

## **West Lothian**

### **Ongoing Impact of the Coronavirus on School Education and School Pupils**

#### **Strategies to Ensure Progression**

#### **PLANS, MEASURES AND STRATEGY TO HELP PUPILS “CATCH UP” FOLLOWING THE IMPACT OF THE PANDEMIC ON SCHOOL EDUCATION, PARTICULARLY FOR THOSE MOVING FROM PRIMARY 7 INTO HIGH SCHOOL;**

#### **Key Principles in West Lothian:**

- **Literacy Curriculum Recovery Maps**

Guidance to inform curriculum planning and to support high quality learning, teaching and assessment within literacy and numeracy. From a literacy perspective, priorities include:

- a focus on reading for pleasure and developing a reading culture
- developing balanced readers through decoding, fluency and reading comprehension
- using West Lothian progression pathways to support learning, teaching and assessment
- using West Lothian targets to support reading, writing, listening and talking
- building writing stamina and skill through regular opportunities to create texts, and to write in a range of contexts
- developing listening and talking skills

- **Numeracy Curriculum Recovery Maps**

Numeracy and Mathematics Curriculum Map provides staff with an overview of the core resources and approaches that we advocate within West Lothian. The Curriculum map shows the connectivity between our pathways and the SharePoint, as well as linking to the key supports from FVWL RIC and Education Scotland guidance. The curriculum map is a toolkit which directs staff to the approaches and resources that will continue to lead to high quality learning experiences.

- **Supporting Quintile 1 Learner in the BGE – Literacy and Numeracy**

A webinar-based resource for schools brings together key messages from research and shares evidence-based advice on pedagogical approaches and resources which can effectively support learners' progress in literacy. The guidance shares best practice which can be applied in a universal and targeted way and supports efforts to narrow the poverty-related achievement gap. The webinar complements, and links to, the wide range of resources available through the West Lothian Literacy Sharepoint, Literacy Champions Team and elsewhere.

Refreshed progression pathways have been developed to include key research-based pedagogies and approaches that are proven to raise attainment in numeracy. The detailed progression frameworks provide a comprehensive overview of the developmental stages in numeracy, enabling

staff to identify clear and specific next steps and any gaps within learning. In addition, the numeracy SharePoint now provides updated assessment tools, professional learning on interventions and planning guidance on high quality learning experiences.

- **Broad General Education**

A number of webinar and Sway-based resources have been created to support learning and teaching in the BGE. Examples include guidance on assessment and moderation, the use of digital tools to support learning in literacy and numeracy, key themes in literacy for secondary schools (including literacy across learning, disciplinary literacy and reciprocal reading). In reciprocal reading, a pupil-focused sway resource has also been created.

In line with the assessment advice from Education Scotland in June 2020, new assessment guidance was developed for numeracy and maths. This guidance highlights the importance of dialogical and observational assessment approaches and how to use assessment information to inform planning and ensure appropriate pace and progression in numeracy and maths. There has also been further guidance developed from the numeracy and maths central team on evidencing learner progress, to support staff in using a wide range of evidence materials, including digital tools, when making judgements on learners' progress and planning next steps in learning.

- **Second into Third Level Guidance**

The West Lothian Progression Pathways and Literacy targets are key resources which support progression across the curriculum, including from second to third level. CLPL opportunities, for example on Progression in Writing and Assessment and Moderation in the BGE, also support this. The pilot of cross-sector cluster moderation of writing in two clusters is an example of highly effective practice.

As part of the ongoing work with FVWL RIC & La Salle Education, 2nd-3rd level professional learning has been delivered to staff from across West Lothian. The key messages from this training have been incorporated within the WL Numeracy Progression Pathways, which now feature a dedicated section to support learners making the transition from 2nd – 3rd level. This section has been developed by both primary and secondary practitioners to ensure consistency in pedagogy and develop a shared understanding of expectations. In addition, the creation of third level pathways have been developed in consultation with primary specialists, again supporting the transition process.

For targeted numeracy clusters, a robust programme has been developed where primary settings and associated secondary settings work in partnership to ensure that pedagogical approaches used within both settings are aligned to aid transition. In addition, priority concepts have been identified by primary and secondary staff for learners within P7 to cover to ensure consistency across cluster schools.

- **Numeracy Champions, Maths Teacher's Network and Maths PTC groups**  
 The increased use of digital technologies to host meetings, events and professional learning sessions, has seen an increase in the attendance levels across our numeracy and maths networks in West Lothian. This means that we are now able to access a wider audience to share professional learning, resources and share highly effective practice. As a result, staff are working collaboratively across the authority in a much more efficient way, participating in professional learning and sharing approaches and interventions which are having a positive impact on learners.
- **Continued Focus on Authority Priorities**  
 West Lothian's focus remains on high quality learning, teaching and assessment provision, to motivate and engage all learners to progress in their learning. Informed by attainment data and research the 2020/21 West Lothian authority priorities for all schools have remained a clear focus to ensure all learners continue to make progress in their learning. Priorities being;

  - HWB and the safe return of our children and staff
  - Improvement in attainment in literacy and numeracy
  - Focus on listening and talking to positively impact on overall literacy
  - Relentless focus of progress in Quintile 1
- **Support and Challenge Model**  
 West Lothian Quality Improvement Team continue to provide a central model of support and challenge which includes the following;

  - Head teachers and Senior Leadership Teams engage in focused 1:1 meetings with link education officers using a set reflective questions based on the How Good is Our School Framework, considering the main themes, Ensuring Wellbeing, Equality and Inclusion, Curriculum, Learning Teaching and Assessment, and Raising Attainment and Achievement.
  - Alongside the 1 to 1 meeting, schools meet with the Performance Team to interrogate individual school data reports. This data informs future school and authority priorities.
  - Guidance and opportunity for professional development and discussion via regular head teacher briefings and bite size sessions. This allows for the sharing of national guidance and a consistency of message.
  - A consistent approach to tracking and monitoring of meaningful engagement in the BGE and Senior Phase is in place across all schools and sectors.
  - Primary Attainment Programme remains in place ensuring that the timeline of activity is maintained including the collection of teacher professional judgement data, providing updates on the authority attainment picture and to develop the use of data to drive improvements. This supports all schools to track progress and plan interventions and support, at all stages.
- **Guidance on Universal Enhanced Transition Approaches**  
 Opportunities for sharing and collaborative planning for universal approaches to enhanced transition activities for P7 will be facilitated at head teacher briefings and cluster meetings.

## **SECONDARY BLENDED LEARNING MODEL: from 15th March 2021**

### **WEST LoTHIAN COUNCIL EDUCATION SERVICES : SECONDARY SCHOOLS POSITION STATEMENT**

#### **Key Principles in West Lothian:**

All secondary pupils are currently receiving some in-school education each week up to the Easter break, with Senior Phase pupils S4-6 being prioritised. The pattern of this differs from school to school. The reason for this is that each school has a different timetable and associated subject choice, accommodation, staffing and transport requirements. As a general rule, schools are bringing approximately one third of their school population in on any one day. This usually means that seniors may be in school a couple of times a week, with additional targeted support opportunities, and S1 – S3 may be in once or twice during the week. The children of key workers and any other pupils identified as benefitting from more in-school time, continue to attend. The focus is on health and well-being as well as learning progression.

Between the 15th March and the Easter holidays therefore, all secondary school young people will have a blend of learning which will be decided by each school and be based on the professional judgement of staff. This will include a mixture of face to face in-school learning, pupils 'joining' face to face teaching remotely, independent learning at home- and at-home remote/online learning as was the case from January 2021.

#### **PRIMARY BLENDED LEARNING MODEL: from 15th March 2021**

As part of wider contingency planning West Lothian continue to have in place robust Remote and Blended Learning Guidance for Primary Schools and ELC settings should this be required.

### **CAPITAL SCHOOLS PROJECTS DELAYED AS A RESULT OF THE PANDEMIC:**

#### **ASN Programme**

<b>School</b>	<b>Progress</b>
<b>Ogilvie School</b>	<ul style="list-style-type: none"><li>• Original completion date 29 January 2021</li><li>• New completion date 5 March 2021</li></ul>
<b>Cedarbank School</b>	<ul style="list-style-type: none"><li>• Original completion date 8 October 2021</li><li>• Anticipated completion March 2022</li></ul>
<b>Pinewood School</b>	<ul style="list-style-type: none"><li>• Original completion date 8 October 2021</li><li>• Anticipated completion date May 2022</li></ul>

#### **Developer Funded Programme**

<b>School</b>	<b>Progress</b>
<b>Calderwood Primary School</b>	<ul style="list-style-type: none"><li>• Original completion date July 2021</li><li>• Anticipated completion date 8 October 2021</li></ul>
<b>Winchburgh Schools</b>	<ul style="list-style-type: none"><li>• Original completion date August 2022</li><li>• Anticipated completion date 28 October 2022</li></ul>

### **Early Learning and Childcare (ELC) Programme**

<b>Setting</b>	<b>Progress</b>
<b>Blackridge Nursery</b>	<ul style="list-style-type: none"><li>• Original completion date July 2020</li><li>• Completion date achieved January 2021</li></ul>
<b>St. Mary's Nursery, Bathgate</b>	<ul style="list-style-type: none"><li>• Original completion date July 2020</li><li>• Completion date achieved December 2020.</li></ul>

## **IMMEDIATE PRIORITIES AS PUPILS AGAIN RETURN TO IN-SCHOOL LEARNING**

### **Continued Focus on Authority Priorities**

- HWB and the safe return of our children and staff
- Improvement in attainment in literacy and numeracy
- Focus on listening and talking to positively impact on overall literacy
- Relentless focus of progress in Quintile 1

### **Priorities with the full return of our schools**

- Celebrate the physical return of your school community. Rebuild relationships based on your school values.
- Collate data for a picture of all pupils.
  - Assessment Advice for Schools
  - Excellence and Equity meetings
  - Teacher Professional Judgement at all stages
- Courage to plan what will be most relevant for learners in term 4 and beyond.

### **Secondary Focus**

- Ensuring wellbeing of all pupils and re-establishing of routines for face to face learning
- The continuation of high-quality learning and teaching, particularly in preparation for the assessment of senior phase learners
- Identifying and addressing gaps in learning through the above, particularly with regard to literacy and numeracy.

## **PLANS TO ASSESS THE IMPACT OF THE PANDEMIC ON LEARNING AND WELLBEING**

Since the initial period of school closures in March 2020 West Lothian has continued to track and monitor progress in learning and the health and wellbeing of our young people.

<b>School Closure Period</b> (March – June 2020)  <b>RECOVER</b>	<b>WL Health and Wellbeing Recovery Map</b> <ul style="list-style-type: none"><li>• Stage 1 – Introduced self-reporting toolkit for all pupils and young people in all WL schools to track wellbeing status</li><li>• Stage 2 - Analysis of data by central performance team to ascertain wellbeing position of each school</li><li>• Stage 3 - Every child in WLC involved in Trusted Adult Conversations around their wellbeing</li></ul>
--	---

	<ul style="list-style-type: none"> <li>• Stage 4 - Targeted and universal interventions actioned to support improvement of wellbeing for all pupils</li> </ul>
<b>Reopening of Schools (August – December 2020)</b>  <b>REVIEW</b>	<ul style="list-style-type: none"> <li>• Continued to support all of the above 4 processes to embed the new practices and continue to track and monitor improvements in wellbeing status of all WL pupils and young people</li> <li>• Introduced counselling in primary schools' programme to support pupils' mental health and wellbeing</li> <li>• Targeted interventions tracked to ascertain the impact on improved pupil wellbeing and readiness for learning</li> </ul>
<b>Remote Learning (January 2021 – current)</b>  <b>RE-EXPLORE</b>	<ul style="list-style-type: none"> <li>• HWB Development Officers supporting ALL schools with quality lessons and challenges to ensure progression of learning, teaching and assessment and quality experiences for all</li> <li>• Collaboration with literacy, numeracy and STEM central team to support the learning of every child through interdisciplinary learning SWAYS to ensure quality learning, creativity and engagement of pupils in learning</li> <li>• Focus from Moving Forward in Your Learning Steering Gp towards RE-EXPLORING the health and wellbeing curriculum, skills and pupil engagement</li> <li>• Update and review progress of P2, P3, P5 and P6 pupils - Quality Assured at school level, with Education Officer and Performance Team. Submit P2, P3, P5 and P6 update of progress.</li> <li>• Analysis of authority P2, P3, P5 and P6 progress and planned intervention and support.</li> <li>• Update and review progress for all stages</li> <li>• HT engagement session – review of West Lothian attainment picture</li> <li>• Continued implementation of moderation programme for SQA</li> </ul>

## **LOCAL AUTHORITY ADDITIONAL ACTIVITIES, LEARNING OPPORTUNITIES OR WELLBEING SUPPORT TO PUPILS**

### **Primary Nurturing Schools Lead**

These posts will be allocated across all primary schools. The funding will focus on supporting the wellbeing of our children through the development of the nurturing school's approach. This will be led by our Education Psychology service and HWB Officer. An evaluation framework will be developed with training input from existing resources.

### **Secondary Nurture/SfL Support/Home Support additionality**

Within the secondary schools there are already a variety of supports through nurture hubs, skills stations etc. Additional funding will provide the opportunity for the

schools to look at various options of either nurture, targeted home support or literacy and numeracy recovery through support for learning. Schools will be required to feedback on their proposals and intended impact.

### **Equity Team**

Equity Team to be appointed to focus on driving forward the key recommendations arising from the Equity Audit January 2021. This team will encompass future PEF and SAC initiatives, and clearly define how West Lothian is reflecting on, recovering from and planning future renewal as we emerge from the pandemic. Membership of this team will include a Strategic Lead, Equity Impact Officers, Equity Development Officers in Numeracy and Literacy, Senior Phase Officer Curriculum Equity Officer and Professional Learning Officers.

### **Additional Funds**

Additional funds will be given directly to schools to provide resources and interventions clearly identified as a result of each school's contextual analysis.