CLACKMANNANSHIRE COUNCIL

Report to People Committee

Date of Meeting: 27th May 2021

Subject: Education Recovery

Report by: Cathy Quinn (Interim Chief Education Officer)

1.0   Purpose

The purpose of the paper is to:

- update the People Committee on remote learning progress during Covid lockdowns
- share the plans for Education recovery of learning.

2.0   Recommendations

It is recommended that the People Committee note and comment on the contents of this paper.

3.0   Background

3.1   The Covid-19 pandemic has been hugely disruptive to education globally. In Scotland it has twice necessitated the closure of schools – except to vulnerable children and young people and children of key workers – from March to July, 2020 and from January, 2021.

3.2   Remote learning was established during the two periods of lock-down and robust quality assurance has taken place to evaluate the impact of COVID and identify the successes/challenges of remote learning in our establishments (see Appendix 1).

3.3   In December 2020, the First Minister announced that most children and young people would learn remotely, rather than in school buildings. During the weeks beginning 1 March 2021, Education Officers engaged in professional dialogue with all primary schools (P4-7 focus) and specialist provisions across the local authority to identify what was working well, understand the challenges and provide support where required.

3.4   It is recognises that although there were many challenges, there were many positive outcomes too. The opportunity to reflect on practices which school staff, children and

young people have learnt to do differently to ensure that the way we lead and the way we support learning moving forward meets the needs of our schools, families and communities.

4.0   Considerations

4.1   The report at Appendix 1 provides an overview of finding from the quality assurance process, with a particular focus on the delivery of remote learning. It particularly highlights how:

- All schools have used feedback from learners and parents/carers to help shape the model of remote learning being offered.
- The increase is staff skills and confidence in digital learning and teaching.
- The Pro-active measures, involving all staff, taken to contact families to identify barriers to participation and engagement, assess wellbeing and offer support.
- Schools have been sensitive to the circumstances of all parents and carers, recognise the contributions they can make and empower them to have their say in their children's learning experiences.

4.2   Feedback from schools indicates that the impact that the pandemic and the associated measures and restrictions have had and the experiences and lessons learned will allow whole school communities to 'build back bigger and better.'

4.3   The quality assurance process has identified considerations in relation to future planning for education recovery. In particular it highlights the need to:

- Build on existing good practice to continue to support the health and wellbeing of learners and their families, staff and the school community.
- Provide ongoing opportunities for staff to enhance their digital literacy skills and embed digital technology in the curriculum.
- Continue making use of Google classroom to make connections and support learning both in-school and at home.
- Ensure play led learning approaches are embedded in the curriculum.

5.0   Next Steps

5.1   Appendix 2 outlines the planned approach for recovery based on our evaluations, feedback and research of effective practice nationally and internationally. A strategic approach to raising attainment and achieving excellence and equity will consider the additional requirements and support needed to address the impact of Covid 19 on interrupted learning and disconnection from school.

5.2   The approaches and interventions will be refined to enhance and tailor central support to meet the specific needs of individual establishments, classes and groups of children and young people will be the focus for accelerating recovery.

5.3   The strategic approach (Appendix 2) will take into consideration the following;

- Targeted support to close the poverty related attainment gap
- Focussed improvements across Literacy, Numeracy and Health and Well-Being
- Alignment of strategic outcomes within NIF, PEF and SAC

5.4 Continuous review and development may require a more responsive approach as ongoing data capture and analysis may identify development needs that were not apparent. The strategic plan will need to be agile in its response to this.

6.0 Sustainability Implications

6.1 N/A

7.0 Resource Implications

7.1 N/A

8.0 Exempt Reports

8.1 Is this report exempt? Yes ☐ (please detail the reasons for exemption below)

No ☒

9.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies**.**

(1) Our Priorities (Please double click on the check box)

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all. ☐

Our families; children and young people will have the best possible start in life ☒

Women and girls will be confident and aspirational, and achieve their full potential ☐

Our communities will be resilient and empowered so that they can thrive and flourish ☐

The Council is effective, efficient and recognised for excellence ☒

(2) Council Policies (Please detail)

None

10.0 Equalities Impact

10.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes ☒   No ☐

11.0 Legality

11.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers.

Yes ☒   No ☐

12.0 Appendices

12.1 Please list any appendices attached to this report. If there are no appendices, please state "none".

Appendix 1   Overview of Practice in Remote Learning
Appendix 2   Our Strategic Approach to Raising Attainment and Achieving Excellence and Equity (Draft Outline)
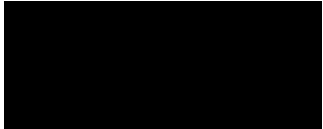
13.0 Background Papers

13.1 Have you used other documents to compile your report?(All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes ☐   No ☒

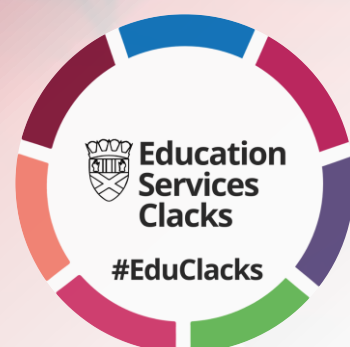## AUTHOR(S)

NAME	DESIGNATION	TEL NO / EXTENSION
Lynne McBain	Improving Outcomes Team Leaders	

NAME	DESIGNATION	SIGNATURE
Cathy Quinn	Interim Chief Education Officer	████████
Lorraine Sanda	Strategic Director (People)	████████

Overview of Practice in Remote Learning

Clackmannanshire Council

Education Services Clacks

#EduClacks

"The experience and lessons learned through periods of remote learning will allow us as a school community to build back bigger and better."
Headteacher

Introduction

In December 2020, the First Minister announced that most children and young people would learn remotely, rather than in school buildings. This period of remote learning would be in place for the majority of children and young people until Monday 15 March. For children and young people in secondary a model of blended learning would remain until the return of in-school learning from 19 April.

As an Education Service it was important to identify what was working well, understand the challenges and provide support where needed.

A supportive model of engagement, underpinned by Education Scotland guidance and key expectations set out in HGIOS4, was developed to;

- gain robust knowledge and understanding of remote learning in our schools
- support the quality and effectiveness of remote learning now and in the future as we move to recovery
- provide opportunities to share effective practice
- provide information to HTs and schools which will support quality improvement and self-evaluation
- inform the development of a self-improving system model within Clackmannanshire which is underpinned by the Empowerment agenda

This report provides an overview of local authority practice focusing on the delivery of remote learning. It contains comments made by senior leadership teams during discussions with education officers to help illustrate some of the work taking place.

Model of Engagement with Schools

During the weeks beginning 1 March 2021, Education Officers engaged in professional dialogue with all primary schools (P4-7 focus) and specialist provisions across the local authority.

The professional dialogue was based around 7 themes of remote learning:

- Model of remote learning, including learning, teaching and assessment

- Health and Wellbeing (staff, learners, families)

- Quality Assurance

- Meeting Learner's Needs

- Learner Voice

- Parent/Carer Voice

- Local Authority Support/Guidance

The quadrant below was used to structure the professional dialogue:

What did you start during remote learning that you want to stop?	What have you stopped during remote learning that will not restart?
What did you start during remote learning that you want to continue?	What have you stopped during remote learning that will restart?

Evaluation feedback from participants was gathered to review the process and will help inform the future development of our self-improving system.

Findings

Model of Remote Learning

"Our model of remote learning was very much based on what we had learned from previous lockdown. It evolved over time. Regular communication and feedback allowed us to make adaptations to suit the needs of our children and families."
Headteacher

All schools have used their previous experience well from the first lockdown in March 2020 to develop positive strategies for remote learning. Headteachers report increased communication has contributed to a shared understanding across the school community of remote learning models.

In most schools, staff plan collegiately to ensure a consistency of approach to remote learning. In a few cases, remote learning guidance, with clear expectations, was created and agreed by staff to ensure a consistency of approach.

"A culture and ethos of empowerment has provided opportunities for collaborative planning, learning, teaching and assessment in a coherent way."
Headteacher

Curriculum and Learning

A clear focus on health and wellbeing is prioritised in all schools along with learning in literacy and numeracy. In addition, optional learning tasks within other curricular areas are also provided. A few examples to note include STEM, French and German. A few schools provide whole-school learning contexts or open ended tasks to support families with children at more than one stage to learn together.

There is recognition across almost all schools, that a balance between online, digital learning and non-digital activities is important. Examples include interactive live lessons, pre-recorded sessions, play based activities and encouraging learning to take place outdoors. Whilst children and young people are provided with a range of remote learning activities, the balance of live learning, independent activity and pre-recorded lessons varies from school to school. The majority of schools are delivering live learning and almost all are offering live check-ins.

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> *"I think the recorded lessons are better than the teacher talking because I can listen to it again and again."*
> **Pupil**

In schools where pre-recorded lessons are provided and available for children to access anytime headteachers have reported positive feedback from children, parents and carers. It has been noted that this approach supports learners to revisit key teaching, practise skills and consolidate learning. It also supports parents and carers to balance work commitments as it allows learning to take place at a time that best suits the needs of individuals and their families.

> *"Tasks were very much aimed at progressing pupil learning."*
> **Headteacher**

Almost all schools provide an overview of learning, in the format of weekly or daily timetables for families. In contrast to the first lockdown, tasks were very much aimed at progressing pupil learning. It was noted by some headteachers that this approach has led to increased engagement.

Engagement

All schools have developed approaches to track and monitor levels of engagement and use this information to identify learners and their families who are not engaging. Headteachers report that pro-active measures, involving all staff, are taken to contact families to identify barriers to participation and engagement, assess wellbeing and offer support. Some examples include, making physically distanced doorstep visits, identifying support staff to maintain regular contact with groups of learners and offering part-time/in-school provision to those struggling to engage with remote learning.

> *"Virtual family cook along sessions to place weekly which allowed us to continue building strong relationships with families that would sometimes be hard to reach."*
> Headteacher

Almost all schools provide regular live check-ins with learners. In a few schools, opportunities for regular weekly 1-1 check-ins are scheduled for children to engage directly with their teacher, talk about their learning and celebrate achievements. Feedback from parents and carers indicates that regular 1-1 check-ins is supportive and very much valued.

> *"We organised virtual school trip to NASA for our learners and involved them in the process from organising their packed lunch to arriving at the destination. These are trips that we would never have dreamt of taking our children on."*
> **Class Teacher**

Innovative and creative approaches to engaging children and their families are evident in all schools. Some examples to note include offering virtual school trips, inviting special guests to 'live' google meets, organising live virtual scavenger hunts and holding whole school assemblies. It has been noted that this has resulted in significantly higher levels of engagement compared to previous lockdown.

> *"We planned learning activities to support and increase engagement of all, taking into account family and community contexts including the offer of live virtual scavenger hunts, bingo, crazy hair day and distributing home learning packs."*
> **Headteacher**

Tillicoultry Primary @tillyps · 12 Feb
P5/4 and P5 are going on a Virtual Field Trip today to follow in Mary Queen of Scots Footsteps. Why not come along with us? #VirtualFieldTrip #LockdownLearning #DigitalTilly @ClacksDigital 🏴👫💻

Mary Queen of Scots - Virtual Field Trip
Introduction
🔗 sites.google.com

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Assessment Approaches

Headteachers report that most of their teachers are using a range of approaches to provide regular feedback to learners. Approaches include written feedback, voice recorded feedback and feedback during discussion sessions as part of live learning.

It was noted that in most cases assessment and tracking meetings had been suspended. Headteachers report that it is difficult to judge how much support learners receive at home and therefore, how much they are able to do independently. Schools are aware that when children return to school assessing children's progress during remote learning will be a focus.

"We shifted from mainly praise oriented comments before quickly moving on to providing feedback which is positive, related to success criteria and provides opportunities for sharing next steps."
Headteacher

Health and Wellbeing

"Health and wellbeing was our priority throughout."
Headteacher

All schools recognise and are sensitive to impact that the pandemic and the associated measures and restrictions, such as social distancing and school closures, have had on the mental wellbeing of many staff, children and their families. Headteachers describe a wide range of approaches that have been adopted to support the health and wellbeing of staff, children and their families. The sense of 'family' is evident in many schools; relationships are positive and supportive, founded on a climate of mutual respect within a strong sense of community and shared values. A number of schools deliver whole school assemblies which provide opportunities for children and their families to interact with the wider school community.

"Whole school assemblies allow us to share good news stories and celebrate the achievements of children both learning in school and remotely from home."
Headteacher

Mrs McKenna @MrsMcKennaHT · 15 Jan
We have just posted 13 Hot Chocolate Friday's today to pupils and to parents. Well done all. 😊 We are so proud of you. x

Craigbank Primary and ELC @CraigbankPS · 14 Jan
One of our fabulous P1 pupils recently completed the Auchterarder Running Festival 20 mile Kids Race. He walked, cycled and scooted to reach the 20 mile target.

He received this magnificent medal and was very excited to show it off. 🏅

What an amazing achievement! ⭐

Tillicoultry Primary @tillyps · 19 Jan
P5/4 on #googlemeet this morning worked collaboratively on #jamboard to explore Mr Obediah's Curiosity Shop for today's literacy lesson #writing #LockdownLearning #GoogleClassroom ✏️🖊️📖😀 (recording of video on GC for those that missed it)

"Our learning assistants make regular phone calls to families to check-in and provide support where required."
Headteacher

In some schools, additional virtual classrooms have been created to allow children to engage in learning with their peers. The use digital platforms, such as 'Jam board', for groups of children to share and engage in learning with their peers are embedded in practice in a number of schools.

All schools recognise the importance of supporting staff wellbeing. Many report challenges of working remotely, initial anxieties and confidence of staff in the use of digital platforms and their application and delivering live/recorded learning. Some headteachers highlight that this is particularly challenging for staff with caring responsibilities or young children of their own to support with home learning. In addition, most headteachers report that staff are overwhelmed by the volume and timing of information given and find it challenging to review the amount of online content available.

It was noted that headteachers have a clear focus on maintaining positive and regular communication with staff. All schools are sensitive to personal and professional challenges and respond supportively and appropriately. Opportunities for staff to raise issues and share concerns are readily available and welcomed. Staff provide peer support for one another through virtual staffrooms, catch-ups, sharing of resources and signposting to useful advice to help maintain their health and wellbeing.

Fishcross Primary @FishcrossPS · 3 Feb
Our staff have been sharing the things they like to do to support their mental health and wellbeing. Can you guess what makes us happy? #ChildrensMentalHealthWeek

Action for Happiness @actionhappiness · 2 Feb
Hold on to tiny things that bring you joy

Image: @nikkimiles_

Hold on to tiny things that bring you...

""To support mental health and bring the whole school community together we held a virtual coffee morning."
**Headteacher**

To support staff health and wellbeing some schools have introduced device free afternoons, implemented themed approaches to learning and teaching to reduce workload and ensured in-school days are kept to a minimum.

Quality Assurance

"Teaching staff meet regularly to reflect on the previous week, identify next steps and action points for the following week. There is a strong emphasis on critical evaluations and empowering staff."
Headteacher

Remote **L**earning

Guidance
Remote Learning and Teaching in Clackmannanshire
January 2021
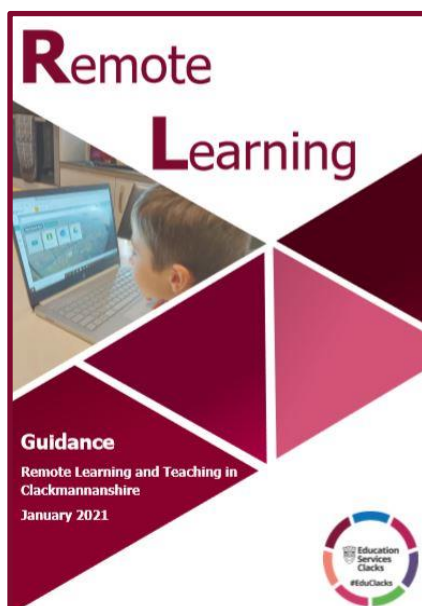
In the majority of schools, Clackmannanshire's Remote Learning Guidance is used to assure the quality of remote learning. In a few cases, schools have created their own document which suits their context and continues to reflect national and local advice. This supports discussions with staff, helping to achieve higher levels of consistency in children's and young people's experience of remote learning.

There is a strong focus on collegiate planning and providing opportunities to share effective practice/strategies in most schools. In most schools, senior management teams monitor and evaluate learning and teaching through learning visits to Google classrooms.

"Our quality assurance model involves monitoring and evaluating all recorded lessons."
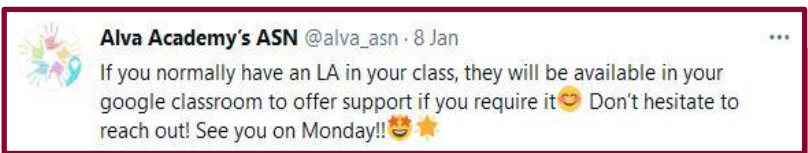**Headteacher**

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Meeting Learner's Needs

All schools describe the arrangements they have in place to ensure that learning is accessible and meets the needs all children. Headteachers report that in planning learning, staff take into account that some children may find it challenging to complete activities virtually and consequently, provide bespoke learning packs. There are other positive examples of schools adapting learning in a variety of ways. These include providing a choice of topics to reflect children's and young people's interests, signposting learning assistants to support individuals/groups of learners and organising virtual classrooms for identified groups of children to meet and work together on specific tasks. In one school, individual children's needs are supported through innovative use of active learning; engagement in school greenhouse and gardening tasks.

Coalsnaughton PS and ELC @CoalsnaughtonPS · 24 Feb
Today A shared his learning on the midnight zone with P1. He researched the topic at home during home learning, as it was something he was really interested in it and made his own PowerPoint. We were so impressed by his learning! Thanks for sharing your learning with us A!

Lochies @lochies16 · 20 Jan
Wednesday is doorstep delivery day! Each week's Individualised Learning Packs are for all learning at home. Packs match in school learning & are swapped every week. Staff give learners feedback & drop off a new pack stuffed with learning tools & activities. #NoPrinterNoProblem

Sunnyside Primary and ELC @sunnyside_ps · 21 Jan
A variety of #RemoteLearning resources are now available at the local Spar on Hill Street. The Sunnyside Post Box is also there and we would encourage pupils to drop in any work or letters they would like to share with their teacher. #SunnysidersAtHome
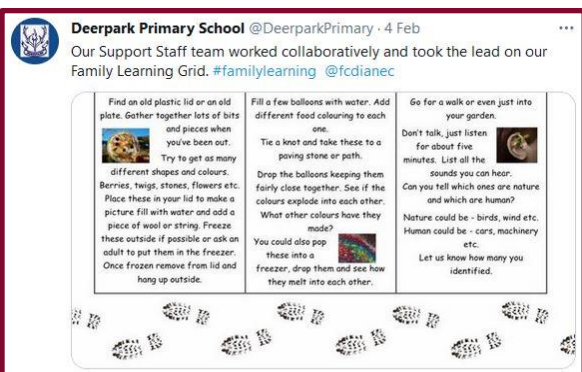
In the majority of schools, headteachers report that tasks, activities and links to resources are effectively differentiated and provide appropriate challenge for all learners. Examples of this include 'chilli challenges' where teachers provide a range of activities, graded by difficulty, for children to choose from. In a few schools, differentiated learning is organised into virtual break out rooms and learning assistants support or lead 'live' lessons.

Alva Academy's ASN @alva_asn · 8 Jan
If you normally have an LA in your class, they will be available in your google classroom to offer support if you require it😊 Don't hesitate to reach out! See you on Monday!!🤩🌟

Schools deploy specialist and support for learning staff in a range of ways to help meet children's and young people's needs. This includes supporting teachers to adapt learning and digital packages. There is a mechanism in place, in most schools, with the Support for Learning Teacher (SfLT) to ensure that individual learners' and families' needs are supported.

"Our SfLT created a Bitmoji classroom to support individual learners. She meets regularly with CTs and LAs to provide advice, guidance and upskilling opportunities to ensure we meet the needs of all our learners."
Headteacher

Deerpark Primary School @DeerparkPrimary · 4 Feb
Our Support Staff team worked collaboratively and took the lead on our Family Learning Grid. #familylearning @fcdianec

"We offered drop in Literacy and Numeracy surgeries to support the learning needs of all our children."
Headteacher

"Music therapy sessions were offered virtually for groups of learners."
Headteacher

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Learner Voice

Schools recognise the benefits and contributions children can make and empower them to have a say in the quality of their learning experiences. Most schools use a range of methods to gather feedback from children about their experiences of remote learning. Common approaches include discussions with teachers, surveys and virtual drop-ins, enhanced by digital technology, to gather views. In a few schools, pupil council groups continue to be a key forum for children to share their views. In one school, the headteacher holds learner focus groups to help shape improvement planning and changes going forwards out of lockdown. These groups provide helpful feedback about how children are feeling, concerns about their wellbeing and their views about approaches to remote learning and teaching.

Parent/Carer Voice

Schools are sensitive to the circumstances of all parents and carers, recognise the contributions they can make and empower them to have their say in their children's learning experiences. Headteachers report an increase in the range and frequency in which parent and carers views are gathered. Common approaches include: surveys; focus groups; emails; newsletters; and social media. Schools continue to hold Parent Council meetings and are making good use of their Parent Councils to gather useful feedback. In a

Strathdevon Primary @strathdevonps · 26 Jan

Strathdevon Surgery: P5-7
A drop-in opportunity for families to meet with the Senior Management Team, Parent Council Chair an...
🔗 blogs.glowscotland.org.uk

"There are regular opportunities for open and honest communication with parents through "you said, we did" and with phone calls and emails."
Headteacher

few schools, headteachers are in regular communication with Parent Council Chairs. In addition, a few schools provide regular opportunities for parents to meet online with the headteacher or other members of the senior leadership team to share their views and voice any concerns.

Greater use is being made of technology, such as Google forms to seek parental views. As a result, most schools are reporting that parents often respond better and more regularly than previous requests for feedback.

Feedback

All schools have used feedback from learners and parents/carers to help shape the model of remote learning being offered. Feedback from parents and carers indicates that they are concerned about the amount of screen time their children are exposed to during remote learning and the impact this has on their health and wellbeing. Most schools addressed this through providing increased outdoor activities and promoting physical activity. It was noted, that the learning experiences and support provided by the PE and Sports Development Team was invaluable. In a few schools, device free afternoons were introduced.

In one school, parental feedback indicated that they would appreciate sessions on how to support their children in Numeracy. To address this, the Numeracy Improving Outcomes Principal Teacher supported the school to deliver virtual workshops focusing on addition and subtraction strategies at Early, First and Second Level. The school reports that feedback from parents/carers was extremely positive. Staff report that feedback from learners and parents is helping to improve the quality of remote learning and meet the needs of all.


Nick Traquair @NickTraquair · 4 Feb

Thanks to @redwell_ps parents and carers for joining this morning's session looking at ➕➖ strategies at Early and First Level.

Really positive feedback we can take forward into more sessions 🙂

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Local Authority Support

"Access to training opportunities and sharing of practice has allowed the staff to feel empowered to use innovative and creative approaches to engagement."
**Headteacher**

Schools acknowledged the support of the local authority and commented on the many areas that were supportive during these challenging times. Professional learning, guidance documents and regular updates were highlighted as being particularly effective.
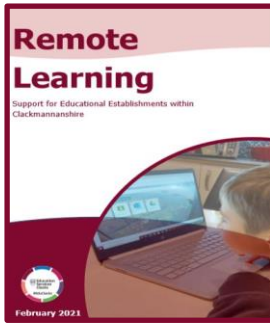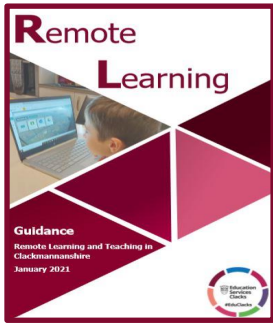
Local authority *'Remote Learning Guidance'* and supplementary documents support staff responsible for the planning, implementation and quality assurance of remote learning.

Headteachers report that these were supportive and helpful documents for staff that guided quality assurance and were flexible enough to adapt to context.

The majority of headteachers spoke highly about the short, easily accessible training available on Clacks Academy. They reported that this has supported staff to revisit strategies and enrich learning e.g. R4L modules, COVID recovery. In addition, the Leaders of Digital Learning professional learning event facilitated by Tablet Academy was well received by the majority of schools. Feedback from staff indicates that the sessions had a positive impact on the digital literacy skills of staff.
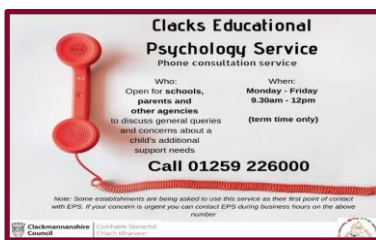
Schools recognised the support of Clackmannanshire's Educational Psychology Service. It was noted that the telephone consultation service and mental health and wellbeing directory site was extremely helpful in supporting the health and well-being of staff, children and their families during these particularly difficult times.

Challenges

Headteachers report huge successes during the period of remote learning, including increased opportunities for collaborative planning, learning, teaching and assessment, enhanced teacher autonomy and the continued development of positive and supportive relationships across the whole school community. However, along with these successes there have been many challenges as indicated below.

Devices and Connectivity
- Received fewer devices than requested.
- IT issues in relation to getting other professionals access virtual TACs.
- Access to secure email when reporting/recording confidential information/CP concerns.
- Not all CTs had appropriate hardware/broadband at home to support remote learning.
- Digital platform for children's hearings was significantly challenging due to broadband issues.

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Delivery of Remote Learning

- Level of digital skill, knowledge and understanding caused relatively high levels of anxiety for a few members of staff. Staff feeling that they had to be available 24/7 to support learning.
- Managing the balance between teaching in class (some pupils) and offering live lessons for those at home.
- An understanding of the circumstances and available resources within home settings required to complete remote learning activities/tasks.
- Monitoring and quality assuring if tasks have been completed independently or with support from parents/carers.
- Balancing Health and Wellbeing vs Quality Assurance.
- Virtual Etiquette - some learners struggled on line as they would have face to face.
- Engagement of some learners; the vast majority have engaged to some degree, but a few who had previously struggled continued to do so.

Health and Wellbeing
- Being sensitive to personal and professional challenges of staff and responding supportively and appropriately. Some staff were very open about their HWB for others it was about recognising changes and trying to find the cause.
- Staff anxieties around COVID-19 and potential to contract are high due to the children's lack of understanding of social distancing, they perceive heightened risk.
- Building relationships within the staff team with so many new members of staff.
- Impact of COVID-19 on families is reflected in increased numbers of children on Child Protection, Looked After Children, referrals to Children's Reporter and CAMHS.
- Partner agencies are overwhelmed and unable to do 'home' visits under current restrictions – concern that welfare issues are being masked and schools are taking on increased responsibility for welfare concerns.
- Family anxieties and supporting them to manage change virtually. Families initially overwhelmed by tasks provided.
- Supporting Families HWB is challenging.
- Monitoring the amount of screen-time staff and pupils are exposed to.
- Some children experience less of a routine at home and therefore families experienced difficulties without support of school.

Meeting Learner's Needs
- Virtual platforms/whole class google meets not suited to meet the needs of all learners.
- Supporting issues such as heightened anxiety and social communication remotely.
- Speech and Language Therapy environment development no longer able to progress due to restrictions.
- CAMHs - responsive at critical point but waiting list situation highly stressful for many families.

Local Authority
- Digital professional learning opportunities would have been more beneficial if provided sooner.
- Some guidance/updates provided later than was helpful.
- Greater transparency in regard to why particular information/data had to be gathered.
- Information held in different places. Would be helpful to streamline to a single point that provided a notification when an updated was provided or a new item uploaded.

Building Back Bigger and Better

"It was a positive experience and a good opportunity to reflect on what went well with remote learning and how things can be taken forward."
Headteacher

Feedback from schools indicates that the impact that the pandemic and the associated measures and restrictions have had and the experiences and lessons learned will allow whole school communities to 'build back bigger and better.'

Due to the success of a number of things that started during remote learning, it was noted that schools will continue to implement and develop these as part of future planning.

Feedback suggests that moving forward schools plan to;

- Build on existing good practice to continue to support the health and wellbeing of learners and their families, staff and the school community.
- Continue to build on and strengthen relationships within the whole school community.
- Offer to hold Staged Intervention meetings online to allow parents/carers and specialists to attend more readily.
- Embed digital technology in the curriculum.
- Continue making use of Google classroom to make connections and support learning both in-school and at home.
- Post lessons and video recordings of mini lessons on Google Classroom for children learning in-class to support and extend differentiation.
- Create 'How to …..' videos for parents and carers to support their child's learning.
- Develop opportunities, enhanced by digital tools to collect regular and timely feedback from children and their families.
- Embed the 'we said, you did' approach which has been highly successful.
- Continue to build on the collaborative responsibility and leadership of all staff.
- Continue to build on and develop an empowered staff team that grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners.
- Enhance opportunities for staff to collegiately plan for effective learning, teaching and assessment to ensure a consistency of approaches.
- Offer more opportunities for virtual staff meetings and development sessions.
- Provide ongoing opportunities for staff to enhance their digital literacy skills.
- Ensure play led learning approaches are embedded in the curriculum.

In addition, there was recognition in most schools that some things had stopped during remote learning that would restart when in-school learning returns, including assessment and tracking meetings, after school clubs and parent workshops/evenings.

Education Recovery

Our Strategic Approach to Raising Attainment and Achieving Excellence and Equity

**Learning, Teaching and Assessment**
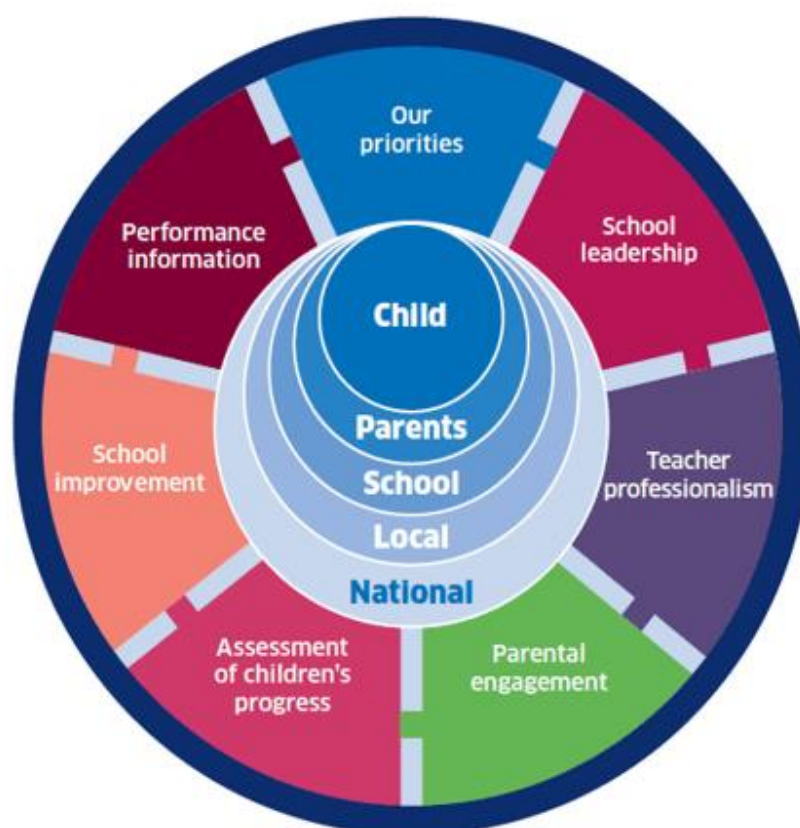
Introduction

The Covid-19 pandemic has been hugely disruptive to education. It has twice necessitated the closure of establishments – except to vulnerable children and young people and children of key workers – from March to July, 2020 and from 4 January, 2021.

Establishments are also going to be under significant pressure as they work to put children and young people's mental wellbeing at the forefront while helping them to get their learning back on track. They are likely to face challenges settling children and young people back into routines, supporting them through pandemic-related anxieties, managing behaviour and re-establishing the relationships that enable them to flourish.

Children and young people will have had very different experiences of education during periods of remote learning. Thanks to the continued professionalism and efforts of our teachers across Clackmannanshire, many children have been able to keep learning while staying at home. The resourcefulness and range of responsibilities taken on by teachers and school leaders during the pandemic has been inspiring. However, some will have struggled without internet access, or in homes where parents were juggling full time jobs with home education.
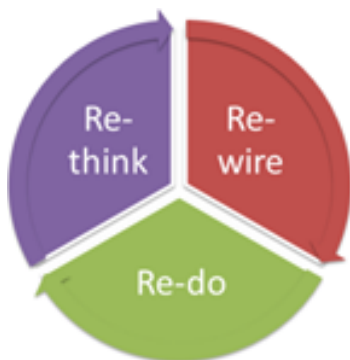
We recognise that we must not rush headlong into a route march back to the past but take this opportunity to question aspects which are not working and reflect on practices which school staff, children and young people have learnt to do differently to ensure that the way we lead and the way we support learning moving forward meets the needs of our schools, families and communities.

Education Recovery

This **Strategic Approach to Raising Attainment and Achieving Excellence and Equity** builds on our improvement journey. It is based on our evaluations and feedback and research of effective practice nationally and internationally and considers the additional requirements and support needed to address the impact of Covid-19, on interrupted learning and disconnection from school.

Our approaches and interventions will be refined to enhance and tailor central support to meet the specific needs of individual establishments, classes and groups of children and young people will be the focus for accelerating recovery.

The strategic approach takes into consideration the following;

o   Targeted support to close the poverty related attainment gap
o   Focussed improvements across Literacy, Numeracy and Health and Well-Being
o   Alignment of strategic outcomes within NIF, PEF and SAC

Continuous review and development may require a more responsive approach as ongoing data capture and analysis may identify development needs that were not apparent. The strategic plan will need to be agile in its response to this.

Key Areas of Focus for Session 2020-2021

- Devote time to reconnection in the initial stage of returning to school. Priority given to the physical, mental and emotional wellbeing of children and young people, practitioners and families.
- Ensure the curriculum takes account of children and their families' circumstances.
- Maximise opportunities for communication and dialogue with children, young people and their families and continue to build relationships and resilience.
- Enhance opportunities for learners to be physically active, to enjoy and learn about their natural environment, and to relax.
- Engage with external partners who may be able to enrich the offer available for children and young people both during and out-with school hours.
- Engage with parent councils and forums to utilise the skills and experience of the parent community in supporting learning.
- Focus on learning across literacy, numeracy and health and wellbeing with increasing learning experiences across all four contexts of learning.
- Focus on promoting and developing skills that will increase children and young people's abilities to learn remotely and identify opportunities to develop future skills that will help equip them for the uncertainties of the future.
- Work with learners and their families in drawing together evidence of learning to begin to determine children's achievements together with their next steps in learning.
- Consider how to provide additional and appropriate support where it is most needed in order to maximise engagement with learning and continue the work to close the poverty related attainment gap.

Proposed Approaches

Continuation of the targeted and focused work on **Health and Wellbeing** to support our most vulnerable and at risk children, young people and families.

Continuation of the bespoke **Equitable Literacy** programme. The nature of the work with identified establishments will be specific to their context.

A refocus of the **Numeracy Programme** on identified pedagogy and practice to support effective learning and teaching across targeted establishments.

Targeted work with **Learning Assistants** at First Level will embed identified evidence–based literacy and numeracy interventions that are known to have the greatest impact in increasing engagement and improving attainment.

Targeted work with the **Early Intervention Team** will support the delivery of play-based approaches that have been found to have the greatest impact in engaging learners and improving literacy and numeracy attainment.

We will place a greater emphasis on transition and progression in learning, with a continued focus on key stages of transition (nursery-P1; P7-S1), including the development of the CCPE cluster curriculum model in the BGE to include Primary P6/P7 through to S3.

Support leaders to engage practitioners in reviewing, evaluating and improving their curriculum to meet the needs of their learners.

Continue to develop networks for sharing effective practice within Clackmannanshire and across the Regional Improvement Collaborative, focused on improving the quality of learning and teaching.

Continue to provide high quality professional learning, initially through a range of online platforms and in collaboration with partners to:

- promote and support local authority recovery models/approaches
- raise the profile of pedagogy and inclusive practice
- evaluate evidence-based universal and targeted interventions for impact
- enhance practitioners skills and confidence in the delivery of effective learning, teaching and assessment approaches

Continue to embed digital literacy within the learning experience.

Continue to build strong leadership, which seeks to empower staff and build capacity at all levels.

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