt and sugar and, therefore, the new goals focus more on reducing sugar, increasing fibre and reducing red meat. The nutritional standards are, therefore, aimed at aligning to these goals and include:-
- providing more fruit and vegetables with all meals, while reducing or removing fruit juice drinks.
 - significantly restricting the amount of red and red processed meats being offered as part of the weekly menu.
 - proposals also aim to further increase fibre through further restricting baked goods while setting higher fibre levels for menu items. An example being, white bread or white bread products such as Paninis, baguettes and wraps must contain a minimum 3% AOAC fibre per 100gr.
 - chocolate, crisps, cakes, drinks and snack options are already restricted at lunch and these will be further restricted at all times e.g. breakfast clubs, interval and after school settings. A typical example being corn flakes or wheat bites as the only cereal and no fruit juices.

4. Current position

- 4.1. The current nutritional standards are calculated on a weekly basis using sophisticated software and analysis of the average weekly menu. These are also aligned to food standards guidance which restrict products such as confectionary, fried goods and drinks. There remains, at present, a level of choice for pupils across the week with some higher calorie, fat, and sugar items available daily, although meeting the standards of a healthy menu over the course of a week. This will now change to a daily analysis of menus.
- 4.2. The recommended actions should be seen as a positive approach in teaching children early what a normal healthy diet should be, however, it should be recognised that there is likely to be a negative reaction to the options available through the new menu, similar to the issues identified during the roll out in 2009 of Hungry for Success e.g. initial reduction in school meal uptake.
- 4.3. Food served in schools should be an exemplar of healthier choices, however, it should be recognised that changing culture and normalising healthier lower fat, sugar and salt choices will be challenging and requires a co-ordinated approach across the Council. As we have known of the changes in legislation for around 2 years now, Facilities Services have gradually introduced some of the main changes in recent lunch menus in the hope that the negative reaction to uptake is reduced.
- 4.4. It is recognised that changing eating habits is an evolutionary process and evidence shows that changing food choices can be achieved through early intervention with young children early with the support and opt-in by parents and families. Our early years and childcare settings are evidence where effective change takes place and with the involvement and direct support of family members, such as mums, dads, grandparents, carers and other family members. This is evidenced through the popularity of healthy snacks and family healthy eating activities which take place in our nurseries. The aim being that these food awareness and health eating habits will continue to be that children and their families will continue to follow balanced with the need to show that it is affordable.

5. Amendments of Food and Drinks in Schools Regulations

- 5.1. Within the Primary and Secondary school settings, including pupils with assisted special needs, there are 3 sets of standards that apply:
- *At the school lunch*
 - *Outwith the school lunch*
 - *Across the school day*
- 5.2. The Regulations are broken down into food and drink standards and nutrient standards:

The food and drink standards apply to all food and drink provided to children and young people at any time of the day and define the types of food and drinks that must, can or cannot be offered including but not limited to:

- lunchtime
- breakfast clubs
- tuckshops
- vending machines
- mid-morning services
- community cafés serving children and young people during the school day
- before/after school clubs and nurture clubs.

The nutrient standards apply only to primary school lunch, secondary school analysed lunch and secondary school hostel evening meal (School hostel activities do not apply in SLC). They set out the amount of nutrients that children and young people should receive from these meals.

- 5.3. The standards for food and drinks within schools are contained within Appendix 1.

6. Actions Taken to Implement New Standards

- 6.1. The following provides an update on the actions taken to meet the new regulations:

- ***Producing Compliant Menus***

The service has worked with suppliers, other local authorities and HNI nutritional inspectors on identifying alternative products that are available to allow compliant menus to be produced.

- ***Nutritional Analysis Software***

The service purchased the new Nutmeg software package to provide daily energy levels of menus and weekly nutrient content of menus.

- ***Support for Implementation***

A learn online course has been produced by Facilities Services, in conjunction with the training department and Education Resources to ensure that all staff involved in the delivery of school food fully understand the new standards and their implementation.

The course has already been undertaken by catering staff, education support staff and is being rolled out to teaching staff. It is anticipated that around 1,750 will undertake the course.

- ***Guidance***

Comprehensive guidance has been released by the Scottish Government to support the effective implementation of new standards and to strengthen advice on the whole school approach to food and drink.

- ***Evaluation of Impact on School Food Provision***

Measures to evaluate the impact of the standards will be put in place from the outset with Facilities Services continuing to provide meal uptake data before, during and after implementation.

The government's self-assessment tool kit will be completed for each school.

There is also a wider survey being undertaken by Professor John H. McKendrick, Scottish Poverty and Inequality Research Unit (SPIRU) at Glasgow Caledonian University that will track the benefits and changes across the public sector

- ***Timescales***

The date of 8 April 2021 has been set for menus to be compliant, however, this is during the easter break. To allow deliveries to take place w/c 19 April, South Lanarkshire's school menus will be fully compliant from 26 April 2021.

- ***Communications and Engagement Strategy***

Communication with stakeholders including parents and 3rd party groups using Council premises and supplying food is required. New promotional communications are being produced.

7. Employee Implications

- 7.1. Within Education Resources there are no employee implications except to raise awareness of the forthcoming changes and participate in the learn on-line training course.

8. Financial Implications

- 8.1. The provision of this service and corresponding budget is managed by Community and Enterprise Resources.

9. Climate Change, Sustainability and Environmental Implications

- 9.1. The new regulations encourage Councils to introduce a wider range of seasonal and local produce that will have a positive impact on climate change and sustainability.
- 9.2. The Service will continue to provide information on changes within the service that will have an impact on the environment to ensure these are reflected in ongoing performance reports for the Council and for national returns.

10. Other Implications

- 10.1. Failure to implement the new standards within the prescribed timescales would result in negative feedback for the Council for failure to comply with legislation.

11. Equality Impact Assessment and Consultation Arrangements

- 11.1. This report does not introduce a new policy, function or strategy nor recommend a change to an existing policy, function or strategy and therefore, no impact assessment is required.

Michael McGlynn
Executive Director (Community & Enterprise Resources)

Tony McDaid
Executive Director (Education Resources)

23 February 2021

Link(s) to Council Values/Ambitions/Objectives

- Improve and maintain health and increase physical activity

List of background papers

- None

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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Appendix 1

Food and Drinks standards contained within the Schools Regulations

At a glance - food and drink standards for primary school lunches

1. Fruit and vegetables At least two portions of vegetables and one portion of fruit must be offered every day.
2. Oily fish must be provided at least once every three weeks.
3. Red and red processed meat No more than a total of 175g of red and red processed meat (cooked weight) can be provided in school lunches over the course of the school week, of which no more than 100g (cooked weight) can be red processed meat.
4. Sweetened baked products or desserts Sweetened baked products or desserts can be served no more than three times per week and only where they meet the specified criteria.
5. Breakfast cereals Only breakfast cereals meeting specified criteria can be provided.
6. Deep fried and fried foods Food that has been deep fried in the cooking or manufacturing process shall not be permitted more than three times in a week. Chips must only be served as part of a meal.
7. Savoury snacks Only plain savoury crackers, plain oatcakes and plain breadsticks can be provided.
8. Bread All bread and bread rolls must contain a minimum of 3g of AOAC fibre per 100g.
9. Sweetened yoghurts, fromage frais and other milk-based desserts Only Sweetened yoghurts, fromage frais and other milk-based desserts meeting specified criteria can be provided.
10. Pastry and pastry products Pastry and pastry products must not be provided more than twice per week including school lunch and at other times of the school day.
11. Oils and spreads Only oils and spreads high in polyunsaturated and/or monounsaturated fats can be used.
12. Table salt and other condiments Additional salt cannot be provided. Condiments (if provided) must be dispensed in no more than 10ml portions.
13. Confectionery No confectionery can be provided at any time of the day either as a separate product such as a chocolate bar or as an ingredient in products under any other standard such as sweetened baked goods or pastry items.
14. Drinks Only the following drinks can be provided at any time of the primary school day: Plain still or sparkling water Plain lower fat milk Plain, lower fat, calcium enriched milk alternatives No added sugar, lower fat milk drinks No added sugar, lower fat drinking yoghurts

At a glance - food and drink standards that apply to provision at all other times of the primary school day. For example, **breakfast clubs, vending machines, mid-morning break, tuckshops and after school clubs.**

1. Fruit and vegetables Portions of fruit and/or vegetable must be made available in any place within the premises where food is provided.
2. Oily fish No standard applies.
3. Red and red processed meat No red or red processed meat can be provided.
4. Sweetened baked products or desserts Only sweetened baked products or desserts that meet the specified criteria can be provided.
5. Breakfast cereals Only breakfast cereals meeting specified criteria can be provided.
6. Deep fried and fried foods No fried food can be provided except for savoury snacks detailed below.

7. Savoury snacks Plain savoury crackers, plain oatcakes and plain breadsticks can be provided. Other pre-packaged savoury snacks meeting specified criteria can be provided.
8. Bread All bread and bread rolls must contain a minimum of 3g of AOAC fibre per 100g.
9. Sweetened yoghurts, fromage frais and other milk-based desserts Only Sweetened yoghurts, fromage frais and other milk-based desserts meeting specified criteria can be provided.
10. Pastry and pastry products Pastry and pastry products must not be provided more than twice per week across the school day, including school lunch and at other times of the school day.
11. Oils and spreads Only oils and spreads meeting specified criteria can be used.
12. Table salt and other condiments Additional salt cannot be provided. Condiments (if provided) must be dispensed in no more than 10ml portions.
13. Confectionery No confectionery can be provided at any time of the day either as a separate product such as a chocolate bar or as an ingredient in products under any other standard for example sweetened baked goods or pastry products.
14. Drinks Only the following drinks can be provided: Plain still or sparkling water Plain, lower fat milk Plain, lower fat, calcium enriched milk alternatives No added sugar, lower fat milk drinks No added sugar, lower fat drinking yoghurts

At a glance - Food and drink standards for **secondary school** analysed lunches and secondary school hostel evening meals

1. Fruit and vegetables At least two portions of vegetables and one portion of fruit must be offered every day as part of the analysed school lunch and as part of the school hostel evening meal.
2. Oily fish Oily fish must be provided at least once every three weeks either as part of the analysed or non-analysed school lunch, or at other times of the school day. Oily fish must be provided at least once every three weeks as part of the school hostel evening meal.
3. Red and red processed meat No more than a combined total of 230g of red and red processed meat (cooked weight) can be provided in the analysed school lunch, non-analysed school lunch options and at all other times of the day over the course of the school week (not including the school hostel evening meal), of which no more than 130g (cooked weight) can be red processed meat. In addition, no more than a total of 115g of red and red processed meat (cooked weight) can be provided as part of the secondary school hostel evening meal over the course of the school week, or which no more than 65g (cooked weight) can be red processed meat.
4. Sweetened baked products or desserts Only sweetened baked products and desserts meeting specified criteria can be provided.
5. Breakfast cereals Only breakfast cereals meeting specified criteria can be provided.
6. Deep fried and fried foods Food that has been deep fried in the cooking or manufacturing process shall not be permitted more than three times in a week as a combined total across the whole school day (not including the school hostel evening meal). In addition, food that has been deep fried in the cooking or manufacturing process shall not be permitted more than three times in a week as part of the school hostel evening meal. Chips must only be served as part of a meal.
7. Savoury snacks Only plain savoury crackers, plain oatcakes and plain breadsticks along with other savoury snacks meeting specified criteria can be provided.
8. Bread All bread and bread rolls must contain a minimum of 3g of AOAC fibre per 100g.

9. Sweetened yoghurts, fromage frais and other milk-based desserts Only Sweetened yoghurts, fromage frais and other milk-based desserts meeting specified criteria can be provided.
10. Pastry and pastry products Pastry and pastry products can only be provided as part of the analysed school lunch, non-analysed school lunch or at any other times of the school day a combined total of twice per week across the school day. In addition, pastry and pastry products must not be provided more than twice per week as part of a school hostel evening meal.
11. Oils and spreads Only oils and spreads high in polyunsaturated and/or monounsaturated fats can be used.
12. Table salt and other condiments Additional salt cannot be provided. Condiments (if provided) must be dispensed in no more than 10ml portions.
13. Confectionery No confectionery can be provided at any time of the day either as a separate product such as a chocolate bar or as an ingredient in products under any other standard such as sweetened baked goods or pastry items.
14. Drinks Only the following drinks can be provided at any time of the secondary school day: • Plain still or sparkling water • Plain lower fat milk • Plain, lower fat, calcium enriched milk alternatives • Tea and Coffee • No added sugar, lower fat milk drinks • No added sugar, lower fat drinking yoghurts • Sugar-free drinks (excluding high caffeine – 150mg per litre).

Food and drink standards that apply to provision at all other times of the secondary school day including the non-analysed school lunch and for example **breakfast clubs, vending machines, mid-morning break, tuckshops and after school clubs**

1. Fruit and vegetables Portions of fruit and/or vegetable must be made available in any place within the premises where food is provided. A portion of salad or vegetables must be provided as part of a main meal lunch item
2. Oily fish Oily fish must be provided at least once every three weeks either at other times of the school day or as part of the analysed or non-analysed school lunch.
3. Red and red processed meat No more than a combined total of 230g of red and red processed meat can be provided in the analysed school lunch, non-analysed school lunch and at all other times of the day (not including the school hostel evening meal), of which no more than 130g can be red processed meat. Sweetened baked products or desserts Only sweetened baked products or desserts that meet the specified criteria can be provided.
4. Breakfast cereals Only breakfast cereals meeting specified criteria can be provided.
5. Deep fried and fried foods Food that has been deep fried in the cooking or manufacturing process shall not be permitted more than three times in a week as a combined total across the whole school day. Chips must only be served as part of a meal. Main Lunch Item means: • Traditional lunches e.g. roast dinner, lasagne, vegetable curry • Sandwiches/baguettes/panini/salad boxes for example tuna salad baguettes • Other lunch options e.g. baked potato, pizza
6. Savoury snacks Plain savoury crackers, plain oatcakes and plain breadsticks can be provided. Other pre-packaged savoury snacks meeting specified criteria can be provided.
7. Bread All bread and bread rolls must contain a minimum of 3g of AOAC fibre per 100g.
8. Sweetened yoghurts, fromage frais and other milk-based desserts Only Sweetened yoghurts, fromage frais and other milk-based desserts meeting specified criteria can be provided.
9. Pastry and pastry products Pastry and pastry products must not be provided as part of the analysed school lunch, non-analysed school lunch or at any other times of the school day more than a combined total of twice per week across the school day.
10. Oils and spreads Only oils and spreads meeting specified criteria can be used.

11. Table salt and other condiments Additional salt cannot be provided. Condiments (if provided) must be dispensed in no more than 10ml portions.
12. Confectionery No confectionery can be provided at any time of the day either as a separate product such as a chocolate bar or as an ingredient in products under any other standard such as sweetened baked goods or pastry items.
13. Drinks Only the following drinks can be provided at any time of the secondary school day:
 - Plain still or sparkling water
 - Plain, lower fat milk
 - Plain, lower fat, calcium enriched milk alternatives
 - Tea and Coffee
 - No added sugar, lower fat milk drinks
 - No added sugar, lower fat drinking yoghurts
 - Sugar-free drinks (excluding high caffeine – 150mg per litre).

Report

12

Report to:	Education Resources Committee
Date of Meeting:	16 March 2021
Report by:	Executive Director (Education Resources)

Subject:	West Partnership Improvement Collaborative, Interim Action Plan - January 2021
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on the West Partnership's Draft Interim Action Plan.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the West Partnership's interim action plan be noted.

3. Background

- 3.1. On 27 October 2020, the Education Resources Committee noted the progress of the West Partnership.
- 3.2. The West Partnership Improvement Plan 2020 to 2023 sets out the key areas for collaborative action to bring about improvement across the partnership region.
- 3.3. The Improvement Plan captures those areas where collaboration between the partners will be beneficial. Not all schools or local authorities will participate in all activities, but the plan sets out the Partnership's offer to schools, and educational settings based on stakeholder views on what they would benefit from.
- 3.4. As such, the Plan does not replicate or duplicate the individual local improvement plans of each partner authority but enhances the scope to support and challenge schools to improve.
- 3.5. In recognition of the impact of COVID-19 pandemic, a major aim of the Plan and the work of the partnership is to address both recovery and renewal.
- 3.6. The Plan is organised under 3 key areas, each led by two Directors of Education/Chief Education Officers:-
- ◆ Collaborative Learning Networks
 - ◆ Curriculum, Learning and teaching
 - ◆ Leadership, Empowerment and Improvement
- 3.7. A fourth workstream also led by two Directors of Education, is that of Evaluation and Reporting.

4. Updated position

- 4.1. In January 2021, a further plan, the Interim Action Plan, attached as appendix 1, was drawn up at the request of Directors to address the challenges of the current and immediately foreseeable educational landscape. In particular, the challenges of delivering a meaningful education provision whilst most children and young people are unable to attend school.
- 4.2. The Interim Action Plan is based almost entirely on the existing plan for 2020 to 2023. It recognises the need to prioritise and accelerate certain aspects of the West Partnership's Plan 2020 to 2023. It acknowledges too that other aspects of the plan will be paused temporarily or placed on a maintenance basis.
- 4.3. The Interim Action Plan identifies 7 priority projects, each of which has a specific relevance during the period of Covid-19 restrictions. They include: important and heavily subscribed leadership activities; supporting learners with additional needs; tracking learners' wellbeing; as well as our significant contribution to the national digital learning offer, West OS.

5. Employee Implications

- 5.1. There are no employee implications arising from the recommendations in this report.

6. Financial Implications

- 6.1. The Scottish Government has again invited bids to support the implementation of each Regional Improvement Collaboratives (RICs) Improvement Plan. The West Partnership's funding for session 2020/2021 is £1,339,000.

7. Climate Change, Sustainability and Environmental Implications

- 7.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

8. Other Implications

- 8.1. There are no implications for risk in terms of the information contained in this report.

9. Equality Impact Assessment and Consultation Arrangements

- 9.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.
- 9.2. Engagement continues to take place with all partners in the West Partnership.

Tony McDaid
Executive Director (Education Resources)

23 February 2021

Link(s) to Council Values/Ambitions/Objectives

- ◆ Improve achievement, raise educational attainment and support lifelong learning

Previous References

- ◆ Education Resources Committee – 6 August 2019
- ◆ Education Resources Committee – 27 October 2020

List of Background Papers

- ◆ West Partnership's Improvement Plan 2020 – 2023

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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The West Partnership Plan 2020-23

The Road to Renewal: Our Response to Covid-19

Interim Action Plan

January 2021



GLASGOW
CITY REGION
Education

Immediate priorities: adapting the West Partnership Improvement Plan

Interim Action Plan

Background

In response to rising infection rates and concerns relating to the new variant of Covid-19, it was announced on 4 January 2021 that most children and young people would not return to school and early years establishments until 1 February at the earliest, and that from 11 January 2021 children would access their learning remotely. The fundamental premise nevertheless is that education should continue on a full-time basis for all learners from 11 January 2021. This would comprise a combination of direct interaction, on-line and offline tasks/activities and tutorial support.

Local authorities within the West Partnership have already prepared detailed plans for the delivery of remote learning, provision of emergency childcare and support for vulnerable learners.

The West Partnership Improvement Plan, *The Road to Renewal: Our Response to Covid-19*, outlines the partnership's priorities for session 2020/23 and confirms that, as a Regional Improvement Collaborative, we are fully aware of the pressures that education staff across the West Partnership are facing as a result of Covid-19. A broad range of activities has taken place within each workstream since August 2020, including further evaluation and reporting activities, and progress updates have been provided at the most recent West Partnership Board and the Glasgow City Region Education Committee meetings in November 2020. However, in light of the immediate circumstances, it is particularly essential that the work of the West Partnership is seen to be both relevant and that it adds value to colleagues across local authorities where it matters most.

This Interim Action Plan has been drawn up at the request of Directors (15 January 2021) to address the challenges of the current and immediately foreseeable educational landscape. The plan recognises the need to prioritise and accelerate certain aspects of the West Partnership's Plan 2020-23, *The Road to Renewal: Our Response to Covid-19*, and accepts that other aspects will temporarily be paused. Almost all projects identified in the Interim Action Plan have been taken from the West Partnership's 2020-23 plan. Provision has also been made for additional projects to be included at the request of the Board.

Responsibilities

Governance and partnership links remain as agreed for the West Partnership's Plan 2020-23, *The Road to Renewal: Our Response to Covid-19*. These are outlined, below. In addition, the Senior Partnership Officer maintains an overview of each workstream's progress.

Workstream	Lead officer	WP Board links	Educ. Scotland links
Leadership, empowerment and improvement	Jennifer Crocket	Laura Mason Maureen McKenna	Pamela Di Nardo Michael Halbert
Curriculum, learning, teaching and assessment	John Stuart	Jacqui MacDonald Tony McDaid	Lorna Aitken Robyn McIlroy
Collaborative Learning Networks	Helen Brown	Ruth Binks Mark Ratter	Ian Menzies Craig Melrose
Evaluation and Reporting	Lauren Johnston	Derek Brown Steven Quinn	Patricia Watson

Immediate priorities

The **7** projects, below, have been identified by the West Partnership's Board and core officer team as high priority during the period January to February / March 2021, and possibly beyond depending on restrictions resulting from current Covid-19 guidelines.

Interim Action Plan: January 2021.	
Priority projects	
Leadership, Empowerment and Improvement	
1.	Headteacher Mentoring Scheme
2.	Leadership Learning Sets
3.	Virtual Leadership Networks
Curriculum, Learning, Teaching and Assessment	
4.	West OS
5.	Support for practitioners through curriculum networks
Collaborative Learning Networks	
6.	Health and Wellbeing - Tracking learners' wellbeing
7.	Supporting learners with Additional Support Needs

Workstream:	Leadership, Empowerment and Improvement					
	What are we planning to do? (Key tasks only)	What do we hope to achieve?	Who will be responsible / involved?	What is the expected timescale?	Resource implications?	Any further information?
Project title	Specific tasks	Expected outcomes	Participants	Timescale	Resources	Notes
1. Headteacher Mentoring Scheme	Match allocated funding to enable mentoring for appropriate school leaders, as identified by local authorities.	Continued, and enhanced mentoring support for senior leaders enabling a focus on agreed, specific areas of leadership.	J Crocket / EA Workstream reps	Ongoing- by March 31 st 2021	Availability of HT Mentors	Ongoing within 5/8 LAs
	Confirm further funding beyond March 31 st 2021.		J Crocket / D McLelland	By Jan 31 st 2021	Workstream Budget	JC / DM in communication
	Reallocation of unspent funding (from authorities who have not participated during this financial year).	Introduction of <i>Executive Coaching</i> programme addressing leadership challenges within the current context of Covid-19.	J Crocket / D McLelland / EA Finance reps	By Jan 31 st 2021	Workstream Budget	JC to contact DM asap
	Consideration and organisation of enhanced provision delivered by The Mudd Partnership.		J Crocket / The Mudd Partnership	By Jan 31 st 2021	Potential reallocation of existing workstream budget from other projects.	See note 1 in the section, "Further Information", below.

2. Leadership Learning Sets	Continue to facilitate planned sessions for existing two cohorts of HTs.	Ongoing support and professional learning for HTs already engaged with the programme.	J Crocket / J Mudd / S Ali	Ongoing as outlined in 20-23 Plan	Workstream Budget	15 HTs from across 7 EAs involved.
	Consider themes to be explored in order to address specifically the leadership challenges faced within the current context.	Increased relevance of materials and activities in order to offer specific learning and support related to the current context of Covid-19.	J Crocket / J Mudd / S Ali	By 31 st Jan 2021 and following discussion with participants	Workstream Budget	See note 2 in the section, "Further Information", below.
	Plan facilitation training for EA nominees.	This will allow the WP to plan towards a more sustainable model of Learning Sets. Authorities will benefit from having key staff trained to undertake facilitation roles within their own area.	J Crocket / J Mudd Workstream reps Nominated EA staff	By May 2021	Workstream Budget	This training is already an agreed part of the work commissioned with The Mudd Partnership.
3. Virtual Leadership Networks	Continue to facilitate planned sessions for both DHT and HTs from across the West Partnership.	Development of supportive network for school leaders which addresses challenges faced and provides the opportunity for peer support & collaboration.	J Crocket WP Core team ES Volunteer facilitators WP Peer facilitators	Ongoing	Time commitment from all involved.	Risk that peer facilitators from establishments may not be able to commit due to current challenges.
	Consider the themes for planned events to ensure the needs of leaders are being met in relation to current challenges faced with context of Covid-19.	VLN events will be relevant to school leaders and offer added value to members of the VLN networks.	J Crocket / WP Core Team ES workstream links	Ongoing and following participant evaluation of each event.	None	All VLN events continue to be planned based on feedback from previous events.

	Continue to facilitate programme of planned 'masterclasses' to offer specific expertise on a range of topics which will support school leaders within their strategic roles.	VLN network members will feel supported in their roles in relation to specific, current challenges and will allow them to consider and plan strategic and operational improvements for their establishment/CYP.	J Crocket / WP Core Team Facilitating partners from relevant organisations eg Microsoft Education.	Ongoing and following VLN members being consulted.	Possible budget required to engage facilitators for future masterclass sessions dependant on theme.	Consultation of VLN members to take place w/c 18 th January 2021.
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Further information:	
Note 1	<p>Potential use of reallocated workstream budget from other projects. (unused LA funding for HT mentoring; unused funding for <i>Thinking About Headship</i>; unused funding for Diversity in Teaching etc)</p> <p>A draft plan has been prepared for this to include 5 x 60 minute sessions for each nominated HT between Feb-June 2021. The Mudd Partnership has capacity to deliver this if we feel it is required and valuable. Available budgets would determine how many HTs could be supported. It is likely that around 20 HTs could be supported from a possible 20k budget).</p>
Note 2	De-brief and forward planning sessions are already factored into the work with The Mudd Partnership. These take place between each Learning Set session. This will not incur any extra time or work.

Workstream:	Curriculum, Learning, Teaching and Assessment					
	What are we planning to do? (Key tasks only)	What do we hope to achieve?	Who will be responsible / involved?	What is the expected timescale?	Resource implications?	Any further information?
Project title	Specific tasks	Expected outcomes	Participants	Timescale	Resources	Notes
4. West OS	Accelerate the provision of lessons within West OS. Continue to work with RICs, LAs, Education Scotland and other partners to ensure maximum possible curriculum coverage during interim action plan period.	Target to get content uploaded for all top 10 senior phase subject areas. Relevant units and courses targeted. Primary BGE material also commissioned and sourced through LAs.	West OS core In addition: other RIC reps, Ed Scot team, coordinators and practitioners	Deadlines have been set for each subject within the agreed priority areas of the curriculum. (Spreadsheet drawn up).	Time for commissioned staff to produce material or time sourced from contractual time. Additional capacity for core team. Three posts pending appointment.	See note 1 in the section, "Further Information", below.
	Develop and implement communications plan. Delivered through West Partnership team, in partnership with LAs, Ed Scot, E-Sgoil and other partners, including ClickView.	All teaching staff and learners are aware of West OS and its role in the National e-Learning Offer All teaching staff and learners know the specific lessons from each subject which are on West OS	West OS core team, and WP comms team, ES comms, LA comms teams	Comms plan updated by 22 Jan 2021 Intensive Comms delivery 20 Jan – mid Feb	Support from LA comms teams and ES comms teams to plan and deliver comms plan and liaise with national press etc	Key role for Directors and EAs in supporting comms and in getting information about West OS to schools.

	<p>Increase the number of West OS users across all sectors and schools within West Partnership and nationally.</p> <p>Qualitative data collected via interviews, questionnaires and other feedback sources, including social media.</p>	<p>200% increase from mid-Jan baseline (tbc) in the number of users of West OS.</p> <p>10% WP teachers and learners are using West OS by February mid-term.</p> <p>Qualitative evidence of impact of collaboration on the Scottish learning system. Over 80% of users rate the resources on West OS as having a positive impact on remote learning.</p>	<p>WP Data information officer, ClickView-provided analytics, ES and glow data</p> <p>Feedback from West OS creators and users. Support from ROC</p>	<p>Fortnightly tracking of content next due 27 Jan. Base line of data by 25 Jan.</p> <p>Evaluation by end Feb.</p> <p>Interim evaluation of qualitative data end Feb.</p>	<p>Business manager for West OS to be appointed.</p> <p>ClickView to provide analytics as required.</p>	<p>See note 2 in the section, "Further Information", below.</p>
<p>5. Support for practitioners through curriculum networks</p>	<p>Provide virtual networks and professional learning opportunities:</p> <ul style="list-style-type: none"> • Use of curriculum network teams as space for sharing approaches and resources, eg SQA updates. • Deliver webinars focused on digital pedagogy. • Collaborate with EAs, network members, Ed Scot to support and facilitate moderation opportunities as requested by EAs or 	<p>Enhance learners' experiences through support for curriculum networks to meet urgent priorities. Impact of CLPL evaluated through practitioner feedback:</p> <ul style="list-style-type: none"> • Staff continue to use WP Curriculum Teams to share practice. • Effective pedagogy (particular focus on digital) – staff attending WP CLPL will have improved skills to teach remotely, including use of West OS. • Add value to EA work re senior phase assessment and moderation – with Ed 	<p>Curriculum network leads, supported by JS and Ed Scot to organise curriculum network meetings as requested by team members or EA officers.</p> <p>PD to link with Ed Scot re digital</p>	<p>Teams sharing activity ongoing Jan – Feb</p> <p>Webinar on digital approaches with Digi Scot 27 Jan</p> <p>Curriculum network events re digital</p>	<p>Teams currently established</p> <p>The challenge to facilitating this project will ease once additional West OS appointments are in place.</p> <p>Collaboration with Ed Scot is making a positive impact.</p>	<p>Assessment and Moderation post, required re-advertising due to very small number of applicants.</p> <p>Interview dates for 3 posts in Feb, therefore additional staffing capacity possibly by early March.</p>

	members, particularly for minority subjects.	Scot, support inter-authority moderation virtual meetings for minority subjects, as requested by senior phase moderation group.	skills CLPL activity in curriculum networks. Ed Scot delivering themed webinars on pedagogy and inclusion & wellbeing. JS to facilitate moderation activity for minority subjects by request.	pedagogy during Feb. Themed webinars during Feb.		
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Further information:	
Note 1	<p>It remains challenging to secure time to release staff to produce material. Accelerated teams in place for a number of subject areas and sector teams. PD, JS and GL negotiating with practitioners and HT for time.</p> <p>New arrangements with EA pedagogy teams bringing some benefits.</p>
Note 2	<p>Issue with ClickView providing analytics – expected sharing of initial data Dec 2020. Still pending as of 20 Jan. ClickView committed to outline solution at meeting 22 Jan.</p> <p>Targets for increases in numbers of users will be confirmed once robust baseline data is available.</p>

Workstream:	Collaborative Learning Networks					
	What are we planning to do? (Key tasks only)	What do we hope to achieve?	Who will be responsible / involved?	What is the expected timescale?	Resource implications?	Any further information?
Project title	Specific tasks	Expected outcomes	Participants	Timescale	Resources	Notes
6. Supporting Health and Wellbeing with a particular focus on Tracking Learners' Wellbeing	1. Create a matrix of tools for tracking learners' wellbeing 2. Identify and interview schools/ELCs to create storyboards to share practice. 3. Share storyboards through social media and the website. 4. Produce a commentary sharing lessons learned about tracking learners' wellbeing. 5. Collaboration with Ed Scot to run themed series of webinars on pedagogy, inclusion and wellbeing.	Schools and ELCs will have access to a matrix of tools to support them in selecting the most appropriate tool. 3 storyboards will be available to schools and ELCs that share practice about how schools have tracked learners' wellbeing. A commentary will be published collating the lessons learned and key principles in tracking learners' wellbeing. In collaboration with ES and HWB EA Officers CLPL activities offered that develop understanding of inclusion and wellbeing	Learner Wellbeing Network and their nominated schools and ELCs.	Feb 2021	Time from WP Core team: Helen Brown James Bowness Rachael Boyle Interviews take 1 hour per school/ELC Time from ES Colleagues	See note 1 in the section, "Further Information", below.

7. Supporting learners with Additional Support Needs	<p>1. Engage with the ASN Officers' Network to identify practice that can be shared about supporting children with ASN during Covid-19.</p> <p>2. Identify and interview schools/ELCs to create storyboards to share practice.</p> <p>3. Share storyboards through social media and the website.</p> <p>4. Arrange open discussions for ASN and EAL practitioners to share practice and challenges.</p>	<p>3 storyboards will be available to schools and ELCs that share practice about how schools have supported children with additional needs during Covid-19.</p> <p>ASN and EAL practitioners will have had the opportunity to share experiences and expertise in their specific field.</p>	ASN Officers Network and their nominated schools	<p>Mar 2021</p> <p>ASN Open Discussion Mar 2021</p> <p>EAL Open Discussion 26th Jan</p>	<p>Time from WP Core team:</p> <p>Helen Brown James Bowness Rachael Boyle</p> <p>Interviews take 1 hour per school/ELC</p>	
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Further information:	
Note 1	<p>Identified schools and ELCs to develop storyboards will be agreed in partnership with the relevant established Officers' Network:</p> <p>Collaborative Learning Network Workstream Members</p> <p>Families and Communities Officers' Network</p> <p>CLD Managers' Network</p> <p>Engaging Families in Transitions Network</p> <p>Learner Wellbeing Network</p> <p>ASN Officers' Network</p>

