

## South Ayrshire

### 1. What plans, measures and strategy are in place to help pupils “catch up” following the impact of the pandemic on school education, particularly for those moving from Primary 7 into high school.

- *A baseline assessment in literacy and numeracy is planned across primary stages to identify appropriate interventions for individuals and groups of learners.*
- *In addition, a literacy recovery / development officer and a numeracy recovery / development officer will be appointed to coordinate and share effective practice.*
- *Plans are in place to remove charging for the instrumental music service for the coming year in order to rebuild the service.*
- *Transition planning continues across all schools to ensure that P7-S1 transitions are as smooth and successful as possible. This includes:*
  - *Opportunities to engage with staff from secondary schools remotely and where possible in person. The use of technology is increasing the range of staff and subjects that P7 pupils are able to experience.*
  - *Curriculum transition projects and other opportunities to engage in learning that will continue as pupils move to secondary school are in place.*
  - *The effective use of assessment information to identify gaps in learning and communicate these with secondary schools is well embedded and will continue.*
  - *The use of COVID recovery funding and Pupil Equity Funding to ensure targeted supports are in place where required. This includes mitigating the impact of deprivation.*
  - *Counselling and other mental health and wellbeing supports are in place across all secondary schools and this support transitions for pupils from 10 years old.*
  - *Investment over a number of years in evidence based interventions to support literacy, numeracy and health and wellbeing delivered in primary and secondary schools to support catch up.*
  - *The South West Educational Improvement Collaborative hosted an online event for teachers focused specifically on P7 to S1 transitions in the current context.*

### 2. Confirmation of how blended learning is being delivered in your local authority area.

- *Blended learning is operating across all secondary schools. Different models are in place depending on the circumstances of each school. Schools vary in size from 460 to 1300 pupils and some are heavily dependent on transport while others are much less dependent on transport.*
- *All secondary schools have a clear rationale for the decisions they have made which are consistent with advice from Scottish Government. The priority is the senior phase with opportunities for S1 to S3 to re-engage with in-school learning.*

**3. Whether any school building capital projects have been delayed as a result of the pandemic.**

- *The shutdown of the construction industry and the impact of covid-19 on working practices and the loss of production time has severely affected capital programmes of works and project delivery. The construction industry is still no where near pre-covid production levels and fewer projects have been delivered, with increased costs and timescales.*
- *The Councils capital programme has been re-evaluated and re-programmed where required.*

**4. What will be the immediate priorities as pupils again return to in-school learning?**

- *Supporting the physical and mental wellbeing of children and young people as they return to in person learning.*
- *Ensuring that resources are available to provide additional or targeted support in schools.*
- *Identify where children are in their learning to address any gaps in literacy and numeracy.*

**5. How and when does the local authority plan to assess impacts of the pandemic on learning and wellbeing?**

- *We will work with HTs and staff to ensure that schools have all the necessary resources and tools to assess the impact, both positive and negative, of the pandemic on children's progress.*
- *This will include the use of resources, interventions or assessment tools to inform and support teacher professional judgement at this time.*

**6. Does the local authority anticipate providing additional activities, learning opportunities or wellbeing support to pupils? If so, please provide examples?**

- *Opportunities to engage in additional supported study or tuition are being explored in line with targeted Pupil Equity Funding supports in schools. This may include access to school, where appropriate, during Easter or Summer holidays.*
- *Increased access to mental health and wellbeing supports are being finalised.*
- *Health and wellbeing supports are being reviewed in consideration of the physical health and wellbeing of pupils on return to school. This includes access to sport and leisure opportunities and other physical exercise.*
- *Increased professional learning and family learning opportunities for staff and parents to deliver interventions and supports at home and school.*

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