



## Learner voice

Is there anything we can do to make online learning better for you?

"Everything is going well, so for me I'd say stick to what you are doing as that is what helps me learn."

"Wee bit less work"

"I like it the way it is right now"

"The assignments are easy to access"

"Not really but thanks for the offer"

"I don't think so because I would say spiral.ac but we used that last week for the first time which was good!"

"I think that it is working really well for me personally."

"I think sometimes there is a bit too much work on the OneNote pages and a bit less would be better."

"I really cannot thank (everyone) enough, for their care and attention; especially at this difficult time."

"Teachers always patient and try and make all the children feel welcome and involved."

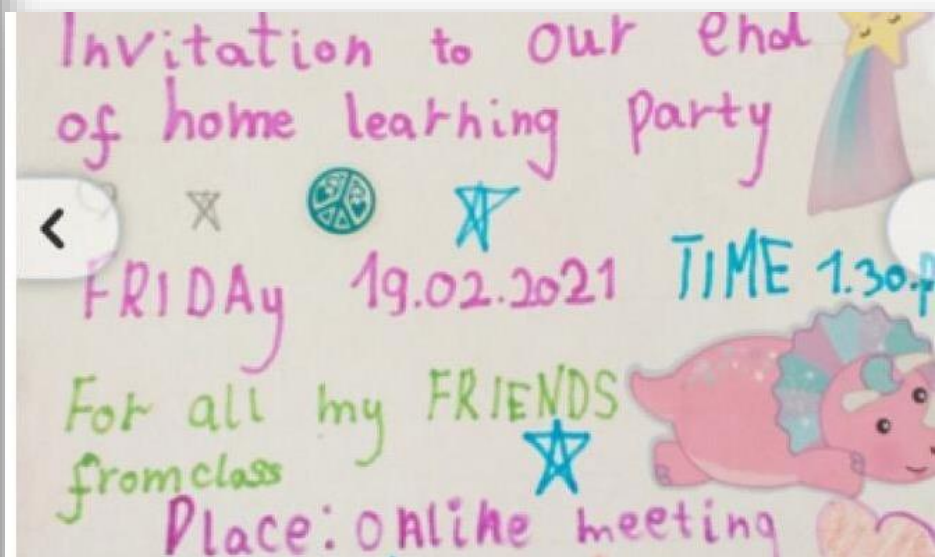
Parent/carers

"I definitely feel more confident and empowered by these experiences. If all we do is go back to how it was then for me, that is a missed opportunity."

Class teacher

"I am so very proud of the children in my class who have embraced Home Learning wholeheartedly and with such enthusiasm!"

Class teacher



# Pausing and Appreciating



I feel like I'm failing':  
Parents' stress rises over  
home schooling in Covid  
lockdown



I would ask parents to remember that they are not teachers. They are doing their best to support their children in a really tough time for everybody. We acknowledge and understand that." John Swinney

# 2021 National Improvement Framework

## Achieving Excellence and Equity

### 2021 National Improvement Framework and Improvement Plan

"The ICEA feels that Scottish education exhibits many strengths. It values equity as well as excellence. It has an excellent standing internationally. It is investing effort and resources to narrow attainment gaps, working with and strengthening the teaching profession."

International Council of Education Advisers, December 2020

December 2020

## Key messages

- ▶ Focus on recovery - Schools remaining safe, open and welcoming
- ▶ Increased focus on health and wellbeing in particular the measures being taken to support the health and wellbeing of children and young people, and of staff, in the light of COVID-19
- ▶ There should also be more emphasis placed on the needs of children and young people with additional support needs
- ▶ Intensified support for reducing inequity
- ▶ Enabling the highest quality of learning and teaching

# 2021 National Improvement Framework



It is also important that education recovery is not seen as simply aiming to return Scottish education to the way it was before the pandemic hit.

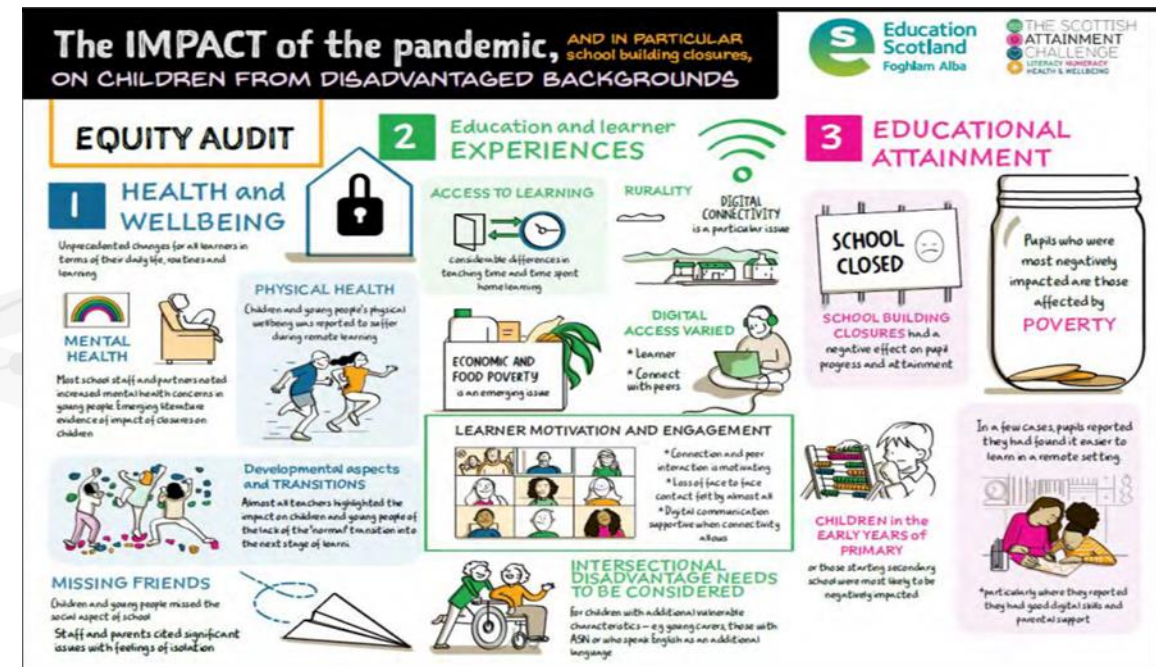
Scotland's response to the pandemic has highlighted the importance of creating a more **flexible and resilient system**, which can operate just as well in a crisis as it does under more normal circumstances.



# Scottish Attainment Challenge National Equity Audit

This period of school building closures and wider national lockdown had an impact on all children and young people.

- ▶ Health and wellbeing support
- ▶ Digital infrastructure and connectivity
- ▶ Support to parents and families
- ▶ Teaching provision and the quality of learning
- ▶ Support for teachers and the wider workforce



**The IMPACT of the pandemic, AND IN PARTICULAR school building closures, ON CHILDREN FROM DISADVANTAGED BACKGROUNDS**

**1 HEALTH and WELLBEING**

- Unprecedented changes for all learners in terms of their daily life, routines and learning
- MENTAL HEALTH**: Most school staff and partners noted increased mental health concerns in young people. Emerging literature evidence of impact of closures on children.
- PHYSICAL HEALTH**: Children and young people's physical wellbeing was reported to suffer during remote learning.
- Developmental aspects and TRANSITIONS**: Almost all teachers highlighted the impact on children and young people of the lack of the 'normal' transition into the next stage of learning.
- MISSING FRIENDS**: Children and young people missed the social aspect of school. Staff and parents cited significant issues with feelings of isolation.

**2 Education and learner EXPERIENCES**

- ACCESS TO LEARNING**: considerable differences in teaching time and time spent home learning.
- RURILITY**: DIGITAL CONNECTIVITY is a particular issue.
- DIGITAL ACCESS VARIED**: \* Learner \* Connect with peers.
- ECONOMIC AND FOOD POVERTY** is an emerging issue.
- LEARNER MOTIVATION AND ENGAGEMENT**: \* Connection and peer interaction is missing \* Loss of face to face contact felt by almost all \* Digital communication supportive when connectively about.
- INTERSECTIONAL DISADVANTAGE NEEDS TO BE CONSIDERED**: for children with additional vulnerable characteristics – e.g. young carers, those with ASN or who speak English as an additional language.

**3 EDUCATIONAL ATTAINMENT**

- SCHOOL CLOSED**: SCHOOL BUILDING CLOSURES had a negative effect on pupil progress and attainment.
- POVERTY**: Pupils who were most negatively impacted are those affected by POVERTY.
- CHILDREN in the EARLY YEARS of PRIMARY** or those starting secondary school were most likely to be negatively impacted.
- In a few cases, pupils reported they had found it easier to learn in a remote setting.
- \* particularly where they reported they had good digital skills and parental support.

Logos: Education Scotland, The Scottish Attainment Challenge, Foghlam Alba, Literacy, Numeracy, Health & Wellbeing.





**Education Scotland**  
Foghlam Alba

**What Scotland Learned:  
BUILDING BACK BETTER**

**RELATIONSHIPS**  
EFFECTIVE COMMUNICATION, CONNECTEDNESS, COMPASSION

People built strong collaborative relationships which led to a sense of "all hands to the pump" leading to fast decisions. To work, learn and achieve success in dealing with COVID-19.

\* The OECD identified maintaining effective relationships as only second to supporting learning.

**LEADERSHIP**  
CRISIS AND CHANGE MANAGEMENT ARE ESSENTIAL SKILLS

Relevant professional learning for those in formal leadership roles post-pandemic.

Collaboration with a range of partners to provide the most robust support for learners and their families. Leadership is not just about a promoted position or title. We need to respect the professionalism of all our education staff. Support senior leaders' wellbeing is needed.

**HEALTH and WELLBEING**  
FUNDAMENTAL to LEARNING.

Schools are important in meeting children's non-academic needs.

\* We need to create "more equitable education systems" by identifying and supporting all vulnerable learners for as long as that support is needed.

We need to promote wellbeing at all of the time in our education settings not just in a crisis.

**LEARNING and TEACHING**  
EFFECTIVE and INCLUSIVE PEDAGOGY and ASSESSMENT APPROACHES to support learners through recovery and beyond.

PROMOTE INDEPENDENT LEARNING SKILLS so PEOPLE become self-directed learners.

COLLABORATION AT ALL LEVELS, with peers, parents and a range of partners will support practitioners to share effective practice and develop evidence-based approaches.

REIMAGINE EDUCATION FOR THE FUTURE – what will our learners need to thrive, flourish and achieve in a post-COVID world?

**COMMUNITIES**  
BUILD BACK BETTER-SCHOOLS, partners and the wider community need to work in collaboration.

WORKING RELATIONSHIPS HAVE BEEN STRENGTHENED.

SCHOOLS HAVE HIGHLIGHTED THE SIGNIFICANCE OF THE WIDER COMMUNITY made up of individuals and groups that can support each other. The pandemic brought about a COLLECTIVE URGENCY TO WORK TOGETHER AT PACE.

**SUCCESSES and ACHIEVEMENTS**  
RECOGNISE AND CELEBRATE those to restore hope for the future.

Educators are more skilled in using digital technology, and authorities make digital technology accessible to all children and young people.

TEACHING SKILLS/CONFIDENCE to support effective self-regulation.

FLEXIBLE CURRICULUM that supports things to clearly evidenced in actions taken in response to the pandemic.

AGILITY AND INNOVATION of staff to collaborate and support one another – clear focus on children and families.



## Reflection - Facilitated Discussion

An opportunity to reflect on your individual experiences, and tell us how we can learn from them.



## Health and Wellbeing

- How was the period of lockdown for you and your children?
- What support was available to you?
- What do you and your children need now? And in the coming months?

### HEALTH and WELLBEING

FUNDAMENTAL to LEARNING.



Schools are important in meeting children's non-academic needs.

We need to promote wellbeing all of the time in our educational settings not just in a crisis.

\* We need to create 'more equitable education systems' by identifying and supporting all 'vulnerable' learners for as long as that support is needed.

## Learning and Teaching

- What insight did you get into your child's learning and curriculum?
- From your perspective, what can we keep or develop further?

### LEARNING and TEACHING

EFFECTIVE and INCLUSIVE  
PEDAGOGY and ASSESSMENT  
APPROACHES to support learners  
through recovery and beyond.



PROMOTE INDEPENDENT  
LEARNING SKILLS IN PUPILS to  
become self-directed learners.

BUILD ON DIGITAL TECHNOLOGY,  
to develop progressive skills in  
digital literacy.

COLLABORATION AT ALL LEVELS,  
with peers, parents and a range of  
partners will support  
practitioners to share effective  
practice and develop evidence  
based approaches.

REIMAGINE EDUCATION FOR THE  
FUTURE – what will our learners  
need to help them flourish and  
achieve in a post-Covid world?



# Relationships

- What did we/schools/you do to maintain connections?
- What should we keep doing?
- What could we adapt or start doing?

## RELATIONSHIPS

EFFECTIVE COMMUNICATION,  
CONNECTEDNESS, COMPASSION



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