

# Report

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>9 November 2021</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Education Recovery: Key Actions and Next Steps</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an insight into the Scottish Government's report entitled 'Education Recovery: Key Actions and Next Steps' (the contribution of education to Scotland's COVID Recovery)'.

## 2. Recommendation(s)

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

- (1) that the Scottish Government's report on Education Recovery which sets out key actions and next steps [Coronavirus \(COVID-19\) education recovery: key actions and next steps - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/coronavirus-education-recovery-key-actions-and-next-steps/pages/1-introduction.aspx) be noted.

## 3. Background

- 3.1. In October 2021 the Scottish Government published its report on 'Education Recovery: Key Actions and Next Steps.
- 3.2. The report recognises the role played by local authorities, and partners in adapting to the global pandemic. It specifically highlighted the dedication and innovation that education professionals and those working in our schools and educational settings have shown, and continue to show on a daily basis, to support children and young people.
- 3.3. Whilst working to protect children and young people from the worst impacts of Covid-19, and to support them to recover where they have been affected, whether in terms of their health and wellbeing or their attainment, there is recognition that the impacts of the pandemic cannot be addressed by the education system alone.
- 3.4. The pandemic has continued to bring into sharp focus some of the inequalities that persist in the education system, as has been the case in countries all over the world. The scale and nature of the challenge is acknowledged.
- 3.5. Therefore, the focus on education recovery is part of the Scottish Government's strategic approach to recovery from COVID and must be closely aligned to the wider issues which are set out in report, 'Covid Recovery Strategy for a Fairer Scotland'. This report sets out three key outcomes which are linked to the agenda for education:-
- Financial security for low income households;

- Wellbeing of children and young people; and
- Green jobs and fair work

- 3.6. Further more, the Education Recovery report recognised that the pandemic is not over and what it sets out to do is to identify the actions and next steps, whilst maintaining a focus on excellence and equity for all children and young people.
- 3.7. The 'next steps' report highlights the plan to build on the innovation and strengths that have emerged during the pandemic, and incorporates key principles including diversity, equality and sustainability designed to address the harms caused to children, young people and families.
- 3.8. Schools, teachers and early years practitioners are recognised as the way ahead in knowing how to help individual children, including identifying those who need extra support with specific subjects, or with their health and wellbeing, and what type of support is required, with focus being on the individual learner.

#### 4. Overview and Context

- 4.1. The Scottish Government has stated it will continue to ensure that its approach to restrictions in society and education settings is necessary and proportionate, and informed by evidence and data. It also acknowledges that a 'one-size fits all' approach will not be effective, and instead the needs of the individual learner must be at the centre of actions and consistent with Getting it Right for Every Child.
- 4.2. To support children and young people the Scottish Government has provided over £450m of additional funding for 2020/2021 and 2021/2022 as part of education recovery. £240m of that total being provided for the recruitment of extra staff to ensure resilience and to provide additional support for learning. It is anticipated that £145.5m is being added permanently to the local government settlement from April 2022.
- 4.3. The South Lanarkshire element of funding has enabled the Council to recruit as follows:-

##### Temporary Staffing funding 2020/21 and 2021/22 - £240m

SLC share of £240m	£15.261m
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2020/21 – 96.9 FTE Teachers and 12.5 FTE School Support Assistants

2021/22 – 198.6 FTE Teachers and 39.2 FTE School Support Assistants (includes continuation of 2020/21 recruitment numbers above).

##### Permanent Funding 2021/22 and 2022/23 - £145.5m

SLC share of £65.5m	£3.196m
SLC share of £80m	Tbc (estimate £4.8m)

2021/22 – 64 FTE Teachers and 34 FTE School Support Assistants

2022/23 – Tbc

- 4.4. The focus for Education Recovery will be a renewed focus on excellence and equity as set out in the National Improvement Framework.
- 4.5. The 2021 National Improvement Framework and Improvement Plan highlighted four key principles:-
- Partnership and collaboration

- Data and evidence led
- Agility and flexibility
- A priority on equity\*

\*The ICEA commented, “the pandemic reinforces the issue of equity as the defining agenda of our time”. The pandemic has disproportionately impacted the poorest individuals, families and communities in our society.

4.6. To achieve excellence and equity in the education system at present the focus is on achieving outcomes in the following key areas:-

- Exploring early learning and childcare
- The promotion of health and wellbeing
- Supporting learning and attainment
- Achieving equity, so that every child can succeed
- Additional support for learning
- National Qualifications (senior phase awards)
- Supporting positive destinations
- Support for the workforce
- Monitoring and reporting outcomes

4.7. The actions on education recovery are nested within a wider set of important policy priorities that are being progressed in tandem and a ‘whole system approach’ is required. An important span of work being in ‘keeping the promise’ to improve the lives of care experienced children, young people and families as an example.

## **5. Recovery, Reform and Improvement**

5.1. The OECD review includes important recommendations around the clarity and coherence of the institutions that support the education system. Professor Ken Muir appointed as independent advisor to advise on the next steps including the functions of Education Scotland and the SQA. This is expected to be completed in the early part of the new year, and a range of consultation events are being planned by the review group.

## **6. Next Steps**

6.1. The next steps set out in the Scottish Government report focus on aspects and actions that have already been taken by the Council in respect of, for example:-

- Our new and refreshed early years estate and our commitment to deliver 1140 hours of early learning and childcare
- Embed counselling through schools
- Keeping schools low-risk; open and welcoming
- Ensuring teaching and support for learning is of a high quality and focussed on the learner

On page 21, a case study of teaching and learning through a good practice example in numeracy and mathematics involving South Lanarkshire schools and supported by CQIS is highlighted. This pilot, whilst aimed at mitigating potential learning loss as a result of the pandemic, has shown to have delivered improvement directly to individual children.

6.2. A number of other areas of focus for Education Recovery include:

- Parental engagement; learning voice and participation; additional teachers and classroom assistants; reducing teachers' class contact time (by 1.5hrs per week); the National e-learning offer; the aim to provide every child in Scotland with a device to get on-line; plus a six year mentoring programme to help young people to fulfil their potential in partnership with the Hunter Foundation; and the plans to undertake a whole system review in response to the OECD recommendations; along with changes to the qualifications and assessment system; and continuation of personalised support.

6.3. The Scottish Attainment Fund and Pupil Equity Fund support for schools will continue to evaluate on an annual basis as will the council's plans to utilise the additional Scottish Government funding to support the education recovery.

6.4. A copy of the full report is available [Coronavirus \(COVID-19\) education recovery: key actions and next steps - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/coronavirus-education-recovery/key-actions-and-next-steps/pages/12.aspx)

## **7. Employee Implications**

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

## **8. Financial Implications**

8.1. There are no financial implications arising from the recommendations in this report.

## **9. Climate Change, Sustainability and Environmental Implications**

9.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in 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. Arrangements have been made to share the 'key actions and next steps' with Heads of educational establishments, professional associations, trade unions and other stakeholders. The Professor Muir Review Group are also arranging consultation and engagement meetings with parents/carers and other stakeholders.

**Tony McDaid**

**Executive Director (Education Resources)**

20 October 2021

## **Link(s) to Council Values/Ambitions/Objectives**

- Improvement achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational

## **Previous References**

- Education Resources Committee – 31 August (Curriculum for Excellence Review)

## **List of Background Papers**

- [Coronavirus \(COVID-19\) education recovery: key actions and next steps - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/coronavirus-education-recovery/key-actions-and-next-steps/pages/12.aspx)

**Contact for Further Information**

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

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