



**MINUTES OF THE MEETING OF THE
EDUCATION COMMITTEE**

**TUESDAY 22 NOVEMBER 2022
VIA VIDEO CONFERENCING FACILITIES**

Committee Members Present:

Councillor F Dugdale – Convener
Councillor L Allan
Councillor L Bruce
Councillor N Gilbert
Councillor N Hampshire
Councillor C McFarlane
Councillor L Menzies
Councillor B Ritchie
Councillor T Trotter
Councillor C Yorkston – Depute Convener
Ms G Gillan (EIS)
Mr R Lesso (External Rep)
Rev G Sheridan (External Rep)

Council Officials Present:

Ms L Brown, Executive Director of Education and Children's Services
Ms N McDowell, Head of Education
Dr L Binnie, Principal Educational Psychologist
Mr N Craik-Collins, Education Service Manager
Ms K Haspolat, Quality Improvement Officer
Mr R Parker, Service Manager – Education (Strategy and Operations)
Ms B Skirrow, Principal Officer (Education Service)
Ms J Allen, Communications Adviser
Ms C McGarr – Education Support Officer
Ms K Thomson – Quality Improvement Officer
Ms J Boyle – Quality Improvement Officer (Equity)
Ms A Cameron – Quality Improvement Officer (Early Years)
Ms A Hood – Team Manager (Education & Employability)
Ms J Tait – Head of Children's Services
Ms R Crichton, Committees Officer

Head Teachers Present:

Ms S Skinner – Head Teacher at Longniddry Primary School
Ms J Legge – Head Teacher at Stenton and Innerwick Primary Schools

Clerk:

Ms M Scott, Committee Officer

Other Elected Members present:

Councillor D Collins

Apologies:

Councillor J Findlay

Declarations of Interest:

None

Prior to the commencement of business, the Clerk advised that the meeting was being held remotely in accordance with the Scottish Government's guidance on physical distancing; that the meeting would be recorded and live streamed; and that it would be made available via the Council's website as a webcast, in order to allow public access to the democratic process in East Lothian. She stated that the Council is the data controller under the Data Protection Act 2018; that data collected as part of the recording would be retained in accordance with the Council's policy on record retention; and that the webcast of the meeting would be publicly available for up to six months from the date of the meeting.

The Clerk recorded attendance of committee members by roll call.

Councillor Dugdale extended a welcome to the Head Teachers who were present at the meeting.

1. MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE ON 21 JUNE 2022 FOR APPROVAL

The minutes of the Education Committee meeting of 21 June 2022 were approved.

2. EDUCATION SERVICE PROGRESS REPORT & IMPROVEMENT PLAN 2022-23

A report was submitted by the Executive Director for Education and Children's Services seeking the Committee's approval of the Education Service Progress Report and Improvement Plan on key improvement priorities achieved for session 2021/22 and identification of key improvement priorities planned for session 2022/23.

Nicola McDowell, Head of Education, explained the report provided updates on progress from the last session as part of a range of ongoing methods of self-evaluation. She added that officers had reviewed school standards and quality reports and improvement plans in order to ascertain where further improvements were required. Ms McDowell presented the report, outlining the specific areas of progress and improvement within the Education Service which included the amalgamation of the Pupil Equity Fund into schools' own individual improvement plans, the benefit of Strategic Equity Funding over 4 years to support COVID-19 recovery and accelerate closing the poverty related attainment gap, the launch of a new attendance policy in July 2022 with a positive approach to improving attendance, progress with the Mental Health and Wellbeing Single Point of Access and the ways East Lothian Works had continued to support employability for both young people and adults. Ms McDowell reported that the Education Service had sharpened their baseline measures to ensure progress and accountability and set the three new recovery-based priorities of Curriculum, Inclusion, and Wellbeing and Leadership. She concluded by saying whilst there continued to be ongoing challenges the school service remained ambitious for their children and young people and for progress and achievement.

Councillor Yorkston asked a question in relation to the Mental Health and Wellbeing Single Point of Access. Dr Lynne Binnie, Principal Educational Psychologist, explained

that the figures reported in the paper were for the academic year 2021/22 and a new data collection would begin in August. She stated that figures for the last three months indicated that the numbers had remained stable, with an average of 75-80 referrals per month so the service had not seen a significant increase at this point and the need for the service had been maintained. Dr Binnie noted that the service had the same capacity as the previous academic session but they were looking to grow at all points, noting that they and the Mental Health Youth Workers had now been trained in Low Mood Interventions as well as the LIAM Intervention. The service had continued to work closely with CAMHS and other partners and had recently re-established the Mental Health Strategy Group to consider funding as they moved forward to ensure children and young people are getting the right service at the right time. Dr Binnie added that the groups felt confident with introducing new interventions as well as engaging the capacity for existing interventions to remain. She reported that a contract had recently been established with Place2Be to offer art therapy to primary school-aged children and had renewed a contract with MyPass for art therapy for secondary-aged children along with counselling.

In response to the second question from Councillor Yorkston, Mr Neil Craik-Collins, Education Service Manager, reported that East Lothian Works had moved to a space of strength within education as an intervention and support service and noted it was their mission to understand how many people they were helping and how they knew that the help actually worked. Mr Craik-Collins said a notable strength throughout the pandemic was the virtual work experience and 100% completion of foundation apprenticeships. He advised that 250 pupils were being supported in schools alone without even looking at further college placements where a further 55 courses were on offer, and that they were looking to increase their senior portfolio to include IT software foundation apprenticeships next session. Mr Craik-Collins informed members that they were already exploring options at the new Wallyford campus for engineering, science and design engineering construction, which would have direct pathways into architecture and infrastructure design. He added that Morrison Regional Skills Academy were already live on site at Wallyford and they were working with The Ridge on construction renewables to build integrated support systems for all schools in the region. Mr Craik-Collins informed members that the BESA Skills Academy would be going online in April 2023 to open a range of courses including refrigeration, air conditioning, renewables and on- and off-shore wind. He explained that they were trying to make a system that recognised talent and looked for strengths in young people to develop.

Councillor McFarlane asked what early intervention methods were being used in nurseries to help close the attainment gap. Alison Cameron, Quality Improvement Officer (Early Years), explained she would firstly consider the question at a universal level as there is a commitment to ensuring opportunities to develop staff across all Early Years settings in East Lothian due to the importance of enhancing skill sets. Ms Cameron reported that they had recently introduced the beginning of the East Lothian Early Learning and Childcare Academy where staff are trained in the East Lothian Way, being very clear on their expectations and building a high quality curriculum and environment for all children. She added that there is a key worker system in operation across all Early Learning and Childcare centres, and families should now be physically welcomed into settings to build up relationships with these workers. Ms Cameron reported that the Early Years Project Team had membership across Education, Children's Services, Health, funded partners and the third sector to create and develop systems across Early Years to improve outcomes for families such as Eligible 2s placements and Speech and Language Therapy. She added that Speech and Language was highlighted at the recent Children and Young People Improvement Collaborative last weekend in Glasgow and that communication in its most basic form, along with expressive and receptive language, were among the areas of concern

regarding younger children. Ms Cameron highlighted there are three Excellence and Equity Officers in East Lothian Council to support the targeted work of specific settings and noted that at a setting level interventions such as Blether with your Bairns, The Big Bed Time Read and Talking Time have supported identifying needs bespoke to settings. She added that support could be provided by Support from the Start, the Area Partnership and Council services such as outdoor learning.

In response to a question from Councillor McIntosh as regards the attainment gap, Jennifer Boyle, Quality Improvement Officer (Equity), explained that they had looked at all attainment data post-COVID-19, at national data across Scotland and at virtual comparator data to formulate the stretch aim of 10% increase in SCQF 5 and 6. She noted that she was aware that the goal of supporting young people was ambitious and that schools would need to be supported in that endeavour. Ms Boyle explained that they wished to appoint a Principal Teacher of Equity in each Secondary school with the remit to look at young people of target, particularly children in quintile 1 who were at risk of not achieving the set stretch aims and working with them to identify strategies to support them to help close the attainment gap. She added that they hoped to augment that offer with partners to develop locality groups to offer holistic wraparound care and intervention for the most vulnerable young people.

In response to a second question from Councillor McIntosh, Mr Craik-Collins reported that they were actively engaging with on- and off-shore wind and the retrofit gas agenda. He added that, as previously mentioned, they were looking at engineering, science and the pathway for pupils who are quite able in maths, science and engineering, but also looking at other levels through the BESA Skills Academy which will open in 2023 at the Wallyford STEM Centre, which will fit into the pipeline mentioned by Councillor McIntosh. Mr Craik-Collins explained that there was a review of curriculum rationale in each school to see how engineering pathways could be looked at with a view to developing the foundation apprenticeship in engineering two years from now. He noted that this was challenging due to needing to have tier 1 contractors for industry placements but there will be early engagement with the business partners who win contracts in East Lothian to build pathways into these industries, including looking at the skills and qualifications that enable pupils to learn while they are still at school and then transition into expected employment destinations. Mr Craik-Collins said they were following up on the Jacobs contract for the Flood Protection Scheme in Musselburgh and that the Community Benefits Officer for East Lothian would be following up on opportunities on this and other opportunities which will come with contractors coming into East Lothian.

Councillor Bruce asked what discussions had taken place about trying to get young people into certain areas of employment within Health and Social Care. Mr Craik-Collins informed members they were actively engaged with the Adult Social Care Partnership and Edinburgh College dual qualifications but this had been exceptionally challenging in terms of trying to make a pathway work, but they would continue to look at this to see if there is a way to look at childcare and adult provision. He added that they were working with the Health and Social Care Partnership and Adult Services to see if pathways could be developed as there is a regional skills shortage, so the department were working with them to see if there can be new routes from modern apprenticeships through the work they are doing. Alison Hood, Team Manager (Education & Employability) provided extra information regarding the work done around paid work experience and the offer made to care at home providers. Ms Hood explained that they work very closely with Carol Jenner and her team in East Lothian Council to try and support that agenda and although it is a huge challenge it is something they would continue to work on. Councillor Bruce said he would follow up with Mr Craik-Collins and Ms Hood outside the meeting.

In response to a question from Councillor Ritchie, Sheona Skinner, Head Teacher at Longniddry Primary School, reported that her school had been awarded their second gold award and the children were vocal and keen on Rights Respecting. Ms Skinner added that they had learned that Rights Respect in schools needed to be embedded in everything they do and cannot just be an add-on, and this is what they tried to evidence when they had their assessment visit and when they have shared their practice across other schools in East Lothian. Ms Skinner explained that it needs to be understood by all children, staff, parents, carers and wider community partners for it to work properly. She said the children within her school were passionate about talking about their rights and they understand they have a pupil voice and that as rights holders they are entitled to certain things within the school and feel passionate about making a difference in the local and wider community. Ms Skinner announced that they had successful campaigns linked to the environment and had really powerful moments in the school where care experienced young people were able to use their knowledge of children's rights when something had not been working well for them so she thinks that Rights Respecting would be a hugely positive experience for any school. She said this linked into their teaching, learning and the school improvement plan where they also have a child friendly version to allow the children to be involved in evaluating the work the school does on an ongoing basis.

Councillor Menzies asked what measures were being taken to encourage young woman and girls into STEM subjects. Mr Craik-Collins said that it was a priority area to bring young women into STEM subjects. He explained that STEM pathways are promoted through roadshows to everyone with a real focus on trying to get girls to engage. Mr Craik-Collins added that through Morrison Construction a project called Woman in Construction provides project-based learning in that area and he is looking at ways to bring the chair of that committee to East Lothian as part of the community benefits.

Councillor Hampshire asked if a briefing could be delivered to Members to explain how the service will manage financially. Ms McDowell declared that in education they want to continue to support educational improvement at a time of diminishing resources but is aware of the challenges the Council is facing as a whole. Ms McDowell agreed to commit to delivering a briefing to Members on how the department intend to deliver on the increasing number of commitments they have.

Councillor Trotter asked if it were possible for figures to be reported by individual schools. Ms McDowell explained that the most recent data was not yet publicly available and she intended to bring a further update on the Raising Attainment Strategy to committee in March, at which time the information will be publicly available and will have been analysed.

In response to a question from Councillor Dugdale, Ms McDowell stated that Members would notice a streamlined number of priorities in the plan this year adding that the latest national improvement drivers take into account the challenges faced by the whole education system at this time. Ms McDowell noted there were also health and social challenges and she felt that the education priorities needed to take these into account, and that children and young people would not be ready to learn if they were not ready in their own lives. She stated that the education plan takes into account the joint working across services, especially priority 2, and she hoped that Members would see the streamlined number of priorities reflect the commitment to getting back on track so that next session's improvement plan could focus on a wider range of priorities.

Councillor Dugdale asked what other actions or interventions were happening with the Council's partners that should be highlighted. Ms Boyle felt it would be helpful to discuss the priorities set for primary schools and noted that they were looking to

appoint four Family Support Workers to work in the primary schools which had been identified as having children living in the highest levels of deprivation. The key focus for those Family Support Workers would be to provide holistic wraparound support and care to some of the most disadvantaged children with their in-school targets and also more widely within the children's lives to support bridging the gap between education and what is happening at home. Ms Boyle added that they were looking to augment locality groups and to have a forum within schools to discuss some of the children and young people they were most concerned about in terms of meeting their potential.

Councillor Hampshire thanked officers for producing their report and noted that Education was seen as the most important service and it was prioritised during decisions on the budget. He added that East Lothian had major challenges across the authority and this report would make sure that children in East Lothian from all backgrounds would get the best opportunities. Councillor Hampshire added that Members would do their best to protect the budget for education to ensure that the required improvements were delivered and that all children get the best opportunities possible.

Councillor McIntosh observed that there was a section in the report regarding training head and deputy head teachers had received on corporate parenting and the strong messaging not to use the term "looked after child" or "LAAC" and instead to focus on using "care experienced", but on the following pages this LAAC acronym was used multiple times.

Councillor Menzies thanked officers for their report and gave particular thanks to Ms McDowell and her team for dealing with an issue that had been raised regarding a school in her ward. Councillor Menzies added that she had recently visited this school and was overwhelmed by the quick turnaround, and praise the whole team for this. She commended the implementation of the foundation apprenticeships and workforce for the future.

Councillor Dugdale thanked officers for the report and said Ms McDowell had outlined the developing improvement with a clear focus, vision and action plan to achieve this. Councillor Dugdale said she was reassured by the success of the Mental Health and Wellbeing Single Point of Access and the work on curriculum and apprenticeships and how that has been introduced, supported and would hopefully be strengthened and expanded in future years. She noted that it was important to think of the improvement plan with three recovery-focussed priorities and the clear action plan, and found it helpful to see aspects of leadership of learning to include the voices of children and young people. Councillor Dugdale stated that efforts to work on the poverty-related attainment gap was well documented within the report and all should be mindful that schools and education cannot be held wholly accountable for closing this gap. She highlighted the importance of partnership working to make this work for children and young people and would call for all levels of government to keep the focus on tackling the causes of poverty.

The Convener moved to the vote on recommendations, taken by roll call, which were approved unanimously.

Decision

The committee agreed:

- i) To note the overall positive progress made by the Education Service in delivery of the Council Plan and the priorities within the National Improvement Plan;

- ii) To note the impact of the COVID-19 pandemic on the progress of the 2021/22 priorities and the steps being taken to secure continuous improvement in session 2022/23;
- iii) To note that this Progress Report and Improvement Plan has been submitted to the Scottish Government in draft, in line with the Local Authority's statutory duty pending Committee approval; and
- iv) To approve the Progress Report and Improvement Plan.

3. INCLUSION POLICY AND ACCESSIBILITY STRATEGY 2020-23: PROGRESS UPDATE AND CONTINUATION FOR 2023-26

A report was submitted by the Executive Director for Education and Children's Services providing an update on the progress with actions agreed within the Accessibility Strategy 2020-2023, seeking approval from the Committee to extend the 2020-2023 action plan to cover the 2023-2026 period, and seeking approval from the Committee for minor updates to the Inclusion Policy.

Claire McGarr, Education Support Officer, spoke to the report highlighting the progress made within the Accessibility Strategy, especially within developing inclusive practice access across all East Lothian schools. Ms McGarr noted the areas which were not yet in operation, including Accessibility Standards for the School Estate and Working with Teachers of the Deaf. She explained that with launching the Accessibility Strategy in 2020 links had been established with LGBT Youth Scotland who had reviewed all policies and given feedback.

Councillor Hampshire asked if problems around remote learning had been taken into consideration as part of the policy. Ms McGarr explained that action 3.4 was geared towards assistive technology including augmentative and alternative communication and the accessibility aspect of that. She added that they were working closely with the Digital Learning Team and various networks across the board and this is a very common theme across Scotland. Ms McGarr stated that the fact they hadn't been able to work on this to the required level was one of the reasons they were requesting for an extension.

Councillor Ritchie expressed her thanks for the inclusion of language of intersectionality as she felt this was an important step towards goals of inclusion, equality and accessibility.

Councillor McIntosh thanked officers for an interesting and important report and found the two additions from young people both valuable and insightful, adding this showed how valuable it was to give young people a voice.

Councillor Hampshire welcomed the Accessibility Strategy report and added when building new schools in East Lothian they should be designed in a way that deals with everyone's ability so they can access education in the area. He noted there is more difficulty in older buildings to do alterations but they need to look at every way possible to make these as accessible as possible. Councillor Hampshire expressed his hope to make technology inclusive so everyone can access it whether it is in school or at home and he looked forward to progress being made on this.

Councillor Dugdale thanked officers for bringing Members' attention to the work that had progressed in this area and the developing improvements in physical environments, communities and the curriculum. She added that it was understandable that extra time would be required due to the disruption experienced by COVID-19 and was pleased at the collaboration with LGBT Scotland and the voices of young people

being reflected within the report. Councillor Dugdale welcomed the report and looked forward to updates.

The Convener moved to the vote on recommendations, taken by roll call, which were approved unanimously.

Decision

The Committee agreed:

- i) To note the progress of the Accessibility Strategy Action Plan as agreed at Education Committee in February 2020;
- ii) To approve the proposed extension of the 2020-2023 Accessibility Strategy Action Plan to cover the 2023-2026 period due to the disruption of COVID-19; and
- iii) To approve the proposed amendments to the Inclusion Policy following feedback from LGBT Youth Scotland

4. SOUTH EAST IMPROVEMENT COLLABORATIVE (SEIC) UPDATE

A report was submitted by the Executive Director for Education and Children's Services providing an update on the work of the South East Improvement Collaborative (SEIC) including the new SEIC Regional Improvement Plan 2022-2023.

Lesley Brown, Executive Director of Education and Children's Services, provided the annual update on the South East Improvement Collaborative, including the new SEIC Regional Improvement Plan 2022-23. Ms Brown explained that the SEIC was not an entity in its own right but was allocated a budget which was mostly used for staffing, adding that East Lothian Council had benefited from a full time Quality Improvement Officer, Ms Thomson, who represented East Lothian in the SEIC 70% of the time, with the remaining 30% being devoted to specific East Lothian work. Ms Brown noted that Fiona Robertson had now taken over in Midlothian as the strategic lead for the SEIC and would be in post until June 2023, and that Councillor Dugdale had taken over as Chief of the SEIC Oversight Group. She highlighted the two key priorities identified using the data from across all five authorities as Literacy and Learning Pathways and Positive Destinations, and explained these provided opportunities for schools across the SEIC to work with each other. Ms Brown added that bespoke supports for schools this session had been implemented with a focus on the two agreed areas through a range of SEIC connector programmes. She advised that East Lothian schools had engaged well with the work of the SEIC and had benefited from a variety of collaborative professional learning activities which had added value beyond the support our education service was able to offer.

Councillor Yorkston asked how East Lothian contributes to the SEIC and what it gains from it, and asked Ms Brown's view on its overall effectiveness. Ms Brown stated that the effectiveness of the SEIC had improved over the years as they have been able to analyse the data in a more coherent way and bring skill sets from local authorities into the key quality improvement roles which has really helped the effectiveness; therefore, her view was that the SEIC is effective as it adds value to what the Council is able to offer and allows the Council to collaborate and share best practice with other authorities. Ms Brown stated that East Lothian had been a strong contributor to the SEIC as they have a lot of schools involved which allows them to present the excellent work going on within East Lothian.

Councillor McIntosh asked about the new tri-nation approach and the rationale for teams. Ms Brown explained that the approach of the tri-nation work emanated from work Fiona Robertson in Midlothian had been involved in regarding an initiative

focused on school improvement in England, Scotland, Ireland and Wales. It had been recognised across the SEIC Board that Scotland should be looking outwards both nationally and internationally to what works elsewhere. She added this aspect was still in its infancy but that there was a desire to connect with and learn from others.

Councillor Menzies gave feedback that the term 'looked after child' was again used within the report instead of the preferred term of 'care experienced'.

Councillor McIntosh thanked officers for the report, remarking that she considered that the regional collaboration was complimentary to the Council's own school improvement strategy.

Councillor Dugdale commented that East Lothian had benefited from sharing practice in delivering improvement through the SEIC, and thanked all those who had contributed. She added that it was helpful to hear that the work of the collaborative was complimentary to East Lothian's own priorities and also that it was very important to see the work developing within Early Learning.

Decision

The Committee agreed:

- i) To note the SEIC Regional Improvement Plan 2022-2023; and
- ii) To note the priority areas for improvement being taken forward in partnership with members of the SEIC and the progress made towards improving professional collaboration and school empowerment across the SEIC.

5. HEAD TEACHER APPOINTMENTS

A report was submitted by the Executive Director for Education and Children's Services informing the Committee of the Head Teacher appointments made by the Appointments Sub-Committee.

Richard Parker, Service Manager – Education (Strategy and Operations) reported that new Head Teachers had been appointed to Aberlady and Yester Primary Schools and the Wallyford Learning Campus. Mr Parker noted that the Head Teacher for Aberlady Primary School would take up the post in January and the other two were already in post.

Decision

The Committee agreed to note the Head Teacher appointments.

Signed

Councillor Fiona Dugdale
Convener of the Education Committee

DRAFT

REPORT TO: Education Committee

MEETING DATE: 21 March 2023

BY: Executive Director, Education and Children's Services

SUBJECT: Education Scotland Inspection of East Linton Primary School and Nursery Class

2

1 PURPOSE

- 1.1 To report to Committee on the outcomes of the Education Scotland inspection of East Linton Primary School and Nursery Class.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:-
- (i) Note the content of the Education Scotland letter (Appendix 1).
 - (ii) Note the content of the Summary of Inspection Findings for the Primary School and Nursery Class (SIF) (Appendix 2).
 - (iii) Note the content of the Summary of Inspection Findings for the Nursery Class (SIF) (Appendix 3).
 - (iv) Note that Education Scotland are confident that the school has the capacity to continue to improve and so will make no more visits in connection with this inspection.
 - (v) Congratulate the Head Teacher and staff on a positive inspection and on the key strengths identified by the Inspection Team.

3 BACKGROUND

3.1 Inspection model

The inspection team used the How Good Is Our School 4? (HGIOS4?) quality indicators for primary inspections and How Good Is Our Early Learning and Childcare? (HGIOELC?) for inspections of Nursery and Early Years provisions to evaluate the quality of provision at East Linton Primary School and Nursery Class.

- 3.2 Inspectors use the following selected quality indicators (QIs) to report on the outcomes of their five day full inspection model using a six-point scale ranging from excellent to unsatisfactory:

HGIOS?4:

- 1.3 Leadership of change
- 2.3 Learning, Teaching and Assessment
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising Attainment and Achievement

HGIOELC?:

- 1.3 Leadership of change
- 2.3 Learning, Teaching and Assessment
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Securing Children's Progress

3.3 At the end of the inspection process, the outcomes are published in a short letter to parents and carers outlining the key strengths and areas for improvement. This letter provides a statement of the confidence the inspectors have in the school's capacity to improve the quality of its own work. This is published along with the summary of inspection findings (SIF). The SIF is a professional report and summarises the findings from all the evidence gathered during the inspection. This document is intended to be used by staff in progressing school improvement.

3.4 National Improvement Framework

As part of the Education (Scotland) Act 2016, the reporting procedures for the National Improvement Framework (NIF) have been placed on a statutory footing. The evaluations of QIs 2.3 and 3.2 feed directly into the evidence base for the NIF in order to demonstrate progress with the NIF priorities and drivers for improvement. This progress is reported annually by the Scottish Government.

3.5 Inspection Findings

East Linton Primary School and Nursery Class was inspected in November 2022. A letter to parents and carers summarising the key findings was published on 7 February 2023. The quality indicators were evaluated as follows:

Quality Indicator HGIOS?4 and HGIOELC?		East Linton Primary School Primary 1 to Primary 7	East Linton Nursery Class Early Learning and Childcare
2.3	Leadership of change	Good	Good
2.3	Learning, teaching and assessment	Good	Good
3.1	Ensuring wellbeing, equality and inclusion	Good	Good
3.2	Raising attainment and achievement	Good	
3.2	Securing children's progress		Good

3.6 Key Strengths

- Children experience a warm and positive ethos in which to play and learn. This is underpinned by nurturing and mutually respectful relationships. Children are considerate, articulate, confident, and very motivated by learning that actively engages them in thinking creatively.
- Children's experiences are supported and enhanced by the community and partners. The Head Teacher reaches out to the community to engage and support in a very approachable manner. She gives children quality care and pastoral support.
- The Head Teacher and staff have assisted children to sustain good levels of progress and attainment in numeracy and mathematics, listening, talking and reading.

3.7 Areas for improvement

- Staff should now build on the most effective practice to plan more creative and challenging learning that continues to meet the learning needs of the highest attaining children. This should enable all children's increased use of digital technology and a range of learning approaches, such as play.
- Teachers should continue to raise children's attainment in writing.
- The Head Teacher, fully supported by staff, should continue to focus on the strategic improvement of the school. This should include areas such as the further development of the curriculum.

3.8 The school's Quality Improvement Officer, Mrs Karen Haspolat works closely with the Head Teacher and staff to provide professional advice and support and challenge.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel – None

6.3 Other - None

7 BACKGROUND PAPERS

- 7.1 Education Scotland report on East Linton Primary School and Nursery Class Report (Appendix 1) and Summary of Findings Primary School and Nursery Class (Appendix 2), Summary of Findings Nursery Class (Appendix 3).

[Reports page](#) | [Inspection reports](#) | [Education Scotland](#)

AUTHOR'S NAME	Karen Haspolat
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DATE	14 February 2023

7 February 2023

Dear Parent/Carer

In November 2022, a team of inspectors from Education Scotland visited East Linton Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the nursery and school's work.

- Children experience a warm and positive ethos in which to play and learn. This is underpinned by nurturing and mutually respectful relationships. Children are considerate, articulate, confident, and very motivated by learning that actively engages them in thinking creatively.
- Children's experiences are supported and enhanced by the community and partners. The headteacher reaches out to the community to engage and support in a very approachable manner. She gives children quality care and pastoral support.
- The headteacher and staff have assisted children to sustain good levels of progress and attainment in numeracy and mathematics, listening, talking and reading.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Lothian Council.

- Staff should now build on the most effective practice to plan more creative and challenging learning that continues to meet the learning needs of the highest attaining children. This should enable all children's increased use of digital technology and a range of learning approaches, such as play.
- Teachers should continue to raise children's attainment in writing.
- The headteacher, fully supported by staff, should continue to focus on the strategic improvement of the school. This should include areas such as the further development of the curriculum.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for East Linton Primary School

Quality indicators for the primary stages	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	good
Securing children's progress	good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Reports page | Inspection reports | Education Scotland](#).

What happens next?

We are confident that the school has the capacity to continue to improve. We will make no more visits in connection with this inspection. East Lothian Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Joan C Esson
HM Inspector

Summarised inspection findings

East Linton Primary School

East Lothian Council

7 February 2023

Key contextual information

East Linton Primary School and Nursery Class has as its main catchment the village of East Linton, and surrounding farming hamlets and properties. A minority of children use taxis from small villages to the school.

The school roll in September 2021 was 162, with 40 children in the nursery. The roll is increasing due to new housing developments. Almost all children reside within Scottish Index of Multiple Deprivation deciles eight and nine.

The headteacher is the only non-class committed member of the school's senior leadership team. A principal teacher has some senior leadership responsibilities but is largely deployed to teach.

The school has a part-time support for learning teacher, as well as visiting specialists of French, music, and physical education. A part-time teacher who specialises in literacy also teaches in collaboration with class teachers. There are two classroom assistants, one of whom is funded by Pupil Equity Funding (PEF). The school's allocation for PEF is below the median allocation to all primary schools in the local authority and nationally.

Attendance is in line with national averages. There have been no exclusions in recent years.

Staff maintained learning during the pandemic. Children and staff were well prepared for the move to learning through digital platforms. The school has experienced challenges with staff absences since returning to learning in the school building.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher provides nurturing leadership, in which a collegiate approach to improvement is encouraged. She is highly respected within the community. All staff's efforts to maintain children's education during the pandemic is valued by parents. Staff and children enjoy many successes as they learn together. Children are now ready for all staff to be more ambitious for what they can achieve. Staff should plan to raise further children's good attainment and accelerate progress. The school's vision should be clear on purpose and direction to enable staff to achieve even better outcomes. The headteacher should ensure a balance between strategic leadership and day to day operational management duties, as the school recovers from the pandemic. This should include strategically leading improvements in the curriculum and how it is delivered to meet the needs of all learners.
- The headteacher has recently led a focus on the school's vision, values and aims to support children's positive interactions with each other and staff. Children are now thinking more about how well they demonstrate the school vision. Learners have appealing mantras they use as

prompts to living the values. As a result, children interact well with each other in almost all cases. Children are considerate of each other.

- The headteacher has an outward look to self-evaluation and improvement by linking to a group of headteachers in similar schools. This group has begun to support and challenge each other about priorities within each other's schools. The headteacher has an accurate picture of the overall quality of education across the school. She meets termly with teachers to discuss all children's progress, attainment, curricula and specific support for children. This gives her an overview of the progress of those requiring support with their learning, as well as those who may be facing poverty and hardships. She should now ensure that all teachers receive more individual feedback to support further improvements, to better meet learners' individual needs and increase further challenge in learning.
- Staff are returning to formal approaches to quality assurance that have been impacted by the pandemic. The headteacher used these approaches to inform the current school improvement plan. Staff are increasing their ownership of the school improvement plan. The current plan has a focus on improving the curriculum, leadership, and wellbeing, equality, and inclusion. Within these priorities, there are projects to assist in achieving accelerated progress in closing the attainment gap for all children. These include raising attainment in writing and numeracy. The headteacher is also increasing the focus on analysing data. She is having a closer look at how support for learning is taken forward in the school.
- The headteacher is using PEF to provide additional support staff. This is effectively increasing the amount of one-to-one support that children receive. Children are assisted to make improved progress in their learning.
- All staff are encouraged to lead improvements. They take forward projects for the school improvement plan, as well as to support longer-term goals within the school. Support staff are effective in helping class teachers with the planning and delivery of learning. They support children well with their learning and development needs. Staff speak positively about the quality and relevance of professional learning opportunities to implement change and improvement. These include leadership qualifications. Staff work with other schools, and within the cluster, to extend their professional learning and knowledge.
- Senior leaders and staff employ a range of approaches to communicate and engage with parents. Senior leaders have rightly identified the need to increase parents' role in school improvement priorities. The Parent Council has increased their role in school improvement. They should be more actively involved in all processes for improvement planning. The principal teacher is beginning to lead projects to increase parents' engagement in the school.
- Children are responsible and successful in contributing to the life of the school. They have begun attending the Parent Council to influence change and improvement through the curriculum. Children participate in a range of leadership opportunities in a planned way. Staff should continue to increase the range of opportunities through which children take a more active role in leading change.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Children experience a warm and positive classroom ethos. This is underpinned by nurturing and mutually respectful relationships. Almost all children are considerate and show empathy for others.
- Children are very confident and independent in their learning. They are very motivated by learning that actively engages them in thinking. They are keen to share their thoughts, feelings and opinions. They know that their views are sought, valued and acted upon. Children cooperate well with each other in pairs and small group activities. In a few classes, children can plan and work using the 'thinking made visible' approach. For example, children in P7 plan and create digital presentations to share their recent experiences at a residential trip.
- Children pay good attention to how they present their work. Teachers should set higher expectations and standards for displaying children's work. These should reflect the quality of work that children can produce. Children should be given more ownership for displaying their learning, including with the use of digital technology.
- Most teachers provide a good variety of motivating and engaging activities, which children enjoy. In almost all classes, children are clear about what they are learning and what is expected of them. Children clearly explain the purpose of their learning and next steps. Children should be challenged further in their learning. They would benefit from more enquiry and play-based approaches, including at P1.
- In almost all classes, teachers' explanations and instructions are clear. Teachers make effective use of quality questioning to check understanding, extend learning and develop higher-order thinking skills. Children benefit from very targeted support to reduce gaps in progress and attainment in literacy. This assists with sustaining and embedding effective strategies to raise attainment within the curriculum. Children's learning should be less teacher-led when appropriate to meeting the aims of lessons. Teachers should provide more differentiation. Children respond well, and with enthusiasm to visiting specialist teachers' input for French, music and physical education. They learn very effectively within the local community and with partners. This includes the local church and library. In most lessons, plenary sessions enable children to reflect on their learning and recap on skills learned.
- A few teachers plan high-quality outdoor learning experiences. Children are enabled to explore their local community and rural context. For example, children use a reading text as a provocation to learn about people's personal qualities in a range of outdoor experiences. Children develop skills in team working, as well as skills in raft building. There is scope, as planned, for all staff to continue developing and embedding outdoor learning across the curriculum. Partners and community members are offering their valuable services to support the school take this forward.

- There are a few examples of technologies being used well by children. For example, children worked with partners to create a high-quality film in real-life, challenging and relevant contexts. In these situations, children access digital presentation software as part of their learning. Currently, teachers could build further on the improvements they made in their use of digital learning during the pandemic. They should monitor that children's free access to technology supports their intended and responsive learning.
- Teachers use a range of summative and formative assessment approaches within learning and teaching to evidence children's progress. Almost all teachers use formative approaches to gather feedback of understanding as part of their lessons. Teachers should have a more consistent approach to providing written feedback to support children with their next steps in learning.
- Children use assessment jotters to gather evidence of their own progress across the curriculum. Teachers moderate these and, in a few classes, children self-assess their work. There is scope to develop more opportunities for children to include peer-assessment and self-assessment across the school. Teachers should continue to develop further assessment approaches to reflect more learning and evidence of learning across contexts of the curriculum.
- Teachers moderate learning across levels. This is part of a planned quality assurance calendar. Teachers are continuing to develop moderation to agree further a shared understanding of progress through the achievement of a level. This in turn will provide even more robust evidence to inform teachers' judgements. Teachers and senior leaders have extended moderation activities to include colleagues in the cluster. This provides opportunities for staff to collaborate and moderate across schools. Recently, teachers used evidence from interdisciplinary contexts across the school as a focus for professional dialogue.
- The moderation cycle has been used to support a range of curricular areas. Staff are using these experiences to develop an East Linton learning, teaching, and assessment approach. This is at an early stage of development and has potential to help staff to shape their ongoing reviewing, planning, and refreshing of the curriculum.
- Teachers consistently plan learning using East Lothian Council's progression pathways to ensure coverage of experiences and outcomes across the curriculum. Teachers develop a 'Map of the Year' with children to plan their curriculum on an annual basis. The interests of individual classes are considered. Teachers should increase their focus on intended learning, and how this connects and builds on prior knowledge across stages. It will be important to continue to incorporate child-led experiences and differentiation. Teachers will be better enabled to track and monitor learners' progress through a level when planning of learning is improved.
- Teachers and the headteacher discuss progress, strategies, interventions and next steps for all children, particularly for those requiring additional support. Classroom assistants are deployed very effectively, providing a balance of effective direct support to individuals and cohorts of children, and wider support for learning for others.

2.2 Curriculum: Learning pathways

- The headteacher collaborated with staff, children and parents to develop a curriculum rationale prior to the global pandemic. This should be revisited to ensure that it reflects the current context of the school and aspirations for all learners at East Linton Primary School and Nursery Class.
- Teachers are implementing local authority progression pathways across all areas of the curriculum. Teachers should continue to use these pathways to meet the needs of individuals and groups of children. Staff, children, and parents should identify the outcomes they seek for all learners within the totality of the curriculum. Children can apply their literacy and numeracy skills across other areas of the curriculum. As part of this, they should make connections between curricular areas and themes important to children and their context. These would include global citizenship and learning for sustainability. This would provide rich learning experiences that offer challenge, depth, and relevance.
- Children explore diversity and multi-faith issues at points throughout the school year. As a result, they demonstrate respect for the beliefs and choices of others.
- Teachers provide children with two hours of physical education weekly. This is supported by high-quality specialist input. It would be beneficial for class teachers to observe the input of the specialist for professional learning purposes.
- Staff have developed a garden and small nature area within the school grounds. A few classes use the school grounds for learning outdoors. Staff should review their policy for learning outdoors to ensure experiences are purposeful, regular, progressive and embedded within the totality of the curriculum.
- The school has a well-stocked library that is timetabled for use by all classes weekly. In addition, children use the local community library and the local authority's library service to provide resources to enhance learning. Teachers make effective use of these facilities to allow children to develop a range of literacy skills and support the development and progression of reading across all classes.
- The headteacher should continue having a strategic overview of the curriculum. This will provide clearer direction for staff to embed the principles of curriculum design.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher has established a strong sense of community. She is very visible with parents and prioritises time to meet with families, both formally and informally. This assists with creating links with several partners to enrich children's learning experiences and accelerate progress. For example, the Scotland Reads initiative engages parents in supporting children's literacy skills at home.
- Families know they can share worries and concerns with the headteacher, and that they will receive support and advice.
- The Parent Council is enjoying a higher profile, with increased impact in giving children a voice in sharing their learning. They engage children in their meetings to share their learning. The Parent Council is ready to be involved in more of the strategic planning of the school.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The headteacher leads a school that is welcoming and caring. She is very approachable and supports children and their families with their concerns. Children and staff enjoy mutually positive relationships across the school community. Children and staff look out for each other.
- Staff have a strong understanding of the wellbeing indicators. Children use the indicators well to help them reflect on their individual needs, wellbeing and protecting their rights. Most teachers' use of values and mantras, such as "Ready, respect and safety" feature regularly in most classes. Children contribute well to establishing school charters. These are based on children's rights, for which the school has been awarded a bronze award.
- Almost all children feel safe in school, listened to and cared for. They identify a person in school with whom they may speak if they have a concern or worry. Almost all children are very motivated by school. They show this in several ways, including with their good attendance at school. This is in line with national averages. Children's views are sought and listened to through their membership of groups.
- Children can talk about how their learning supports their health and wellbeing. Teachers have supported children with a focus on resilience. This was in response to helping children cope with the pandemic. Children are encouraged to use calming areas within the school and classrooms when they feel the need of a break. This encourages them to manage their own emotions well.
- Classes engage well in physical activities during the school day, for example, the 'daily mile.' This is in addition to two-hours of physical education weekly. Children recognise the benefits to their wellbeing from learning in the outdoors, including with partners. Children in P5 to P7 have their learning recognised with a John Muir Award. The school's secure grounds include a garden area that children maintain. This fosters their interests in sustainability, for which teachers have plans to extend. A next step for the school will be to make increased use of these grounds to support children's outdoor learning and wellbeing. It would now be important to see how these important elements can be built into a progressive health and wellbeing programme, as part of children's learning journey. Almost all children enjoy the school grounds at break times and lunchtimes.
- Children across the school are supported to make healthy and safe choices. Children are learning how to keep themselves safe online.
- Children enjoy leadership opportunities across the school, both in and outwith class. This includes children in P7 being house captains. Children participate in clubs at school and at events within their communities. Children value these activities very highly as opportunities to develop their skills and confidence. They look forward to other events also being available

again, such as the choir. As part of this, staff should review the totality of the health and wellbeing offer to ensure progression and high expectations for children at all stages.

- Staff and young people have had a focus on promoting positive relationships. Almost all children feel that staff treat them with respect. Staff intervene quickly when learners are showing any signs of distress. Almost all children believe that bullying is not an issue at the school. They feel that staff intervene quickly and effectively when a bullying incident takes place.
- The headteacher uses PEF effectively to provide personalised learning support for identified children and families. This is supporting most children well to improve their attainment and progress, and overcome any wellbeing related barriers to learning.
- Staff regularly engage in a range of professional learning that supports their understanding of legislative requirements. Senior leaders and staff ensure that children who need additional support with their learning and development have planned support. They link well with partners to ensure that children receive targeted support.
- Strategies to support children should be made available to all staff in order that children can be supported well across the totality of their learning. Staff should continue to discuss and review the progress that children receiving additional support are making. The headteacher should ensure that all those involved in providing specialist support and interventions discuss and evaluate their inputs. This will help to make sure that children's support is better connected and coherent, with well-targeted interventions recorded and evaluated systematically. This would help accelerate children's progress and raise attainment.
- The school improvement plan has an action on revisiting the roles of support for learning. The headteacher should now prioritise taking this forward to give continued clarity, purpose and direction to this aspect of the school's work.
- Children's diversity is celebrated across the school. Children experience a range of learning activities that recognise and celebrate diversity through assemblies and class activities. This is supported very well by partners. Children learn in responsive and meaningful ways, as well as ensuring that a planned approach is followed. Staff should continue to develop more planned and progressive opportunities for children to learn about aspects of diversity and discrimination.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is good, with most children making progress in line with national expectations. Across the school, there is scope to provide further challenge and increased opportunities for application of children's skills and learning in different contexts.

Attainment in literacy and English

- Overall, most children are making good progress in reading and in listening and talking. The majority of children are making good progress in writing. This is an area for improvement that has been identified in the current school improvement plan.

Listening and talking

- Almost all children are making good progress in listening and talking. At early level, most children can listen and respond to others appropriately, and follow instructions. A few require support to listen during group activities and to take turns to speak. The majority of children at first level listen respectfully and respond to the ideas of others. A few would benefit from developing an understanding of non-verbal cues to engage with their peers in discussion. At second level, most children can communicate several relevant ideas, information and opinions when engaging with others. This includes building on the ideas of peers by asking relevant questions, clarifying points, or supporting others' opinions.

Reading

- Overall, most children are making good progress in reading. At early level, almost all children can use their knowledge of sounds, letters and patterns to read words. Most children enjoy reading or listening to different texts. They can share likes and dislikes. At first level, most children can read aloud fluently, with expression. They can explain why they select certain books. They know how to use the blurb and their knowledge of authors to select texts for enjoyment. At second level, most children identify techniques used to influence the reader. A few children would benefit from further opportunities to answer evaluative and inferential questions about texts.

Writing

- In writing, the majority of children make good progress across the school. At early level, a few children write at least one sentence independently and attempt to use their knowledge of sounds to spell familiar words correctly. Most can communicate ideas, messages and information verbally or in pictures. At first level, the majority of children can write independently in a clear and legible way. They would benefit from more experience in writing across other genres within their curricular contexts. At second level, most children can write for a range of purposes and audiences. Learners apply their knowledge of spelling patterns, punctuation and grammar. They review writing to ensure it makes sense. Children at first and second levels would benefit from further opportunities for functional writing.

Numeracy and mathematics

- Overall, children's attainment in numeracy and mathematics is good. Across the school, there is scope to provide further challenge and application of children's skills and learning in different contexts.

Number, money and measure

- At early level, almost all children can order numbers forwards and backwards within 30. They can match amounts to numbers and pictures with increasing confidence. Almost all children add within 20. They are less confident with subtraction. Children can name the months of the year and the days of the week in sequence. At first level, children can round two- and three-digit numbers to the nearest 10 and 100 with increasing confidence. They can add and subtract with three digits using a range of strategies through word problems. Almost all children can identify fractions and order simple fractions in order of size. Children are confident in identifying notes and coins up to £20 to make a total. They identify the amount of change required, within a real-life context. At second level, almost all children can read, order and sequence numbers up to 100,000. They can partition whole numbers and decimal fractions to three decimal places. They are less confident in multiplying decimal fractions by ten and 100.

Shape, position and movement

- At early level, children recognise and name simple two-dimensional shapes. At first level, children can use mathematical language to describe the properties of a range of two-dimensional shapes and three-dimensional objects including side, face, and edge. Almost all can identify at least two lines of symmetry within a shape. At second level, most children can identify acute and obtuse angles, and calculate the perimeter of a shape. Almost all children are not yet accurate using specific vocabulary including the diameter, radius, and circumference.

Information handling

- At early level, almost all children collect and organise information to create a simple bar chart. They answer simple questions, using the vocabulary of most and least. At first level, children can interpret information displayed on a table. They answer questions well relating to information. At second level, almost all children explain when they would use a bar chart, pie chart and a Venn diagram.

Attainment over time

- Data provided by the school demonstrates that they have maintained good standards of attainment for most children over the last three years. The headteacher has identified a drop in attainment outcomes for children in writing. This is identified as an area for improvement for this session. Teachers' improved systems for planning, tracking and monitoring will support even more robust and reliable data to support professional judgements.
- Staff should make further use of assessment data to inform their decisions about how best to support and challenge children's learning. A more strategic approach to analysing a range of data, including standardised national assessments, will support staff to target individual children's needs, as well as adjustments to teaching programmes.

Overall quality of learners' achievements

- Achievements within school are shared and celebrated at weekly school assemblies, including 'Learning Heroes,' 'Walking with Pride,' and certificates to acknowledge 'Over and Above.' Children speak positively about these achievements. The school also uses social media and their school blog to share children's experiences and achievements with home.
- Across the school, children give their views to help shape the life and work of the school community. They develop a good understanding of leadership roles by participating in a range

of committee groups. House captains and vice captains take a lead role in the school. Children have a positive influence on learning and wider achievements within the local community. They benefit from strong connections with the church and East Linton Action Climate group. This is having a positive influence on children's learning and wider achievements within the local community.

- Children develop resilience, teamwork, and communication skills through their participation in the John Muir Award. Children in P7 attend an outdoor residential trip.
- Learners' participation in sports and physical activity is tracked by the Active School's Coordinator. There is scope for the school to celebrate achievements from home, and track children's participation in after school clubs.

Equity for all learners

- The headteacher tracks the progress of groups of children, including those who require additional support, those who are care experienced or face poverty-related barriers to their learning and wellbeing. As a result, appropriate interventions are in place. The school demonstrates good progress towards reducing identified gaps for the poverty-related attainment gap. Children make very good use of a reading initiative that encourages them to read quality, challenging books. Children's successes in continuous reading are celebrated.
- The headteacher monitors the cost of the school day. She is sensitive to the increasing financial pressure on children and their families. Staff are supporting families' wellbeing with discretion and sensitivity. They also actively engage the Parent Council to work together to find solutions for equity for all.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Summarised inspection findings

East Linton Primary School Nursery Class

East Lothian Council

7 February 2023

Key contextual information

The nursery class caters for 20 children, aged three to those not yet attending school, at any one time. Children attend for two full days every week and every second Friday. Group A attend on a Monday, Tuesday and alternate Fridays, and Group B attend on a Wednesday, Thursday and alternate Fridays. Children can attend from 08.15 to 17.45. Around half of the children leave at 15.10 when the primary school day ends. The nursery team has recently been extended through a visiting excellence and equity officer and a visiting support teacher. Both have recently taken up post. During periods of remote learning, staff moved quickly to an online platform and the headteacher reports that there was very little negative impact on learning and teaching. Since returning from COVID-19, the school has had high levels of absence among both staff and children. A minority of staff are recently appointed, and teamwork is still developing.

1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The nursery class and the school have the same vision and values. The vision focuses appropriately on creating safe, happy learning spaces, with a strong focus on nurture and positive relationships. The nine values include respect, collaboration, resourcefulness and reflection. Staff should consider values that are simpler for very young children to understand. This will ensure that they are meaningful and relevant to the nursery context. Staff exemplify the school values very well through their daily interactions with children and families. They are very nurturing in their approaches. Children are thriving in a respectful and enabling environment.
- The recently appointed visiting support teacher and excellence and equity officer, along with the part-time nursery manager, provide a high level of support to the practitioner team. They are approachable and have joined a strong, cohesive team of staff who are highly committed to improving their practice. Visiting officers are building staff capacity by enhancing staff skills in self-evaluation, and tracking and monitoring children's progress.
- The staff team has developed self-evaluation floorbooks. These document aspects of developing nursery practice. Staff evaluate what is working well, which aspects need to change or develop, how this will be taken forward, and how the impact of change will be measured. Staff use this process effectively to improve arrangements for snack time and the development of the creative area. They are using East Lothian Council's guidelines on rich learning environments to audit the playroom and outdoor provision. Staff could align their ongoing improvement activities more closely to the nursery's identified priorities.
- Staff take responsibility for areas within the nursery. There is scope to extend the opportunities for distributed leadership by taking forward aspects of nursery improvement. These leadership roles would support staff to improve further the quality of children's experiences.

- There is a detailed and well-used quality assurance calendar of monitoring activities. Practitioners are benefitting from the strategic guidance from recently appointed leaders. This is helping them prioritise, measure and analyse the impact of their work. The team should consider visiting other centres to observe and share practice. This outward focus will help them build on their strengths and develop their practice.

- Practitioners are self-motivated and willingly use their strengths, skills and experience to take forward improvements. A few staff are undertaking additional qualifications to improve their knowledge and understanding of early years leadership and practice. The team is at an early stage in using current research on early learning and childcare. As planned, staff should ensure an in-depth focus on the national practice guidance, 'Realising the Ambition: Being Me' (2020).

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Children are happy, confident and experience a very positive ethos in the nursery. They have freedom to explore, make choices and follow their own interests. This is both indoors and outside. Staff display warm and nurturing relationships with the children, which helps build children's confidence and self-esteem.
- Practitioners' and children's interactions are very responsive and supportive. Practitioners use supportive dialogue as they play alongside the children. Questioning is used very effectively to extend children's thinking. Most children are now ready for experiences which provide greater challenge. Staff should extend children's play. Practitioners should reflect on the current balance of adult- and child-initiated learning experiences, using the national practice guidance.
- There are clear, definitive spaces throughout the nursery. Children's sustained engagement is improved when the staff team set up the nursery with a wider variety of resources. This promotes creativity, curiosity and enquiry. Children enjoy playing outdoors with a variety of loose parts and gardening activities. They benefit from opportunities for physical activity. There is scope to resource the outdoors more richly to develop further children's investigative skills.
- Practitioners use a range of floorbooks, learning stories and personal plans to capture and record children's learning and achievements. Staff share observations with each other. These inform children's individual learning stories. Parents contribute to the learning stories while visiting the nursery. Children display enthusiasm when reflecting upon their accessible learning folders. Children's interests and voice are documented in floorbooks and learning stories. Staff are working to ensure that the interactions, experiences and spaces also reflect children's voice and achievements.
- At times, practitioners make use of digital activities to support learning. Children enjoy playing games on the interactive whiteboard. Staff could expand their use of digital technologies to support and enrich further learning experiences.

2.2 Curriculum: Learning and developmental pathways

- Children benefit from an environment with a wide range of play contexts. They show a strong sense of ownership of the spaces, and freely access activities. Most curriculum areas are represented through play; however resources are too limited in some spaces. As a result, only a majority of children show sustained engagement in their play. Staff plan a range of worthwhile, progressive activities in literacy and numeracy. These could be extended further through play experiences. Staff should also review how to develop the curriculum to offer greater challenge for higher-achieving children.
- Practitioners are highly committed to ongoing training and development. The team is new. They are at an early stage in developing their curriculum rationale. Practitioners use progression frameworks to track learning through the early level experiences and outcomes. This is supporting their understanding of how this links with the environment, and children's play and learning.
- Transitions from home to nursery are well managed. There are enhanced arrangements for those children who require them. Parents reported that they, and their children, were very well supported at points of transition. Staff work very effectively with parents and agencies to ensure that children settle quickly and make secure progress.

2.7 Partnerships: Impact on children and families – parental engagement

- Partnerships with families are a strength of the nursery. Parents report that they are welcomed warmly and kept well informed of their children's progress. Practitioners photograph children's achievements and share these with parents in learning stories. An informative noticeboard keeps parents up to date with current nursery learning to enable them to extend and support this at home. Newsletters, online videos and social media allow parents to share the work of the nursery. Staff could consider using a digital platform to share children's achievements with families. Parents enjoy playing with their children at 'Stay and Play' sessions.
- During periods of remote learning, staff made strenuous efforts to keep connected with families. This includes regular email and phone contact. They encouraged parents to join with their children in online learning challenges. For example, families enjoyed finding long and short things at home, or taking part in indoor scavenger hunts. Staff also sent personalised video messages to children and families.
- There is scope for staff to reinstate the community learning opportunities that were in place before COVID-19, including visits into the community, library visits and visits to the elderly. This would extend the opportunities for meaningful and relevant partnership working.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Relationships are calm, positive and supportive. Staff deliver high standards of care. Practitioners' interactions with children and families are consistently respectful and nurturing. Staff report that they are proud of the strong and productive links they have established with their families. Parents and carers are very appreciative of the warmth and friendliness of staff, and the ways in which their children are supported.
- Staff know the children very well. Prior to children starting nursery, practitioners work effectively with families to build relationships and to gather important information. This enables them to fully support children's personal, social and emotional wellbeing, as well as address any identified health needs.
- Staff are positive role models for children. Many show skill in restorative conversations by helping children with strategies to regulate their emotions. Practitioners have focused on the key features of friendship through stories. This is helping children to share, cooperate and show tolerance for other children.
- The nursery displays features of 'Learning Heroes' that have been developed by older children at the primary stages. This includes characters displaying aspiration, resourcefulness and collaboration. The ideas within these resources are worthwhile. However, the displays are not age appropriate, nor can children easily identify with them. Staff plan to develop their own wellbeing characters, which will be more relevant for nursery children. They should also consider making the wellbeing indicators part of their display for parents in the foyer. This will help parents understand how these are taken forward through play activities.
- Children's physical and emotional wellbeing is well supported by regular outdoor play. Staff have skilfully planned a range of activities to encourage both fine and gross motor control. Children are encouraged to risk assess aspects of their outdoor learning.
- Practitioners are fully aware of, and comply, with statutory requirements in relation to early learning and childcare. All staff have received child protection training and are clear about how to keep children safe. Staff also understand potential barriers to learning for individuals and put plans in place to address these. Every child has a personal plan that outlines both care and health needs. These support staff to make targeted interventions to support individual needs. The visiting staff support the team well to take forward specific interventions, particularly for children with more complex needs. Staff are becoming more confident in using visual prompts and timetables. As a result, children feel secure and comfortable with the daily routines. Staff work very effectively with a range of professionals to ensure that each child is well supported to make the best possible progress.

3.2 Securing children's progress

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Most children communicate well using a wide range of vocabulary. Children engage enthusiastically in play and listen to their friends and staff. Children with English as an additional language (EAL) are progressing well and growing in confidence. Children are keen to listen to stories, make marks, and enjoy listening to, and reciting songs and nursery rhymes. Most children can recognise or write their own name. Staff have recently evaluated the indoors spaces. They could offer more literacy-rich experiences across both indoor and outdoor spaces. This should include opportunities for creating stories, a wider range of small world play and a variety of high-quality fiction and non-fiction books.
- Most children display a strong interest in numeracy and are progressing well. They enjoy approaching staff to help make sense of numbers and seek problem solving experiences. Most children can count to ten and beyond. Outdoors, children comment on the features of squares and triangles. They show an early understanding of the difference between three-dimensional objects and two-dimensional shapes. They demonstrate creativity as they paint junk models, bake, and make playdough. Children would benefit from more numeracy-rich opportunities indoors and outdoors to promote investigation, problem solving and exploration.
- There is a supportive and inclusive ethos throughout the nursery with caring practitioners, whom the children respect and trust. Children understand how to support their own wellbeing through daily routines, such as snack and lunchtime. The recently introduced key worker system ensures all children have a key adult responsible for their learning and wellbeing. Practitioners support children's health and wellbeing through nurturing relationships. They track early level experiences and outcomes. Staff should build on this to provide increased challenge and personalisation across all areas of learning.
- Most children are making good progress in literacy, numeracy, health, and wellbeing. There is a tracking system in place to support children's individual progress across the early level of Curriculum for Excellence. This helps practitioners in supporting children from different socio-economic backgrounds.
- Practitioners maintain individual tracking for areas of the curriculum. This needs further development to give a clear overview of learning progress over time for each cohort of children. The plan to develop monitoring and tracking meetings will ensure that children have next steps identified to support and challenge their learning.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

REPORT TO: Education Committee

MEETING DATE: 21 March 2023

BY: Executive Director for Education and Children's Service

SUBJECT: Update to the Scheme of Devolved School Management

3

1 PURPOSE

- 1.1 To advise the Committee of the findings of two short life working groups arising from changes to the Devolved School Management (DSM) national guidance, effective from 1 April 2022 and as reported to Education Committee on 21 June 2022.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to note:-
- i. The findings of the Primary management structures working group which has agreed that no substantial changes to the financial methodology of the DSM scheme in respect of management structures in Primary Schools be adopted from April 2023. This will be kept under review pending the impact of any recommendations by the Additional Support Needs (ASN) working group should there be any significant change to the funding to schools.
 - ii. The findings of the ASN working group which agreed to the principle of changing the methodology used to determine the allocation of predictable needs funding to reflect roll and ASN percentage measures. The mechanism to implement this change in methodology would require a moderated process and a workforce plan to manage the staff resources. It is therefore not recommended to implement this from April 2023, but to work towards a change for April 2024.

3 BACKGROUND

- 3.1 A report was submitted to the Committee in June 2022 in respect of the review of DSM guidance to encourage greater transparency in the financial decisions both at local authority level (what is devolved and what is not) and at school level.
- 3.2 As a result of the collaborative work undertaken with Head Teachers, education officers, Trade Union representatives and officers from other Council service areas to review and update our DSM in line with new national guidance, a report was submitted to Committee that demonstrated changes to our scheme aligned with the expectations from Scottish Government. The majority of the existing DSM scheme was agreed as still fit for purpose and required little updating. There was no change to areas to be devolved to schools from April 2022.
- 3.3 As part of the review of our guidance it was agreed that two strands of the revised DSM scheme were identified as requiring a “deeper dive” by two focussed short life working groups to look at the impact of alternative methodology and make recommendations in relation to management structures and ASN funding allocations. This work took place between June 2022 and February 2023.
- 3.4 The working group on Primary School Management structures identified and modelled 12 potential changed approaches:
- a) 8 of the models were not cost neutral and in the current financial climate cannot be taken forward to consultation with all Head Teachers;
 - b) 2 models were cost neutral but would require restructuring and/or redeployment of current management roles, incurring potential conservation costs for 3 years;
 - c) 1 model would require common timetabling to allow Principal Teacher release to work collaboratively across a cluster, and is being further considered by Head Teachers of the practicalities;
 - d) 1 model would require large schools having reduced funding to realign management time to smaller schools with no Depute Head Teacher management time allocation which would create a redeployment and/or conservation cost.
- 3.5 The working group looking at the Additional Support Needs (ASN) funding allocation identified the following:
- a) The current model of ASN funding allocation, determined by Free School Meal entitlement, no longer reflects current needs. The working group agreed that the funding model should be changed to reflect a measure of children/young people with Additional Support Needs in each school.
 - b) Annually, each school in Scotland is required to submit to Scottish Government the number of children/young people in their school with an ASN through the SEEMIS management system. There is national

guidance regarding this measure and clearly defined categories of ASN. The group agreed that this measure would be the most appropriate to use in the new funding model.

- c) Currently the SEEMIS recorded number of children/young people in each school with an ASN is not moderated within East Lothian. The group agreed that annual moderation would be required within the new model to ensure consistency and equity across schools.
- d) The new model may lead to a change in allocation of funding and consequently may impact on staffing compliments in some schools. The impact will need to be considered and consulted upon with Head Teachers and other stakeholders before an implementation plan is proposed. The implementation plan will be brought back to the Education Committee during 2023/24 academic year for approval.

4 POLICY IMPLICATIONS

- 4.1 None.

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

- 6.1 Financial – none.
- 6.2 Personnel - none.
- 6.3 Other – none.

7 BACKGROUND PAPERS

- 7.1 Scheme of Devolved School Management – April 2022
- 7.2 Scottish Government revised guidelines 2019
<https://www.gov.scot/publications/devolved-school-management-guidelines/>
- 7.3 Scottish Government consultation "Fair Funding to Achieve Excellence and Equity in Education" 2017
[Fair funding to achieve excellence and equity in education: consultation - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/fair-funding-to-achieve-excellence-and-equity-in-education-consultation-2017/)
- 7.4 Report to Education Committee on 21 June 2022

AUTHOR'S NAME	Richard Parker
DESIGNATION	Education Service Manager (Strategy & Operations)
CONTACT INFO	rparker@eastlothian.gov.uk
DATE	21 February 2023

REPORT TO : Education Committee

MEETING DATE: 21 March 2023

BY: Executive Director, Education & Children's Services

SUBJECT: Reserving Places in Schools for
Catchment Pupils Who Move Into the Catchment
Area during the Academic Year 2023/24

4

1 PURPOSE

- 1.1 To obtain Committee approval for reserving places for incoming catchment pupils at the schools detailed in 2.1 for session 2023/24.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to agree to hold in reserve places for incoming catchment pupils for session 2023/24 in the following schools:

i. Primary Schools

We recommend that the Committee reserve the number of places detailed below in each year group between Primary One and Primary Seven. The class organisation may be a mixture of non-composite and composite classes.

School	Number of reserved places per stage						
	P1	P2	P3	P4	P5	P6	P7
Aberlady Primary School	3	3	0	0	0	0	0
Campie Primary School	2	2	2	2	2	2	2
Cockenzie Primary School	2	2	2	2	2	2	2
Dunbar Primary School	5	5	5	5	5	5	5
East Linton Primary School	2	2	2	2	2	2	2
Gullane Primary School	3	3	3	3	3	3	3

Haddington Primary School	4	4	4	4	4	4	4
Law Primary School	3	3	3	3	3	3	3
Letham Mains Primary School	5	5	5	5	5	5	5
Longniddry Primary School	3	3	3	3	3	3	3
Loretto RC Primary School	2	2	2	2	2	2	2
Macmerry Primary School	1	1	1	1	1	1	1
Musselburgh Burgh Primary School	2	2	2	2	2	2	2
Ormiston Primary School	2	2	2	2	2	2	2
Pencaitland Primary School	2	2	2	2	2	2	2
Pinkie St Peter's Primary School	3	3	3	3	3	3	3
Preston Tower Primary School	3	0	0	0	0	0	3
Sanderson's Wynd Primary School	2	2	2	2	2	2	2
St Gabriel's RC Primary School	2	2	2	2	2	2	2
St Martin's RC Primary School	1	1	1	1	1	1	1
Stoneyhill Primary School	3	2	2	2	2	2	2
Wallyford Primary School	5	5	5	5	5	5	5
Windygoul Primary School	2	2	2	2	2	2	2
Yester Primary School	2	2	2	2	2	2	2

We recommend that the Committee reserve the number of places detailed below in each class within the school.

School	Number of reserved places per class
Athelstaneford Primary School	2
Blindwells Primary School	ALL*
Craighall Primary School	ALL*

Dirleton Primary School	3
Elphinstone Primary School	2
St Mary's RC Primary School	3
Stenton Primary School	2
West Barns Primary School	2
Whitecraig Primary School	2

*All available places within the school are reserved for incoming catchment pupils

ii Secondary Schools S1 and S2

We recommend that the Committee reserve the number of places as detailed in the table below.

School	Maximum number of places in S1 including reserved places	Number of reserved places in S1	Maximum number of places in S2 including reserved places	Number of reserved places in S2
Dunbar Grammar School	220	5	220	5
Knox Academy	180	8	180	8
Musselburgh Grammar School	160	5	160	5
North Berwick High School	180	8	180	8
Preston Lodge High School	240	5	240	5
Ross High School	220	5	260	5
Wallyford Learning Campus	160	5	100	5

iii Secondary Schools S3 and S4

We recommend that the Committee reserve the number of places as detailed in the table below.

School	Maximum number of places in S3 including reserved places	Number of places reserved in S3	Maximum number of places in S4 including reserved places	Number of places reserved in S4
Dunbar Grammar School	220	5	220	5
Knox Academy	180	6	160	6
Musselburgh Grammar School	160	5	260	5
North Berwick High School	200	8	180	6
Preston Lodge High School	210	5	210	5
Ross High School	240	5	240	5
Wallyford Learning Campus	120	5	N/A	N/A

Details of the factors considered when determining the appropriate number of reserved places for both primary and secondary schools are detailed in 3.2.1 of the report.

- 2.2 We request that the Committee delegate any changes to the number of places held in reserve to the Head of Education in consultation with the Education Convener, should the number of pupils requiring a place at the school significantly increase or decrease.

3 BACKGROUND

3.1 Acts and regulations

The Education (Scotland) Act 1996 Placing Requests Part IV: Section 33, allows education authorities to reserve places for incoming pupils into catchment areas of schools. This has helped education authorities to manage their schools and prevent them being at capacity at commencement of an academic year, and furthermore enabling them to accommodate incoming catchment pupils at their catchment schools when they move into the area during the academic year.

Section 28A (3A) of the Education (Scotland) Act 1980 (as amended) provides a general principle that, “so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents”. This is what we strive to do, whilst also ensuring that we can accommodate new pupils in their catchment schools. Acceptance of a placing request for a child who is resident out with the catchment area of a specified school could prevent the education authority from retaining reserved places:

- at the specified school, or
- in relation to any particular stage of education at the school.

It is for this reason that the education authority may refuse to grant a placing request that would impact on the ability to reserve places in schools.

Section 28A (3C) of the 1980 Act notes that “reserved places” means those “places (not exceeding such number or, as the case may be, such percentage of places at the school or relating to a particular stage of education as may be prescribed by regulations) as are in the opinion of the education authority reasonably required to accommodate pupils likely to become resident in the catchment area of the school in the period from the time of consideration of the placing request up to and during the year from 1 August to which the placing request relates”.

Therefore, when establishing the number of reserved places required for a school, we have to consider the likely number of pupils becoming resident in the catchment area of the school during the coming academic year. We analyse various factors when deciding how many places should be reserved. These are detailed in Sections 3.2.1 to 3.2.3.

3.2 Factors influencing the decisions on reserving places

3.2.1 The following factors have to be considered for both primary and secondary schools when we are determining the appropriate number of reserved places that are likely to be required for pupils moving into the catchment area of the school during 2023/24:

- a) The proposed level of capping at the school and number of expected pupils
- b) Local development plans
- c) Current and planned house builds within those plans
- d) Projected school rolls
- e) Projected migration into the catchment area
- f) Information about reserved places from previous years
- g) School capacities
- h) Information known to us, for example, about families moving into the area before/after commencement of the academic year.

3.2.2 For secondary schools, where it has been identified that reserved places are likely to be required, we propose that a minimum of one place be reserved for every 30 pupils (rounded to the nearest 30 where the class intake has been capped). Pupils are timetabled in secondary schools in groups of 20 for practical classes and 30 for non-practical classes. In addition, rooms in schools are only furnished to accommodate a maximum of 30 pupils per non-practical class. The factors noted above shall then be considered to confirm whether this number is reasonable and reflects the number of pupils likely to become resident in the catchment in the coming academic year. The number of reserved places can then be increased or decreased accordingly. This method allows an immediate number of reserved places to be identified and then adjusted to ensure it fairly reflects both the education authority's requirements and the legislation.

3.2.3 The number of reserved places can be affected by pupils moving into and out of East Lothian, late applications and pupils being withdrawn from schools. This can mean the demand for places in a school for pupils in the catchment area can change before the academic year begins. The number of reserved places in this report reflects our current understanding of the likely number of pupils that we think will be in each catchment area or moving into it during the next academic year. Should some of the reserved places at schools not be required or the situation change, the Committee is asked to delegate any increase or decrease in reserved places to the Head of Education, who will consult with the Convener. If the reserved places detailed in this report are agreed by the Committee, they will be protected for incoming catchment pupils. If it is not possible to reserve all these places before the academic year begins, then we still intend to protect them so that they are there as reserved places for catchment pupils who come in during the year. Committee members will be contacted where changes to reserved places are made in their wards.

4 POLICY IMPLICATIONS

4.1 There are no policy implications in this report.

5 EQUALITIES IMPACT ASSESSMENT

5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 None

AUTHOR'S NAME	Fiona Brown
DESIGNATION	Principal Officer, School Admissions and Planning
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DATE	22 February 2023

REPORT TO: Education Committee

MEETING DATE: 21 March 2023

BY: Executive Director, Education & Children’s Services

SUBJECT: Roll Capping in East Lothian Secondary Schools – Session 2023/24

1 PURPOSE

1.1 The purpose of this report is to ask the Committee to approve the S1-S4 intake levels for East Lothian secondary schools for Session 2023/24.

2 RECOMMENDATIONS

2.1 The Committee is asked to agree a maximum intake level in S1-S4 for session 2023/24 in the schools listed below. The reasons for this are set out in section 3.

School	Maximum S1 intake level	Maximum S2 intake level	Maximum S3 intake level	Maximum S4 intake level
Dunbar Grammar School	220	220	220	220
Knox Academy	180	180	180	160
Musselburgh Grammar School	160	160	160	260
North Berwick High School	180	180	200	180
Preston Lodge High School	240	240	210	210
Ross High School	220	260	240	240
Rosehill High School	160	100	120	N/A

- 2.2 We request that the Committee delegate any changes to the maximum intake level in S1 – S4 to the Head of Education in consultation with the Education Convener, should the number of pupils requiring a place at the school significantly increase or decrease.

3 BACKGROUND

- 3.1 The main principles for managing secondary school rolls in East Lothian are to:
- provide high quality education at local schools for local pupils;
 - ensure equality of resources throughout East Lothian;
 - commit to a real choice of education inside our schools and not between our schools.
- 3.2 As an education authority, East Lothian Council has to manage public funds and ensure a balanced education service across the authority in terms of expenditure and resources. This is partly managed by agreeing to limit the overall school roll for a school or to limit the number of pupils in one specific year. This is commonly referred to as “capping”.
- 3.3 When considering how to cap school rolls, East Lothian Council as an education authority must look at all its schools and available resources. We also consider the total population of children who require places in our secondary schools and how many of those are within each catchment area. We consider how each school will manage its resources and we then balance that with other schools’ situations to ensure that resources are shared evenly throughout East Lothian, thereby avoiding unreasonable public expenditure.
- 3.4 Limiting the number of pupils that the school can admit each academic year allows schools to timetable and employ a suitable number and category of teachers. In general, capping will support appropriate and early organisation for schools to meet their pupils’ needs for a high level of education. Capping prevents detrimental impacts on pupils’ education, and ensures effective and efficient management of resources by the authority.

Note: Practical classes, such as science subjects, are set in multiples of 20 pupils in secondary schools. Non-practical classes are set in multiples of 30 pupils and those classrooms are furnished to accommodate a maximum of 30 pupils. Where a limit has been set for S1 roll, this has been calculated in multiples of 20 and 30, as per practical and non-practical class maximum.

3.5 S1 August 2023 – School Roll

Based on the number of pupils expected in S1 and the current S1-S5 pupils progressing into S2-S6, the pupil numbers for next session 2023/24 are expected to be:

School	<u>S1</u>	<u>S2</u>	<u>S3</u>	<u>S4</u>	<u>S5</u>	<u>S6</u>	<u>TOTAL</u>
Dunbar Grammar	202	202	197	211	190	142	1144
Knox Academy	172	162	162	145	135	80	856
Musselburgh Grammar	133	149	146	244	207	126	1005
North Berwick High School	170	172	189	173	190	143	1037
Preston Lodge High School	225	223	199	205	147	87	1086
Ross High School	215	255	223	235	173	117	1218
Rosehill High School	134	67	96	N/A	N/A	N/A	297

- 3.6 The total roll includes pupils who are expected to transfer to S1 in August 2023 and the number of pupils expected to move up into S2 and so on, to S6. Rosehill High School will not have senior phase pupils in session 2023/24, only S1, S2 and S3.
- 3.7 The process is complex owing to pupils moving to and leaving East Lothian, late applications, and pupils choosing private schools. We consult with Head Teachers regularly and consider the statistics and information that we collate to decide on appropriate recommendations for the S1 intake. This has informed our capping recommendation, set out in 2.1 above.
- 3.8 Reserved places must also be considered as part of the roll for secondary schools and a separate report has been completed for this.

4 POLICY IMPLICATIONS

- 4.1 There are no policy implications in this report.

5 EQUALITIES IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

- 6.1 Financial - None
- 6.2 Personnel - None
- 6.3 Other - None

7 BACKGROUND PAPERS

- 7.1 None

AUTHOR'S NAME	Fiona Brown
DESIGNATION	Principal Officer, School Admissions and Planning
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DATE	22 February 2023

REPORT TO: Education Committee

MEETING DATE: 21 March 2023

BY: Executive Director of Education and Children's Services

SUBJECT: East Lothian Council Digital Learning and Teaching Strategy

1 PURPOSE

- 1.1 To inform Committee of the production of a Digital Learning and Teaching Strategy 2023 (Appendix 1) alongside the Action Plan (Appendix 2) that will formalise our approaches to driving forward digital learning and teaching within and across our schools.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:-
- i. Note the work undertaken to date to produce a Digital Learning and Teaching Strategy (Appendix 1).
 - ii. Approve the Digital Learning and Teaching Strategy and the associated Action Plan (Appendix 2).

3 BACKGROUND

- 3.1 Following the impact on teaching and learning during the Covid-19 Pandemic, it was clear that we had to further support staff and students on the use of technology when returning to school. Ensuring the appropriate access, training and support with the use of technology is paramount to raise attainment, ambition and opportunities for all. The Digital Learning and Teaching Strategy aligns with the key aims in East Lothian Council's Digital Strategy 2022-2027, focusing mainly on 'Growing our people' as it is vital we enable our employees to be confident and competent with the technologies and systems we use to deliver services both now and in the future. Digitally skilled employees can exploit technology and change how processes and ways of working can be made more customer focused, of higher quality and efficient.

- 3.2 The strategy is focused on 4 key priorities;

Priority 1 - *Digital Literacy of Staff* - East Lothian Council provide a range of training opportunities related to all aspects of digital learning. Going forward the training model will be designed to encourage staff to engage with an active digital community to maximise support and CLPL opportunities aligned to the needs of our staff.

Priority 2 – *Improving Infrastructure* - Our current Infrastructure is currently being upgraded to support the following bandwidth connectivity going out to all our schools; 100Mbps to all Primary Schools and 1GBps to all Secondary Schools, this is continuously being monitored to identify any infrastructure requirements. Increasing the bandwidth helps support a media rich content, expected in today's digital learning environment

Priority 3 – *Digital Learning and Teaching* - Support for children and young people is provided in a variety of ways depending on the specific needs of each young person. As recognised throughout this framework, teaching and learning in a digital format can enhance experiences and promote success for all learners.

Priority 4 – *Digital Distance Learning* - Online distance learning opportunities within East Lothian schools, and developing partnership with e-Sgoil and other local authorities will increase equity of access to course choice for learners. It is paramount that the schools are aware of the developments of national offers related to specific courses and can utilise digital skills to enable access of these opportunities for students.

- 3.3 Digital technology is already embedded within Scottish education and has a place within Curriculum for Excellence, Initial Teacher Education and the Professional Standards set by the General Teaching Council for Scotland (GTCS).
- 3.4 The appropriate and effective use of digital technology within education provides all of our learners with the opportunity to improve their educational outcomes and to develop digital skills that will be vital for life, learning and work in today's increasingly digitised world.
- 3.5 As part of the National Improvement Framework a focus on school improvement allows evidence to be captured to indicate the percentage of primary schools that are using technology to support effective learning and teaching across the curriculum, as indicated through the Digital Schools Award Scotland Framework.
- 3.6 The Digital Schools Award programme is widely accessed across East Lothian Schools. The Digital Learning and Teaching Strategy, alongside the Digital Schools Award framework will allow self-assessment, evaluation and planning for progression for all schools.
- 3.7 In terms of taking this forward within East Lothian, a Digital Learning and Teaching Strategy was developed in winter 2022, following consultation with school leaders, IT, Early Years and central Council staff. From this process, strategic principles emerged, together with priorities for action.

3.8 The Strategy document comprises of 5 key sections, outlined below;

Section 1: Rationale for Change - This strategy is a focused action plan supporting change within East Lothian Schools from Nursery to School leavers. The Strategy has been developed using consultation which comprised engagement and discussion with children and young people, teachers and support staff, school leaders, delivery partners and staff from other service areas of the Council.

Section 2: Current Position – The current landscape for digital learning and teaching in East Lothian Council encapsulates, infrastructure, skills and knowledge and our learning platform, all of which are key focus areas we aim to improve for teachers and students across the estate.

Section 3: Digital Strategy Overview - A robust, Digital Learning and Teaching Strategy will support schools in providing an equal opportunity in learning for **every** pupil regardless of their needs or access.

Section 4: Key Strategy Actions – The Digital Learning and Teaching Strategy action plan breaks down the key priorities within the strategy. These 4 priorities are; Digital Literacy of Staff, Improving Infrastructure, Digital Learning and Teaching and Digital Distance Learning.

Section 5: Links to online resources and documentation – Many documents supported the creation and priorities within the strategy. This section enables anyone quick and easy access to this related content.

3.9 Three working groups will be established in line with this strategy. These are;

Oversight Group – Will focus on monitoring the delivery of the strategy for schools. Will include representatives from Education’s Digital team, IT, Service managers, Quality Improvement Officers.

Digital Development Group – focused on driving forward the ongoing development and implementation of the strategy. Will include representatives from Education’s Digital team, Head Teachers, Senior Leaders, Teachers and Support staff.

East Lothian Digital Community - This will be a replacement solution to what was originally known as ‘Digital Champions’. The community encourages multiple staff members from schools to be involved, whilst taking away the singular responsibility to lead digital learning. The agenda for digital community sessions will be built around the delivery of the Digital strategy, ensuring staff have the support they need in delivering this in their schools. This group will also enable access to pupil voice in relation to the action plan within the strategy.

It is planned for these groups to be established in the first half of 2023.

3.10 We will continue to work with partners such as Education Scotland, South East Improvement Collaborative and the University of Edinburgh to

support and develop aims within the Digital Learning and Teaching Strategy.

4 POLICY IMPLICATIONS

- 4.1 The Digital Learning and Teaching Strategy will provide a basis for ensuring that the Education Service delivers on its commitment to ensure all educators, learners and parents take advantage of the opportunities offered by digital technology in order to raise attainment, ambition and opportunities for all. The strategy will align with a number of other East Lothian Strategies, including Inclusion, Raising Attainment and to the Council's Digital Strategy.

5 EQUALITIES IMPACT ASSESSMENT

The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

- 6.1 Financial – The delivery of the strategy will require some financial resource which will be costed.
- 6.2 Personnel - None
- 6.3 Other – None

7 BACKGROUND PAPERS

- 7.1 East Lothian Council Digital Learning and Teaching Strategy 2023 (Appendix 1)
- 7.2 Digital Learning and Teaching Action Plan 2023 (Appendix 2)

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DATE	21 March 2023



Digital Learning and Teaching Strategy 2023

Introduction



Section 1: Our Rationale for Change



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Lesley Brown - Executive Director - Education & Children's Services

Developing the digital skills for all of our learners has never been more important as we prepare them for their future lives and careers in an increasingly digital age. It is clear that technology will play a critical role in shaping the way we learn and teach. The widespread adoption of digital tools and platforms has created exciting opportunities for enhancing the quality and accessibility of education and this digital learning and teaching strategy represents a bold and innovative approach to seizing those opportunities. This strategy has been developed with the goal of creating engaging and exciting learning experiences for our children and young people, while also empowering educators to be more effective and efficient in their teaching. I believe this strategy has the potential to transform digital learning and teaching and inspire and engage our learners to have success in the digital age. I am delighted to endorse it.

Nicola McDowell - Head of Education

Digital devices are ever present in our day to day lives, in the way we learn, communicate, work and share. Whilst this has been a monumental shift for many adults over the last year, for many of our children and young people, the digital age is the only one they have ever known. We have a special opportunity to embrace change, using it to inspire and engage young people with learning and life.

Embracing these changes also resonates with the aims outlined in East Lothian's Raising Attainment Strategy, Priority 1. 'Consistent, high quality pedagogy that meets the needs of all learners and prepares them for the World of Work' and 'Effective design and use of the learning environment, learning resources and digital technologies to enhance learning experiences.'

Improved outcomes for all learners is at the core of Education in East Lothian and it is imperative that as a service, we build on the skills our staff, learners, parents and carers have gained through this time and make even more progress in improving outcomes for East Lothian learners. This cannot happen without embedding a robust strategy that is communicated, agreed and supported by all stakeholders involved to achieve the idea of a digital culture in all our schools. It is necessary to ensure the pedagogy and use of devices across East Lothian schools matches expectations and needs of learners that will ultimately make a difference to the delivery of high-quality learning experiences and improving outcomes.

This strategy is focussed on supporting schools and Early Learning and Childcare settings to be ambitious, innovative and forward thinking about working together to improve the outcomes of all children and young people. There are shared challenges for us all in addressing the impact of poverty, inequalities of access, disadvantage or disability and the key strategies outlined here have the potential to empower schools to rethink how they approach digital literacy and learning within each unique setting. Through being pro-active, ambitious and sharing the vast knowledge we have, we can collectively make a real difference to the lives and outcomes of our children and young people.

Section 1 - Our Rationale for Change

From the Scottish Government document '[Literature Review on the Impact of Digital Technology on Learning and Teaching](#)' there is evidence to support that digital tools and resources can help reduce gaps in subject attainment where they are effectively implemented. There is promising evidence that digital equipment and resources can help learners with additional support needs to improve their skills and competences in literacy and numeracy. Teachers' skills and competences in recognising how to use digital tools and resources and apply them effectively are critical to achieving positive results for learners with additional support needs or who are disadvantaged in other ways.

This strategy is focused on supporting change within East Lothian Schools from Nursery to School leavers. The Strategy has been developed using consultation with children and young people, teachers and support staff, school leaders, delivery partners and staff from other service areas of the Council. The strategy has also been developed in line with East Lothian Council's updated Digital Strategy, April 2022- March 2027. From this process, strategic principles and objectives emerged, together with priorities for action. Following the impact of COVID-19, revisions of this document have been made and are reflected upon. We will continue to assess and update this regularly in line with the deployment of 1:1 devices from the Scottish Government.

East Lothian's Digital Learning and Teaching Strategy acknowledges that;



Relationships have a central role in all teaching and learning.



The changes to all our lives through COVID-19 are ongoing and necessitate a vital re-think of current engagement with learning and teaching, and of support for the health and wellbeing of ourselves and our young people.



The impact of Scottish Government initiative to provide 1:1 devices for all children and young people.



Build upon the recent progress made with regards to the delivery of digital teaching and learning, working with staff, learners and families to continue these positive steps.



Understand that the investment in professional learning is the foundation for improvement.



Recognise that inequalities exist in the life chances of children and young people with disadvantaged and vulnerable backgrounds.



Access to appropriate devices, connectivity and platforms for engagement is fundamental for success.



Through collaboration and sharing knowledge and practice across East Lothian, SEIC and Education Scotland that we will deliver success and improve outcomes.



UNCRC is now part of Scottish Law, this consideration will be applied through this document.

SUPPORTING OUR SYSTEM



CHILDREN AND YOUNG PEOPLE

Digital technologies and the skills gained throughout a young person's learning journey are crucial to the way in which they engage with learning, and the modern world. Digital skills are key enablers for young people to access the world around them, supporting learning from any location at any time, giving instant access to the world of information and communication. They have a direct impact on the decisions they will make for their futures. Learners, and their families, need support from us to develop confidence and skills in learning independently and collaboratively. This learning needs to be interactive and engaging, targeting what learners need to do to progress and improve. Teaching and learning about, and through, a wide range of digital technologies develops independence and encourages innovation, creativity, sharing and collaborating which is impactful on learner outcomes. To enable and enrich learning, we need to ensure good access to appropriate technology and devices, and high-quality pedagogy which capitalise on these opportunities.



EARLY YEARS

The keys to all successful early learning are the experiences, interactions and environments we provide for our children. Today's young children are growing up in a world in which digital technology is pervasive and they will already have been exposed to the digital world at home. Learning for our youngest learners is significantly enriched through well planned digital experiences where children are learning about technology and learning through technology, in its widest sense.



ADDITIONAL SUPPORT NEEDS

All children and young people have the right to get the support they need to reach their full potential. Digital technologies offer significant possibilities for those with additional needs and with a commitment to improve, we can utilise these technologies to reduce barriers which face people with additional needs. Well planned, creative use of digital assistive technologies can improve equity of access for individuals with additional needs and provide opportunities for greater inclusion and increased independent learning and participation in the life of the community.



STAFF

Digital technologies and the pedagogies which they support are of central importance for staff delivering high quality experiences which engage learners and reduce barriers for young people. The digital literacy of staff is pivotal to the successful engagement with digital technologies and the rich opportunities for learner engagement, achievement and equity this brings. Developing skills in this area is the responsibility of all of us and good access to high quality professional learning is an key aspect of this strategy. The tools to deliver learning effectively are of obvious importance and getting this right will involve creativity and innovation along with a commitment to an investment of time and financial resources.

Section 2 – Our Current Position

Improving Infrastructure

Our current Infrastructure is currently being upgraded to support the following bandwidth connectivity going out to all our schools; 100MBps to all Primary Schools and 1GBps to all Secondary Schools. This is continuously being monitored to identify any infrastructure requirements. Increasing the bandwidth helps support a media rich content, expected in today's digital learning environment. There is work currently ongoing with regards to an improvement in the broadband connections, but with the increase in devices this is likely to have limited impact on schools. The management and central control of applications and platforms ensures that the bandwidth is not breaching capacity, allowing teachers and students to have successful experiences with using technology in their classrooms.

Our IT team is continually exploring ways in which we can better our infrastructure and aligning with the principles in East Lothian's Digital Strategy, *'when transforming existing services or designing new ones we will design them digital by default.'* This will allow insight to the most effective methods of management while addressing current issues with bandwidth and the deployment of apps to heavily shared devices. Filtering all IT issues through the Service Desk, promotes consistency with solutions but also ensures teachers and staff have a clear solution for issues.

Ensuring that staff, children and young people have access to the devices, platforms and connectivity to engage in digital learning is essential in ensuring the necessary skills are incorporated into learning experiences in schools. East Lothian is continuously assessing the number of devices in schools and how this is working with regards to connectivity. With the current ratio of 1:5 devices in our schools, we will aim to continue to improve on this by working towards a ratio of 1:2 devices to pupil over the next 3 years. This also aligns with the aims outlined in East Lothian's Digital Strategy, stating *'We will continue to invest heavily in ICT in our schools to ensure they have the hardware, software and skills required to meet these goals. This will be done within the parameters of Scottish Government funding and policy intent'*. Audits are currently being carried out with regards to maximising the use of devices, this will provide the foundation for ensuring the ratio of devices to pupils is sufficient. We will continue to analyse these facts to ensure that the devices

supplied are meeting the needs of teachers and learners. We do this by ensuring that devices are part of a refresh programme, and guarantee that if devices are beyond economic repair that these will also be replaced on a like for like basis. We are continuing to plan for the delivery of 1:1 devices through Scottish Government funding, the discussions around these changes to both, learning, teaching and infrastructure will be at the forefront of our plans moving forward. Our minimum expectation is that East Lothian school staff have access to a mobile device that encourages flexible working whilst children and young people are being exposed to using a range of devices and tools that will support their learning.

East Lothian have also just produced a [Classroom Specification](#) which outlines the necessary equipment, both hardware and software that is required in Early Years, Primary and Secondary classrooms based on the subject taught.

Digital Literacy of Staff

East Lothian Council provide a range of training opportunities related to all aspects of digital learning. Going forward the training model will be designed to encourage staff to engage with an active digital community to maximise support and CLPL opportunities aligned to the needs of East Lothian staff. Throughout the pandemic, East Lothian staff have undergone a wide range of digital training opportunities at National, Regional and Local levels to enhance learning and teaching through digital technology.

Digital Champions had previously been established linking directly to the Self-Improving Schools Strategy and to the Empowerment Agenda. The Digital Champions programme will relaunch in 2023 as **East Lothian's Digital Community**, encouraging multiple staff from schools to engage in professional discussion in order plan for effective support across the estate. This community will also be a key driver in the implementation of the strategy across schools. East Lothian currently have a large number of Google Educator Level 1 and 2 staff with 11 members across central, primary and secondary teams working on their Google Trainer application. Having this level of skill and knowledge within East Lothian schools will ensure that the aim of creating an ethos of commitment to digital technology is more accessible for all staff. By creating a community who are enthusiastic and skilled will enable a wide range of professional learning opportunities to take place across the council, ranging from school support sessions, ASG training and a blend of synchronous and

asynchronous CLPL events. This programme aims to capitalise on the skilled professionals we have working in school, fostering their passions and sharing their knowledge with their colleagues. This will be supported centrally by regularly support sessions as the East Lothian Digital Community group.

This method is supported by the use of Google Workspace already established in East Lothian schools. See Appendix 1 - The Engagement and Positive Impact Google Workspace had on Remote Learning during the Pandemic.

East Lothian's Learning Platform

In 2006, the first phase of the Scottish Glow schools intranet (2005 – 2010) was emerging. Glow was seen to be the platform that would enable access to email between teachers and students, but due to an unexpected delay and the issue with access to email, the newly launched, free “Google Apps” service, which included Gmail, was deployed in East Lothian.

Deployment of Google Apps had the unexpected side effect of allowing staff to find that it also offered very strong support for the new types of learning activities envisaged under CfE, in particular the ability to edit shared documents. In practice, the Google system became very popular, with strong, organic growth. In addition to functionality, this was a direct result of the excellent usability it offered, not designed for office workers, but for Education. That excellent usability made it possible for staff and pupils, in both Primary and Secondary settings to enjoy using it, and to make progress with the tools available.

That trend has continued, with Google Workspace becoming the key platform for teaching and learning in East Lothian. Glow is still available and encouraged, use is recognised for aspects of professional learning and for engagement in national offers such as West OS or e-Sgoil.

Distance Learning

Online distance learning opportunities within East Lothian schools, and developing partnership with e-Sgoil and other authorities will increase equity of access to course choice for learners. It is paramount that schools are aware of the developments of national offers related to specific courses and can utilise digital skills to enable access of these opportunities for students. Currently Scholar is utilised in East Lothian High schools as a means of encouraging independent learning both inside and outside of school.

Following the developments of the National e-Learning Offer, East Lothian now has access to a wide range of study support sessions for students sitting National 5s, Highers and Advanced Highers. It is important that the offers through NeLO are promoted and made accessible to East Lothian schools. This will be supported by promoting the use of Glow for both staff and pupils in High schools. (Priority 3.6). Engagement with these offers will be discussed in schools, at ASG meetings and also Head Teacher meetings, to ensure that all 7 East Lothian High schools are aware of the support being offered on a National level. (Appendix 2 – National platforms available to schools).



The UN Convention on the Rights of the Child

On the 16th March 2021 Scottish Parliament voted to incorporate the [United Nations Convention of the Rights of the Child \(UNCRC\)](#) into Scottish Law. By fully and directly incorporating the UNCRC into Scottish law – to the maximum extent within the Scottish Parliament’s powers – the rights contained in the UNCRC are afforded the highest protection possible. Children and Young People’s views will be included in the development stages and will shape the way in which this strategy is delivered to schools across the authority. Children’s voice will be ensured through the implementation of this strategy via the East Lothian Digital Community group. Four of the 54 articles (Appendix 3) directly link to the creation and publishing of East Lothian’s Digital Teaching and Learning Strategy;

Article 3 – The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 4 – Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children’s rights.


Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.

Article 29 - Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

With the increased use of Google Meet as a communication tool and delivering the curriculum East Lothian Council developed our support and expectations around this method of learning and teaching, offering updated guidance on Google Meet sessions with learners. To access these documents click on the images below;




East Lothian Digital Learning
Code of Conduct January 2021




When using video with my Teacher

- I will dress appropriately for any online video interactions.
- I will make sure that my family know when online video, or audio, meetings are taking place (camera and/or microphone).
- I will use an appropriate venue or background when on-line e.g. if in bedroom must use background and make sure there are no personal items in view.
- I will turn off notifications or pop-ups that could appear on my screen.
- I will make sure that I have 'hung up' or 'left' the meeting when I am finished
- I understand that if I feel the need to leave the meeting, or someone in my household would like me to leave the meeting, that I can do so at any time.
- If I see or hear something that makes me or my parent/carer uncomfortable I will tell my teacher, immediately.




When communicating with my Teachers/others

- I will be respectful and responsible at all times.
- I will not use aggressive or inappropriate language.
- I will respect the opinions of others.
- I will only communicate with those who are involved in my learning/care.
- If I am unable to attend a video or audio meeting I will let my tutor know.
- In any video or audio meeting, I will follow the instructions given by my teacher about muting my microphone or turning off my camera.
- I will use the hands up function to contribute to discussions, if asked to do so.



Keeping myself and others safe online

- I will follow all guidelines set out by my East Lothian Council and my school.
- I will keep all usernames and passwords secure and private.
- I will only use my own log-in details (or those given to me by my teacher) and I will never share these with anyone else.
- I will not reveal personal information about myself or others.
- I will only access apps and websites with the permission of my teacher, or responsible adult.
- I will not open files unless I know who has sent it and am expecting the file.
- I will ask for help, from my teacher or responsible adult, before clicking if I am unsure about a 'pop-up' or a web-link.
- I will use nicknames and avatars appropriately in order to protect my identity.



Accessing Remote Learning on a shared device

- Always control access to the device with a secure password or passcode.
- If accessing your Google account via the web, use a recommended browser - Edge, Chrome, Safari, Firefox.
- Ensure that you log out and/or close your browser when you have stopped using your Google account.
- Ensure that you lock the device if leaving it unattended for a break, and shut it down when you are finished using it each day.



Google Meet/MS Teams – Staff Guidance

January 2021

Why Video Meetings?

At times you may be expected to take part in video meetings with colleagues, external participants and young people. This could be used to connect with classes to review content, address any issues or misconceptions or connect with your class for live lessons or wellbeing reasons. The purpose and frequency of any audio or video meetings will be determined by schools and the local authority guidelines.

The Principles of Using Two-Way Video Meetings with Young People

It is essential that these principals are adhered to –

- Principle 1** - Staff and students must be safe; and professional working relationship maintained.
- Principle 2** - Experiences should be fair and equitable for all young people.
- Principle 3** - Staff must have adequate skills and confidence to manage learner interaction and behaviour. Google Meet is the only application to be used for this purpose.
- Principle 4** - Ensure learners, parents & carers have given their assurance that they will adhere to the Responsible User Code of Conduct.

The Guidance

- Dress appropriately for any video meetings.
- All sessions or lessons for students should be signposted via Google Classroom.
- Ensure that young people have been provided with reasonable notice of when any audio or video meetings are to take place.
- Teachers may not record any sessions conducted via audio or video without consent from their line manager.
- Audio/video sessions must be conducted in locations and situations which meet professional and safeguarding expectations.
- Be mindful of what is open on your desktop screen. It is good practice to only have what you want to share with learners open when you broadcast. Close your email application if it is open.
- At the beginning of the meeting ask all participants to confirm their identity.
- Share information (audio and visual) in a manner which respects the dignity and confidentiality of the participants.
- If I see or hear something that makes me concerned I will inform my line manager, head teacher or child protection coordinator, immediately.
- In all cases of remote/home/virtual learning, if in doubt, staff should check with line manager/Head Teacher/authority contact and not proceed with any session until this has been done.

[Acceptable Use Policy | East Lothian Council](#)

[Child Protection - Edinburgh & The Lothian's](#)

[Education Scotland Learning and Teaching Online - p12 – Live Video/ Live Presentations.](#)

[GTCS - Guide to good practice online](#)

Digital Inclusion

For children and young people, digital participation is essential in developing the skills required for learning, life and work. A significant number of East Lothian children and young people live in areas of social and economic disadvantage and are unable to access the same levels of technology and online services as those in more affluent areas. Digital exclusion can impact negatively on wellbeing, educational attainment and employment opportunities. In East Lothian we have been able to target this issue with investment into providing 1:1 devices for children and young people in these situations. This has been aided by grants provided by Scottish Government which enabled East Lothian to distribute over 2000 Chrome devices. With the movement towards 1:1 devices across Scotland, the aim is to eradicate this issue entirely, ensuring all young people in Scotland have access to technology for learning.

Supporting Additional Support Needs through Digital Technology

Support for children and young people is provided in a variety of ways depending on the specific needs of each young person. As recognised throughout this framework, teaching and learning in a digital format can enhance experiences and promote success for all learners. In relation to the statement from the Inclusion and Accessibility Strategy, *“In East Lothian, the Education & Children’s Service’s approach to celebrating and supporting diversity is demonstrated in our day to day work and our commitment to providing high quality education that is accessible for all.”* Some learners with additional support needs require more extensive resources and strategies to enable them to access the curriculum. In a digital sense, many pupils who require additional support receive a 1:1 device that offers the tools necessary to assist them learning independently.

The devices and software being distributed are assessed relating to the specific needs of each individual child. East Lothian offers support via the Council’s service level agreements with external agencies such as, SALT, CALL Scotland, The Royal Blind School and Hearing Impairment.

East Lothian currently employs three levels of intervention for targeting the needs of young people. These are;



[Universal Wellbeing Plan](#)



[Child/Young Person's Plan](#)



[Individualised Education Plan \(IEP\)](#)

More details on these documents can be found at [GIRFEC in East Lothian - Planning Documents](#)

For staff working in a school whereby a child with complex needs is accessing the curriculum through Digital means, bespoke training and support is offered to all staff members in that school to ensure accommodation for the needs are being met. More information on the steps that can be taken in this process can be found [here](#).

Schools and Council IT Services must ensure that they meet legal obligations relating to [The Equality Act 2010](#) and computer accessibility, as set out in [Scottish Government CALL requirements](#). All of the obligations outlined by the Scottish Government can be found [here](#).

The Council's aim is to build capacity in schools by developing staff skills in determining the support necessary and being able to utilise the tools available with confidence. In order for this to be effective, the following interventions are required:



Targeted training and professional learning opportunities for the Council's Support for Learning and teaching staff.
















Improved systems for sharing resources and highlighting effective practice in schools.



Use of wider networks, such as Glow, to support professional learning and advice.

Chromebook Accessibility Features

Chromebooks include accessibility features, straight out of the box, unlocking learning experiences for students with diverse needs, abilities and learning styles. Built-in settings and easy-to-use apps and extensions help customise the learning experience to include and engage every student. Below are some of the key features that assist in supporting children with a variety of needs. Use the clickable links below to find out how to activate these features on Chromebooks. Training and support is currently being rolled out across East Lothian schools. Collaboration with the Support for Learning Network has been vital to ensuring these available tools are being utilised. Short bite sized clips exploring these accessibility features can also be found on [East Lothian's YouTube Channel](#).

Visual	Hearing	Motor
 Screen Magnifier  Screen Reader  Adjust Mouse Cursor Size  High-Contrast Mode  Highlight Cursor and Text  Select-to-Speak  Braille Support	 Mono Audio  Closed Captioning	 On-screen Keyboard  Touchpad Settings  Physical Keyboard Settings  Sticky Keys

Digital Learning in the Early Years

[East Lothian Council's Early Learning and Childcare](#) website is a one-stop-shop for all our Early Learning and Childcare practitioners. Access to key documents, examples of good practice or resources for your continuing professional development, providing support through a user friendly site.



The website has been designed to be accessed through your computer, tablet or phone. New resources are regularly being added updates are communicated through a weekly ELCC Newsletter.

Early Level - Digital Literacy			
Key Concept	Experiences & Outcomes	Examples of Learning Activities	Benchmark to Support Teachers' Professional Judgement of Achievement of a Level
Using digital products and services in a variety of contexts to achieve a purposeful outcome	I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. TCH 0-01a	<p>When learning about sharing ideas with pictures and videos learners might: Gather examples of landmarks and people in the local community by taking screen shots from Google Earth or Maps.</p> <p>Capture photos and videos from a trip out in the local community and then collate and discuss these back at the nursery/class. Learners can then discuss what the image will be used for and if the learners have permission to use or share the image</p> <p>Use multimedia apps, such as Jamboard or ChatterPix Kids to express their thoughts and demonstrate their understanding by recording their voice and adding it to a photo to create an animation</p> <p>Choose what images and videos are shared on school blog or social media that communicate the learners' experiences</p> <p>Record different types of video, including slow-motion and time-lapse, to support investigations in STEM learning, such as: a Venus Fly Trap catching a fly, a spider spinning webs or gravity races with dropped objects.</p> <p>Use a digital device to share media to present information/ideas to their peers, for example a photograph slide show or piece of video recorded on a device to the rest of the class, for example: Adventure Ted, home learning, special news from home (family would share the media with educators first)</p> <p>When learning about how things work learners might: Play at a 'tinker table' or 'exploration station' where they can explore and experiment with a variety of digital devices, such as: alarm clocks, cameras, stopwatches, calculators, BeeBots, and old computers or phones.</p>	<ul style="list-style-type: none"> Recognises different types of digital technology Uses digital technologies in a responsible way and with appropriate care Identifies icons for different applications Identifies and consistently uses the close icon Open and close a pre-saved file (open an app) Logs on to a preferred device with a given password













Early Years Digital Skills Progression

This document has been created in line with East Lothian's Digital Learning and Teaching Strategy and is intended to support schools in using technology to enhance learning experiences and outcomes. This document is based on the document 'What Digital Learning Might Look Like' by Education Scotland and uses the National Benchmarks created and published by Education Scotland in August 2020. Both of these documents can be found in 'Useful National links' on page 22.

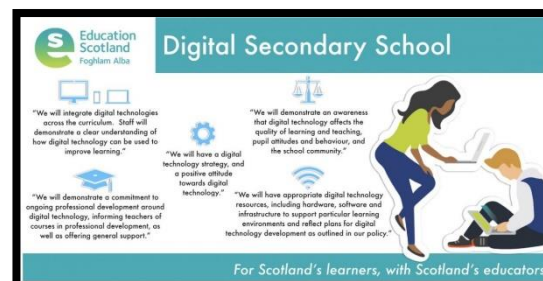
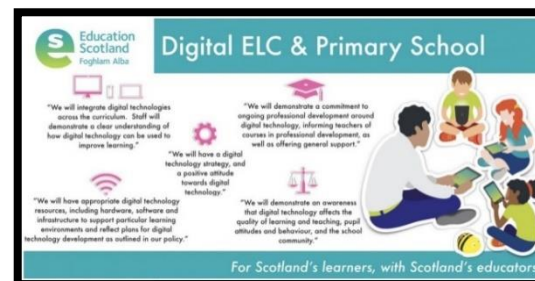
Full access to this document available [here](#).

Why a Digital Learning and Teaching Strategy?

A robust, Digital Learning and Teaching Strategy will support schools in providing an equal opportunity in learning for **every** pupil regardless of their needs or relative level of disadvantage. Well planned digital learning and teaching which takes account of the specific needs of learners can:

-  Provide equality of learning for all;
-  Support the access to learning anytime, anywhere on any device;
-  Widen subject choices and support access to specialist learning;
-  Bridge the gap with further education and employers;
-  Allow for more partnership working;
-  Create accessible learning;
-  Promote learner motivation and engagement;
-  Support enhanced opportunities for learners with additional support needs;
-  Improve educational outcomes and learning across a range of subjects;
-  Facilitate learners to take control of their learning;
-  Support ongoing, uninterrupted learning for young people;
-  Reduce workload for staff and facilitate higher impact for lower input.

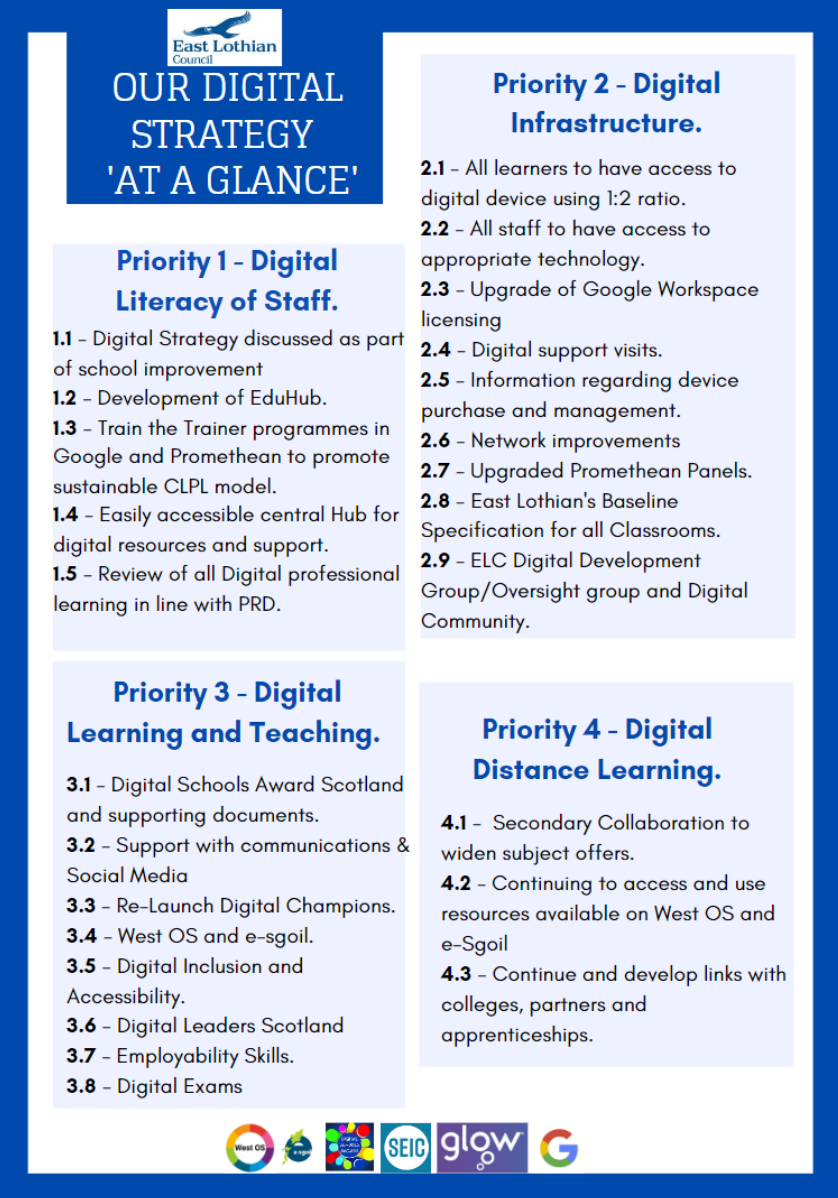
[Click here to access support materials from this page.](#)



Section 3 - Our Digital Strategy Overview

The image to the right outlines some key aspects of the Digital Learning & Teaching Strategy.

These key areas have been explored in more detail within the Action Plan.



OUR DIGITAL STRATEGY 'AT A GLANCE'

Priority 1 - Digital Literacy of Staff.

- 1.1 - Digital Strategy discussed as part of school improvement
- 1.2 - Development of EduHub.
- 1.3 - Train the Trainer programmes in Google and Promethean to promote sustainable CLPL model.
- 1.4 - Easily accessible central Hub for digital resources and support.
- 1.5 - Review of all Digital professional learning in line with PRD.

Priority 2 - Digital Infrastructure.

- 2.1 - All learners to have access to digital device using 1:2 ratio.
- 2.2 - All staff to have access to appropriate technology.
- 2.3 - Upgrade of Google Workspace licensing
- 2.4 - Digital support visits.
- 2.5 - Information regarding device purchase and management.
- 2.6 - Network improvements
- 2.7 - Upgraded Promethean Panels.
- 2.8 - East Lothian's Baseline Specification for all Classrooms.
- 2.9 - ELC Digital Development Group/Oversight group and Digital Community.

Priority 3 - Digital Learning and Teaching.

- 3.1 - Digital Schools Award Scotland and supporting documents.
- 3.2 - Support with communications & Social Media
- 3.3 - Re-Launch Digital Champions.
- 3.4 - West OS and e-sgoil.
- 3.5 - Digital Inclusion and Accessibility.
- 3.6 - Digital Leaders Scotland
- 3.7 - Employability Skills.
- 3.8 - Digital Exams

Priority 4 - Digital Distance Learning.













- 4.1 - Secondary Collaboration to widen subject offers.
- 4.2 - Continuing to access and use resources available on West OS and e-Sgoil
- 4.3 - Continue and develop links with colleges, partners and apprenticeships.

West OS | SEIC | glow | G

Evaluating the Strategy

There are several approaches which can be used by the Council and educational establishments to evaluate the impact of digital learning and in supporting learners and improving outcomes for children and young people. Ongoing monitoring and evaluation of the Digital Learning & Teaching Strategy will identify approaches which are successful, and those which need to be redefined or changed.

The impact of the Digital Education Strategy will be evaluated in the following ways:



















-  Education Service reviews and audits of digital learning, including scrutiny of school improvement plans, Standards and Quality reports, and associated policy documents.
-  Ongoing reviews of progress in implementing the Council's updated Technologies Framework/Digital Skills Progression.
-  Using Quality Indicator 3.3 from How Good is our School 4 as a benchmark for school self-evaluation and improvement planning.
-  Monitoring by the East Lothian Oversight Group and Digital Learning Group to identify trends and effective practice in digital learning ensuring the strategy is being implemented in ELC schools.
-  Analysis of key actions to have direct links to Raising Attainment Strategy and [Inclusion, Equality and Accessibility for All](#) policy.
-  Feedback and evaluation from programmes of professional learning and training will be collected and reviewed.
-  Satisfaction ratings relating to the Council's provision of technical and advisory support for schools.
-  Feedback from stakeholders, including children and young people, parents/carers and school and Council staff.
-  Successes and engagement of East Lothian Games Jam and Digital Schools Award Scotland and their impact on the learning outcomes of East Lothian students.
-  Developments of the Council Infrastructure, with direct reference to Scottish Government plans for 1:1 devices.
-  Success and impact on Teaching and Learning following the investment into Promethean panels and training for classrooms and teachers.
-  Evaluation of QMU Tutor project, and the impact on attainment for the students involved.

Related Documents and policies.

East Lothian Documents

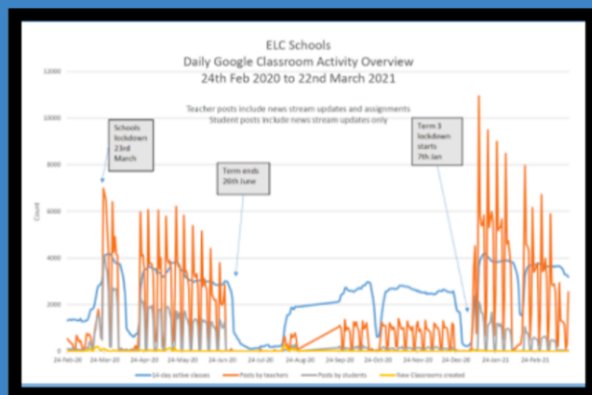
-  [EduHub](#)
-  [East Lothian's Digital Fire Drill](#)
-  [East Lothian Digital Learning Code of Conduct \(Student\)](#)
-  [Digital Learning Staff Guidance](#)
-  [East Lothian Early Learning and Childcare Website](#)
-  [ELC Early Years Digital Skills Progression](#)
-  [ELC Primary Digital Skills Progression](#)
-  [ELC Technologies Framework](#)
-  [Universal Wellbeing Plan](#)
-  [Child/Young Person's Plan](#)
-  [Individualised Education Plan \(IEP\)](#)

National Resources

-  [Digital Schools Award](#)
-  [Digital Schools Award YouTube Channel](#)
-  [Getting Started with Glow](#)
-  [Glow Login Page](#)
-  [Accessibility Features in iPads](#)
-  [Boardmaker symbols from CALL Scotland](#)
-  [Promethean Resource Centre](#)
-  [Barefoot Computing](#)
-  [Digital Leaders Scotland](#)
-  [Getting Started with G Suite](#)
-  [DigiLearn.Scot](#)
-  [SEIC Website](#)
-  [What Digital Learning Might Look Like](#)
-  [Curriculum for Excellence Benchmarks](#)
-  [Scottish Government CALL requirements](#)
-  [Are you meeting legal requirements for computer accessibility?](#)
-  [Using Windows 10 'Accessibility' Tools to Support with Visual Difficulties](#)
-  [Windows 10 Video Guides on Accessibility for Learners with Visual Impairment](#)

Appendix 1 – The engagement and positive impact Google Workspace had on remote learning during the Pandemic.

Analysing the success of Google Workspace in East Lothian.

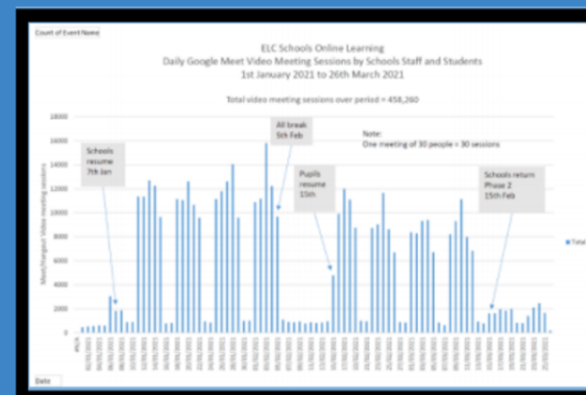


Highlights:

Posts by students: In March 2020 the number of posts by students was at its highest when compared to the rest of the school year. The number of posts began to decline from March 2020 - August, this may have been a result of the schools reopening.

14-day active classes:

Posts by teachers: At the start of lockdown in March 2020 - the number of posts by teachers was high, as term 2 continued the number of posts decreased. In January at the start of term 3, posts by teachers were lower when compared to the beginning of lockdown in 2020. This began to increase significantly by the 24th January, with a record number of posts (Over 10,000). Posts by teachers continued to remain significantly higher than the 23rd of March 2020 until the end of February 2021.



Highlights:

The number of daily Google Meet sessions was at its all time highest on the third of February, prior to the February break. From the 12th of January 2021, there was a steady increase of Google Meet sessions with variation in the number depending on the day of the week, until the February break. Overall there has been a high number of Google Meet sessions for pupils and staff throughout January and February 2021.

Appendix 2 - National platforms available to schools



Glow provides teachers across Scotland with access to many resources, tools and professional learning opportunities. Glow accounts are created through SEEMIS and can be generated in school. Recently all East Lothian teachers were assigned a glow account. In order for the benefits of Glow to be fully accessible it is now the aim to students must have their own personal Glow account. To create accounts via SEEMIS use the help sheet via the link [here](#)



e-Sgoil was established three years ago by Comhairle nan Eilean Siar (*Western Isles Council*) to support schools across the Northern Alliance Partnership to meet the needs of learners where staff shortages and reduced subject choice was affecting equity. [Click here](#) to access e-Sgoil. During the pandemic e-Sgoil worked with Education Scotland to develop a National e-learning Offer for schools across the country. This support continues to grow with support from all authorities across Scotland, including East Lothian. A range of supportive resources for schools including information for staff and parents are available from e-Sgoil online.



As Part of the National e-learning Offer, West OS have established a library of recorded resources that support teachers and students from Primary school right up to the senior phase. With access through Glow each East Lothian school and teacher now has access to this library of resources. The West OS is developing its structure and support constantly and while the model was first established to support remote learning the offer to teachers and students is adapting to meet the needs of blended learning models as well as face to face teaching again. The recorded content is created by teachers all across Scotland and also acts as a framework for teaching key concepts. [Click here](#) to find out more about accessing and sharing the resources included on West OS.

Appendix 3 - A summary of the UN Convention on the Rights of the Child.

(Click [here](#) for a more detailed summary)



Digital Strategy Action Plan

The image to the right outlines some key aspects of our Digital Learning & Teaching Strategy.

These key areas have been explored in more detail and links embedded to help support our schools in addressing these points in their own setting.

East Lothian Council

OUR DIGITAL STRATEGY 'AT A GLANCE'

Priority 1 - Digital Literacy of Staff.

- 1.1 - Digital Strategy discussed as part of school improvement
- 1.2 - Development of EduHub.
- 1.3 - Train the Trainer programmes in Google and Promethean to promote sustainable CLPL model.
- 1.4 - Easily accessible central Hub for digital resources and support.
- 1.5 - Review of all Digital professional learning in line with PRD.

Priority 2 - Digital Infrastructure.

- 2.1 - All learners to have access to digital device using 1:2 ratio.
- 2.2 - All staff to have access to appropriate technology.
- 2.3 - Upgrade of Google Workspace licensing
- 2.4 - Digital support visits.
- 2.5 - Information regarding device purchase and management.
- 2.6 - Network improvements
- 2.7 - Upgraded Promethean Panels.
- 2.8 - East Lothian's Baseline Specification for all Classrooms.
- 2.9 - ELC Digital Development Group/Oversight group and Digital Community.

Priority 3 - Digital Learning and Teaching.

- 3.1 - Digital Schools Award Scotland and supporting documents.
- 3.2 - Support with communications & Social Media
- 3.3 - Re-Launch Digital Champions.
- 3.4 - West OS and e-sgoil.
- 3.5 - Digital Inclusion and Accessibility.
- 3.6 - Digital Leaders Scotland
- 3.7 - Employability Skills.
- 3.8 - Digital Exams

Priority 4 - Digital Distance Learning.

- 4.1 - Secondary Collaboration to widen subject offers.
- 4.2 - Continuing to access and use resources available on West OS and e-Sgoil
- 4.3 - Continue and develop links with colleges, partners and apprenticeships.

West OS | SEIC | glow | G

Section 4 - Key Strategy Actions

Priority 1 - Digital Literacy of Staff. Our staff have access to appropriate training to support digital learning and these opportunities are delivered through sustainable models.			
Key Strategy Actions	Lead Responsibility	Measureable Impact	Timescale
1.1 East Lothian's Digital Learning and Teaching Strategy will be shared with all school leaders via QIOs and key components of the strategy to be considered for school action plans. Digital learning to be embedded agenda item at ASG meetings and regular updates provided at Head Teacher meetings.	ESO Digital. Quality Improvement Officers. Head Teachers.	Increase of regular updates and Digital Learning considered for SQIP.	August 2023.
1.2 Launch East Lothian's new EduHub site for teachers and staff, ensuring that all resources, documentation, offers and CLPL from Local, National and International providers are easily accessible. <ul style="list-style-type: none"> This new vehicle for communication will support the reduction of emails through Head Teacher inbox and reduce time disseminating to staff. Encouraging school staff autonomy to engage with development opportunities of their choice. 	ESO Digital. Quality Improvement Officers. Training and Development Team.	Increased access to staff CLPL to enhance pedagogy. Google Analytics used to assess site traffic.	Launched in February 2022 and continuing to develop.
1.3 Train the trainer programmes aim to build capacity within East Lothian to ensure a sustainable model for Professional development moving forward. <ul style="list-style-type: none"> Train the Trainer programme for Google Workspace began in Q2 2021 and will continue as part of the ELC Digital Community. Continue to use/invest in Google Workspace Skills to ensure a consistent benchmark and expectation of all East Lothian staff. Train the trainer Programme for Promethean to be offered to 20 teachers across the authority supporting the sustainable model of professional learning alongside the investment of Interactive panels. 	ESO Digital. Digital Community.	Increase of digital skills and confidence for staff. Enhancements made to learners experience in relation to digital pedagogy.	October 2022.
1.4 Schools have access to a simple online directory of training and support for developing the digital literacy of staff that is updated regularly. This includes: <ul style="list-style-type: none"> Workspace skills resources shared widely across authority. East Lothian live and recorded webinar content on a range of platforms, system, curricular resources and pedagogical approaches required by practitioners. Links to support from external Professional Learning providers including Education Scotland 'DigiLearn', SEIC and Google Workspace resources Internet Safety for staff, learners and families, using Digital Schools and Wellbeing Awards. Links to digital Professional Learning with a focus on Additional Support Needs (ASN). Links to Professional Learning for Early Learning and Childcare teams. 	ESO Digital. Service Manager - Early Years. Service Manager - Inclusion and Wellbeing. Digital Community.	Increase of digital skills and confidence for staff. Enhancements made to learners experience in relation to digital pedagogy. Comparing attendance rates for digital CLPL sessions from previous years.	Launched in February 2022 but still with ongoing developments.
1.5 The expectation of each practitioner is that developing digital skills and pedagogy is a ' <i>consideration</i> ' for Professional review and development fully dependent on capacity and personal development goals.	Training and Development Officer.	Digital Pedagogy progress made in line with PRD.	April-June 2023.

Priority 2 - Digital Infrastructure. Our staff and learners have access to the appropriate digital tools and connectivity to improve learning.			
Key Strategy Actions	Lead Responsibility	Measureable Impact	Timescale
<p>2.1 All learners in primary, secondary and special to have access to devices on the basis of 1:2 device to pupil ratio over 3 years.</p> <ul style="list-style-type: none"> ○ Charging solutions must also be considered following the increase of devices in schools. ○ Distribution models to be explored within working groups. <p>Planning for upcoming 1:1 devices issued by Scottish Government has begun and will influence developments to infrastructure to accommodate these changes.</p>	Service Manager – IT.	Increased access to technology for learners.	August 2023.
<p>2.2 All staff have access to technology that is appropriate for delivering effective teaching methods both in school and at home.</p> <ul style="list-style-type: none"> ○ A refresh has taken place to provide all East Lothian teachers with a laptop which ensures the encouragement of flexible working. ○ Promethean training to support the use of new Panels in schools. 	Service Manager – IT. ICT Officers. ESO Digital.	Continuation of flexible working model.	Ongoing since March 2022. Ongoing since February 2022.
<p>2.3 Google Workspace licensing – Upgrading licenses within the Google Workspace tenancy, allows access to the benefits of a premium service.</p>	Service Manager – IT.	Benefits collated from SLT acquisition and staff consultation for further upgrades.	In progress.
<p>2.4 Digital support visits - Concise support offered to schools to ensure maximising use of devices available, this will be done using the DSAS framework.</p> <ul style="list-style-type: none"> ○ Chromebook Clinics 	ESO Digital. Quality Improvement Officers.	Increased access to technology for learners.	In progress.
<p>2.5 Encourage Laptops, Chromebooks and iPads to be purchased through the IT service desk, devices ordered this way are managed and supported by East Lothian Council. IT Procedures and Processes guidance delivered to all staff.</p>	Service Manager – IT.	Traffic and requests analysed and tracked via service desk.	Guidance created Nov 2021.
<p>2.6 All Primary and Secondary schools will have access to new Wi-Fi network.</p> <ul style="list-style-type: none"> ○ This will increase performance of Wi-Fi in school, allowing corporate devices to be connected to school networks. All access within the school using the upgraded Wi-Fi connection is web filtered in the same way as school devices. 	Service Manager – IT.	Enhanced staff and learner experience when accessing technology.	Wi-Fi networks upgrades across all ELC schools starting in 2023.
<p>2.7 Interactive Panel rollout across Primary schools and in Maths departments of Secondary schools completed by Easter 2022. Ongoing support will ensure teachers can make the most of these products.</p> <ul style="list-style-type: none"> ○ Further investment to upgrade Secondary schools boards will be discussed. 	ESO Digital. Service Manager – IT. SSUK.	Teach Meet to enable staff to share successes for learners.	Primaries completed.
<p>2.8 East Lothian’s Digital Classroom – the creation of an East Lothian Classroom Specification enables IT, Education and new estates teams to fully understand hardware and software requirements in each classroom space.</p>	ESO Digital. IT Specialist – End user Platforms.	Clarity and consistency for staff and learners across the estate.	Classroom baseline complete Nov 22.
<p>2.9 Working groups to be established – ensuring central staff, IT, school staff and pupils contribute to the delivery of this strategy. (Oversight Group, Digital Development Group and East Lothian Digital Community).</p>	ESO Digital. Quality Improvement Officers.	Delivery of the strategy in relation to relevant stakeholder roles, including pupils.	April 2024.

Priority 3 - Digital Learning and Teaching.			
Our staff have support to use digital technology to improve learning across curricular areas.			
Key Strategy Actions	Lead Responsibility	Measureable Impact	Timescale
<p>3.1 All schools are aware of the ‘Digital Schools Award Scotland’ and are supported to engage with the programme. Currently we have 28 (70%) of schools registered and 2 schools who have achieved the award.</p> <ul style="list-style-type: none"> o East Lothian schools engaging with SEIC/DSAS connector offering support through this journey. o East Lothian allocated a DSAS Validator to help further support schools on this journey, as well as a copy of the self-evaluation tool via Google Forms to help formulate next steps on their Digital journey. o Over a 3 year rolling programme, all schools will be registered with the Digital Schools award and annually reviewing their progress using the self-evaluation tool. 	<p>ESO Digital. Quality Improvement Officers. Head Teachers.</p>	<p>Number of schools registered/achieved for DSAS and WB award. Digital Pedagogy progress made in line with DSAS framework.</p>	<p>All schools registered by January 2024.</p>
<p>3.2 Social Media guidance will be updated by East Lothian Council, reference will be made to Education specifically. This guidance will be monitored and updated accordingly. Existing Twitter Guidance and Social Media Policy</p>	<p>Quality Improvement Officers. Communications Adviser. ESO Digital.</p>	<p>Alignment of school social media accounts with new policy will ensure safe environments for staff and learners.</p>	<p>June 2023.</p>
<p>3.3 Schools will be supported to engage with the ‘Digital Community’ which will assist in the delivery of the strategy action points whilst giving pupils an opportunity to have their say.</p>	<p>ESO Digital. Head Teachers.</p>	<p>Digital Pedagogy progress made in line with strategy actions.</p>	<p>September 2023.</p>
<p>3.4 Schools to explore asynchronous learning model via resources available through West OS and e-Sgoil, linking in to priority 4.</p>	<p>ESO Digital. Head Teachers.</p>	<p>Broader range of subject opportunities for all learners.</p>	<p>Ongoing.</p>
<p>3.5 Digital Inclusion and Accessibility training will be offered to schools and the Support for Learning Network. The aim is to support staff working alongside children and young people to access and use the device effectively, maximising the impact on learning outcomes.</p>	<p>Service Manager – Inclusion and Wellbeing. ESO Digital.</p>	<p>Enables access of digital support tools for all learners.</p>	<p>Ongoing from April 2022.</p>
<p>3.6 Through STEM leadership grant a ‘Digital Leaders Scotland’ programme will provide a framework which will foster leadership in children and young people, this will be rolled out to all East Lothian Schools and support offered moving forward.</p>	<p>ESO Digital.</p>	<p>Increased access to leadership roles for learners. Increased staff/student collaboration.</p>	<p>January 2024.</p>
<p>3.7 Learners have progressive opportunities to develop employability skills and attributes related to technology. Develop skills such as; computational thinking, coding, data science and video editing. This will be achieved by;</p> <ul style="list-style-type: none"> o Further developments to the ELC Game Jam. o Developing partnerships with Barefoot Computing, Code Club, BBC micro:bit and WeVideo. 	<p>ESO Digital. Edinburgh University.</p>	<p>Increased access to a range of digital skills related to employability.</p>	<p>Ongoing from January 2022.</p>
<p>3.8 Explore improvements to Digital exams in line with SQA requirements;</p> <ul style="list-style-type: none"> o Ensure appropriate digital tools are available to enable pupils to sit exams independently. 	<p>ESO Digital. Support for Learning Network.</p>	<p>Optimise student experience in exams.</p>	<p>June 2023.</p>

Priority 4 - Digital Distance Learning. Schools make the best use of digital solutions to develop and deliver an equitable curriculum to learners, particularly in the senior phase.			
Key Strategy Actions	Lead Responsibility	Measureable Impact	Timescale
4.1 Through collaborative working between Secondary Schools, and making use of e-Sgoil and West OS we can make available a wider range of course choices for students in the senior phase. <ul style="list-style-type: none"> Distance learning at senior phase increases course choice for learners and reduces costs to schools of transporting learners in to other Secondary schools. 	Learning Technologist. ESO Digital.	Broader range of subject opportunities for all learners.	Ongoing from June 2022.
4.2 West OS provide the recorded strand of NeLO (National e-Learning Offer) This is managed by the online platform ' Clickview ' and supported through the work of the West Partnership and Education Scotland. <ul style="list-style-type: none"> East Lothian schools have access to this through active Glow accounts. Exploring the option of single sign on with Google accounts would ensure easier access for students and staff. Support will be provided to assist both Secondary schools with these accounts and Primary schools will follow. 	ESO Digital. South East Improvement Collaborative. Education Scotland.	Broader range of subject opportunities for all learners. Simplifying access for staff and learners.	Ongoing from August 2022.
4.3 To support the delivery and development of distance learning for learners, including Foundation Apprenticeships, developing partnerships with Universities and colleges and local businesses to agree support.	Learning Technologist. ESO Digital.	Providing learners with further support in order to achieve qualifications.	Ongoing

Acronyms

QIO – Quality Improvement Officer

STEM – Science, Technologies, Engineering and Mathematics

ASN – Additional Support Needs

ASG – Associated Schools Group

SQIP – School Quality Improvement Plan

WB – Wellbeing

e-Sgoil - e-Sgoil is a nationwide community for online teaching and learning.

SEIC – South East Improvement Collaborative

ESO – Education Support Officer

NeLO – National e-Learning Offer

DSAS – Digital Schools Award Scotland

SLT – Senior Leadership Team

PRD – Professional Review and Development

West OS - High-quality online resources to support learning and teaching.