
Report To:	Policy & Resources Executive Sub-Committee	Date:	19 May 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	PR/21/20/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712748
Subject:	Home Schooling during COVID-19		

1.0 PURPOSE

- 1.1 The purpose of this report is to outline how schooling at home has been supported during school closure because of COVID-19; options to support children returning to school, including those due to undertake an education transition and start primary school in August 2020; and what measures are in place to best support equity of learning in relation to the known existing gap in educational attainment.

2.0 SUMMARY

- 2.1 At the Policy & Resources Executive Sub-Committee on Tuesday 5 May 2020, Councillor C McEleny submitted the following request:

“That the Sub-Committee notes that due to social isolation measures Inverclyde schools are currently closed and that there is no clarity on when it will be safe for schools to return, or whether or not a phased return may be put in place.

The Sub-Committee requests that officers bring a report to the Policy & Resources Executive Sub-Committee outlining how schooling at home has been supported; what options Inverclyde Council believes would be best to support children returning to school, including those due to undertake an education transition and start primary school in August 2020; and what measures are in place to best support equity of learning in relation to the known existing gap in educational attainment.”

- 2.2 It is impossible to sum in one paper the huge extent of the work that is taking place across schools and education services in Inverclyde. Staff in all of our educational establishments have been imaginative and solution focused to get the best for every child in Inverclyde and have been committed to overcoming any barriers. A flavour of the types of activity is attached in the appendix to this paper and will be presented at the meeting.
- 2.3 Schools have been keeping in contact with pupils at home through a variety of methods such as digital platforms and supplying home learning packs. Schools have surveyed families to find out what is working well and which approaches could be developed further.
- 2.4 Working groups have been set up to look at key aspects of transition back to school. As well as following any national guidance, schools will consider priority groups and a staged approach to returning pupils to school.
- 2.5 Guidance has been agreed with establishments about key transition points such as entry to primary school and to secondary school.
- 2.6 All schools are tracking remote learning and arrangements have been put in place to support

pupils without access to ICT equipment through the provision of computers. This has been delivered in partnership with the third sector and increased opportunities will be explored.

- 2.7 Whilst very good progress has been made in Inverclyde to close the poverty related attainment gaps, the curriculum in place during coming years will have to give opportunities to provide additional support to pupils who may have missed out on aspects of learning.

3.0 RECOMMENDATIONS

- 3.1 The Policy & Resources Executive Sub-Committee is asked to note the contents of this report.

4.0 BACKGROUND

- 4.1 At the Policy & Resources Executive Sub-Committee on Tuesday 5 May 2020, Councillor C McEleny submitted the following request:

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The Sub-Committee requests that officers bring a report to the Policy & Resources Executive Sub-Committee outlining how schooling at home has been supported; what options Inverclyde Council believes would be best to support children returning to school, including those due to undertake an education transition and start primary school in August 2020; and what measures are in place to best support equity of learning in relation to the known existing gap in educational attainment.”

- 4.2 Education in Inverclyde performs very well compared to national comparators. This is achieved by the commitment and dedication of all of our staff in Education establishments. This commitment and dedication has remained in place during the unprecedented context of COVID-19. It is impossible to sum in one paper the huge extent of the work that is taking place across schools and education services in Inverclyde. Staff in all of our educational establishments have been imaginative and solution focused to get the best for every child in Inverclyde and have been committed to overcoming any barriers. It is impossible to sum up the extent of this work and this paper can contain only a snapshot of the ongoing work taking place every day. A sample of the types of activity are shown in Appendix 1.

5.0 HOW IS SCHOOLING AT HOME BEING SUPPORTED?

- 5.1 Since the closure of schools in mid March staff have been providing a range of learning experiences to pupils remotely.
- 5.2 Across all primary schools hard copy learning packs were produced and sent home with pupils prior to closure. Since then these have been revised with families being offered a second and in some case third pack.
- 5.3 Over the last few weeks all schools have carried out some form of parent questionnaire to gather feedback from families about learning remotely. This has then been fed into the offer in place to further develop it. This has complemented the regular phone contact that schools have been having with families since closure.
- 5.4 All pupils and staff have access to GLOW accounts which includes software such as Microsoft Teams as a route to communicating with pupils and parents. This allows for live teaching experiences as well as the posting of work and a place for pupils to share completed work and receive feedback. Schools also have access to other apps that they might have chosen to use e.g. Show my homework in the secondary sector.
- 5.5 A digital learning group has reviewed options to provide support, training and resources to schools relating to the remote delivery of learning over time. This group has drawn for research from the Education Endowment Fund.
- 5.6 Currently the Attainment Challenge team are developing resources made up of recorded lesson content and other videos to support the teaching and modelling process. Low tech solutions are also relevant and equally impactful and should not be underestimated e.g. the use of textbooks.

- 5.7 Underpinning all of this are the challenges we are facing in ensuring digital resource equity in pupils' homes. Schools have been tracking the engagement of pupils in the remote learning offer and this has allowed them to target support and advice as well as identifying which pupils do not have IT access. This can be either not having a device or limited data / Wi-Fi access or both. Even when families have devices and Wi-Fi access they report challenges in managing this resource around the number of children and adults in the house who require access. Schools are sensitive to this and are trying to ensure their offer does not exacerbate the challenges. Responding to feedback from parents, some schools are creating further paper based resource packs that can be collected from outside the school or stationery that can be collected from local shops. Activity packs have also been delivered with food bags if a family has needed extra support.
- 5.8 So far schools have been able to ensure all Looked After pupils have what they need via the Looked After Attainment fund. The Council has also worked with Belville Gardens to access reconditioned laptops and dongles and has been able to support approx. 50 pupils across the Senior Phase. This is now being progressed across P7 – S3. Headteachers have also been able to support the purchase of IT equipment with funding from Barnardo's.

6.0 WHAT ARE THE OPTIONS TO SUPPORT CHILDREN TO RETURN TO SCHOOL?

- 6.1 Any return to school will be based on national guidance. Every stage of a recovery strategy needs to be tried and tested before moving to the next. The complexity of the process cannot be underestimated when social distancing guidance and potential staff absence levels are factored in.
- 6.2 Currently several working groups are planning for a return to school as part of Inverclyde's recovery strategy. This includes early years, primary and secondary groups, a group focusing on vulnerable / ASN pupils and a group focusing on our digital learning strategy alongside digital equity. This sits alongside representation on ADES workstream groups as well as contact between the Directors within the West partnership.
- 6.3 Currently each group is planning for an incremental staged process which will begin with the initial return of targeted pupils. In the future this will move to part time education for all pupils and eventually, once restrictions are lifted, a return to full time education. The working groups above are carrying out modelling tasks to look at the practicalities related to the options in order to support planning. This includes working across the service to consider the implications for cleaning, catering and transport.
- 6.4 Throughout this a remote learning offer is in place as outlined above and will need to continue until we see a full return to school. Interestingly there are aspects of the current remote learning offer that we feel should be sustained on a return to full time as a way of better meeting the needs of all learners whilst supplementing approaches to learning and teaching.
- 6.5 We are currently exploring the options to provide further support with IT hardware and Wi-Fi access e.g. use of funding from the Attainment Challenge alongside funds that Belville Gardens are writing grants for.

7.0 WHAT ARE THE ARRANGEMENTS IN PLACE FOR TRANSITIONS?

- 7.1 A full guidance document for schools has been drafted and shared with all Heads of Establishments. It builds on the existing good practice already in place across Inverclyde, draws on the expertise from the Inverclyde Communication Outreach Service (ICOS) and takes cognisance of national best practice. In Inverclyde, we are treating the transition period as the first and fundamental part of our recovery curriculum. Within this we are advocating that the 6 principles of nurture are being adhered to in our planning.
- 7.2 Much of what already happens in schools at this time of year can be delivered remotely and indeed much practice is already virtual in some way.

- 7.3 We have agreed a universal offer from all establishments to all pupils and their families. This includes:
- A virtual video tour of the school for all pupils and specific year groups e.g. P1 (these can be updated once the arrangements for the return to school are clearer e.g. filming what social distancing routines will look like)
 - Creating interactive 360 maps of school buildings
 - Running induction meetings for parents as webinars
 - Providing hard copies of school / induction handbooks
 - Providing pupils with transition booklets for their class e.g. photos of staff, classrooms etc.
- 7.4 For those pupils who have ASN and had already started an enhanced transition supported by the ICOS team, we have been able to continue with these virtually via Microsoft teams on Glow. This includes virtual team around the child meetings which also involve parents.
- 7.5 If we are able to achieve a partial return to school prior to the summer holidays, even for targeted group of pupils, then those pupils going through transitions such as nursery to P1 and P7 to S1 pupils will be a priority group.

8.0 WHAT MEASURES ARE IN PLACE TO BEST SUPPORT EQUITY OF LEARNING IN RELATION TO THE KNOWN EXISTING GAP IN EDUCATIONAL ATTAINMENT?

- 8.1 Childcare hubs were initially available to children of key workers. Over time an increasing number of targeted children are attending the hubs.
- 8.2 All schools are tracking pupil engagement in remote learning. This has allowed schools to ensure that pupils who don't have adequate access to devices and Wi-Fi are being supported.
- 8.3 Once pupils are able to return to school, prioritisation will be given to those pupils for whom the gap was greatest at the point of course. Head teachers are currently reviewing their school's PEF strategy to consider how this might better support the learning of pupils in the current context.
- 8.4 The recovery curriculum of all schools will prioritise a focus on the health and well-being of all pupils alongside their safety in the school environment. A focus on the core curriculum will also be a key focus and Head teachers in the working groups are confident that they will be able to quickly assess where pupils are in their learning on their return.
- 8.5 It is clear that alongside the core teaching in school on a part time basis and the remote learning offer, some pupils will require additional teaching support to close gaps. This is not unlike the current approach. Schools will be able to deliver this additional support by allowing additional opportunities to access support or by exploring remote learning offers e.g. 1:1 input via Microsoft teams.

9.0 IMPLICATIONS

9.1 Finance

There will be extra costs in delivering this model of delivery but to date these are not quantified. Costs will include extra kit, internet access and support. Education and ICT are working on these and updates will be provided in due course. The Scottish Government has announced flexibility in the use of PEF and Attainment Funding which may help mitigate some of these costs.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

9.2 **Legal**

N/A.

9.3 **Human Resources**

N/A.

9.4 **Equalities**

Equalities

(a) Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES
<input checked="" type="checkbox"/>	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

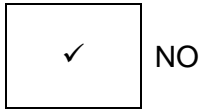
Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

<input type="checkbox"/>	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
<input checked="" type="checkbox"/>	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

<input type="checkbox"/>	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
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9.5 Repopulation

N/A.

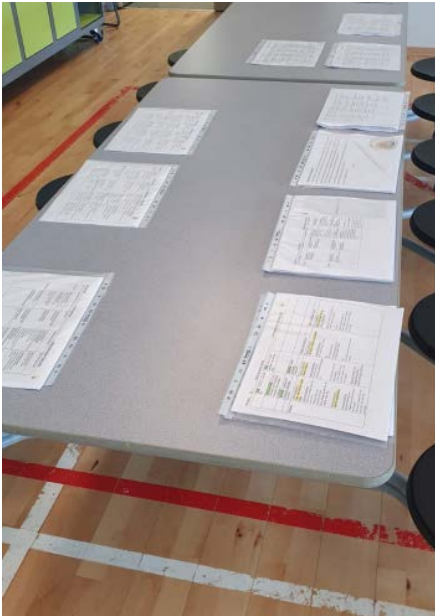
10.0 CONSULTATIONS

10.1 The C.M.T. endorses this report.

11.0 BACKGROUND PAPERS


11.1 None.

Learning has not stopped in Inverclyde



We have been working away to get the best for all of our young people

Home Learning Pack
Primary 1
Term 4



Play, Learn
and
Grow...
Together!

Week Beginning 27.4.20

The illustration shows three children: a boy on the left wearing a blue cap and holding a book, a girl in the middle performing a handstand, and a girl on the right holding a pencil. The text 'Play, Learn and Grow... Together!' is written in a playful, colorful font. The entire graphic is enclosed in a red and green border.

Starting with the very youngest....

Today's Challenge is..... **Rhyming Fun**

One of our favourite stories is A Squash and a Squeeze.

Listen to the story by scanning the code or typing in the link

Play the Rhyming Game

Collect a range of 2 things that sound same and then pick one and ask your child to find the thing that rhymes. Start with just two items choose from then add more as they get better so your child has to choose from 2 items, 3 items etc



RHYMING GAME

Scan the code to access the site or type in shorturl.at/syz46



..we have reached out to the children
in as many different ways as we can



Teachers have planned learning....

Ardgowan Primary Weekly suggested Home Learning activities

WEEKLY PLAN of suggested activities
 Week beginning: Tuesday 22nd May 2020
 Please do as much or as little of this as you wish!

Library Ideas
 Read a book or have the pleasure - what book are you reading and what?
 Remember what has happened in your book or the book that you are reading and explain what you have learned from it.
 Write a question about your book. Answer it in three sentences. Remember to use full sentences and punctuation.
 There are theme questions in the section on the Library Channel.

Numeracy Ideas
Numeracy (months)
 Reading
 Complete this week's challenges
 We are practising:
 - adding and subtracting decimal numbers
 - use addition, subtraction, multiplication and division within calculation

Maths Ideas
Family maths assembly
 - 1 Jan Monday
<https://www.youtube.com/watch?v=...>
Each week
 You can watch or read materials on the Family Maths YouTube channel

Topic Ideas
 Read this to work on your area, with feedback and notes, if you have them or with another family member.
 There is no pressure to complete ANY of these ideas.
 Feel free to be creative and share your own learning ideas too.

Writing
Start Writing
 To produce a piece of writing, you need to know what you are going to write about. It is not just the question writing the answer. You need to think about what you are going to write about. You need to think about what you are going to write about. You need to think about what you are going to write about.

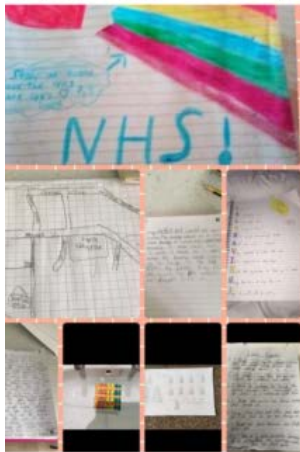
Numeracy (months)
 Reading
 Complete this week's challenges
 We are practising:
 - adding and subtracting decimal numbers
 - use addition, subtraction, multiplication and division within calculation

Emotional and mental wellbeing
The Power of YET!
 With a positive attitude you can achieve anything!
<https://www.youtube.com/watch?v=...>
Active Library!
 There are no pressure to complete ANY of these ideas.
 Feel free to be creative and share your own learning ideas too.

- Class Materials >
- Pupil Folders >
- Week Two Oceans >
- VE Day activities >
- Teacher uploads >
- Week One Oceans >
- Pupil uploads >
- Easter >

Daily 5

Date	Monday 11 th May				
Numeracy Area	Missing Numbers				
Daily 5	5 + ? = 9	6 + ? = 9	3 + ? = 9	2 + ? = 9	9 + ? = 9
Website (OPTIONAL)	Topmarks - Chinese Dragon Ordering http://www.topmarks.co.uk/ordering-and-sequencing/chinese-dragon-ordering				
Extra Activity (OPTIONAL)	Write some numbers on bits of paper. Pair together numbers that make 9.				



Ardgowan Primary
 @Ardgowanpr

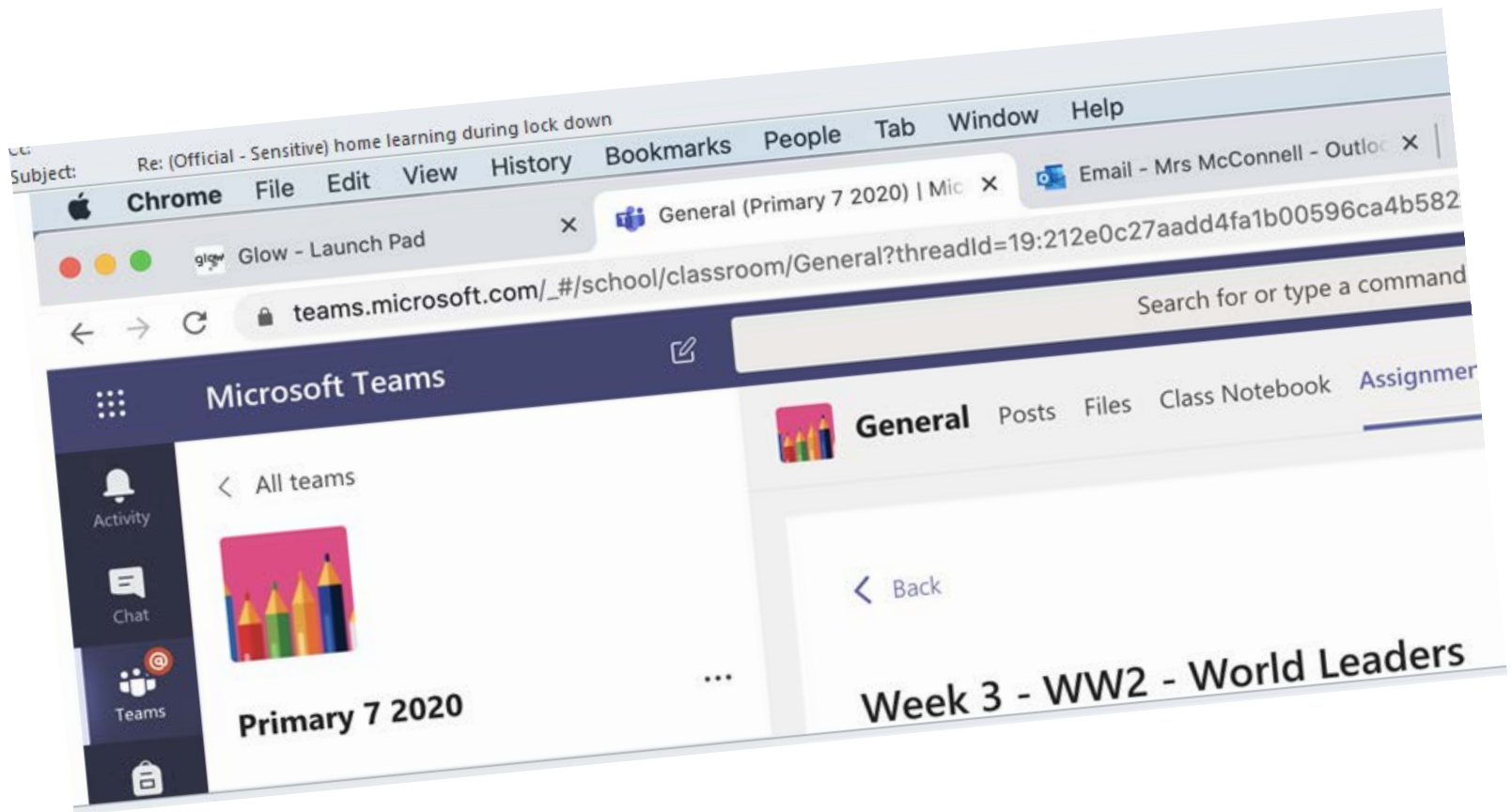
Parents, please check your email for information on home learning packs. These will be available for collection between 10am and 2pm on Friday.



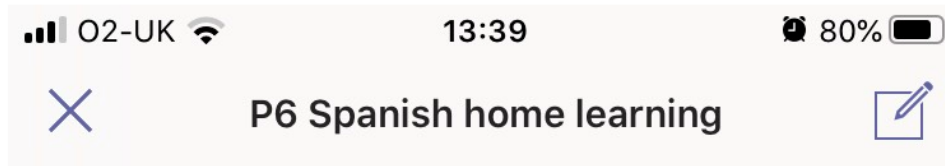
....different ways of teaching the alphabet.



We are certainly Teams players now!



We have learned in different languages



Home Learning Spanish - El Español en casa.



P 6 Lesson 1 Not sure how to say the words?

Some useful tips below.

1. Listen to the songs on the links below to hear the correct pronunciation.



Home learning packs have been available....

St Michael's Primary @SM... · 28 Apr ▾

We had a busy, but safe, afternoon as parents came to collect home learning packs. It was lovely to see all your happy, smiling faces. Looking forward to seeing more of you tomorrow. We have plenty of great books that you can also take home ❤️ 🇬🇧 🌈



...you can pick up milk and a jotter at your local store

Supplies of jotters deposited in 8 local stores around the catchment area. Some needed refilled after a few hours!



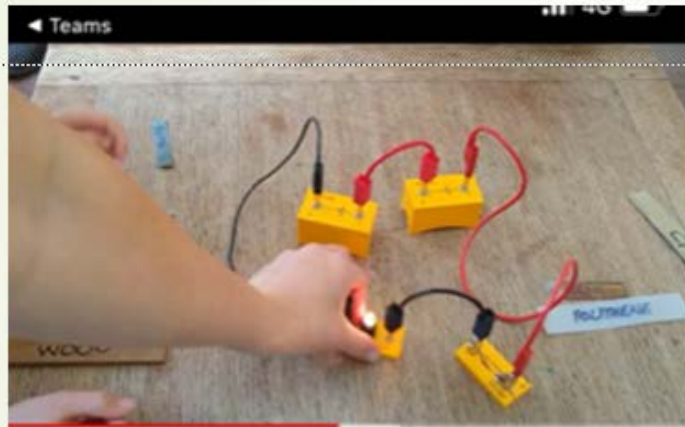
Delighted that so many of you have taken the opportunity to pick up school jotters from your local shop over the last week. Thanks to the eight stores around our catchment for agreeing to store the jotters & for the phone calls when the stock needs replenished! 🥰😊



Add another Tweet



Our teachers have become TV stars



Metals and Non-metals - The Periodic Table

50 views · 1 week ago · GO



3



0



Share



Download



Save



Mrs Currie

SUBSCRIBE



Mrs Maxwell

@MrsMaxwell8

I'm obviously missing you all far too much! I have set up a YouTube channel to share videos with you all please subscribe if you're in my classes 👍 Mrs Maxwell [youtube.com/channel/UCH1cn...](https://www.youtube.com/channel/UCH1cn...) via @YouTube @_stcolumba



Mrs Maxwell

youtube.com

11:42 · 24/04/2020 · [Twitter for iPhone](#)

2 Retweets 10 Likes

...and we have even kept hymn
practice going

St Patrick's PS

Dear parents, pupils and staff,

Please find below link to this week's hymn practice. There are two parts, please watch in order. Everyone is welcome to join in and sing along.

Best Regards,

Mrs Ogilby

Always encouraging!



Port Glasgow High School

Saturday at 09:36 · 🌐



Wow! Even in a week with two holiday days we have LOADS of home learning stars nominated by departments this week. Well done, everyone!

PORT GLASGOW HIGH SCHOOL
SUCCESS FOR ALL

HOME LEARNING STARS: WB 05/05/20

MUSIC STARS:

- S1: EMILY H
- S2: THOMAS W
LOUISE M
- S3: MATTHEW R
- S4: HARRY G
- S5: SASHA M

PORT GLASGOW HIGH SCHOOL
SUCCESS FOR ALL

HOME LEARNING STARS: WB 05/05/20

LANGUAGES STARS: S1: CHLOE G KEIRA S LEO
S2: CAITLYN G EMMAC EM
S3: LEIGHA MC AMY H
S4: STUART MC SAMANTHA
S6: LEWIS MC SOPHIE MC

PORT GLASGOW HIGH SCHOOL
SUCCESS FOR ALL

HOME LEARNING STARS: WB 05/05/20

TUTORIAL STAR: S2: SARAH MC
COMMUNITY WORK STAR:
Sewing for the NHS
S2: EMILY W

PORT GLASGOW HIGH SCHOOL
SUCCESS FOR ALL

HOME LEARNING STARS: WB 05/05/20

+10

S1: CORINOR B LAYTON
CHLOE G CALLUM
S2: JORJA M
KARA S
S3: CAMERON B
LEAH H
KATIE MC
NATHAN MC

👍❤️ 37

13 comments 4 shares

Giving live feedback

The screenshot shows a Microsoft Forms interface for a quiz titled "S2 Spanish Spring Term Revision - saved". The quiz is displayed in a "Responses" view, showing two questions and their results. The first question asks for the best description of a pretty Spanish town, and the second asks for two sentences that best describe a polluted city. A video feed of a woman is visible in the bottom right corner of the screen.

Forms S2 Spanish Spring Term Revision - saved

Preview Theme Share

Questions Responses 24

2. Which sentence best describes this pretty Spanish town? (1 point)
96% of respondents (23 of 24) answered this question correctly.
[More Details](#)

Es un pueblo abundante.	1
Es un pueblo bonito.	23 ✓
Es un pueblo sucio.	0
Es un pueblo divertido.	0

3. Which two sentences best describe this polluted city? (2 points)
46% of respondents (11 of 24) answered this question correctly.
[More Details](#)

Es una ciudad bonita y limpia.	0
Es una ciudad bonita y abundante.	0

RECORDED WITH SCREENCAST

Our childcare hubs have attracted national interest

010



Moorfoot childcare hub
featured on BBC radio and TV
news

We have kept in touch through email,
phone calls and through the childcare
hubs

Feedback from the families has been extremely
positive

*“We really appreciated the phone
call and a chance to talk to the new
head teacher”*

*“The teacher reassured us that we
were doing ok and not to stress
out”*

Everybody has played their part...but we have missed those smiling faces...



...and we are now busy planning to welcome everyone back to schools when it's safe to do so.

