



Education Executive

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

11 November 2020

A meeting of the **Education Executive** of West Lothian Council will be held within the **Webex Virtual Meeting Room** on **Tuesday 17 November 2020** at **10:00am**.

For Chief Executive

BUSINESS

Public Session

1. Apologies for Absence
2. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest
3. Order of Business, including notice of urgent business, declarations of interest in any urgent business and consideration of reports for information.

The Chair will invite members to identify any such reports they wish to have fully considered, which failing they will be taken as read and their recommendations approved.

4. Confirm Draft Minutes of Meeting of Education Executive held on Tuesday 08 September 2020 (herewith)

Public Items for Decision

5. Annual Plan and Report - National Improvement Framework and Reducing Inequalities of Outcome - Report by Heads of Service (Education) (herewith)

Public Items for Information

DATA LABEL: Public

6. Education Recovery - Update - Report by Depute Chief Executive (Education, Planning, Economic Development and Regeneration Services) (herewith)
7. Scottish Qualifications Authority Update - Report by Interim Head of Education Secondary (Curriculum, Quality Improvement and Performance) (herewith)
8. Early Learning and Childcare - Expansion Plan Update - Report by Depute Chief Executive (Education, Planning, Economic Development and Regeneration Services) (herewith)

NOTE **For further information please contact Anastasia Dragona on tel. no. 01506 281601 or email anastasia.dragona@westlothian.gov.uk**

CODE OF CONDUCT AND DECLARATIONS OF INTEREST

This form is to help members. It is not a substitute for declaring interests at the meeting.

Members should look at every item and consider if they have an interest. If members have an interest they must consider if they have to declare it. If members declare an interest they must consider if they have to withdraw.

NAME	MEETING	DATE

AGENDA ITEM NO.	FINANCIAL (F) OR NON- FINANCIAL INTEREST (NF)	DETAIL ON THE REASON FOR YOUR DECLARATION (e.g. I am Chairperson of the Association)	REMAIN OR WITHDRAW

The objective test is whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as so significant that it is likely to prejudice your discussion or decision making in your role as a councillor.

Other key terminology appears on the reverse.

If you require assistance, please ask as early as possible. Contact Julie Whitelaw, Monitoring Officer, 01506 281626, julie.whitelaw@westlothian.gov.uk, James Millar, Governance Manager, 01506 281695, james.millar@westlothian.gov.uk, Carol Johnston, Chief Solicitor, 01506 281626, carol.johnston@westlothian.gov.uk, Committee Services Team, 01506 281604, 01506 281621, committee.services@westlothian.gov.uk

SUMMARY OF KEY TERMINOLOGY FROM REVISED CODE

The objective test

“...whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as so significant that it is likely to prejudice your discussion or decision making in your role as a councillor”

The General Exclusions

- As a council tax payer or rate payer or in relation to the council's public services which are offered to the public generally, as a recipient or non-recipient of those services
- In relation to setting the council tax.
- In relation to matters affecting councillors' remuneration, allowances, expenses, support services and pension.
- As a council house tenant, unless the matter is solely or mainly about your own tenancy, or you are in arrears of rent.

Particular Dispensations

- As a member of an outside body, either appointed by the council or later approved by the council
- Specific dispensation granted by Standards Commission
- Applies to positions on certain other public bodies (IJB, SEStran, City Region Deal)
- Allows participation, usually requires declaration but not always
- Does not apply to quasi-judicial or regulatory business

The Specific Exclusions

- As a member of an outside body, either appointed by the council or later approved by the council
- The position must be registered by you
- Not all outside bodies are covered and you should take advice if you are in any doubt.
- Allows participation, always requires declaration
- Does not apply to quasi-judicial or regulatory business

Categories of “other persons” for financial and non-financial interests of other people

- Spouse, a civil partner or a cohabitee
- Close relative, close friend or close associate
- Employer or a partner in a firm
- A body (or subsidiary or parent of a body) in which you are a remunerated member or director
- Someone from whom you have received a registrable gift or registrable hospitality
- Someone from whom you have received registrable election expenses

MINUTE of MEETING of the EDUCATION EXECUTIVE held within WEBEX VIRTUAL MEETING ROOM, on 8 SEPTEMBER 2020.

Present – Councillors David Dodds (Chair), Lawrence Fitzpatrick, Stuart Borrowman, Harry Cartmill, Pauline Clark, Tom Conn, Peter Heggie, Charles Kennedy, Tom Kerr (substituting for Councillor Chris Horne), Dave King, Sarah King, John McGinty, Andrew McGuire, Andrew Miller, Cathy Muldoon, George Paul, Moira Shemilt and Kirsteen Sullivan; Appointed Members Elsie Aitken, Heather Hughes, Lynne McEwen, Myra MacPherson and Margaret Russell

Apologies – Councillor Chris Horne

Absent – Appointed Member Eric Lumsden

Education Executive agreed for the meeting to be audio webcast.

1 DECLARATIONS OF INTEREST

There were no declarations of interest made.

2 ORDER OF BUSINESS

In relation to those items on the agenda that were for information only, the Chair intimated that he wished to ask officers to speak to Agenda Item 9, *Re-opening of Schools*.

3 MINUTES

a 23 JUNE 2020

The Education Executive approved the minute of its meeting held on 23 June 2020 as a correct record. The minute was thereafter signed by the Chair.

b 04 AUGUST 2020

The Education Executive approved the minute of its meeting held on 4 August 2020 as a correct record. The minute was thereafter signed by the Chair.

4 REVISED SCHOOL SESSION DATES 2020/21 - ALTERED AUGUST START DATE

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) informing members of the proposed revised school session dates for 2020/21.

It was recommended that the Education Executive approve the proposed revised dates for 2020/21.

Decision

To approve the terms of the report.

5 SCHOOL SESSION DATES 2021/22

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) informing members of the revised proposed school session dates for 2021/22.

It was recommended that the Education Executive approve the revised proposed dates for 2021/22.

Decision

To approve the terms of the report.

6 EARLY LEARNING AND CHILDCARE - EXPANSION PLAN UPDATE

The Education Executive considered a report (copies of which had been circulated) by the Depute Chief Executive informing members of the progress of the approved Early Learning and Childcare (ELC) Expansion Plan to deliver 1140 hours of free, high quality ELC within West Lothian.

It was noted during discussion that financial implications were continually monitored and assessed.

It is recommended that the Education Executive:

1. Note the update and the revenue budget pressure within the ELC expansion plan; and
2. Agree a further update be brought to the Education Executive when the Scottish Government notified local authorities of the new implementation date for 1140 hours.

Decision

To approve the terms of the report, subject to changing recommendation 2 to read: "To agree a further update on 1140 hours be brought to the next Education Executive".

7 S5 AND S6 SCQF EXAMINATION RESULTS 2020

The Education Executive considered a report and presentation (copies of which had been circulated) by the Head of Education (Curriculum, Quality

Improvement and Performance) providing an update on the performance of students in attaining Scottish Credit and Qualification Framework (SCQF) Awards at Level 6 (Higher or equivalent) in the S5 and S6 stages, and at Level 7 (Advanced Higher or equivalent including HNC) in the S6 stage.

It was recommended that the Education Executive note:

- that performance of S5 students in 5+, 3+ and 1+ Awards at SCQF Level 6 had risen in the five-year period;
- that performance of S6 students in 5+, 3+ and 1+ Awards at SCQF Level 6 had risen in the five-year period;
- that SCQF examination performance of S6 students in 1+ Awards at Level 7 had risen in the five-year period; and
- that further detail of school by school performance would be presented to a future meeting of the Education Executive.

Decision

To note the terms of the report and presentation.

8 RE-OPENING OF SCHOOLS - UPDATE

The Education Executive considered a report (copies of which had been circulated) by the Depute Chief Executive updating members on the re-opening of schools and early learning and childcare in line with the Scottish Government Guidance issued on 30 July 2020 and informing members of the key arrangements implemented to support the re-opening of schools and early learning and childcare.

During discussion, officers answered a number of questions from members concerning classroom cleaning, face covering guidance and use of outdoor space.

It was recommended that the Education Executive note:

- the re-opening of schools and early learning and childcare in line with the Scottish Government National Guidance;
- the key changes to National Guidance and local Operating Guidance which have occurred since the re-opening of schools; and
- the additional costs outlined in the report, and that reimbursement of these will be sought from the Scottish Government in line with the decision of the Council Executive at its meeting of 23 June 2020.

Decision

To note the terms of the report.

DATA LABEL: PUBLIC



EDUCATION EXECUTIVE

ANNUAL PLAN AND REPORT – NATIONAL IMPROVEMENT FRAMEWORK AND REDUCING INEQUALITIES OF OUTCOME

REPORT BY HEADS OF SERVICE (EDUCATION)

A. PURPOSE OF REPORT

To inform members of the West Lothian Annual Report for 2019/20, and the Annual Plan for the National Improvement Framework and Reducing Inequalities of Outcome 2020/21.

B. RECOMMENDATION

To approve the Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome for submission to the Scottish Government.

C. SUMMARY OF IMPLICATIONS

- | | |
|---|---|
| I Council Values | Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership |
| II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment) | The publication of the Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome is required by the Standards in Scotland's Schools etc Act 2000. Raising Attainment is a key strategic objective of West Lothian Council. An Equality Relevance assessment has been undertaken. |
| III Implications for Scheme of Delegations to Officers | None. |
| IV Impact on performance and performance Indicators | The Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome will have a positive impact on performance indicators including those relating to attainment and positive destinations. |

V Relevance to Single Outcome Agreement	The Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome will have a positive impact on performance indicators within the Single Outcome Agreement including those relating to attainment and positive destinations.
VI Resources - (Financial, Staffing and Property)	The Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome will be delivered within agreed central education and devolved school budgets.
VII Consideration at PDSP	Members of the PDSP have been consulted.
VIII Other consultations	Stakeholders including pupils, parents/carers, headteachers, staff, professional associations and trades unions and other partners as set out in the Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome

D TERMS OF REPORT

The Standards in Scotland's Schools etc Act 2000, as amended by the Education (Scotland) Act 2016, requires the preparation of an annual progress report and plan setting out:-

- the improvements the Council has made to address the four key priorities of the National Improvement Framework (NIF)
- the steps the Council will take to achieve the four key priorities of the National Improvement Framework
- the steps it will take to reduce inequalities of outcome resulting from socio-economic disadvantage
- the steps it will take to involve a wide range of stakeholders, including headteachers, pupils, teaching and non-teaching unions, and partners, in the discharge of the new statutory duty ('the Socio-Economic Duty') which requires the Council to continually consider whether the Council can do more to help those pupils impacted by socio-economic disadvantage to achieve equality of outcome, and to give due weight to the outcome of those considerations when delivering school education.

The four key priorities of the NIF are:-

- to improve attainment, particularly literacy and numeracy
- to close the attainment gap between the most and least disadvantaged children
- to improve health and wellbeing
- to improve employability skills and sustained positive school leaver destinations

In the current reporting and planning periods, significant emphasis has been given to action and future plans for responding to the coronavirus pandemic given their current dominance of activity.

The Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome attached as Appendix 1 to this report has been prepared to meet these statutory requirements.

E. CONCLUSION

The Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome are the annual strategic documents which report on progress made in the key priorities, and highlight how West Lothian is driving forward improvement. They correlate closely with the Raising Attainment Strategy, the Council's Corporate Plan, and the Local Outcome Improvement Plan. They satisfy the requirements within the Standards in Scotland's Schools etc Act 2000 to produce an annual statement of improvement progress and objectives.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome

Contact Persons:

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Date of Meeting: 17 November 2020

WEST LoTHIAN COUNCIL

ANNUAL PLAN AND REPORT – NATIONAL IMPROVEMENT FRAMEWORK AND REDUCING INEQUALITIES OF OUTCOME

Plan and report prepared to meet the requirements of the Standards in Scotland's Schools
etc. Act 2000.

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4. ANNUAL PLAN 2020/21

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Section 2 – Steps to seek and have regard to the views of stakeholders

Section 3 - Steps in pursuance of the National Improvement Framework

Section 4 – Education benefits

APPENDIX 1 - PERFORMANCE AND TARGETS

1. LEGISLATIVE BACKGROUND

Education authorities must prepare and publish annual plans describing the steps they intend to take, during the planning period:

- with a view to reducing inequalities of outcome experienced by pupils as a result of socio-economic disadvantage;
- to comply with the duties imposed on it by section 3B(3) (to seek and have regard to the views of the persons listed in section 3B(4) and to provide any advice and support the authority thinks appropriate to those persons in relation to its consideration of decisions of a strategic nature about the carrying out of its functions relating to school education, and;
- in pursuance of the NIF for Scottish education;
- the plan must also set out any educational benefits the authorities consider will result from taking all of these steps.

Education authorities must report on these same matters.

Planning and Reporting should adopt a systematic approach which provides an effective basis for self-evaluation and improvement.

2. INTRODUCTION – WEST LoTHIAN CONTEXT

This Plan and Report fulfil the Council's reporting obligations in terms of the Standards In Scotland's Schools etc Act 2000.

The content of the plan and report are consistent with the [Council's Corporate Plan](#) and the Community Planning Partnership's Single Outcome Agreement, as well as the Education Services Management Plan and the [West Lothian Raising Attainment Strategy](#).

The Plan will contribute to meeting the performance targets set in the Corporate Plan and Raising Attainment Strategy.

This consistent suite of plans and strategies focus on the Council's key strategic outcomes, aligned to the National Improvement Framework, of achieving excellence by raising the attainment of all, ensure equity through closing the gap in education outcomes between children from the most and least deprived backgrounds, and improving positive destinations.

West Lothian Council is committed to achieving these outcomes for all children and young people through [Moving Forward in Learning \(MFIL\)](#). This approach centres on collaboration and networking to achieve effective school improvement and raise attainment, supporting the principle of improvement as a shared responsibility. Collaboration strategies include practices which increase the capacity of schools and their partners to implement the changes necessary to secure improvement. West Lothian Education Services has an ongoing commitment to promoting and embedding a culture of professional collaboration within and between schools. This also extends to having a clear desire to work with, learn with and influence improvements across our Regional Improvement Collaborative and at a national level. Well established and effective collaborations are in place, which lead to continuous improvement in West Lothian schools.

3. ANNUAL REPORT 2019/20

Section 3.1 – Step to Reduce Inequalities of Outcome Experienced by Pupils as a Result of Socio-economic Disadvantage

3.1.1 Closing the attainment gap between the most and least disadvantaged children

The [strategic approach to Pupil Equity Funding](#) (PEF) has secured very good processes and good progress in addressing a wide range of attainment gap issues. Literacy, Numeracy and Health and Wellbeing data analysis provides clear evidence that the use of PEF has impacted positively on the experiences of children and young people, and on reducing inequalities in both the Broad General Education and Senior Phase. Each school produces individual Impact Plans which identify their gaps, detail their actions and ensure outcomes are measured on a regular basis. Schools continue to focus their interventions on literacy, numeracy, health and wellbeing and more generally across learning to improve outcomes for our most disadvantaged learners. Data is used highly effectively.

Schools have utilised their PEF very well to meet the cost of additional staff (both part-time and full-time) to implement PEF strategies including: 11 Family Support Workers, 50 Teachers and 140 Pupil Support Workers. Three Literacy Pedagogy Officers and one Numeracy Pedagogy Officer have been employed across schools to support six clusters. This ensures sharing of effective practice. Funding has also supported the development of employability skills, pathways and qualifications in the Senior Phase. Partnership working continues with Action for Children and the Family Support Worker provision increased in 2019/20 and now covers 12 schools. Evidence suggests this service has a positive impact on attendance, pupil engagement and parental engagement. We have continued to engage with NHS Lothian to provide 27 schools with additional Speech & Language Therapy sessions targeted at improving the literacy attainment gap. All schools have a poverty proofing statement highlighting what they do to mitigate the cost of the school day. PEF monies are also used well to alleviate costs including clothing, school trips and activities to assist with physical and mental wellbeing.

Schools have experienced challenges in relation to procuring services from third parties. A PEF Procurement Framework was implemented to simplify this process and assist schools with implementing their PEF strategies.

PEF resources have been redirected to support pupils and families during the period of school closures. PEF funded Family Support Workers have ensured both families and pupils are supported in relation to their health and well-being and financial difficulties. Support has also targeted provision of resources to allow paper based and digital learning to continue in households which are financially disadvantaged.

Section 3.2 – Steps to seek and have regard to the views of stakeholders

3.2.1 Systematic approach to seeking and having regard to the views of stakeholders

West Lothian Education Services has taken a systematic approach to seeking and having regard to the views of headteachers, pupils, parents/carers, representatives of trades unions, voluntary organisations and any other persons the authority thinks appropriate in relation to the authority's strategic decision making.

Regular Leadership Meetings take place between Headteachers and members of the Senior Management Team to discuss all aspects to the improvement of the quality of education provision, and improvements in performance. Discussion also takes place on the policy framework and resources necessary to support these.

The pupil voice policy ensures that each school has a pupil or student council which will represent the views of children and young people to the school's leadership team, and which can be used by the leadership team to seek the views of children and young people on the quality of the education they receive. In addition, the service Senior Management Team and elected members from the Education Policy Development and Scrutiny Panel meet representative groups of pupils at P7, S4, S5 and S6.

A member of the Quality Improvement Team supports Parent Councils. Work progressed during session 2019/20 to update and improve the Parental Involvement and Engagement Framework. Regular meetings take place between the service Senior Management Team and the West Lothian Forum of Parent Councils. These will discuss areas of change and improvement in order that the views of Parent Councils can be incorporated into revised policies presented to the Education Policy Development and Scrutiny Panel.

The West Lothian LNCT operates in a positive and collegiate manner, with the professional associations playing a positive role in the formulation of education policy. Arrangements to consult the non-teaching unions are in place at council level. Both the teaching and non-teaching unions played an extremely constructive and positive role in assisting the authority respond to the coronavirus pandemic in session 2019/20, and contributed to the positive outcomes in terms of learning and teaching and health and wellbeing.

Staff at all levels and across all sectors feel empowered to inform and contribute to strategic and local improvement priorities, and participate in collaborative approaches, as set out in more detail in other sections of this report.

The Education Policy Development and Scrutiny Panel and Education Executive both have representatives of teachers and parents/carers, who can contribute to the formulation of policy, and participate in decision making of strategic issues. In Session 2019/20 the membership of the Education Policy Development and Scrutiny Panel was extended to include a member of the West Lothian Forum of Community Councils and the Principal of West Lothian College, as part of the Council's increased commitment to community engagement. The Council's standing orders also allow representatives of the non-teaching unions, the senior people's forum and the voluntary sector to attend and participate in meetings of the Education Policy Development and Scrutiny Panel.

3.2.2 Additional steps taken during the coronavirus pandemic

Additional steps were taken to engage with stakeholders during the period of school closures necessitated by the coronavirus pandemic, to inform the strategic decisions being taken to support the continuation of learning and teaching, and to support wellbeing.

25.03% of P4-7 learners in WL completed a survey in May 2020 about their home learning experiences. Most described their learning as the right level of challenge and felt that they were given the right amount of work.

Over 4000 parents/carers completed a WL parent/carer survey in May 2020. The majority of parents/carers told us that they had the information and advice they needed to support their child's wellbeing and learning. Analysis of additional comments made by parents/carers was shared with all schools to support continued approaches to engaging parents/carers at authority and school level. In the secondary sector 85% of parents/carers reported that their child was fully or partially engaged with their learning at home. 68% felt that their child was adapting to the next phase of learning.

Pupil and parent/carer feedback has informed provision during this period.

Guidance notes were produced to support remote meetings of Parent Councils during the period of school closures.

Section 3.3 – Steps Taken in Pursuance of the National Improvement Framework

3.3.1 Improvement in attainment, particularly in literacy and numeracy

The strategic approach to securing improvement in attainment has ensured very good progress.

Investment in developing staff capacity and rigorous associated systems to analyse data locally and centrally, impact positively on the accuracy of teacher professional judgement and the identification of a manageable number of strategic priorities to raise attainment in literacy and numeracy. Robust tracking and monitoring drives improvement across all sectors.

Highly effective network structures in both [Literacy](#) and [Numeracy](#) reaching from Early Learning and Childcare to senior phase with associated Career Long Professional Learning (CLPL) provide strategic cohesion to improvement priorities. Revised digital platforms to support [Literacy](#) and [Numeracy](#) provide clarity at all levels. Investment in informing priorities has cemented strong connectivity with Regional Improvement Collaborative CLPL. Reading Schools Accreditation has been piloted very successfully and will now be offered nationally.

Staff at all levels and across all sectors feel empowered to inform and contribute to strategic and local improvement priorities in both literacy and numeracy. Champion post holders in both literacy and numeracy impact positively on schools' capacity for improvement through sharing clear, key messages. Revised West Lothian Literacy Progression Pathways, targets and associated online CLPL, provide cohesion to improvements and clarity of expectations, meaning improved professional dialogue resulting in improved pedagogy.

Cross sector collaborative approaches to revising West Lothian Numeracy and Maths Progression Pathways have enabled high quality guidance and associated CLPL to be developed at a fast pace. Highly effective network structures have impacted positively on levels of learners' engagement and on the impact of the effective use of this guidance.

Innovative approaches to Pupil Equity Funding spending led to cross sector working supported by innovative pedagogy posts. These have a focus on raising attainment in targeted areas across identified clusters.

In 83% HMI inspections the Quality Indicator 3.2 (Raising Attainment and Achievement) was evaluated as good or better.

3.3.2 Improvements in children and young people's health and wellbeing

The [strategic approach](#) to delivering improvements in HWB has secured very good progress in this area.

The council has an embedded strategic framework and highly effective processes for the tracking and monitoring of wellbeing. A clear commitment to self-reporting, as an element of the very strong tracking and monitoring systems, provides reliable, rich data and valuable insight into learners' well-being. This information is used very well at school and [local authority levels](#) to accurately determine wellbeing strengths and needs. Schools use this information well to inform targeted and universal interventions, including Pupil Equity Funding decisions.

A strong strategic approach to improving all aspects of [outdoor learning](#) across Early Learning and Childcare (ELC) provision has resulted in a significant improvement in

practitioners' confidence to engage children in high quality outdoor play and learning experiences across most ELC settings.

The West Lothian One Trusted Adult pilot report has been published and there are well-developed plans in place to extend this model across all schools in August 2020 as part of the Health and Wellbeing recovery plan.

Staff and young people report that Trauma Informed training is improving experiences overall and most specifically for those affected by trauma.

The enhanced focus on mental health and wellbeing throughout 2019-20 has been successful in improving the skills, knowledge and the quality of consistent training of staff in all WL schools. Evidence shows that the Mental Health First Aid programme is now implemented in all 11 secondary and being piloted in four primary schools. Joint, high quality, Mental Health First Aid Training has been carried out with Family Support Workers. A Mental Health [SharePoint](#) has been developed and used well to improve approaches to Mental Health in all West Lothian schools.

A [Revised Anti-Bullying \(Relationships Policy\)](#) is now implemented in all schools. This has impacted positively on the accuracy of recording and improved the reliability of data.

Good progress has been made in establishing a [cluster thematic review model for Health and Wellbeing](#) to support understanding and improvement. Revised arrangements for the leadership of Personal and Social Education, led by secondary support DHTs, has identified and shared effective practice and areas for development

3.3.3 Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Good progress continues to be made in developing strategic approaches to securing sustained improvements in this area.

The current school leaver positive destination rate of 93.1% is above the Scottish Average of 92.9%. The majority of young people report that they are being supported well to make individual coursing and leaver destination decisions.

Business Partnership Coordinator Posts make good links with businesses for all schools and subject departments. The number and quality of the employer engagements has been increased through this work. A very flexible programme of work experience placements is offered to all senior phase students. In West Lothian, the School Work Placement Programme is coordinated centrally by the Community Learning and Development Youth Services Education for Work Officer. Most schools are still working towards meeting the Work Placements Standard and benefit from central support and high quality Career Long Professional Learning (CLPL) and 1-1 support in this area.

The West Lothian STEM Hub has successfully offered localised NHS workforce planning P1 to S6 attended by over 700 young people.

The Schools Vocational Programme reaches over 150 young people with varied employability courses; SQA and industry recognised qualifications. Foundation Apprenticeships, delivered in partnership with West Lothian College, saw growth of almost 300% in 2019 – 2020. 488 young people are accessing the college, undertaking courses from National 2 to Higher National Certificate (HNC) level learning, some of whom will progress in their college partnership learning in 2020-21.

Between 2014/15 and 2018/19 the percentage of School Leavers achieving at least 1 Vocational Qualification has increased from 21.4% to 28.3% at SCQF Level 5 and 5.7% to 8.8% at SCQF Level 6.

The West Lothian Employability Award offers young people employability skills recognition at SCQF levels 2 to 6;

The West Lothian Developing the Young Workforce (DYW) Award Scheme recognises the achievements of schools and partners to support the DYW agenda. 18 schools have participated to date.

Highly effective tracking of all leavers is enhanced by the offer of targeted support to those in negative destinations.

The variety of Helping Young People Engage (HYPE) Learning agreements has continued to evolve to meet the needs of young people. 37 young people completed their HYPE Learning Agreement, 78% of whom progressed to positive destinations.

143 Wider Achievement awards were completed.

32 Young people have successfully accessed the Virtual Campus, achieving at Higher and Advanced Higher level learning.

3.3.4 Initial response to supporting children, families and school communities throughout the coronavirus pandemic

Robust tracking is in place at school and local authority levels to monitor access to home learning provision, engagement with learning and contact with families. The tracking approaches during school closures focussed on pupils' engagement and support. Plans for the move to home based learning were in place prior to school closures.

Most learners from P1- S6 accessed and engaged in home learning provision. In P1-3, the majority of pupils have accessed digital learning via Glow blogs and been supported with additional paper packs. Parent/carer feedback has informed individual school provision.

P4-7 pupils have accessed home learning through Glow as part of the ongoing approach to digital learning in West Lothian. Pupil and parent/carer feedback has informed provision. Within secondary schools, the majority of pupils engaged in home learning, with engagement being above 80% across year groups, Quintile 1 and vulnerable young people.

All schools created paper packs and support materials for identified learners. Many schools issued devices to families to enable access to online learning, worked collaboratively to provide stationery and other key resources to families and utilised community locations to ensure wide access to key resources. Of the identified vulnerable P1-7 pupils, schools contacted families on a weekly or fortnightly basis to respond to any support required from education or other agencies. A few pupils were supported through multi-agency partnership working detailed in individual plans.

Over 3000 staff accessed Career Long Professional Learning (CLPL) sessions. #DigiKen, a digital platform for practitioners, has provided [technical support and collaboration space and sharing for staff](#).

1600 digital devices were issued to assist the 2360 pupils without digital access when schools closed, with the result that over 90% of P4-7 pupils had digital access. The central

pedagogy team created [Stay INspired](#), a digital platform, which provides weekly shared learning experiences for pupils.

Additional support for families in West Lothian continues to be cross sector and responsive. The [WL Advice Shop](#), the School Bank West Lothian, the Adult Learning team, the [Educational Psychologist Phone Service](#) and local businesses have provided advice and supplies for families, schools and Hubs.

A highly effective communication strategy and the development of a Staff Wellbeing Strategy ensure staff wellbeing remains central to the West Lothian response

3.3.5 Planning for improvement in a new context

Highly effective strategic approaches to consulting and communicating with school communities have informed school and authority planning. In West Lothian there is an established practice of empowering schools. Across all sectors, partnership working has influenced local and wider recovery planning and guidance.

A [Local Phasing Development Plan](#) was produced to provide local context to the national Strategic Framework. All schools in West Lothian are working to this strategic framework and guidance. All schools have produced individual recovery plans, which are continually reviewed and developed in response to ever changing circumstances. A video was prepared for parents/carers to share [learning messages](#).

All secondary schools created their own blended learning and school based recovery models. These reflect the needs of their pupils, curriculum and context. Blended learning models remain as a contingency. All pupils studying National or Higher qualifications will receive a total blend of learning which is equivalent to the usual allocation of time.

High quality CLPL focused on improving practitioner confidence to deliver quality learning in the outdoor environment focussing on improving children's health and wellbeing has been delivered to all ELC and the majority of early level staff.

[The Health and Wellbeing Recovery Plan](#) supports a four step model in Health and Wellbeing for all pupils and staff. This includes wellbeing assessment check-ins, data analysis, trusted adult conversations and staged, universal and targeted support. High quality Career Long Professional Learning (CLPL) has supported clear, concise advice to schools in relation to the measures to be taken to support the health and wellbeing of staff and learners. Surveys were issued to all staff in June 2020 and the vast majority of staff responded positively to questions pertaining to how they were feeling about returning to school after the closure period. A [Health and Wellbeing Webinar](#) took place.

Section 3.4 – Education Benefits

3.4.1 Raising attainment, building on the improving trend in National Qualifications

Attainment has been raised through focused and rigorous application of the Raising Attainment Strategy in all West Lothian Schools. The National Improvement Framework (NIF) Improvement Plan is also used to continue to drive improvement in performance.

Performance of S5 students in 5+, 3+ and 1+ Awards at SCQF Level 6 has risen in the five year period. Performance of S6 students in 5+, 3+ and 1+ Awards at SCQF Level 6 has risen in the five year period. SCQF examination performance of S6 students in 1+ Awards at Level 7 has risen in the five year period.

West Lothian pupil performance in the 20 measures in the Broad General Education outperformed national performance.

3.4.2 Expanding early learning and childcare

A significant programme of investment to extend the pre-school estate continues. Additional staff have been recruited and trained, and management arrangements implemented. Partnerships with childminders and the private sector have increased to further increase flexibility and choice. All children are now able to access 1000 hours of free early learning and childcare, with increased choice of patterns of attendance and setting, in line with the phased expansion to meet the entitlement of access to 1140 hours, providing increased flexibility and choice, expanded hours, and maximising equality of access to these opportunities.

3.4.3 Working through the Regional Improvement Collaborative to improve quality and performance

Support to improve quality and performance through the Regional Improvement Collaborative (RIC) has continued to develop. Networking for sharing practice within West Lothian and across the RIC has been established, focused on improving the quality of learning and teaching. In partnership with the RIC all practitioners are being provided with a wide range of relevant and meaningful professional learning opportunities. Through the RIC, a 'data coach' has been deployed to upskill school leaders and classroom practitioners on the effective use of data to identify and inform areas for improvement at school and classroom level.

3.4.4 Empowering schools

The ability for decisions, relevant to the day to day management and provision of school education, to be made at local level has increased. Implementation of the revised Scheme of Devolved School Management, which is less prescriptive, and which gives greater freedom to headteachers to align resources with the needs of the learners within their schools, in line with the national empowering schools agenda, has continued,

3.4.5 Planning for and delivering new schools to meet the needs of the growing population, and children and young people with additional support needs.

Access to high quality learning environment for all children and young people has improved through the ongoing programme of school expansion, refurbishment and construction, and further improvement is planned. Construction of new primary and secondary schools in Winchburgh and Calderwood has commenced, although subject to short delay during

enforced shutdown of construction as a result of the coronavirus pandemic. Construction in improving the Additional Support Needs estate has also commenced. Feasibility studies have been prepared for improvement and expansion to the primary school estate.

3.4.6 Planning for and delivering new services within schools to meet the needs of children and young people with additional support needs within their local community.

The ability of schools to support children with additional support needs within their local community was increased. New 'small group environments' were established within schools to increase the ability of schools to support pupils with additional support needs. Further integration with social policy and new services such as counselling have contributed to modernisation.

3.4.7 Emergency Response to the coronavirus pandemic – Provision of Learning, Health and Wellbeing

The provision of learning continued for all children and young people during the period of school closures. Learning focused on core areas including literacy, numeracy and health and wellbeing. Learning was provided through digital platforms, and pupils were supported to access these.

3.4.8 Emergency Response to the coronavirus pandemic – Provision of Free School Meals

Access to nutritional meals continued during the period of school closures for the most vulnerable children and young people, contributing to their readiness to learn. During the period of school closures all pupils entitled to free school meals were able to continue to receive a packed lunch or pick up a takeaway hot meal and a breakfast cereal bar/cereal, with additional distribution of packed lunches. Additional arrangements were put in place for vulnerable children.

4. ANNUAL PLAN 2020/21

Section 4.1 – Step to Reduce Inequalities of Outcome Experienced by Pupils as a Result of Socio-economic Disadvantage

4.1.1 Closing the attainment gap between the most and least disadvantaged children

In Session 2020/21 West Lothian Education Services will:-

- Continue to address the issue of digital exclusion using dedicated budgets.
- Continue to support schools with managing issues resulting from the increased staff turnover resulting from the temporary contracts available to posts funded by Pupil Equity Funding (PEF) and sustaining these roles, in particular the Family Support Worker posts as their success relies on relationship building with pupils and parents/carers.
- Ensure School Recovery Plans are based on the basis of the four national priorities which include closing the poverty related attainment gap.
- Use PEF funding to support the implementation of School Recovery Plans, using data gathered from the ongoing tracking and monitoring of vulnerable pupils..
- Focus particularly on the most disadvantaged pupils with catch-up teaching targeted especially at those most affected in order to mitigate the impact of the period of school closures.

Section 4.2 – Steps to seek and have regard to the views of stakeholders

In Session 2020/21 West Lothian Education Services will:-

- Continually engage with all staff ensuring that recovery plans take account of the knowledge and experience of staff.
- Develop and implement new methods of communicating with parents/carers in the absence of face to face meetings.
- Continue to support Parent Councils perform their function during the period of restrictions due to the coronavirus pandemic.
- Develop and implement methods of communication with other stakeholders and partners, including with Regional Improvement Collaborative partners, to ensure continuation of the high quality partnership and collaborative approach existing in West Lothian.
- Develop and implement approaches to ensure the continuation of the collaborative approach amongst West Lothian teachers during the period of restrictions due to the coronavirus pandemic.

Section 4.3 – Steps Taken in Pursuance of the National Improvement Framework

4.3.1 Improvement in attainment, particularly in literacy and numeracy

In Session 2020/21 West Lothian Education Services will:-

- Build staff capacity in securing accurate assessment of learners' current progress.
- Focus on evidencing year on year improvements.
- Focus on developing family learning opportunities to support raising attainment.
- Within the [LITERACY PLAN](#), focus on:-
 - Improving learners' comprehension strategies by committing to strengthening approaches to –Predicting, Clarifying, Summarising and Questioning

- Securing learners' progression through consistent approaches to learning, teaching and assessment in the areas of listening and talking
- Securing accurate professional judgement through strengthened moderation practice
- Within the [NUMERACY PLAN](#) focus on:-
 - Consistent use of the West Lothian progression pathways, (revised June 2020)
 - Improvements in transition arrangements – curriculum and pedagogy continuity
 - Continual development of high quality learning and teaching including the development of Concrete – Pictorial – Abstract- Language approaches linked to the use of manipulatives

4.3.2 Improvements in children and young people's health and wellbeing

In Session 2020/21 West Lothian Education Services will:-

- Resume work, interrupted by the coronavirus pandemic, on thematic reviews, the review of Personal and Social Education and Mental Health First Aid Train the Trainer plans.
- Within the [HEALTH AND WELLBEING PLAN](#), focus on:-
 - Ensuring excellence and equity through further development of aspirational, forward thinking and consistent practices designed to improve the wellbeing of learners in all schools
 - Pupil participation in self-reporting, wellbeing surveys and decision making
 - Tracking and monitoring and data analysis of pupils across all wellbeing indicators
 - Trusted adult conversations for every pupil
 - Targeted and universal support through a continuum of staged intervention
 - Staff wellbeing to ensure staff feel valued, supported and listened to
 - Curriculum review of Health and Wellbeing
 - Continuing to support children, families and practitioners to maximise the use and benefits of outdoor spaces focussing on improving children's health and wellbeing during the recovery period.

4.3.3 Improvement in employability skills and sustained, positive school-leaver destinations for all young people

In Session 2020/21 West Lothian Education Services will:-

- Develop robust systems to accurately track and evaluate the impact of the coronavirus pandemic on the capacity of local businesses to continue engagement
- Build on local partnerships with businesses and with West Lothian College
- Further strengthen Developing the Young Workforce structures and the place of Skills 4.0 within the Early Learning and Childcare and primary sectors
- Continue to develop digital work experience options
- Move to an 'Advanced Higher Hybrid Model' to further build equity of Advanced Higher provision across all secondary schools.

4.3.4 Supporting children, families and school communities throughout the coronavirus pandemic

In Session 2020/21 West Lothian Education Services will:-

Digital Learning

- Adopt an authority wide interactive online learning platform (See-Saw) for P1-3 pupils, in response to parent/carer requests.

- Provide 2700 digital devices and internet connectivity where digital exclusion has been identified as a barrier to learning through the 'Connecting Scotland' initiative..
- Supporting the standardisation of digital tools (Glow) and support for this is ongoing to ensure consistency of digital approach and development of confidence for learners and staff.
- Ensure not only that technical skills are developed for staff but that they understand effective pedagogical approaches when using and applying them.

Supporting Families

- Respond to the changing needs of families including;-
 - Developing a communication strategy for parents/carers
 - Developing sustainable learning materials for families to use
 - Safeguarding beyond the summer period in conjunction with social policy colleagues.

Recovery Phase

- Ensure that authority wide and individual school recovery planning is responsive and focused on supporting pupils, staff and school communities.
- Continue to support Early Learning and Childcare practitioners during the recovery period and next phase of 1140 expansion plan.

4.3.5 Planning for improvement in a new context

In Session 2020/21 West Lothian Education Services will:-

- Implement Primary Schools Curriculum/Pedagogy Recovery -Plans ([Learning Re-explored](#), [Literacy Recovery Plan](#) and [Numeracy Recovery Plan](#)) which have been shared with all schools, and which will be supported by high quality digital professional learning sessions.
- Review the role of the Quality Improvement Team in supporting improvement in an even more agile learning system.
- Deliver professional learning on Assessment within the Broad General Education and include assessment advice in core areas in recovery plans.

Section 4.4 – Education Benefits

In Session 2020/21 West Lothian Education Services will:-

- Continue to implement the Raising Attainment Strategy, and aim to meet the targets set out within it in relation to raising attainment and closing the socio-economic attainment gap.
- Continue to implement Moving Forward in Learning to ensure school improvement.
- Continue to work through the Regional Improvement Collaborative to improve quality and performance.
- Progress towards target of delivering 1140 hours of Early Learning and Childcare.
- Continue the ambitious programme of improving the quality of the learning estate in order to ensure that all pupils have access to a high quality learning environment, including the construction of new schools to meet the needs of a growing population.
- Continue planning for and delivering new services within schools to meet the needs of children and young people with additional support needs within their local community, including increasing staff capacity within all schools.
- Continue to respond in an agile, flexible and effective manner to the requirements of the coronavirus pandemic.

APPENDIX 1 - PERFORMANCE AND TARGETS

Attainment in the Broad General Education

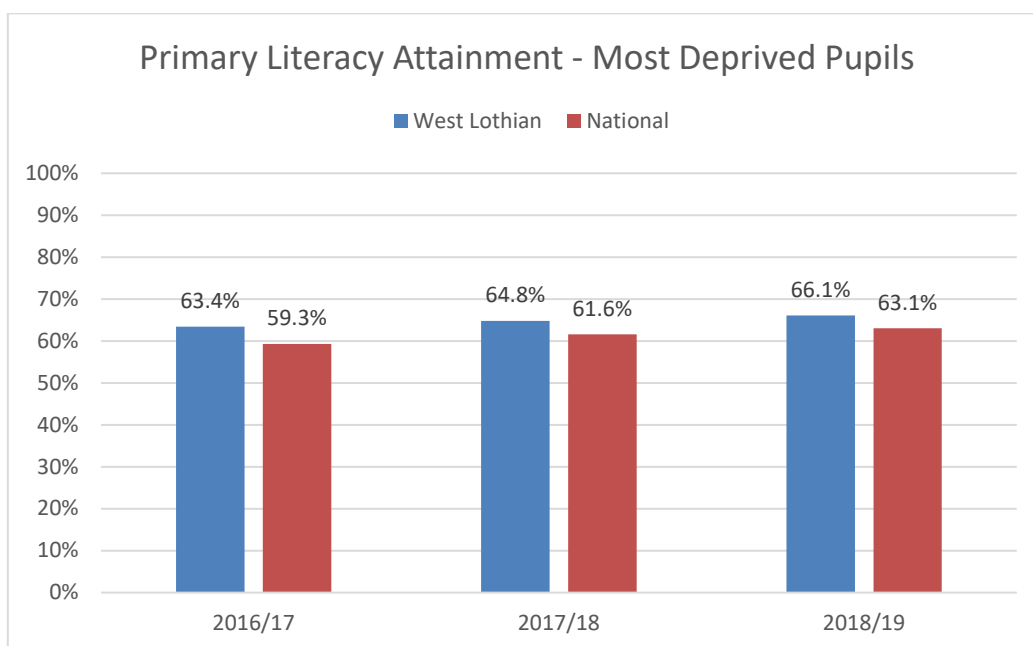
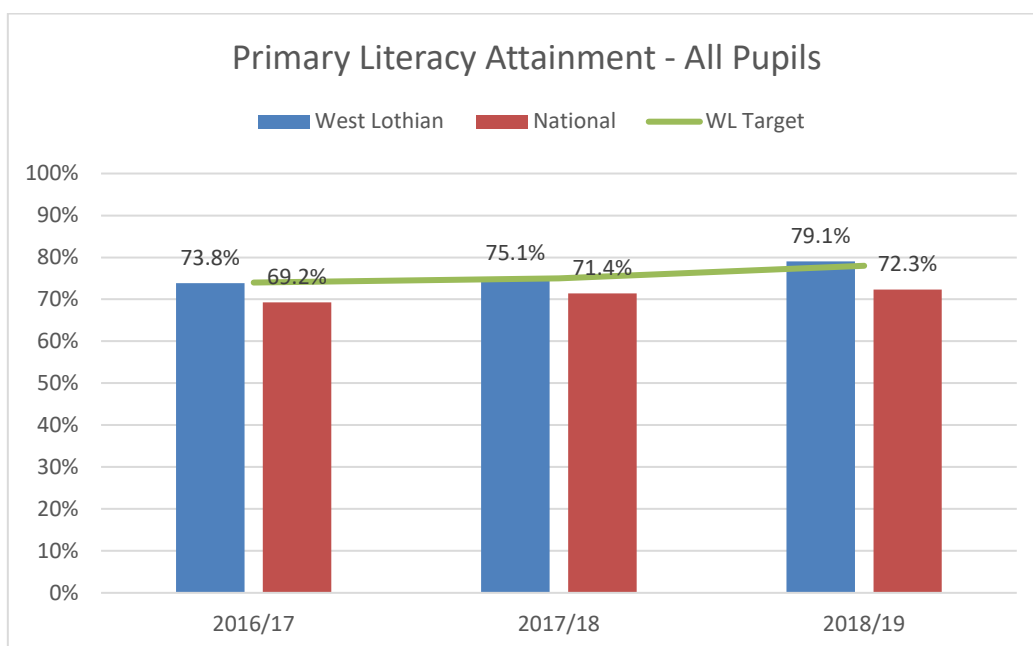
Attainment in the BGE is measured by proportion of pupils achieving certain Curriculum for Excellence (CfE) levels at certain stages. These levels are described as the expected level and how this corresponds to school stages is identified below:

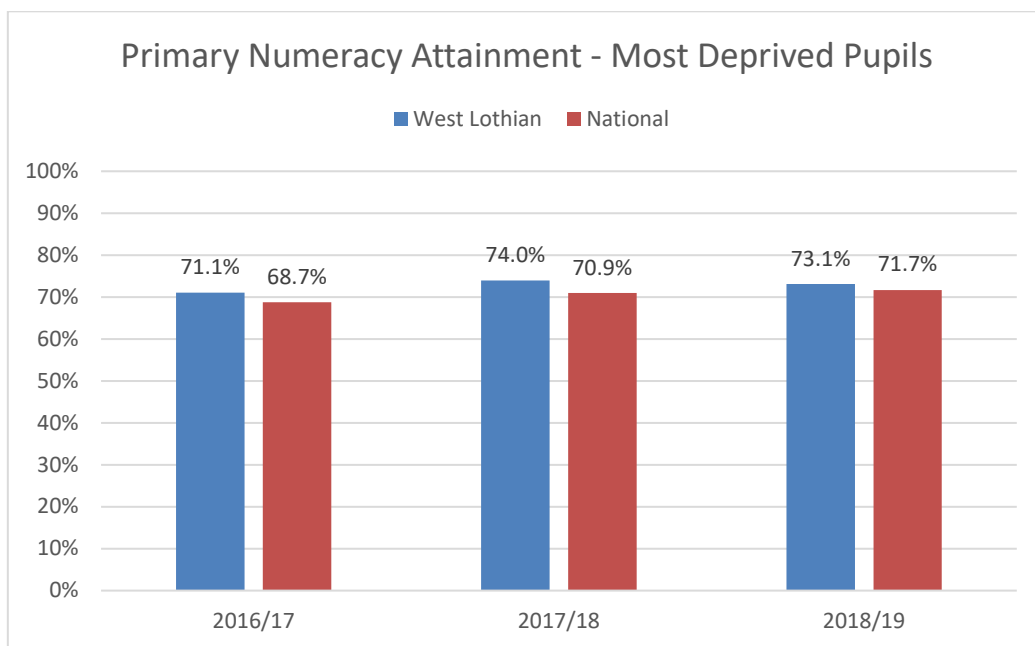
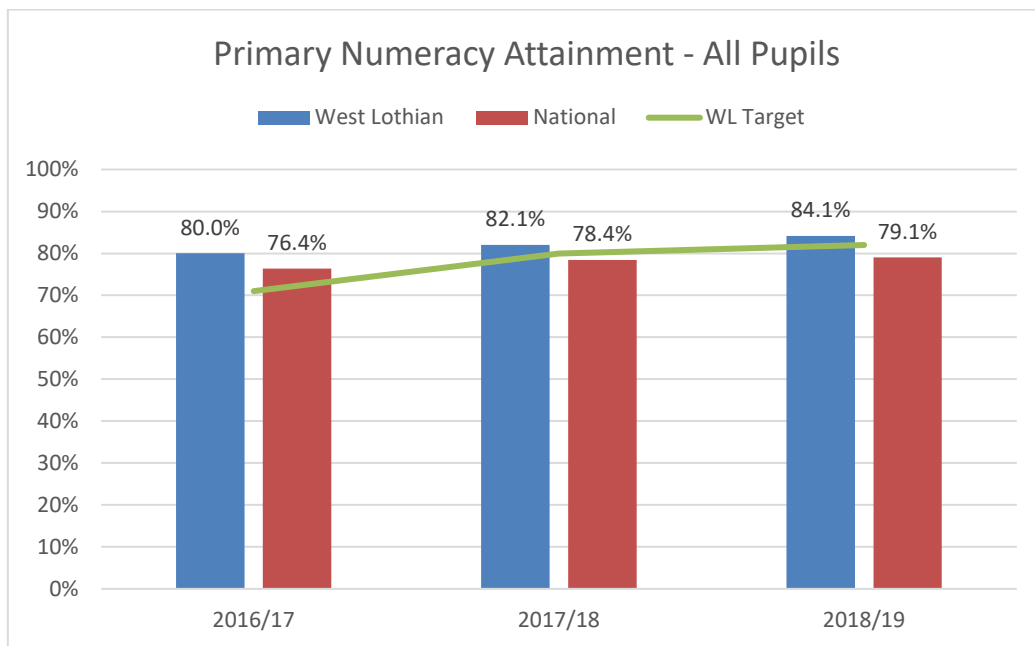
Stage	
Primary 1	Early Level
Primary 4	First Level
Primary 7	Second Level
Secondary 3	Third Level

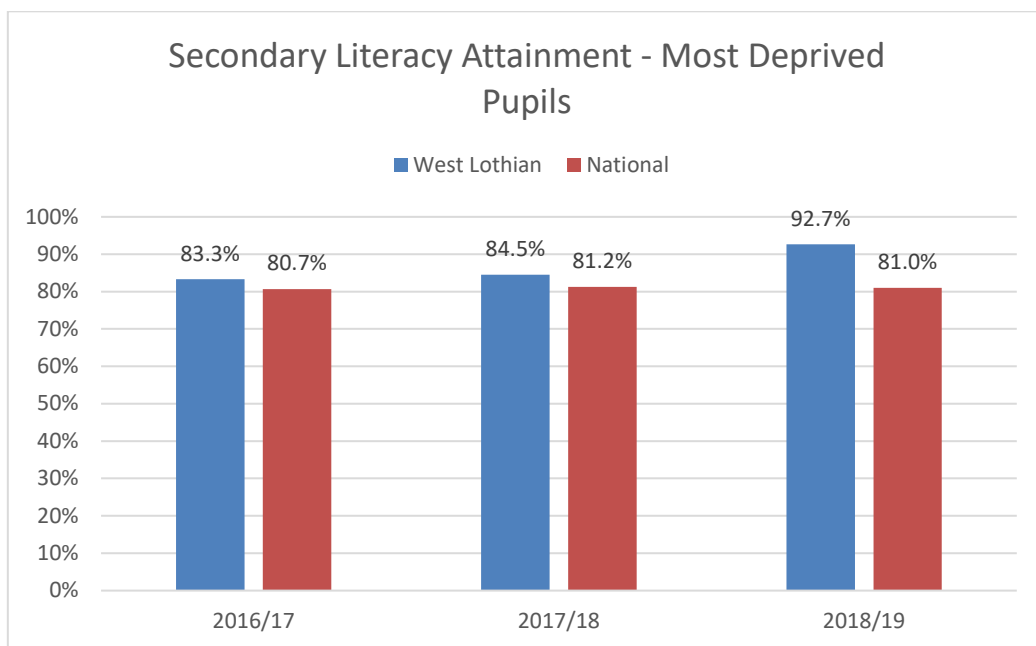
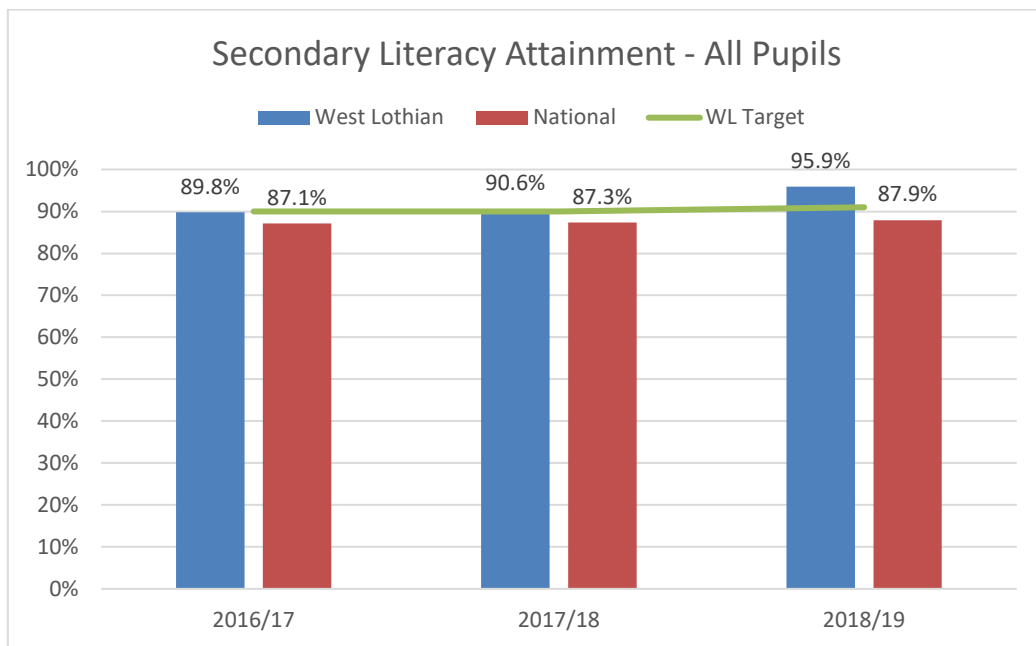
Attainment data in these measures is identified below in Literacy and Numeracy. For Primary measures, the data combines all pupils in Primary 1, Primary 4, and Primary 7. Data compares West Lothian performance to that across Scotland and includes West Lothian targets where available.

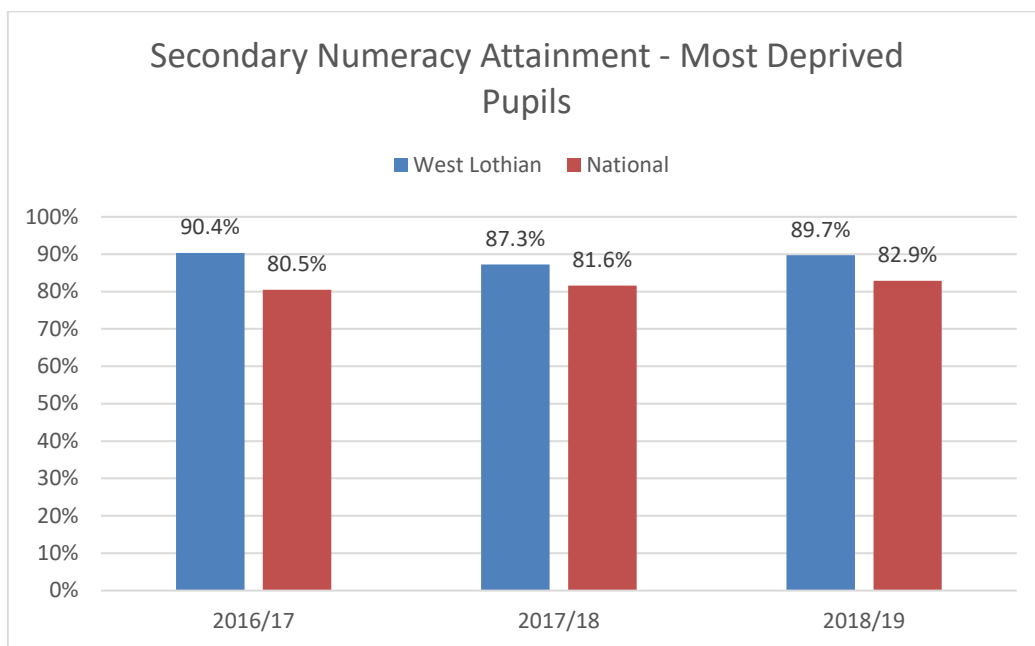
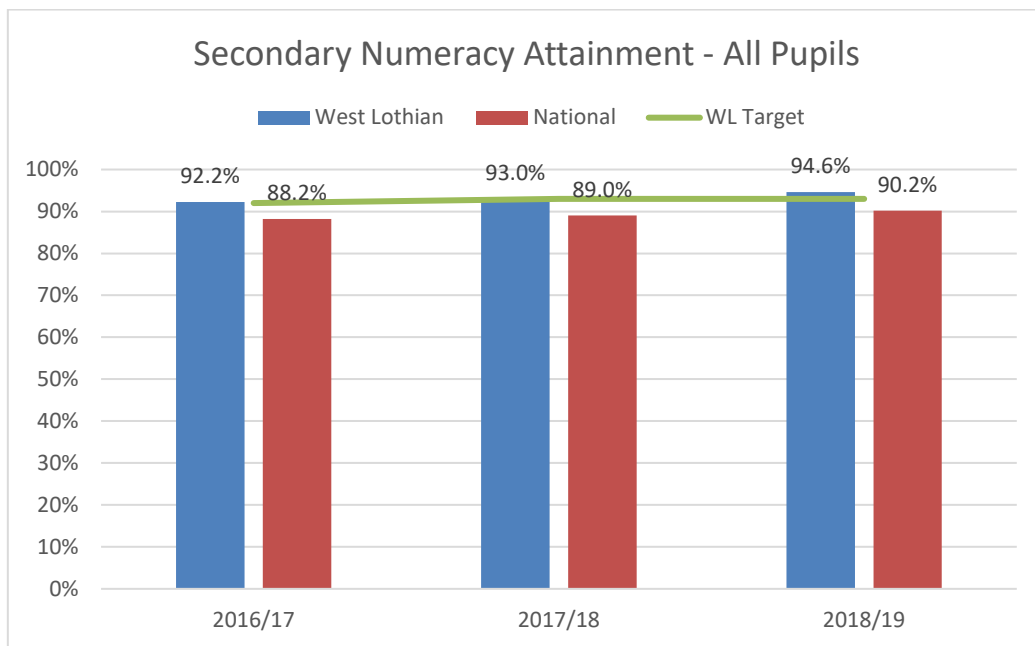
Due to COVID-19 pandemic, resulting in school closures in March 2020, the Scottish Government suspended the gathering of Curriculum for Excellence levels for session 2019/20.

	All Pupils			Most Deprived Pupils		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Primary Literacy:						
West Lothian	73.84%	75.06%	79.08%	63.43%	64.81%	66.11%
National	69.24%	71.41%	72.30%	59.32%	61.62%	63.06%
WL Target	74%	75%	78%	N/A	N/A	N/A
Primary Numeracy:						
West Lothian	80.03%	82.06%	84.13%	71.06%	73.97%	73.09%
National	76.36%	78.42%	79.07%	68.74%	70.95%	71.68%
WL Target	71%	80%	82%	N/A	N/A	N/A
Secondary Literacy:						
West Lothian	89.82%	90.59%	95.89%	83.33%	84.48%	92.65%
National	87.11%	87.33%	87.94%	80.70%	81.23%	80.97%
WL Target	90%	90%	91%	N/A	N/A	N/A
Secondary Numeracy:						
West Lothian	92.24%	93.05%	94.63%	90.37%	87.26%	89.71%
National	88.24%	89.04%	90.17%	80.49%	81.64%	82.85%
WL Target	92%	93%	93%	N/A	N/A	N/A





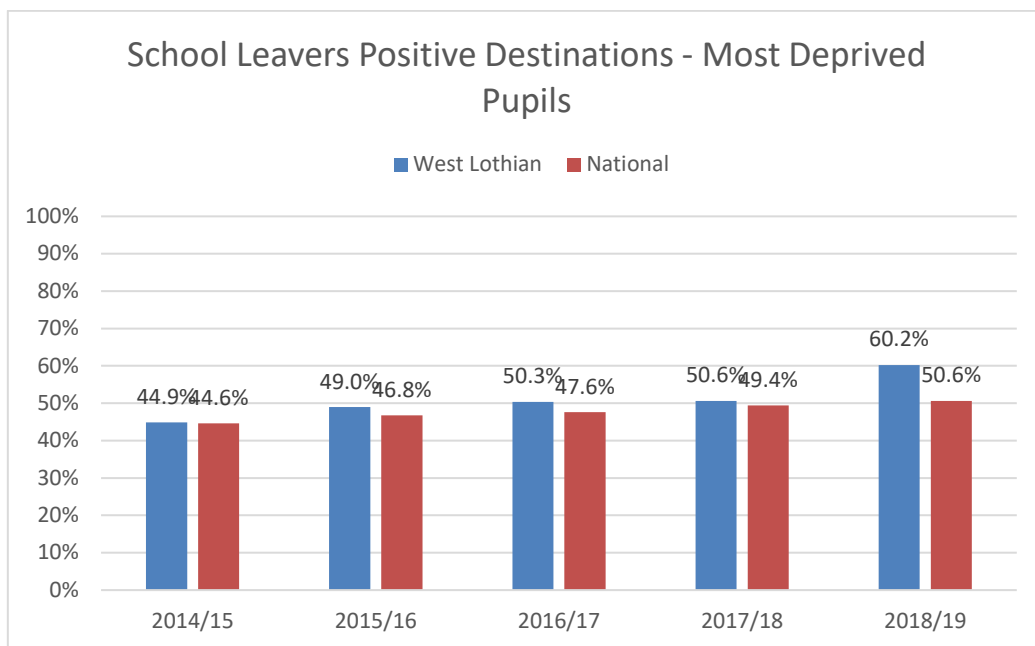
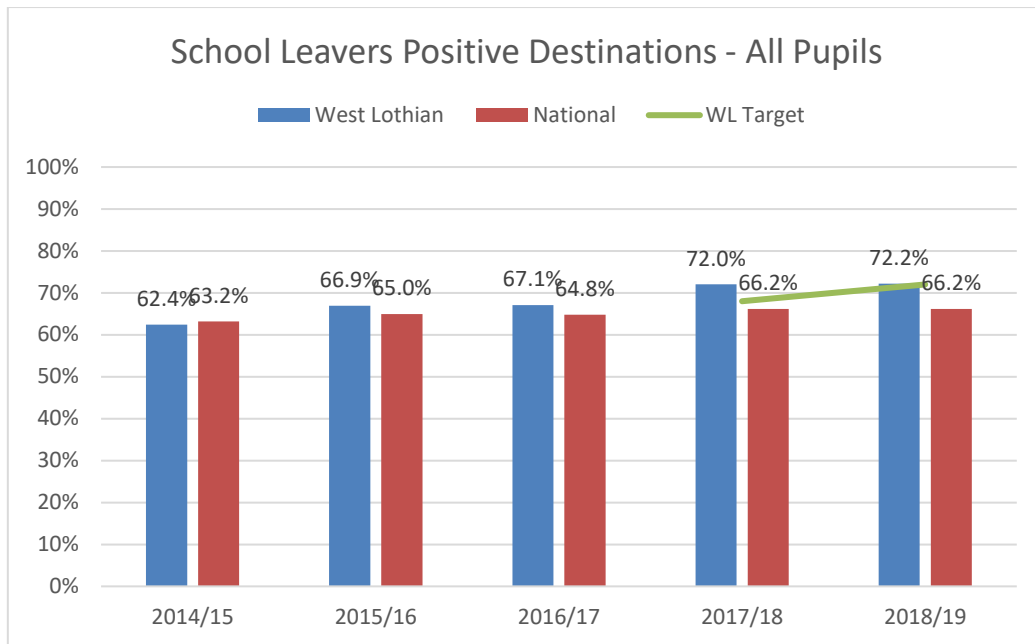


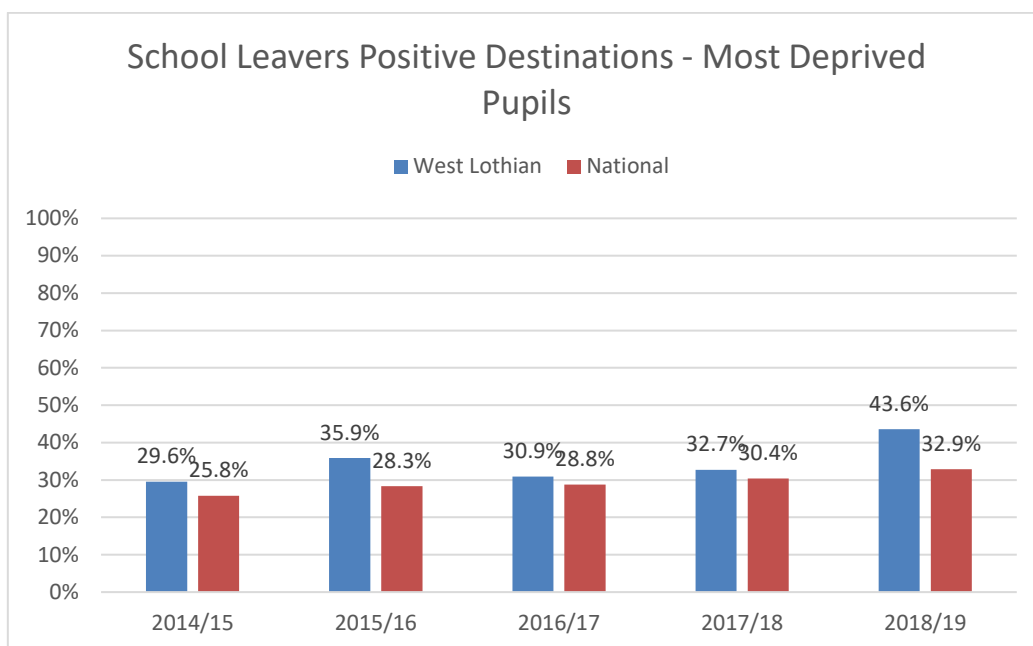
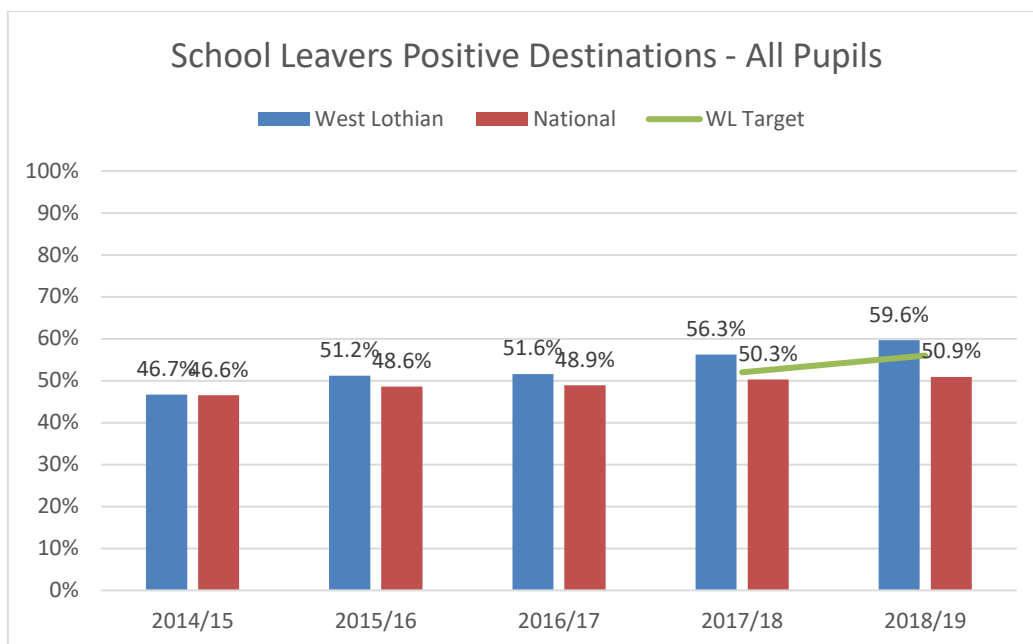


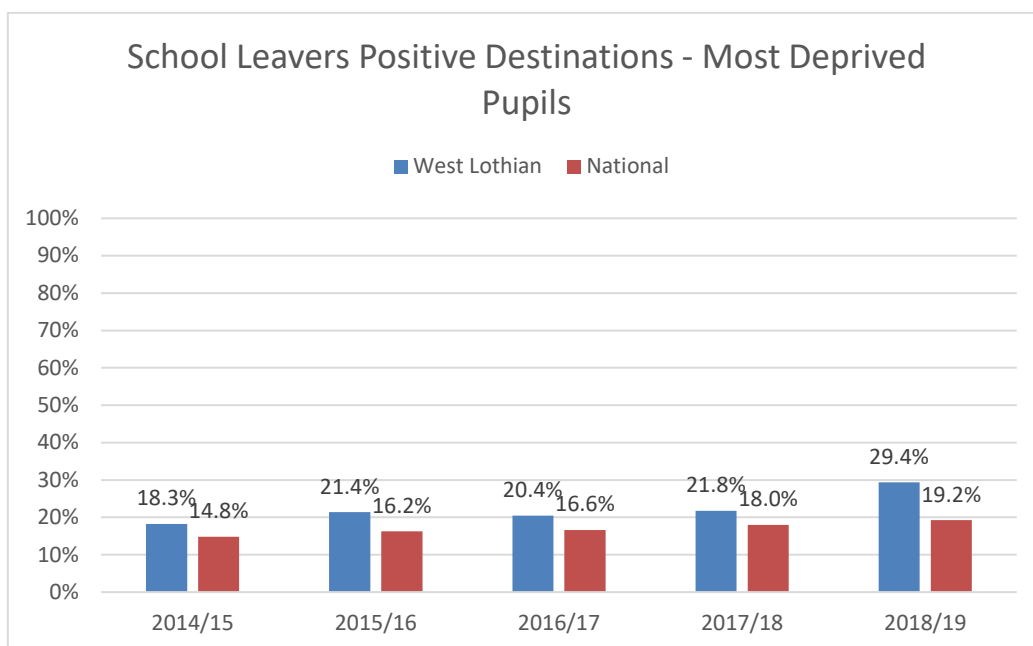
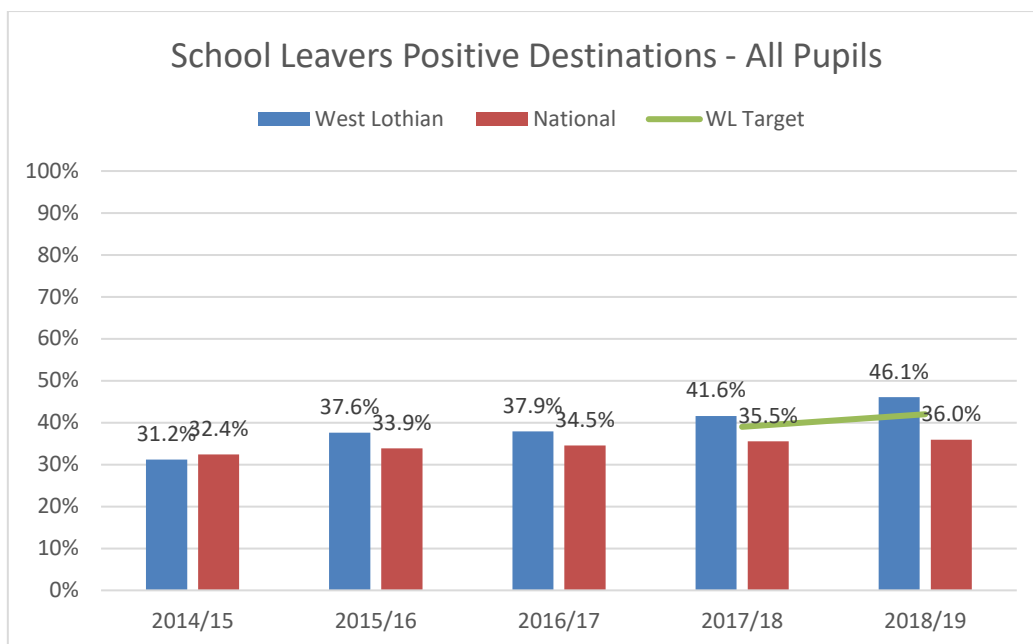
Attainment in the Senior Phase

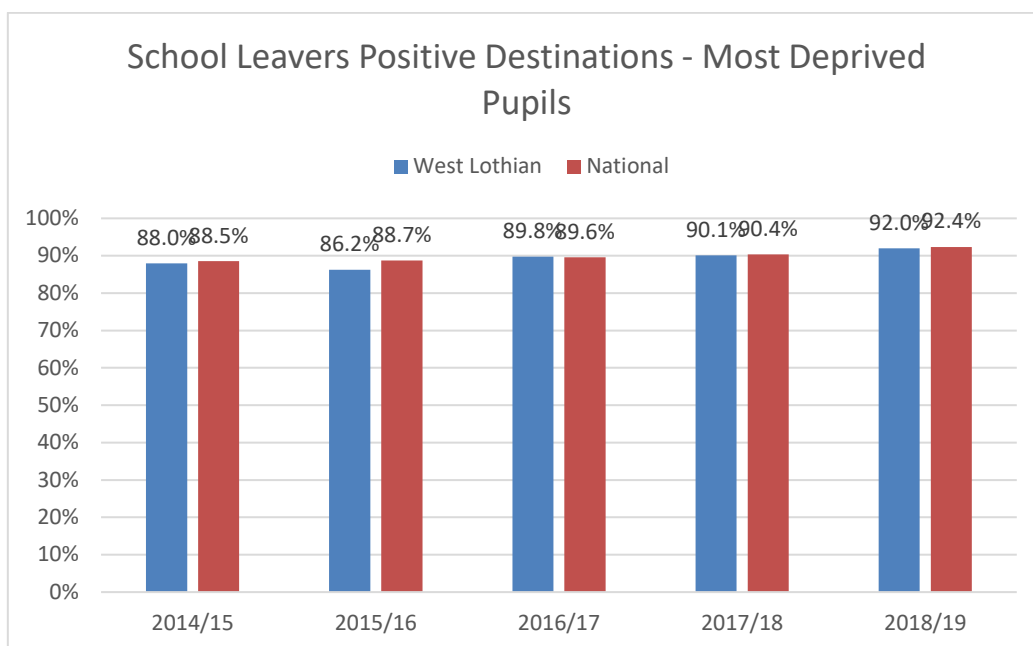
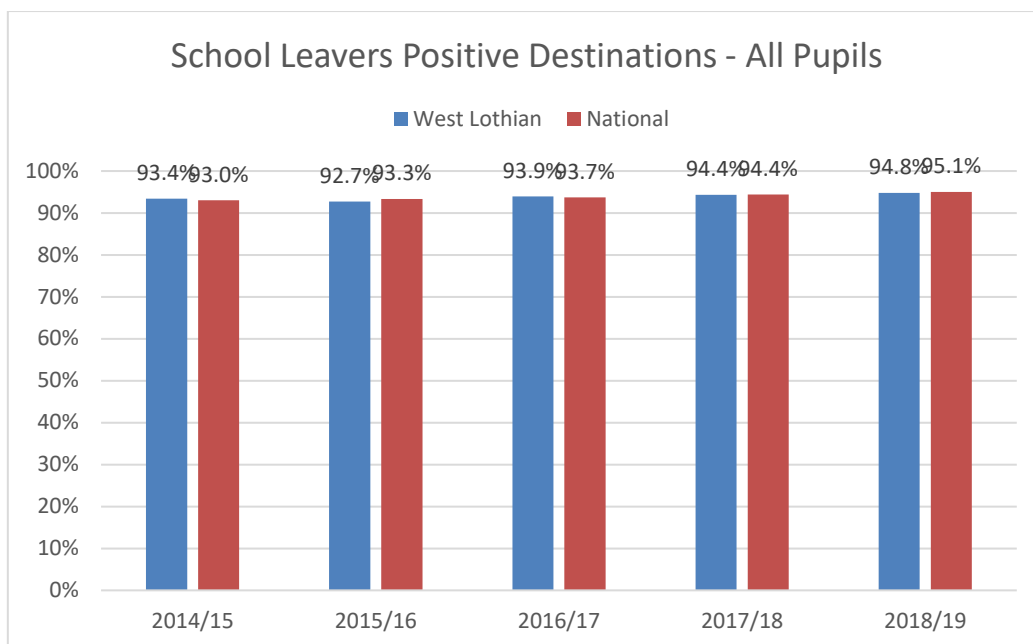
Senior Phase attainment can be measured in various ways as pupils progress from the BGE. Attainment for School Leavers covers the point pupils are at when they leave schooling, whether that be from S4, S5, or S6. Below is performance of West Lothian Secondary schools compared to National results of pupils attaining qualifications at SCQF Level 6 and entering a positive destination post-school. Performance for school leavers in 2019/20 will be available in March 2021, following the publication of INSIGHT.

	All Pupils					Most Deprived Pupils				
	2014/15	2015/16	2016/17	2017/18	2018/19	2014/15	2015/16	2016/17	2017/18	2018/19
Leavers SCQF Level 6 1+										
West Lothian	62.40%	66.92%	67.10%	72.00%	72.21%	44.89%	48.97%	50.34%	50.64%	60.24%
National	63.15%	64.96%	64.80%	66.19%	66.17%	44.63%	46.76%	47.63%	49.40%	50.62%
WL Target	N/A	N/A	N/A	68%	72%	N/A	N/A	N/A	N/A	N/A
Leavers SCQF Level 6 3+										
West Lothian	46.67%	51.19%	51.60%	56.27%	59.64%	29.56%	35.86%	30.91%	32.69%	43.62%
National	46.57%	48.60%	48.93%	50.29%	50.91%	25.80%	28.34%	28.76%	30.41%	32.86%
WL Target	N/A	N/A	N/A	52%	56%	N/A	N/A	N/A	N/A	N/A
Leavers SCQF Level 6 5+										
West Lothian	31.20%	37.62%	37.91%	41.59%	46.08%	18.25%	21.38%	20.43%	21.79%	29.38%
National	32.41%	33.89%	34.53%	35.53%	35.96%	14.77%	16.24%	16.60%	17.95%	19.23%
WL Target	N/A	N/A	N/A	39%	42%	N/A	N/A	N/A	N/A	N/A
Leavers Entering a Positive Destination										
West Lothian	93.44%	92.74%	93.93%	94.36%	94.81%	87.96%	86.21%	89.78%	90.06%	91.99%
National	93.02%	93.33%	93.72%	94.40%	95.05%	88.54%	88.74%	89.63%	90.40%	92.35%









DATA LABEL: PUBLIC



EDUCATION EXECUTIVE

EDUCATION RECOVERY - UPDATE

REPORT BY DEPUTE CHIEF EXECUTIVE (Education, Planning, Economic Development and Regeneration Services)

A. PURPOSE OF REPORT

To invite the Education Executive to note the implications of the revised Scottish Government national guidance issued on 30 October 2020; the plans for National Assessments in 2020; progress in education recovery; steps being taken to reduce digital exclusion; and contingency planning.

B. RECOMMENDATIONS

- 1) To note the implications of the revised Scottish Government Guidance issued on 30 October 2020; the plans for National Assessments in 2020; progress in education recovery; steps being taken to reduce digital exclusion; and contingency planning.
- 2) To note that local guidance to schools to reflect changes to national guidance, and to support education recovery and contingency planning will be developed and updated under the delegated authority of the Depute Chief Executive, and that previous plans for blended learning remain as a contingency.

C. SUMMARY OF IMPLICATIONS

I	Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Educational Continuity Directions and related statutory guidance; non-statutory Scottish Government guidance.
III	Implications for Scheme of Delegations to Officers	Delegated authority to the Depute Chief Executive to implement further changes to the Local Phasing and Delivery Plan.
IV	Impact on performance and performance Indicators	Potentially significant impact on education outcomes, with mitigation steps set out in this report.

V	Relevance to Single Outcome Agreement	Our children have the best start in life and are ready to succeed.
VI	Resources - (Financial, Staffing and Property)	<p>The Scottish Government has stated that it will work with Councils to address resources issues that they face in reopening schools.</p> <p>The net revenue cost of the plan for the full re-opening schools was estimated at £1.958 million excluding further additional teaching costs. This position is subject to further monitoring and review.</p>
VII	Consideration at PDSP	Due to frequent changes to circumstances and guidance it has not been possible to consult PDSP members and representatives.
VIII	Other consultations	Headteachers, teaching and non-teaching trade unions.

D. TERMS OF REPORT

D.1 Background

The Education Executive, at its meeting of 23 June 2020, approved a Local Phasing Delivery Plan based on the planning assumption that physical distancing would require a reduction in the number of pupils who could attend school at any one time, and that as a consequence Blended Learning would be required. The Scottish Government subsequently changed its planning assumption to the full time re-opening of schools to all pupils from the 11 August 2020. This was conditional on infection rates being sufficiently low to continue to control the virus, public health and testing systems being in place and protective measures and risk assessments being carried out in schools.

A revised Local Recovery Plan was produced in terms of the authority delegated to the Depute Chief Executive. Schools and Early Learning and Childcare establishments subsequently opened successfully during week beginning 10 August 2020.

All schools have produced a School Recovery Plan which take account of local circumstances and include establishment specific risk assessments and risk assessments for individual children where required particularly in regard to complex needs.

The Local and School Recovery Plans have remained dynamic to reflect changing national guidance and the developing national and local situation with regard to suppression of the virus.

D.2 Updated Scottish Government Guidance

Updated guidance for reducing risk in schools was issued by the Scottish Government, on 30 October 2020. All West Lothian Schools are following this guidance. A revised Risk Assessment has been produced, which is also being followed in all schools.

Physical Distancing and Face Coverings in Schools Early Learning and Childcare Settings

The revised guidance emphasises the following points:-

- Complying with physical distancing advice continues to be very important and requires regular reinforcement.
- At Levels 0-2 face coverings should be worn by adults where they cannot keep two metres from other adults and / or children and young people across primary and secondary (but with ELC models permitted for early stage, P1-2, as before). The “sustained period” 15-minute caveat no longer applies.
- At Levels 3-4 face coverings should also be worn by adults and young people in classrooms in senior phase.
- At all Levels face coverings should be used by adults when not working directly with children, for example when moving around settings or when in staff rooms, administrative areas or canteens across all school settings.
- Face coverings should be worn by parents and other visitors to the school site (whether entering the building or otherwise), including parents at drop-off and pick-up.
- Classroom assistants and those supporting children with Additional Support Needs who routinely have to work within two metres of children and young people should wear face coverings as a general rule. However, the use of opaque face coverings should be balanced with the wellbeing and needs of the young person - appropriate use of transparent face coverings may help in these circumstances.
- In special schools and units, and where there are groupings of children with complex additional support needs, the balance of the staffing complement, the groupings of children and young people and their needs, and therefore the staffing and resources required, (PPE, cleaning of equipment), should be considered/assessed throughout the school day and adjusted where appropriate/necessary.

Ventilation

The revised Guidance contains extensive advice in relation to enabling schools to adopt strategies that help balance the need for ventilation with keeping people warm. Expert advice identifies that using pragmatic approaches which recognise the importance of people being comfortable may help everyone to stick to guidance in relation to ventilation.

Handling Jotters and Other Equipment

The revised guidance states that careful hand washing with soap and warm water/use of alcohol-based hand sanitiser before and after handling jotters (or other pieces of equipment) mitigates the need for quarantine for 72 hours before, and 72 hours after. Staff should also avoid touching their mouth, nose and eye area.

The Curriculum

West Lothian Schools are following detailed guidance on physical education, drama and music, and other subjects with practical experimental learning, and will continue to do so as guidance is updated. Although this has placed some restriction on lesson content, the emphasis is on a creative approach to identifying low risk activities.

D.3 National Assessment

The Scottish Government has announced that there will be no external assessment of National 5 courses this year and an alternative certification approach is being put in place based on teacher judgement, supported by assessment resources and quality assurance. The Scottish Qualification Authority (SQA) has published broad guidance on evidence gathering and estimation with a clear focus on the quality, not quantity, of evidence. This is accompanied by an SQA Academy Course on quality assuring estimates. Subject specific guidance on the work that learners need to complete will also be published by the SQA. Higher and Advanced Higher exams are planned to start on Thursday 13 May 2021 and finish on Friday 4 June 2021, with Results Day on Tuesday 10 August 2021. SQA will put in place a contingency plan, including key checkpoints up to the February break, to respond to public health advice and its impact on the plans for exams.

D.4 Recovery of Learning

Recovery and Improvement Planning

Officers and Headteachers have prepared detailed guidance and plans to support continuity of learning and the curriculum in the recovery phase. The plans reinforce the importance of literacy, numeracy and wellbeing as the critical focus in recovery. Schools are balancing efforts to address lost learning with children and young people's social and emotional needs.

School Improvement Planning for 2020-21 will focus on recovery, and the continuity of provision. There will be a continued emphasis transitions at all levels, identifying gaps in learning; and a renewed focus on closing the poverty related attainment gap. particular, schools will have a focus on what can be done to remedy any impact around the widening of inequalities of outcome experienced by children and young people.

Digital Connectivity for Children and Young People

Digital transformation is evident across all West Lothian schools, enriching learning, teaching and assessment. The challenges faced by schools and the wider community during the current restrictions has allowed the benefits of this long term investment to be realised.

West Lothian has received a grant of £844,736 from the Scottish Government to provide digital devices and connectivity to children and young people at risk of digital exclusion.

2905 Windows 10 Netbooks have been purchased. These devices allow pupils to have access to both laptop and tablet functionality and the devices move easily between any wireless environment, inside and outside of school. Each school will receive a share of these devices to issue to pupils, based on their local knowledge of digital exclusion. The share of devices to each school is based on the number of pupils registered for Free School Meals, and the percentage share each school has of all registered pupils.

For pupils who do not have internet access outside of school, portable Wi-Fi 4G routers have been purchased with unlimited data packages for one year. These routers have been configured and delivered to schools for distribution to identified families.

Across West Lothian, the core digital tools to support learning, inside and outside of school, are Microsoft Teams accessed via GLOW, (Scottish Schools Learning Platform) and SEESAW (pupil online journal).

Glow, as a learning platform for Scottish pupils, has security at the core of its design. Glow accounts are issued to pupils when they are able to understand the need for secure passwords and can login without adult assistance. In general terms, this is issued around P4 and pupils will use this account until S6 allowing them to curating learning content thought their school life. All of the content available via this Glow password, including the Teams application, can be accessed anywhere, anytime and on any internet enabled device. In general, pupils in P1-3 are not issued with Glow accounts as they are not able to independently manage text based passwords. These pupils, instead have access to SEESAW, which removes the need for text based logins by providing login via a QR code. This application has been rolled out to all West Lothian primary and ASN schools and is actively being used by all.

SEESAW is a safe and secure online application providing pupils in P1-3 to access their online classroom via any internet enabled device. The platform allows teachers to post interactive learning activities to classes, groups and individual pupils. These activities can be completed at home or in school. The SEESAW classroom app allows teachers, pupils and families to stay connected whether pupils are in schools or learning at home. Pupils can evidence their engagement with learning and evidence their knowledge by adding videos, pictures and text which can be shared with their teacher, classmates and parents.

For pupils in P4-S6, Microsoft Teams accessed via Glow, provides a digital learning environment, bringing together tools to ensure learning and teaching may take place, anywhere, anytime and on any device. Teachers create TEAMS (digital classrooms) where learners can come together to learn. Pupils are introduced to TEAMS in P4 and gradually build confidence in using the tools available to support and personalise their learning. These TEAMS often have membership related to a specific class but can contain pupils from multiple classes working on a specific project or from multiple schools where students are learning together.

Microsoft TEAMS allow pupils to take part in live lessons where audio and video can be shared. These lessons can be both delivered and accessed from anywhere a teacher and pupil have internet enabled device. Teachers can make use of the video conferencing aspect of TEAMS to deliver live lessons to a class, groups of pupils or to allow an individual pupil to take part in a lesson from a different location. This can be useful when pupils from different schools or classes are learning together. This video conferencing tool can also be accessed from home and school.

As part of this application, pupils also have access to a digital jotter (Class Onenote) where they can keep all of their learning in one place and shared with a teacher. Teachers can leave 'real-time' feedback in the form of written or audio notes no matter the location of the pupil or teacher. The assignment and calendar features built into the TEAM application allows pupils to keep on top of class work and assignments allocated to them.

Staff are supported to develop their skills via a comprehensive online CLPL offering related to Microsoft 365, Teams and Onenote. Similar online learning content related to these digital skills has been developed for use by students and pupils and this is an ongoing development.

Developments in digital connectivity will support pupils self isolating or otherwise unable to attend school, and form an important part of school contingency plans, as set out below.

Pupils Self Isolating or Otherwise Unable to Attend School

Although the majority of pupils have returned to school successfully, a number of pupils have been required to self-isolate with some significant numbers in a few schools. These pupils have required to be supported at home, including pupils displaying symptoms of COVID-19, and those advised to self-isolate as a result of possible contact with a person infected with COVID-19. These pupils have received support at home for their learning.

Digital platforms SEESAW (P1-P3) and TEAMS (P4-S6) are being used to support learning in the classroom. This allows pupils to become familiar with them so that they can be used successfully in the event of pupils being unable to attend school for any reason.

D.5 Contingency Planning

The Local Phasing Delivery Plan approved on 23 June 2020 included plans for blended learning. Although these were not implemented in August 2020, they have been retained as a contingency measure.

Blended learning could be necessary, for example should guidance limit the number of pupils able to attend a school at the same time. In these circumstances, the West Lothian plan is for pupils will have a mix of in-school and in-home learning.

The West Lothian plan would see each pupil in both mainstream and ASN schools allocated a minimum of two days of in-school learning each week. The hours provided would equate to 50% of curriculum time with some extended provision for identified vulnerable children. There would be direct in-school learning, teaching and assessment on school attendance days, to be followed by home based learning.

Pupils Primary and ASN Schools and Units would attend on Monday/Wednesday or Tuesday/Thursday. This split will allow in-school learning to be followed up by tasks at home which can then be reviewed on return to school, in a rolling cycle. It will permit contact with vulnerable children to be maintained with minimum interruption.

Within Secondary Schools, the pattern of attendance would be based on subject requirements, professional judgement and SQA arrangements amongst other factors.

Siblings who attend the same primary school would be allocated the same days of attendance, but it will not be possible for parents/carers to choose their days of attendance or which pupils will attend together. Cluster arrangements will seek to maximise alignment with siblings in secondary school where possible but secondary timetabling arrangements may not always permit this. Where possible sibling groupings will also be taken into consideration for those families who have children within the ASN sector. It will not be possible to align attendance at Early Learning and Childcare (ELC) with school attendance as ELC allocations have already been made on the basis of parental requests, and physical and staffing capacity.

The arrangements for blended learning have been agreed in discussion with Headteachers in line with the council's Scheme of Devolved School Management, which empowers schools to put in place curricular models that meet the needs of their learners. Further detail are set out in each School Recovery Plan.

Plans remain flexible in order to be able to respond to a number of possible circumstances.

E. CONCLUSION

West Lothian schools continue to operate in accordance with national guidance. Local and school guidance and risk assessments are produced and updated to reflect changes in national guidance and national and local circumstances.

West Lothian Schools continue to implement their recovery plans, including addressing digital exclusion.

Contingency plans for blended learning exist, and will continue to be developed and updated, in case they are necessary.

F. BACKGROUND REFERENCES

Coronavirus (COVID-19): guidance on reducing the risks in schools – 30 October 2020

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Elaine Cook, Depute Chief Executive (Education, Planning, Economic Development and Regeneration Services)

Date of meeting: 17 November 2020

DATA LABEL: PUBLIC



EDUCATION EXECUTIVE

SCOTTISH QUALIFICATIONS AUTHORITY UPDATE

REPORT BY INTERIM HEAD OF EDUCATION SECONDARY (CURRICULUM, QUALITY IMPROVEMENT AND PERFORMANCE)

A. PURPOSE OF REPORT

To invite the Education Executive to note the changes to the Scottish Qualifications Authority (SQA) arrangements for Session 2020-21, and subsequent arrangements for West Lothian Secondary Schools.

B. RECOMMENDATION

- 1) To note the implications for schools following the Scottish Qualifications Authority update
- 2) To note the arrangements across West Lothian Schools to address the changes

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Raising Attainment is a key strategic objective of West Lothian Council.
III Implications for Scheme of Delegations to Officers	None.
IV Impact on performance and performance Indicators	The approach to SQA arrangements will have a positive impact on performance indicators including those relating to attainment and positive destinations.
V Relevance to Single Outcome Agreement	The approach to SQA arrangements will have a positive impact on performance indicators within the Single Outcome Agreement including those

relating to attainment and positive destinations.

VI Resources - (Financial, Staffing and Property)

Changes to SQA arrangements will be delivered within agreed central education and devolved school budgets.

VII Consideration at PDSP

VIII Other consultations

D TERMS OF REPORT

Based on consultation with from pupils, parents, carers, teachers, lecturers, and stakeholders, the SQA has decided the following.

There will be no external assessment of National 5 courses this year – either by an exam or by coursework.

National 5 courses will now be assessed using an alternative certification approach. This will be based on teacher and lecturer judgement supported by assessment resources and quality assurance

Higher and Advanced Higher externally assessed exams, including the completion of coursework where appropriate, will remain as planned.

These exams will start on Thursday 13 May 2021 and finish on Friday 4 June 2021, with Results Day on Tuesday 10 August 2021. A timetable is due to be published week beginning Monday 2nd November 2020.

A clear contingency plan will continue to be developed by SQA, including key checkpoints up to the February break to assess public health advice and its impact on the plans for these exams.

D1 WEST LOTHIAN SQA ARRANGEMENTS FOR NATIONAL 5 AWARDS SESSION 2020-21

Following consultation with Headteachers, there will be an authority agreed approach to the gathering and moderation of evidence for these, building on what was learned from last session. This will include:

- Authority-wide agreement on broad “assessment windows” during the session when pupils will sit formal assessments contributing to their teacher estimate grade. These will replace traditional prelim dates in schools.
- Authority wide agreement on the range of evidence that each N5 pupil’s estimate grade will be based on, for every subject. This will be developed by Principal Teacher authority networks based on SQA advice. As far as possible, schools will use consistent assessment materials to ensure these are robust and support moderation across the authority. SQA-developed secure question papers will be released shortly, which could be used by schools.
- An authority approach to moderation of pupils’ evidence gathered, with schools working with at least one other school to ensure consistency in their marking. Authority appointed Network Leaders are in place for most subjects and they will lead on this.
- Quality assurance at school and authority level of teacher judgements, based on each school’s attainment trends. The authority Performance Team will support this.
- An authority support package will be developed to reflect all of the above, with key dates.
- Authority resources created that schools can use or draw on when communicating with pupils and parents about SQA arrangements.

D2 WEST LOTHIAN SQA ARRANGEMENTS FOR HIGHER AND ADVANCED HIGHER AWARDS SESSION 2020-21

Although the SQA's current position is that these exams will go ahead as planned, the authority position is that schools must adopt a similar approach to the gathering of evidence for pupils in the event that exams have to be cancelled and pupils are reliant on teacher judgement. The same principles apply as for N5 above.

- Authority-wide agreement on broad "assessment windows" during the session when pupils will sit formal assessments contributing to their teacher estimate grade. These will replace traditional prelim dates in schools.
- Authority wide agreement on the range of evidence that each Higher and Advanced Higher pupil will gather during the year for every subject. This will be developed by Principal Teacher authority networks based on SQA advice. As far as possible, schools will use consistent assessment materials to ensure these are robust and support moderation across the authority.
- Authority online enhanced support for pupils in Higher English and Maths. A high-quality programme of sessions will be developed by a team of skilled teachers, directed by the Principal Teacher networks.
- Additional study support interventions at school level.
- An authority approach to moderation of pupils' evidence gathered.
- If exams cannot go ahead, there will be quality assurance at school and authority level of teacher judgements, based on each school's attainment trend, as with N5. The authority Performance Team will support this.
- An authority support package developed to reflect all of the above, including key dates.

D3 N3, N4 and SCQF awards

- Pupils entered for SQA N3 and N4 qualifications will gather evidence for and be awarded these on the basis of teacher judgement, as is currently the case. Schools will ensure that there are clear plans in place for this evidence to be complete in the event of school closure.
- Schools will continue to enter pupils in S4-S6 for a range of SCQF awards at the level of N5, Higher and Advanced Higher. These enhance the range of qualifications that pupils gather during their Senior Phase. These are assessed and awarded by class teachers. Again, schools will ensure that there are clear plans in place for these to be completed in the event of school closure.

E CONCLUSION

A consultative approach has been adopted across West Lothian Schools to ensure a robust and collaborative approach to ensuring the guiding principles of

- Fairness and equity for all learners
- Health and wellbeing of all learners

- Robustness and reliability of teacher judgements
- Operational practicality of arrangements

with SQA arrangements for session 2020/21.

F BACKGROUND REFERENCES

Appendices/Attachments: -

SQA update to Schools, Colleges, and Local Authorities on arrangements for National Qualifications in 2020-21 2/11/20

<https://www.sqa.org.uk/sqa/95618.html>

SQA statement on arrangements for the assessment of National 5, Higher and Advanced Higher courses in the 2020-21 session 7/10/20

<https://www.sqa.org.uk/sqa/95281.html>

National Courses: guidance on gathering evidence and producing estimates Oct 2020

https://www.sqa.org.uk/sqa/files_ccc/nq-estimates-guidance-2020-21.pdf

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(Curriculum, Quality Improvement and Performance)

Date of meeting: 17 November 2020

DATA LABEL: PUBLIC



EDUCATION EXECUTIVE

EARLY LEARNING AND CHILDCARE – EXPANSION PLAN UPDATE

REPORT BY DEPUTE CHIEF EXECUTIVE – EDUCATION, PLANNING, ECONOMIC DEVELOPMENT AND REGENERATION SERVICES

A. PURPOSE OF REPORT

To inform the Education Executive of the expansion of hours and increased flexibility and choice available to all service users; the revenue pressures relating to the full implementation of the approved Early Learning and Childcare (ELC) Expansion Plan to deliver 1140 hours of free, high quality ELC within West Lothian in 2020/21 and future years; and the plan to implement 1140 hours from April 2021.

B. RECOMMENDATION

1. To note the expansion of hours and increased flexibility and choice available to all service users;
2. To note the revenue budget pressure within the ELC expansion budget for 2020/21 and 2021/22 onwards; and
3. To note the plan to implement 1140 hours from April 2021, maintaining flexibility and choice and maximising equity of access for all parents and carers.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	<p>The Early Learning and Childcare Expansion Plan has been written in response to the Scottish Government policy to expand provision of early learning and childcare from 600 to 1140 hours by August 2020 (now suspended, as set out in its Planning Guidance for Local Authorities.</p> <p>Local Authorities will retain the statutory responsibility for ensuring that early learning and childcare is available to all eligible children in the area.</p>

Statutory Guidance has been issued in relation to early learning and childcare duties under the Children and Young People (Scotland) Act 2014.

No environmental, health or risk issues have been identified.

An equality relevance assessment has been undertaken.

III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	None
V	Relevance to Single Outcome Agreement	Our children have the best start in life and are ready to succeed.
VI	Resources - (Financial, Staffing and Property)	<p>Scottish Government to report in March 2018 on the operational details of the 'Funding Follows the Child' model. Planning assumption that the plan is fully funded in revenue terms and sufficient capital to allow physical expansion of Council capacity.</p> <p>Revenue funding to expand the early learning and childcare workforce and additional free hours:</p> <p>2018/19 - £2,574,997 + £209,733 (one-off grant support for partner providers).</p> <p>2019/20 - £6,117,000.</p> <p>2020/21 - £5,691,000.</p> <p>2021/22 - £1,661,000.</p> <p>Total: £16,044,000 (excluding £209,733 above).</p> <p>Capital Funding - £13,029,000.</p> <p>A Workforce Plan has been developed in consultation with Trade Unions and regular meetings in place to provide updates on progress.</p>

VII Consideration at PDSP 17 December 2019

VIII Other consultations Parents/carers have been consulted on increased flexibility and choice in early learning and childcare. Additional consultations have been undertaken in relation to the expansion to 1140 hours new locations for 2020/21.

Agreement in place with the Scottish Childminders association (SCMA).

Consultation with all ELC staff was undertaken between January 2019 and May 2019. Further staff consultation was undertaken between January and March 2020.

Financial Management Unit and Operational Services (Facilities Management)
Non-teaching Trade Unions.

Ongoing consultation with current partner providers in relation to the hourly rate paid in 2020/21.

D. TERMS OF REPORT

D1 Background and Current Position

This report is an update on the ELC expansion paper presented to Education Executive on 8 September 2020 and action approved that 'a further update on 1140 hours be brought back to the next Education Executive'.

Due to the COVID 19 pandemic, the Scottish Government announced on 30 March 2020 that the legal requirement for local authorities to provide 1140 hours from August 2020 was suspended with no future date for implementation confirmed. However, the Scottish Government have advised that local authorities will be given at least six months' notice of the new implementation date for 1140 hours with a review planned in December 2020. Recent correspondence with the Scottish Government ELC Delivery team indicates that consideration is being given for a new legal implementation for local authorities to fully implement 1140 hours from August 2021 or April 2022.

The current Scottish Government regulations require local authorities to provide 600 hours of free ELC per annum. However, West Lothian is currently providing 1000 hours of funded early learning and childcare across all settings, with 4 council settings offering 1140 hours. West Lothian Council is also offering increased choice of patterns of attendance and setting, in line with the phased expansion to meet the entitlement of access to 1140 hours. West Lothian Council is providing increased flexibility and choice, a key policy objective of the Scottish Government, as well as expanded hours. The West Lothian model is characterised by maximising equality of access to these opportunities, as far as is possible, unlike in

many other Council areas where parents/carers face an inequitable 'postcode lottery' of different hours of provision in some areas, and less access to choice of pattern of delivery. This has negative consequences including increasing pressure for children to attend settings out-with their area, and therefore experiencing discontinuity of educational experience at transition to P1. West Lothian Council has sought to give every parent/carer the opportunity to place their child in high quality provision linked to their local primary school, with as much equality of provision as possible, so that children can experience both social and educational continuity by remaining in their local area.

West Lothian Council currently provides extensive choice to parents/carers, including 'traditional' morning or afternoon sessions, or 'two full day sessions' which have proved particularly popular with working parents. Provision matching school hours is available during term time at a small number of establishments. Parents/carers can choose to receive their entitlement at a partner private provider or childminder.

There have been no complaints received to date from parents/carers in relation to the current ELC provision within West Lothian or from partner providers. Experience has shown that differentials in provision result in a high level of dissatisfaction, and so these have been minimised as far as possible.

West Lothian Council provision remains popular with the majority of parents/carers, but there has been an increase in requests for private partner provision following the introduction of 'Funding Follows the Child' regulations introduced in December 2019. This has increased the overall cost of provision. It should be noted that the revenue funding provided for the ELC Expansion has been fully committed for the financial year 2020/21 with an overspend to be reported in the Period 4 budget monitoring of £250,000 relating to increased uptake of partner provider places.

On 15 May 2020, the Scottish Government wrote to Local Authorities to advise that they could deploy early learning and childcare funding flexibly to deliver critical provision. The costs related to the critical childcare for key workers and vulnerable children in West Lothian was £450,000. This figure has been provided to COSLA as part of the COVID response support costs incurred since March 2020.

D2 Expansion Plan/Funding Follows The Child

The ELC Expansion Plan and the revenue and capital costings were submitted to the Scottish Government in 2017/18 and did not anticipate any increase in the use of private partner providers as the 'Funding Follows the Child' regulations were not published until 18 December 2018. Funding follows the Child places choice in the hands of parents/carers by enabling them to access their child's funded entitlement from any provider that meets the new National Standard, resulting in a higher number of parents choosing to place their child with a partner providers. As a result, local authorities no longer have control over the allocation of the number of funded placements in the private sector. West Lothian Council made this point in responses to consultations on funding follows the child.

In order to meet the Funding Follows the Child requirements approval was given by the Council Executive on 2 December 2019 to tender for ELC private partner providers for a three year period from August 2020. This tender process has increased the number of partner providers from seven in 2018/19 to twenty in 2020/21. This increase in the flexibility and choice for parents/carers has presented as a significant increase in parental choice for funded placements in private providers in West Lothian. Along with an unanticipated revenue budget pressure of £906,000 in 2020/21. The majority of this revenue budget pressure has been offset by reducing the staffing budgets across council settings due to the reduction in the number of children attending and within the central ELC support team reducing the projected net overspend to £250,000.

The Scottish Government required local authorities to use partner providers for critical childcare for keyworkers and vulnerable children throughout the COVID lockdown period from March – August 2020. To ensure continuity for their children, a number of parents/carers who used this emergency provision have continued to use the partner provider as their choice for early learning and childcare to avoid potential future disruption to childcare arrangements (assuming another lockdown could be required).

D3 Financial Impact of Full Implementation of 1140 hours

The increase to 1140 hours across all council ELC settings and partner providers from 19 April 2021 is currently within the revenue funding allocation for 2021/22. This position assumes that the number of partner provider places remain at the 2020/21 levels. However, we do anticipate further placement applications for partner provider placements from April 2021 when the next ELC placement process takes place in January 2021, which will result in additional budget pressures.

It should be noted that this will represent full implementation of the increase to 1140 hours well in advance of the anticipated revised deadline for implementation.

Officers have examined the possibility of increasing from 1000 hours to 1140 hours across all council settings and partner providers from 4 January 2021. This would provide an additional costing of £174,000, resulting in an overall cost of £424,000, which is not budgeted for.

The annual cost of increasing ELC hours to 1140 and the provision of free school meals within Early Learning and Childcare will result in a further pressure of £438,000 on the revenue budget in 2022/23. Again, this assumes that the number of partner provider places remains at 2020/21 levels. If the number of partner places were to increase, as anticipated above, then the revenue budget pressure would also increase.

Officers have notified the Scottish Government ELC Delivery Team of the impact of Funding Follows the Child and parental choice which has increased the uptake of funded placements with partner providers and on the revenue funding position in 2020/21 and 2022/23 onward.

It is anticipated, however, that funding for Early Learning and Childcare will, by this stage, become part of Grant Aided Expenditure, thus resulting in a potential increase in Early Learning and Childcare funding as it is allocated across the 32 local authorities.

E. CONCLUSION

The Education Executive is asked to note the expansion of hours and increased flexibility and choice available to all service users which has been achieved in an equitable way, avoiding as far as possible differences in entitlement between geographic areas.

The Education Executive is asked to note the revenue budget pressure within the Early Learning and Childcare expansion budget for 2020/21 and 2021/22 onwards, resulting from Funding Follows the Child, which was introduced after the submission of the Expansion Plan to the Scottish Government.

The Education Executive is asked to note to the plan to implement 1140 hours from April 2021, maintaining flexibility and choice and maximising equity of access for all parents and carers.

F. BACKGROUND REFERENCES

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland:
ELC Expansion Planning Guidance for Local Authorities.

Appendices/Attachments:

None.

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