



## ***Education Policy Development and Scrutiny Panel***

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

10 May 2023

A hybrid meeting of the **Education Policy Development and Scrutiny Panel** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre, Livingston** on **Tuesday 16 May 2023 at 2:00pm**.

For Chief Executive

### **BUSINESS**

#### **Public Session**

1. Apologies for Absence
2. Declarations of Interest - Members must declare any interests they have in the items of business for consideration at the meeting, identifying the relevant agenda items and the nature of their interests.
3. Order of Business, including notice of urgent business and declarations of interest in any urgent business
4. Confirm Draft Minutes of Meeting of Education Policy Development and Scrutiny Panel held on 28 February 2023 (herewith)
5. Progress in Educational Attainment - Care Experienced Children and Young People:-
  - (a) Report by Head of Education (Secondary, Community Learning and Inclusion) (herewith)
  - (b) Presentation (herewith)
6. Care Experienced Children and Young People: Level Up Project and Recent Developments - Report by Head of Education (Secondary, Community Learning and Inclusion) (herewith)

7. Engagement and Relationships With Home Educating Families - Report by Head of Education (Primary, Early Years and Resources) (herewith)
8. School Session Dates 2024/25 - Report by Head of Education (Primary, Early Years and Resources) (herewith)
9. West Lothian Virtual Campus - Report by Head of Education (Secondary Schools) (herewith)
10. Prescribing the Minimum Annual Number of Learning Hours - Scottish Government Consultation Paper - Report by Head of Education (Primary, Early Years and Resources) and Head of Education (Secondary, Inclusion and Community Learning) (herewith)
11. Review of Non-denominational Primary Catchments at Mid Calder PS, East Calder PS, Williamston PS, Parkhead PS, Addiewell PS, Woodmuir PS, Stoneyburn PS and Fallahill PS - Report by Head of Education (Primary, Early Years and Resources) (herewith)
12. Revised Schemes of Devolved School Management - Report by Head of Education (Primary, Early Learning and Resources) and Head of Finance and Property Services (herewith)
13. Workplan (herewith)

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NOTE      **For further information please contact Karen McMahon on tel. no. 01506 281621 or email [karen.mcmahon@westlothian.gov.uk](mailto:karen.mcmahon@westlothian.gov.uk)**



## **CODE OF CONDUCT AND DECLARATIONS OF INTEREST (2021)**

**This form is a reminder and an aid. It is not a substitute for understanding the Code of Conduct and guidance.**

**Interests must be declared at the meeting, in public.**

**Look at every item of business and consider if there is a connection.**

**If you see a connection, decide if it amounts to an interest by applying the objective test.**

**The objective test is whether or not a member of the public with knowledge of the relevant facts would reasonably regard your connection to a particular matter as being so significant that it would be considered as being likely to influence your discussion or decision-making.**

**If the connection does not amount to an interest then you have nothing to declare and no reason to withdraw.**

**If the connection amounts to an interest, declare it as soon as possible and leave the meeting when the agenda item comes up.**

**When you declare an interest, identify the agenda item and give enough information so that the public understands what it is and why you are declaring it.**

**Even if the connection does not amount to an interest you can make a statement about it for the purposes of transparency.**

**More detailed information is on the next page.**

Look at each item on the agenda, consider if there is a “connection”, take advice if necessary from appropriate officers in plenty of time. A connection is any link between the item of business and:-

- you
- a person you are associated with (e.g., employer, business partner, domestic partner, family member)
- a body or organisation you are associated with (e.g., outside body, community group, charity)

Anything in your Register of Interests is a connection unless one of the following exceptions applies.

A connection does not exist where:-

- you are a council tax payer, a rate payer, or a council house tenant, including at budget-setting meetings
- services delivered to the public are being considered, including at budget-setting meetings
- councillors’ remuneration, expenses, support services or pensions are being considered
- you are on an outside body through a council appointment or nomination unless it is for regulatory business or you have a personal conflict due to your connections, actions or legal obligations
- you hold a view in advance on a policy issue, have discussed that view, have expressed that view in public, or have asked for support for it

If you see a connection then you have to decide if it is an “interest” by applying the objective test. The objective test is whether or not a member of the public with knowledge of the relevant facts would reasonably regard your connection to a particular matter as being so significant that it would be considered as being likely to influence your discussion or decision-making.

If the connection amounts to an interest then:-

- declare the interest in enough detail that members of the public will understand what it is
- leave the meeting room (physical or online) when that item is being considered
- do not contact colleagues participating in the item of business

Even if decide your connection is not an interest you can voluntarily make a statement about it for the record and for the purposes of transparency.

The relevant documents are:-

- [Councillors’ Code of Conduct, part 5](#)
- [Standards Commission Guidance, paragraphs 129-166](#)
- [Advice note for councillors on how to declare interests](#)

If you require assistance, contact:-

- James Millar, Interim Monitoring Officer and Governance Manager, 01506 281613, [james.millar@westlothian.gov.uk](mailto:james.millar@westlothian.gov.uk)
- Carol Johnston, Chief Solicitor and Depute Monitoring Officer, 01506 281626, [carol.johnston@westlothian.gov.uk](mailto:carol.johnston@westlothian.gov.uk)
- Committee Services Team, 01506 281604, 01506 281621  
[committee.services@westlothian.gov.uk](mailto:committee.services@westlothian.gov.uk)

January 2022

MINUTE of MEETING of the EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE, LIVINGSTON, on 28 FEBRUARY 2023.

Present – Councillors Andrew McGuire (Chair), Lawrence Fitzpatrick, Tony Boyle (substituting for Tom Conn), Robert De Bold (substituting for Moira McKee Shemilt), Peter Heggie and Pauline Stafford; and Appointed Members Kent Lynne McEwen

Apologies – Appointed Members Heather Hughes and Mark Bonallo

In attendance - Leona Mullarky (Joint Forum of West Lothian Community Councils representative); and Raymond Branton (third sector representative)

Absent – Appointed Member Kent Ballantyne; and Andy Walker (Parent Council Representative)

1. DECLARATIONS OF INTEREST

No declarations of interest were made.

2. MINUTES

- The Panel confirmed the Minute of its meeting held on 6 December 2022
- The Panel confirmed the Minute of its meeting held on 31 January 2023

Both minutes were thereafter signed by the Chair.

3. EARLY LEARNING AND CHILDCARE (ELC) PERFORMANCE AND UPTAKE OF 1140 HOURS

The Panel considered a report (copies of which had been circulated) by the Head of Education (Primary, Early Years & Resources) advising of the uptake of 1140 hours of ELC, ELC performance, progress of discretionary charging in council settings, ELC partner provider contract status and the publication of the Scottish Government's Best Start document.

The Panel was asked :-

1. To note the performance of authority and partner providers' ELC settings, through external Care Inspectorate inspections.
2. To note the uptake of 1140 hours of ELC for eligible children across West Lothian
3. To note the range of parent/carers consultation/survey results and actions undertaken in 2022.

4. To note the progress of the roll out of discretionary charging in council ELC settings (Buy Additional Nursery Hours) and council charging rates.
5. To note the commencement of the tender process for ELC partner providers for the three period August 2023 to July 2026.
6. To note the publication of the Scottish Government's 'Best Start: Strategic early learning and school age childcare plan for Scotland, 2022-26'.

#### Decision

To note the content of the report

#### 4. ADMISSION TO PRIMARY AND SECONDARY SCHOOLS AND EARLY ADMISSION TO PRIMARY SCHOOLS – POLICY STATEMENTS AND PROCEDURES

The Panel considered a report (copies of which had been circulated) by the Head of Education (Primary, Early Years, and Resources) inviting members to consider the clear separation of the policy statements relating to Primary and Secondary school admission, and early applications to primary school from the admission procedures. The Panel was also invited to consider delegating authority to the Head of Education (Primary, Early Years and Resources) to make changes to the procedure where benefits for parents/carers and improved educational outcomes can be realised, taking account of the requirements of the Schools (Scotland) (Consultation) Act 2010

The Panel was asked to refer the revised policy statements and procedures on Primary and Secondary Admission and Early Admission to Primary School to the Education Executive with the recommendation that it approves the policy statements and notes the procedure, and delegate authority to the Head of Education (Primary, Early Years and Resources) to make changes to the procedure where benefits for parents/carers and improved educational outcomes can be realised, taking account of the requirements of the Schools (Scotland) (Consultation) Act 2010

#### Decision

1. To note the contents of the report; and
2. To agree that the report be presented to a future meeting of Education Executive for approval.

#### 5. ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS 2021/22 (PRIMARY)

The Panel considered a presentation and a companion report (copies of which had been circulated) by the Head of Education (Primary, Early

Years and Resources) advising the members of the national publication of achievement of Curriculum for Excellence (CfE) Levels 2021/22 and the performance of West Lothian primary pupils.

The Panel were shown a series of slides that demonstrated the performance of West Lothian pupils against the national average in the areas of literacy, numeracy, reading, writing; and listening & talking for levels P1, P4 and P7. The presentation concluded with a summary of the priorities for all of the authority schools for 2022/23

The Panel was asked to note the publication of achievement of Curriculum for Excellence (CfE) levels 2021/22 and the performance of West Lothian primary pupils.

#### Decision

1. To note the content of the report; and
2. To record a note of thanks to all Teachers and the council's Education Improvement Team for the excellent results during what had been a very difficult and challenging time for the education of children and young person's due to the global pandemic

#### 6. CONSULTATION ON THE ESTABLISHMENT OF A NEW NON-DENOMINATIONAL PRIMARY SCHOOL AT THE HAWKHILL SITE, WINCHBURGH AND ASSOCIATED PROPOSALS

The Panel considered a report (copies of which had been circulated) by the Head of Education (Primary, Early Years and Resources) advising of the proposal to commence public consultation on the establishment of a new non-denominational primary school at the Hawkhill site, Winchburgh and review the new and existing non-denominational primary catchment areas. The Panel were also presented with a copy of the draft Consultation Document prepared by Council Officers

It was recommended that the Panel review the proposal which is intended for submission to Education Executive for consideration.

#### Decision

1. To note the content of the report; and
2. To agree that the report be forwarded to a future meeting of Education Executive for approval

#### 7. CONSULTATION ON REVIEW OF ADMISSION ARRANGEMENTS AT BATHGATE ACADEMY AND LINLITHGOW ACADEMY

The Panel considered a report (copies of which had been circulated) by the Head of Education (Primary, Early Years and Resources) advising of the proposal to commence public consultation on review of admission arrangements at Bathgate Academy and Linlithgow Academy. The Panel were

also being presented with the draft Consultation Document as prepared by Council Officers.

It was recommended that the Panel review the proposal which was intended for submission to Education Executive for consideration.

Decision

1. To note the content of the report; and
2. To agree that the report be forwarded to a future meeting of Education Executive for approval.

8. WORKPLAN

A workplan had been circulated for information.

Decision

To note the content of the workplan



DATA LABEL: PUBLIC



## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **PROGRESS IN EDUCATIONAL ATTAINMENT – CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE**

#### **REPORT BY HEAD OF EDUCATION (SECONDARY, COMMUNITY LEARNING & INCLUSION)**

##### **A. PURPOSE OF REPORT**

To provide members with an update on progress in Educational Attainment of Care Experienced pupils.

##### **B. RECOMMENDATION**

It is recommended that members:

1. Notes the key features of attainment set out in the report and presentation, which demonstrate the impact on attainment of Looked After Children

##### **C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	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.
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Education (Scotland) Act 1980, Children and Young People (Scotland) Act 2014 Education, Additional Support for Learning (Scotland) Act 2014
<b>III Implications for scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance indicators</b>	Raising Attainment is one of the key strategic outcomes of the Council. The Raising Attainment Strategy is designed to raise educational attainment and to

		close the gap in educational outcomes both or which outcomes are reflected in performance indicators.
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	Education attainment is reflected in Performance Indicators within the Single Outcome Agreement
<b>VI</b>	<b>Resources – (Financial, Staffing and Property)</b>	Within agreed Education Revenue Budget.
<b>VII</b>	<b>Consideration at PDSP</b>	Attainment is considered regularly by the PDSP and Executive as part of the Council's Performance Monitoring Framework
<b>VIII</b>	<b>Other consultations</b>	There has been consultation with Head Teachers, the professional associations, teachers, parents and partners throughout the implementation of the Raising Attainment Strategy

## **D. TERMS OF REPORT**

### **D.1 Background**

West Lothian Council is committed to delivering the best possible outcomes for children and young people, in line with the Local Outcomes Improvement Plan outcome that our children will make the best possible start in life. Work to raise attainment is undertaken by schools, supported by centrally based officers, in terms of the Council's Raising Attainment Strategy. The Raising Attainment Strategy 2018-23 sets out how the Council will raise the quality and value of service provision and how this will support the corporate priorities of raising attainment and narrowing the attainment gap.

For the basis of performance of the various measures of attainment of Looked After Children includes pupils that are Looked After (either at home or away from home) and are educated in the Senior Phase (S4-S6) of a mainstream West Lothian Secondary School. The focus is on Looked After Children specifically rather than Care Experienced pupils as data for Care Experienced pupils is not available nationally so in order to provide benchmarking information the Service has focused on Looked After Children, the difference being Care Experienced includes pupils that have been previously Looked After but are not currently.

The number of pupils can be volatile and small from year-to-year which must be considered when looking at performance of these cohorts. For information the number of Looked After Children identified in the measures to follow are below:

	2017/18	2018/19	2019/20	2020/21	2021/22
S4	49	35	61	39	46
S5	52	50	36	64	39
S6	46	49	46	36	63
Leavers	49	40	43	43	42

The following key features of attainment demonstrate the impact of the work in Schools and centrally to improve attainment of Looked After Children

- For School Leavers, Looked After pupils have shown an improvement in Level 4 Literacy levels over the last 3 years
- For School Leavers, Looked After pupils have shown an improvement in Level 4 Numeracy levels over the last 3 years
- For School Leavers, Looked After pupils in West Lothian are achieving significantly above the national average of Breadth and Depth attainment at 5+ SCQF Level 5
- For School Leavers, Looked After pupils in West Lothian are achieving significantly above the national average of Breadth and Depth attainment at 1+ SCQF Level 6
- For School Leavers, Looked After pupils in West Lothian are achieving significantly above the national average of Breadth and Depth attainment at 3+ SCQF Level 6
- For School Leavers, Looked After pupils in West Lothian are achieving above the national average of Breadth and Depth attainment at 5+ SCQF Level 6

Unlike whole cohort measures of attainment Virtual comparators are not available as the comparator may not include any Looked After Children from elsewhere in Scotland.

## **D.2 Performance Reporting**

The Education Executive, at its meeting of 30 August 2016, noted that national reporting in 2016 would be undertaken in terms of Scottish Curriculum and Qualifications Framework (SCQF) awards. This means that National reporting now includes SQA band D results.

The Education Executive noted that moving to the SCQF framework was appropriate as it includes and recognises an extended and enhanced range of achievement in the senior phase which is in line with the principles of Developing the Young Workforce.

National reporting is now undertaken at point of exit, rather than in relation to the performance of a specific year group. The end point of a young person's schooling is considered the most relevant for comparison by Insight, the national performance tool, as it allows comparison of all attainment and achievement throughout the young person's schooling, and the totality of the attainment and achievement which will contribute to the destination that the young person progresses to.

The Local Government Benchmarking Framework currently uses SCQF Awards at Level 5 and Level 6 in S6 as its benchmark measurement of local authority education performance.

3+ and 5+ Level 6 SCQF Awards at point of exit have been adopted as the key measures of attainment reported to members, parents and the public. This will be published in March when released from Insight – the national benchmarking tool.

This change allows easier comparison with national performance for members, parents and the public. It will present the fullest and most accurate measure of the cumulative attainment and achievement of young people throughout the totality of their school education.

Performance management undertaken at schools and authority level will continue to rely on a wide range of measures in order to allow performance to be measured at key stages, and the performance of particular subjects, curricular areas, and groups of pupils to be measured.

## **E. CONCLUSION**

Members are invited to consider the authority wide and individual school performance outlined in this report and the accompanying presentation.

## **F. BACKGROUND REFERENCES**

Report to Education Executive 30 August 2016.

Appendices/Attachments:

Presentation, Senior Phase Attainment

Contact Person: Michael Davis, Performance Officer (Education)  
Email: Michael.davis@westlothian.gov.uk

***Siobhan McGarty Head of Education (Secondary)***

Date of Meeting:

# West Lothian Senior Phase Attainment Looked After Children 2021/22

# Insight

Insight, the Senior Phase Benchmarking tool gathers lots of information around the attainment performance of pupils in the Senior Phase (S4-S6) of mainstream Schools in Scotland.

Through Insight no data is available for Care Experienced pupils only those that are Looked After, the difference being Care Experienced includes pupils that have been previously Looked After but are not currently. In order to provide benchmarking information for all of Scotland to compare the Authority against, what follows focuses on performance of Looked After Children.



# Virtual Comparator

Insight provides a Virtual Comparator (VC) for all Schools in most measures, this Virtual Comparator is a more representative comparisons for Schools than Local Authority and National averages.

The VC is calculated by finding 10 pupils from elsewhere in Scotland for all pupils in your School that have matching Stage, Gender, ASN, and SIMD information.

There is no Virtual Comparator for measures of Looked After Children as this does not form part of the basis for calculation.

# Looked After Children

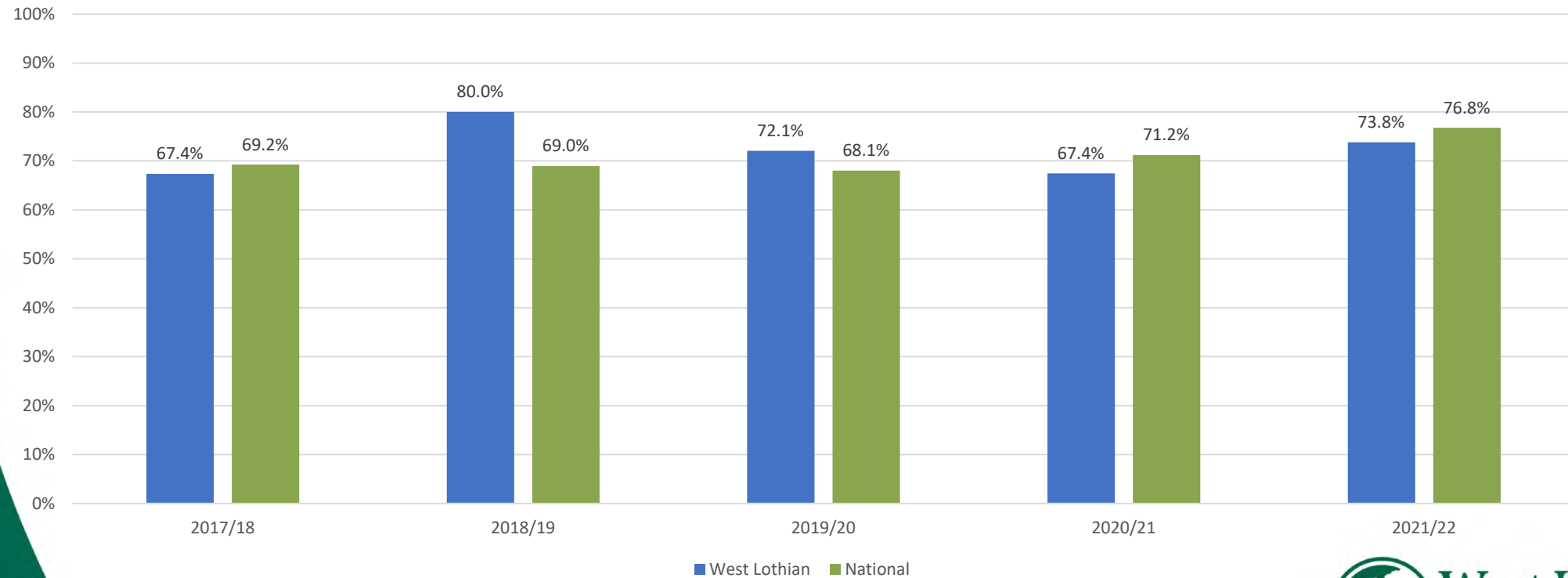
It is important to remember that analysis of performance of Looked After Children must be done in the knowledge that the cohort is sometimes a small group of pupils so an increase in performance by a few pupils can result in a larger percentage increase than cohorts of all pupils. For information the number of Looked After Children identified in the measures to follow are below:

	2017/18	2018/19	2019/20	2020/21	2021/22
S4	49	35	61	39	46
S5	52	50	36	64	39
S6	46	49	46	36	63
Leavers	49	40	43	43	42



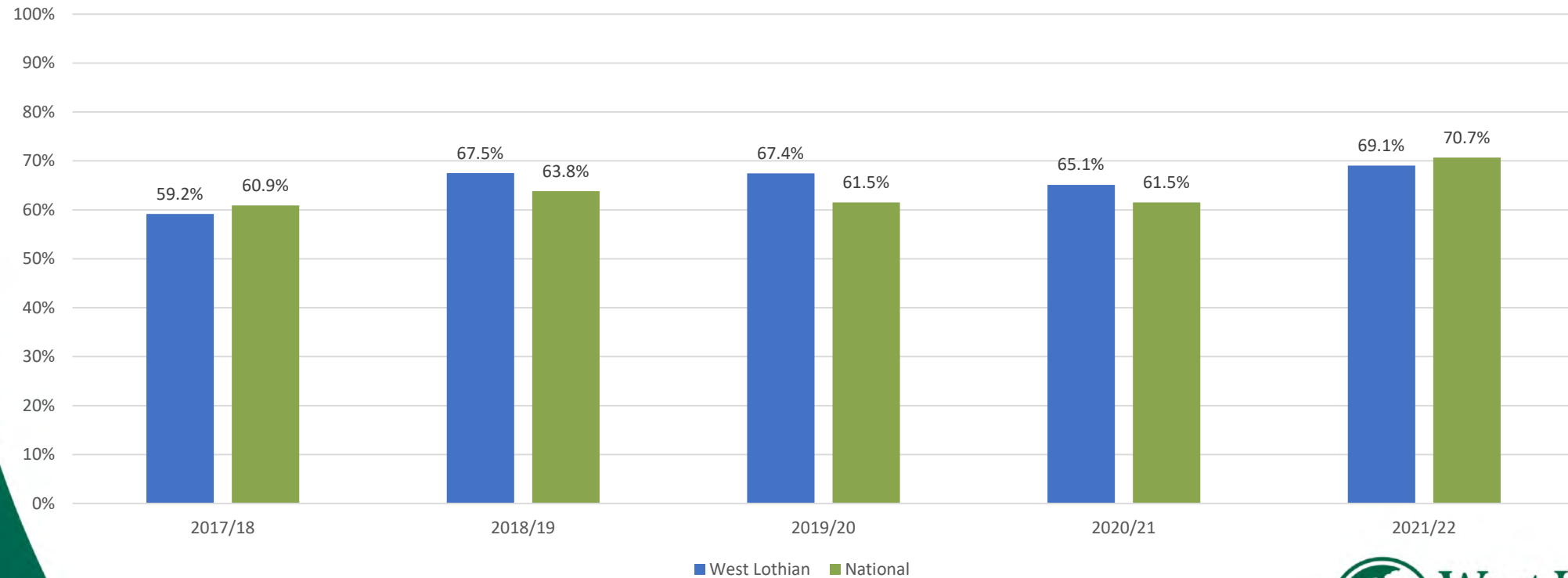
# Literacy

Leavers LAC SCQF Level 4 Literacy



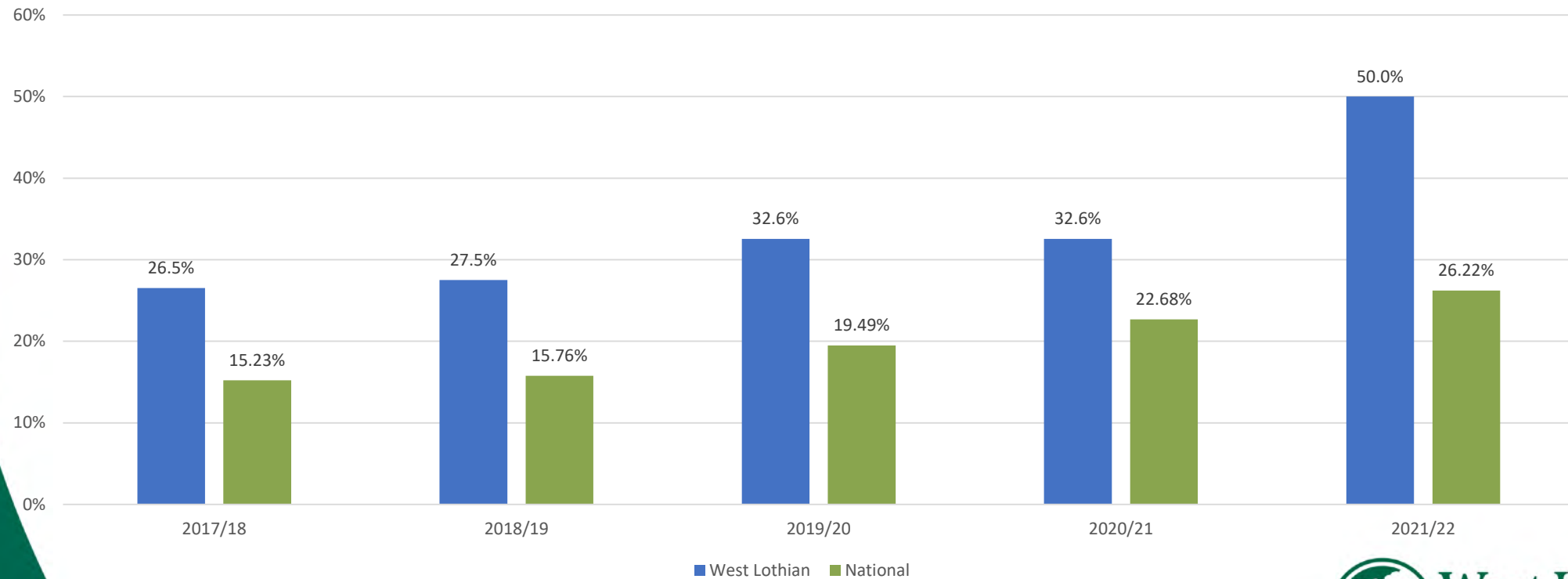
# Numeracy

Leavers LAC SCQF Level 4 Numeracy



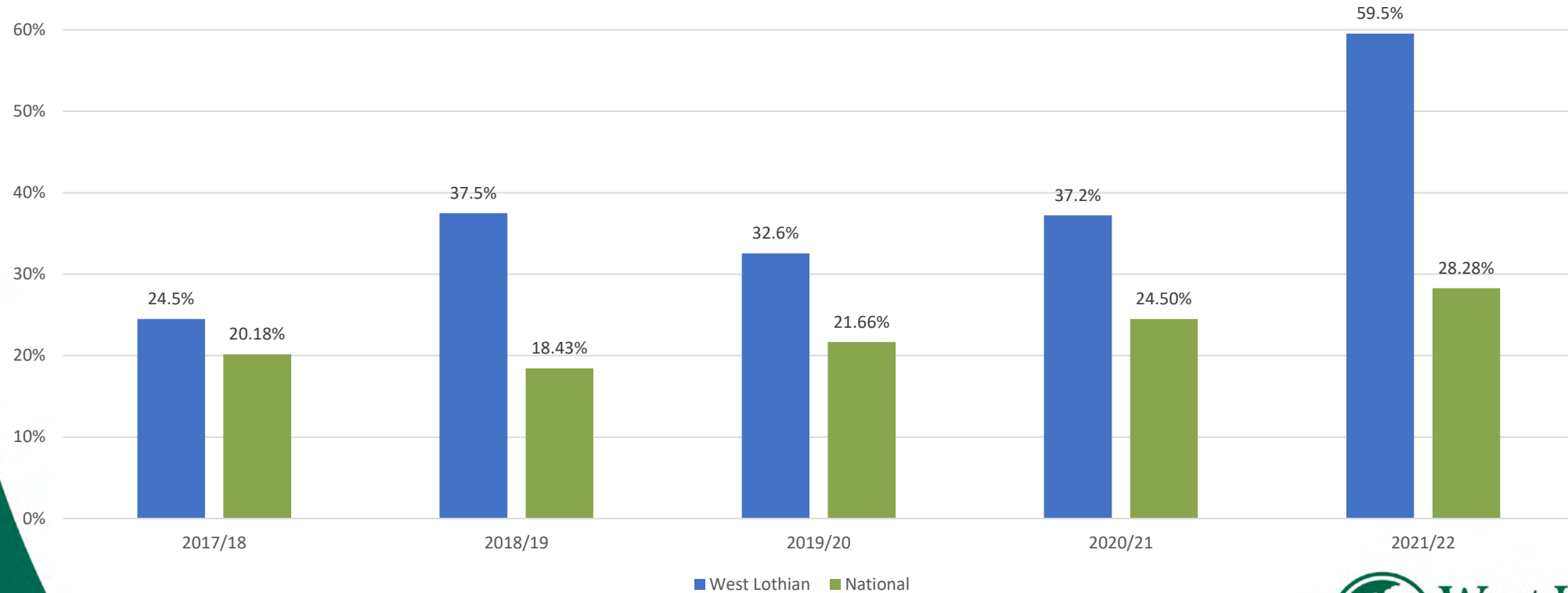
# Breadth & Depth

Leavers LAC SCQF Level 5 5+



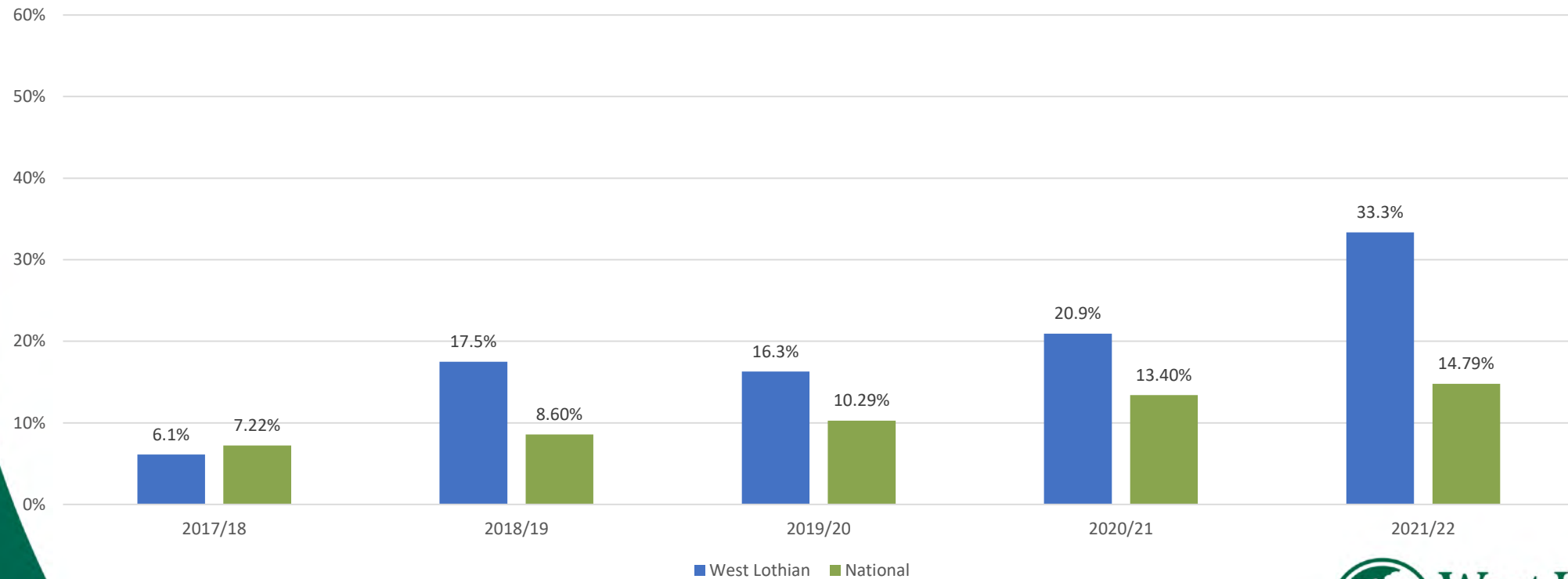
# Breadth & Depth

Leavers LAC SCQF Level 6 1+



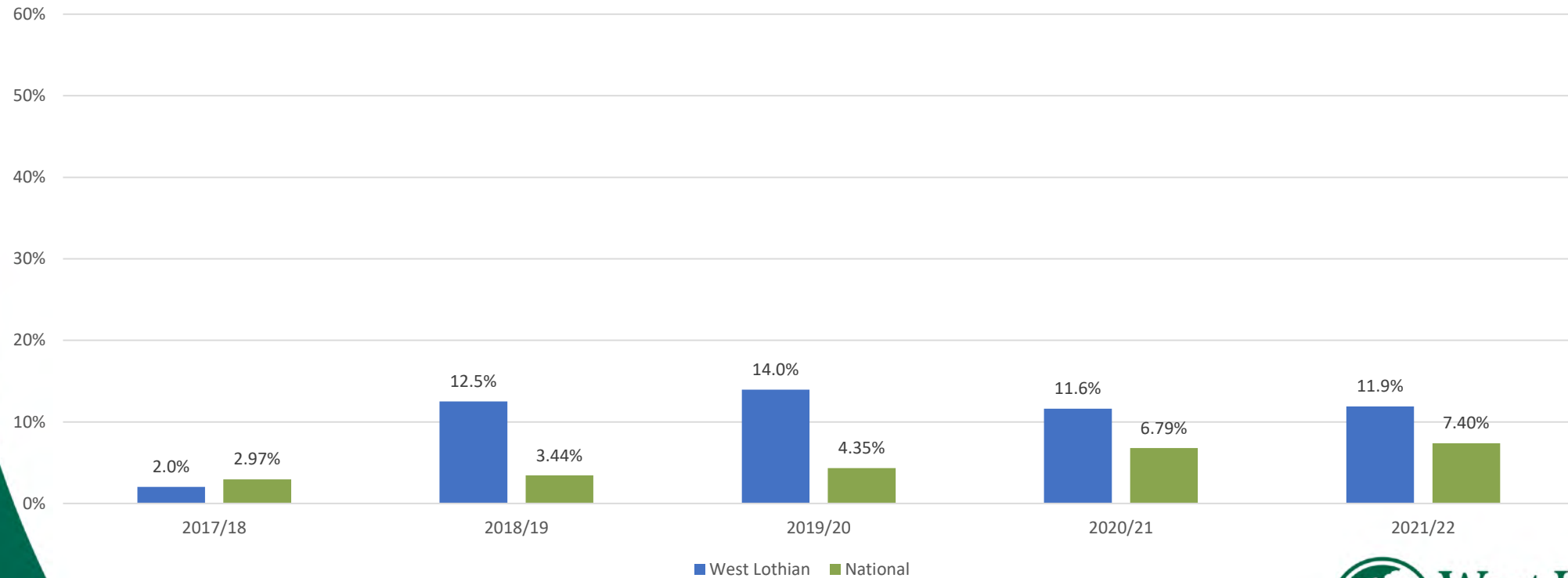
# Breadth & Depth

Leavers LAC SCQF Level 6 3+



# Breadth & Depth

Leavers LAC SCQF Level 6 5+



DATA LABEL: PUBLIC



## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE: LEVEL UP PROJECT AND RECENT DEVELOPMENTS**

#### **REPORT BY HEAD OF EDUCATION (SECONDARY, COMMUNITY LEARNING AND INCLUSION)**

##### **A. PURPOSE OF REPORT**

To provide the panel with an overview of the Level Up project and recent mainstream school developments which are supporting the attainment, wider achievements and positive destinations of our care experienced children and young people.

##### **B. RECOMMENDATION**

To note both the positive impact of the Level Up project on the educational outcomes for our most disengaged care experienced children and young people and the ways in which recent, planned developments are supporting our young people in mainstream schools.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I</b>	<b>Council Values</b>	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
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	None
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	None
<b>IV</b>	<b>Impact on performance and performance Indicators</b>	Raising Attainment is one of the key strategic outcomes of the Council. The Raising Attainment Strategy is designed to raise educational attainment and to close the gap in educational outcomes both or which outcomes are reflected in performance indicators.



<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	Our children have the best start in life and are ready to succeed.  We live longer, healthier lives and have reduced health inequalities
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	Care Experienced Children and Young People fund (Scottish Government) £374k per annum.
<b>VII</b>	<b>Consideration at PDSP</b>	16 <sup>th</sup> May 2023
<b>VIII</b>	<b>Other consultations</b>	None

## **D. TERMS OF REPORT**

### **Background**

In 2018, West Lothian Council used Scottish Attainment Funding for care experienced pupils to pilot a joint social policy and education programme, called the Level Up Attainment Project. The aim of the Level Up Attainment project is to provide an intensive, collaborative approach to fully re-engage care experienced learners in the senior phase of education. The early pilot project supported 15 young people who were looked after by West Lothian Council, who had disengaged from education and were at risk of care placement breakdown. The results from this cohort were positive and showed re-engagement with education. This was mirrored in direct feedback from the young people, who reported that they felt more engaged and supported with their education.

As the project continued, it was developed to holistically support the health and wellbeing of young people and their families, ensuring high quality outcomes and improvements to the life experience of the most vulnerable learners. Over the last 5 years the project has extended this support to include early intervention where it was deemed appropriate, with around 62 care experienced learners being supported by one or more of the project staff.

### **Focus on Relationships**

In line with aspirations of The Promise (see background reference 1), the project model is built around the key trusted adult approach, which builds strong positive relationships, both with children and young people and their families. This model supports the key focus of improving attainment and sustaining positive destinations. Additionally, the care experienced learners are supported to access varied opportunities to enrich their experiences, support their health and wellbeing and improve related outcomes.

Key features of the project include outreach teaching and individual bespoke packages of education support. This can involve one to one outreach teaching sessions, or small group interventions to support health and wellbeing and future career planning as the young people prepare for leaving school.



The Multi-Agency Level Up Attainment team links between home and education, with the intensive family support worker role supporting the education package with wider achievements, as well as practical support in developing social and independence skills for life.

In line with The Promise, the family support workers also facilitate opportunities to support contact and nurture relationships with wider family members, including parents and siblings, through social experiences and activities.

### **Wider partnerships**

In recent times, the team has been augmented with the addition of an Employment Development Officer. This officer works with the young people to prepare them for employment and post school opportunities. There is also access to counselling services for the young people, available weekly for immediate consultation and support.

### **Evaluation Framework**

A framework of evaluation has been established and continually developed for the Level Up project since its inception. This framework tracks the young people's journey on the project, gathering information from project staff on each pupil's participation, engagement, wellbeing and attainment.

As one of the foundations of the Promise, the voice of the pupils is also keenly gathered within this framework. Regular surveys are completed with the young people, gathering their thoughts on how the project is supporting them, their wellbeing and their goals. Recently, focus groups have been carried out to continue to authentically engage with the young people, with parent/carers feedback also sought out to holistically understand each of the young people's project experience.

### **Outcomes**

Over the last 5 years, a key focus for the young people's attainment has been improving outcomes in English and Mathematics. For 51 of the young people on the project, the results can be summarised as:

- 80% achieving Level 3 or Level 4 English, with 25% achieving Level 4.
- 78% achieving Level 3 or Level 4 Mathematics, with 21% achieving Level 4.

In addition, young people are encouraged in their learning to develop their own wider skills and personal interests. In this respect, 72% of young people have achieved at least one or more qualifications between SCQF levels 3 – 6, in addition to their English and Mathematics qualification.

### **Positive Destinations**

In respect of positive destination outcomes, 41 of the 62 young people supported by the Level Up team have since left the project. Initial destinations were recorded, and of the 41 young people, 93% reached a positive destination. The positive destination category is inclusive of those young people who have gone on to further education at college, apprenticeships, voluntary work, employment and being supported with their personal development skills.

## **Recent Developments**

In the current academic year, Education Services have extended their commitment to improving education and wellbeing outcomes for care experienced students in secondary mainstream schools through consideration of the use of the Strategic Equity Fund. There is now a dedicated Principal Teacher post in each mainstream high school in West Lothian for care experienced pupils, delivering a similar model to the Level Up Attainment Project in terms of collaborative working and the key trusted adult approach.

As part of this initiative, there is regular consultation between education and social policy services to ensure accurate and up-to-date data for care experienced learners who are currently in the legal care of West Lothian council. An enhanced tracking and monitoring process is currently in development to provide robust baseline data, which will be used to measure impact and evaluate student progress.

Regular network meetings are in place for the new staff who support care experienced young people to share best practice across our secondary schools and provide opportunities for relevant training, including joint training opportunities with partnership agencies. At present, training is delivered to school staff which is designed to raise awareness of care experience and the impact that trauma and adverse childhood experiences (ACEs) can have on learning and development. This training is regularly updated in line with guidance relating to The Promise.

Education Services are committed as Corporate Parents to continue to work together with partners in West Lothian to improve outcomes for our care experienced children and young people and their families. There is continual multi-agency collaboration and this work will underpin the foundations and principles of the Promise to assist in planning to meet the holistic needs of our care experienced children and young people.

## **E. CONCLUSION**

In conclusion, the Level Up project has delivered positive attainment and initial positive destination outcomes for those young people who have accessed project support since its inception.

Moving forward, Education Services will continue to progress the recent developments within mainstream schools to support all West Lothian care experienced learners. This will include partnerships being developed across West Lothian to support transitions and pathway planning for senior phase students, whilst also expanding the scope of the work to include early intervention for younger children and young people.

## **F. BACKGROUND REFERENCES**

- 1) [What is the promise? - The Promise](#)
- 2) [Care Experienced Children and Young People Fund - gov.scot](#)

Appendices/Attachments: None

Contact Person: Jennyfer McNiven (Principal Educational Psychologist)

[jennyfer.mcniven@westlothian.gov.uk](mailto:jennyfer.mcniven@westlothian.gov.uk)

Siobhan McGarty, Head of Education (Secondary, Community Learning and Inclusion)

Date of meeting: 16<sup>th</sup> May 2023



DATA LABEL: PUBLIC



## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **ENGAGEMENT AND RELATIONSHIPS WITH HOME EDUCATING FAMILIES**

#### **REPORT BY HEAD OF EDUCATION (PRIMARY, EARLY YEARS AND RESOURCES)**

#### **A. PURPOSE OF REPORT**

To inform panel members of the engagement and relationships with home educating families as requested by Education Executive at its meeting on 21 June 2022.

#### **B. RECOMMENDATION**

To note the procedures currently in place to engage with home educating families and the areas for future development.

#### **C. SUMMARY OF IMPLICATIONS**

<b>I</b>	<b>Council Values</b>	<ul style="list-style-type: none"> <li>Focusing on our customers' needs;</li> <li>being honest, open and accountable;</li> <li>providing equality of opportunities;</li> <li>making best use of our resources; and</li> <li>working in partnership</li> </ul>
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Guidance on Home Education is published under Section 14 of the Standards in Scotland's Schools Act 2000, Scottish Government Home Education Guidance 2007 Education (Scotland) Act (1980)
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	None
<b>IV</b>	<b>Impact on performance and performance Indicators</b>	None
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	Our children have the best start in life and are ready to succeed.
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	Not applicable
<b>VII</b>	<b>Consideration at PDSP</b>	Underway
<b>VIII</b>	<b>Other consultations</b>	None

## D. TERMS OF REPORT

West Lothian Council's Home Education Policy 2016 (Appendix 1) adheres to the Scottish Government Home Education Guidance 2007 (<https://www.gov.scot/publications/home-education-guidance/>).

The Scottish Government conducted a consultation from 23 March 2022 to 31 August 2022 seeking the views on proposed updates to the home education guidance, which sets out the roles and responsibilities of local authorities and parents in relation to home education. Publication of the revised Scottish Government Home Education Guidance is awaited and will inform review of West Lothian Council's Home Education Policy and procedures.

Every child/young person has a right to an education, and the responsibility for providing education rests with their parent/caregivers. Whilst most parents/caregivers fulfil this responsibility by sending their children to school, others may choose to provide home-based education. West Lothian Council recognises that home education is a key aspect of parental choice and is an equally valid choice alongside the option to send a child to school.

### Numbers of home-educated children/young people over past 5 years

Parents/caregivers of children/young people attending West Lothian Council schools must seek the Council's consent before withdrawing their child from school. Under Section 35 of the Education (Scotland) Act 1980, parents of a child who has been attending a public school must seek the local authority's consent before withdrawing their child from that school, and the authority must not unreasonably withhold consent. While consent is needed for withdrawal from school, consent is not needed to home educate in itself. Consent is not required in the following circumstances:

- The child/young person has never attended a local authority school;
- The child/young person has never attended a West Lothian school;
- The child/young person is being withdrawn from an independent school;
- The child/young person has completed primary education but has not started secondary education; or
- The school the child/young person has been attending has closed.

Data on the numbers of home-educated children/young people is gathered and collated annually at the end of the school session. The data for the past 5 years is given below.

Session	Number of children being home educated			Number of children given consent to withdraw from school roll			Number of children not requiring consent to be withdrawn		
	P1-7	S1-4	Total	P1-7	S1-4	Total	P1-7	S1-4	Total
2017-18	17	25	42	4	8	12	1	0	1
2018-19	22	25	47	3	7	10	1	0	1
2019-20	22	31	53	12	5	17	0	1	1
2020-21	50	60	110	19	19	38	7	4	11
2021-22	30	60	90	7	14	21	4	1	5

The impact of the COVID-19 pandemic is clearly evident in the data and many parents/caregivers took the opportunity to formally withdraw their children from school to be home educated. The significant rise in numbers in 2020-21 was due to pandemic-related concerns or due to parents/caregivers finding the home-schooling experience positive and wishing to continue. The figures for home education are now gradually decreasing again.

### **Flexi schooling**

Occasionally requests are made to withdraw a child part-time from school, e.g. for the child to attend school only on certain days, times of day, or for certain subjects. The feasibility of each request will be considered on its own merit, while taking into consideration that under Section 28 of the Education (Scotland) Act 1980 “so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents”. This arrangement within West Lothian Council is known as Flexi-Schooling. Only where children do not attend any school, and where the education is provided predominantly by the parents, should the arrangement be considered to be home education.

Data on the numbers of flexi schooled children/young people is gathered and collated annually at the end of the school session. The data for the past 5 years is given below.

	Number of children being flexi schooled		
Session	Primary	Secondary	Total
2017 – 2018	3	0	3
2018 – 2019	7	4	11
2019 – 2020	12	8	20
2020 – 2021	21	11	32
2021 – 2022	32	13	45

### **Engagement in the procedure to withdraw a child/young person from school**

A dedicated email address, [HomeEducation@westlothian.gov.uk](mailto:HomeEducation@westlothian.gov.uk), and a contact telephone number are listed in the home education section of West Lothian Council’s website to enable parents to make enquiries regarding home education and flexi schooling. Some parents/caregivers prefer to have a telephone call or email contact with an officer to find out more about home education and/or flexi schooling and the withdrawal process prior to requesting consent.

When requesting to withdraw their child from school parents/caregivers are asked to contact Education Services with their request and to include an initial proposal as to how they intend to provide a suitable education for their child. A template is available to assist parents/caregivers in this process (Appendix 2). The initial proposal helps officers determine the suitability of the planned education.

When acknowledging a request parents/caregiver and their child are offered a meeting with an education officer and a development officer to offer advice on curricular matters and answer questions the family may have. Prior to the pandemic these meeting all took place in person in the family home or at the Civic Centre. During the pandemic the meetings moved to virtual platforms and this has suited many families better. Families are now therefore given the option of meeting in person or via Microsoft Teams, with most families preferring the virtual option.

It is pertinent to note that Teams calls have enabled some young people, who would otherwise be reluctant or anxious to meet with officers in person, to participate in meetings. Occasionally families decline offers of meetings and request that all contact is in writing, which is also understood and accepted.

Education Services collate information about websites/resources being used by home educating families and this is sent to parent/s caregivers either at the time of their initial enquiry, or with the summary of the meeting. The information sheets are updated on an annual basis. (Appendices 3 & 4)

Conditional that the local authority has all required information in line with its procedures, written consent is given to withdraw the child/young person from school. If a meeting has taken place between officers and the family a written summary of the meeting, with direct contact details for officers, is sent to the parents/caregivers.

At the conclusion of the consent procedure parents/caregivers are sent a link to an online survey asking them to rate the process and to comment. Comments provided indicate that parents/caregivers found the process of withdrawing their child from school to become home educated relatively straightforward and the support and information from council officers to be helpful.

The ratings provided by respondents are given in the table below.

	<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Poor</b>
The admin support throughout the home education/flexi schooling process	90.91%	9.09%	0%	0%
The information provided, as relevant to your needs	84.85%	15.15%	0%	0%
Professionalism, in terms of the knowledge, friendliness and helpfulness of our staff	93.94%	6.06%	0%	0%
How well did we meet our Additional Support Needs Central Service Standards	89.18%	10.82%	0%	0%

### **Ongoing engagement with home-educating families**

As recommended in the Scottish Government Home Education Guidance, annual contact is made with families to hear about the child's/young person's home education to date, plans for future learning and to discuss any issues arising. This contact is offered via an in-person meeting or Teams, with an education officer and development officer. Often families request an earlier meeting to reassure themselves that their educational provision is suitable. Parents/caregivers sometimes contact officers directly in between planned contact times with requests for advice or information regarding specific issues.

Information regarding vaccination programmes is also sent to home education families at the request of and on behalf of NHS Lothian at relevant times of the year.

At the point of initial contact or consent, families are provided with information about home education forums/support groups as detailed in Appendices 3 and 4.



## **Areas for Development**

Publication of the revised Scottish Government Home Education Guidance is awaited and will inform review of West Lothian Council's Home Education Policy and procedures.

In line with current service design activity Education Services are in the process of revising and updating the home education section on the Council website to make information more accessible, clear and concise.

### **E. CONCLUSION**

The panel is asked to note the level of initial and ongoing engagement with home educating families and the commitment of families and officers to work in partnership to enable West Lothian's children and young people to have the best start in life and be ready to succeed.

The publication of the revised Scottish Government Home Education Guidance is awaited and will inform review of West Lothian Council's Home Education Policy and procedures.

### **F. BACKGROUND REFERENCES**

Appendices/Attachments:

#### **Appendix 1**

West Lothian Council Home Education Policy 2016

#### **Appendix 2**

Initial Education Proposal Form

#### **Appendix 3**

Home Education Websites/Information for children and young people of all ages

#### **Appendix 4**

Useful Websites and Resources for Study and Revision for Secondary-aged Young People

Contact Person: Geraldine Armstrong (Quality Improvement Manager)  
Tel: 01506 283828  
Email: [geraldine.armstrong@westlothian.gov.uk](mailto:geraldine.armstrong@westlothian.gov.uk)

Greg Welsh, Head of Education (Primary, Early Years and Resources)  
Tel: 01506 282279  
Email: [greg.welsh@westlothian.gov.uk](mailto:greg.welsh@westlothian.gov.uk)

Date of meeting: 16<sup>th</sup> May 2023

**Policy: Home Education**

Author: Alison Raeburn  
Service: Education Services

Last Updated: May 2016

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## **A. Introduction**

Every child has a right to an education and the responsibility for a child's education rests with their parent. Whilst most parents fulfil this responsibility by sending their children to school, others may choose to provide home-based education.

West Lothian Council recognises that home education is a key aspect of parental choice and is an equally valid choice alongside the option to send a child to school.

Home education is a right conditional upon the parents providing an efficient education suitable to the age, ability and aptitude of the child. Choosing the option of Home Education does not in itself require permission from the local authority. Permission from the local authority is required, however, to withdraw a child/young person from a local authority school. This is further explained in Section B below.

In December 2007, after consultation with interested parties, the Scottish Government published revised statutory guidance on home education and this guidance can be accessed through the following link:-

<http://www.scotland.gov.uk/Publications/2007/12/17133313/8>.

This guidance outlines suggested good practice for local authorities in dealing with home education and West Lothian Council is committed to the principles outlined in this document.

The Scottish Government highlights the following two main principles:

- Authorities should have regard to the views of parents and the decisions that they make in relation to their child's education; and
- Authorities should seek to build relationships with parents and children that support them in the choices that they make by offering advice, information and resources where feasible.

## **B. Purpose of Document**

The purpose of this policy is to provide clarity on the roles and responsibilities of West Lothian Council and parents/carers in relation to children and young people who are Home Educated. The aim is to develop positive relationships of trust and mutual respect to ensure an educational provision which is in the best interests of the individual child/young person.

The general legislative provisions relating to this policy are contained in the Education (Scotland) Act 1980.

## **C. Consent (Withdrawing a Child /Young Person From School)**

Parents of a child who has been attending a West Lothian Council school must seek West Lothian Council's consent before withdrawing their child from that school. The Council must not unreasonably withhold consent. For clarity, it should be noted that while consent is needed for withdrawal from school, consent is not needed to home educate in itself.

Consent to withdraw a child/young person from school is not needed in the following situations:

- The child has never attended a local authority school

- The child has never attended a West Lothian school
- The child is being withdrawn from an independent school
- The child has completed primary education but has not started secondary education
- The school the child has been attending has closed.

Whilst there is no statutory duty upon parents to inform the authority that they are home educating if consent to withdraw is not required, West Lothian Council would ask that home educators in their area, or moving into their area, contact them. In this way, positive relationships can be built and support provided where appropriate.

Parents choose to home educate their children for many different reasons. Parents do not have to give a reason when requesting to withdraw their child from school, but if they choose to do so, that reason should have no bearing on whether or not consent is given. West Lothian Council's interest lies in how the parents intend to educate their child, not their reason for doing so. The following examples are common but not exhaustive:

- The wish to follow a particular educational or ideological philosophy
- Dissatisfaction with the system
- Religious or cultural beliefs
- A child's reluctance to go to school
- A child's problems when at school, eg bullying
- Geographical – due to the remoteness or mobility for work or cultural reasons
- The wish to deal with a child's additional support needs in a particular way
- As a short term intervention for a particular reason.

When a parent offers an account of their dissatisfaction with the public system of education provision, West Lothian Council will investigate the situation and endeavor to use this information to improve its service if required.

#### **D. The Procedure (Withdrawing a Child /Young Person From School)**

The procedure for considering parents'/carers' requests to withdraw their child/young person from school requires to be fair, clear, consistent and without delay. This will provide a good foundation for the development of trusting relationships.

Home education is a key aspect of parental choice and consent to withdraw a child from school should not be unreasonably withheld. On the other hand, sufficient time should be allowed for the Council to take an informed decision on the important matter of withdrawal from school.

The procedure outlined below should be followed when dealing with a request from a parent/carers to withdraw their child/young person from school:

##### **Step 1: Request for Consent to Withdraw Child Young Person From School**

Parent/Carer establishes whether consent is required to withdraw their child/young person from school. If consent is required, he or she should write to request such consent to:

Education Services  
Home Education  
Education Services  
West Lothian Civic Centre  
Howden South Road  
Livingston, EH54 6FF

This request should, where reasonably practical:

- be submitted as early as possible and well in advance of the date the parent/carer wishes to withdraw their child/young person from school. This will avoid unsettling the child/young person unnecessarily as the child/ young person is required to attend school until consent to withdraw has been granted by the Council.
- include initial proposals as to how the parent/carer intends to provide an efficient and suitable education for their child. A template has been develop to assist parent/carers in this process. It is recognised that at this early stage, parents' proposals may not be detailed and that they may not yet be in a position to demonstrate all of the characteristics of efficient and suitable education.

(It should be noted that parents are not required to indicate the reasons for their decisions but may do so if they choose.)

## **Step 2: Information Gathering**

On receipt of an application to withdraw a child from school, Education Services should acknowledge receipt within 3 working days;

- offer a meeting with relevant Education Services officers to discuss the parents' proposals or provision and provide an opportunity for the parents/carers to address any specific concerns which are raised about such provision. It is important that the meeting takes place in a mutually acceptable location. The child/young person should be given the opportunity to attend the meeting or otherwise be given an opportunity to express his or her views. The child/young person's attendance at such a meeting is not regarded as compulsory;
- ask the relevant school and all partner agencies if there is any existing evidence which indicates that there may be good reason to refuse consent. Partner agencies for this purpose include Social Policy, Police Scotland, Reporter to the Children's Panel and NHS Lothian.

## **Step 3: Determination of Decision**

Education Services will consider all relevant information in relation to the request to withdraw the child/young person from school.

This will result in one of the following determinations:

- there is no evidence of reasonable grounds to withhold consent to withdraw the child/young person from school and some indication from the parent/carer of their educational objectives and proposed resources.  
In this case consent will be granted as soon as administratively possible.
- there is evidence of reasonable grounds to withhold consent to withdraw the child/young person from school. It is important to note that previous irregular attendance is not of itself a sufficient reason to refuse consent.

Specific examples of such circumstances are:

- Where a child has been referred to Social Policy or the Police for child protection reasons and the matter is being investigated.
- Where a child is on the child protection register.
- Where a child has been referred to the reporter on care and protection grounds and the referral is being considered.
- Where the child is subject to a compulsory supervision order.

In this case consent to withdraw the child/young person from school will not be granted

- There is no evidence of reasonable grounds to withhold consent to withdraw the child/young person from school. There is, however, information which exists that casts doubt on whether an efficient and suitable education can be provided, or the parent/carer has failed to provide outline proposals on the proposed educational provision. In this case Education Services will seek to gather relevant information that will assist in reaching a decision. This will include seeking further information from the parent/carer about their proposed educational provision. Parents/carers will be given the opportunity to address any specific concerns identified by Education Services. The child/young person will also be given an opportunity to express his/her views.

In this case consent to withdraw the child/young person from school will only be granted when the Quality Improvement Manager is satisfied that an efficient and suitable education can be provided by the parent/carer.

#### **Step 4: Communication of Decision**

The decision in relation to the request to withdraw the child/young person from school is communicated to the parent/carer in writing as soon as is reasonably practicable.

If the decision is to refuse to grant consent then the decision letter:

- will outline the reasons for such refusal
- provide a timescale within which parent/carers can address the grounds for refusal and resubmit their request for re-consideration

#### **Step 5: Appeal Process**

There is no statutory right to appeal against a decision to withhold consent to withdraw a child from school. However, Education Services will internally review decisions to withhold consent on request. Decisions made by authorities under their statutory powers are also generally subject to external review by the Court of Session through the judicial review process.

Parents may make use of the independent mediation service (Common Ground Mediation Tel: 0131 664 9324) and/or may also make a complaint about a decision via the Education Services Complaints Procedure by contacting the following:

Customer Services Manager  
Education Services  
West Lothian Civic Centre  
Howden Road South  
Livingston.  
01506 281255.

Parents may also choose to pursue the matter with the Scottish Public Services Commissions (Ombudsman)

(Freephone 0800 377 7330 or call 0131 225 5300)

### **Step 6: Future Engagement with Families choosing to Home Educate**

Families choosing to home educate their child/young person are encouraged to make contact with the Education Services for support and advice at any time.

There is no statutory duty on West Lothian Council to investigate actively (ie monitor) ongoing home education provision. However, there is a legal duty that exists to serve a notice on any parent who West Lothian Council considers is not providing efficient education suitable to their child's age, ability and aptitude.

Following consultation with families who are known to be home educating their child/young person in the West Lothian area, Education Services will offer contact on an annual basis or more frequently if considered appropriate. The primary purpose of the contact is to satisfy the Council that suitable and efficient education is being provided. This can be done through a meeting at a mutually agreed location or through other means such as the submission of a written report. The important factor is whether the information can demonstrate that suitable and efficient education is being provided. There is no duty for parents choosing to home educate their child to engage in contact with the Council if they do not wish to do so.

Following the contact, Education Services will write to the family advising them of whether or not the educational provision was seen to be suitable and efficient. Where there are concerns about the efficiency and suitability of the education being provided, Education Services will write to the parents to clarify the nature of these concerns and provide support and guidance to address issues arising.

## **E. Legal Duty on West Lothian Council**

In circumstances in which the Education Services has reason to believe that a parent/carers is not providing an efficient and suitable education for a home educated child, it has a duty to intervene regardless of whether or not the child/young person has previously attended a local authority school.

If, from whatever source, the Education Services becomes aware of concerns about the home education of any child/young person, outwith the normal contact time, Education Services will gather the necessary information in order to form a view on whether those concerns are justified and whether the parent/carers are providing an efficient education suitable to the age, ability and aptitude of the child.

Learning takes place in a wide variety of environments and not simply in the home. Where the education is taking place in the home, Education Services may consider it desirable to have the opportunity to see the child in that learning environment, to observe the provision directly in order to make a decision as to whether suitable and efficient education is being provided. Education Services does not, however, have a right of access to the home and the child. Trusting relationships may need time to develop before a parent is willing to invite an Education officer to visit. Where a parent elects not to allow access to their home and the child, this does not in itself

constitute a ground for concern about the education provision. Although it is recognised that the learning environment can have a bearing on the effectiveness of learning, Education Services will offer to discuss and evaluate the parents' educational provision by alternative means. Parents might prefer, for example, to write a report, provide samples of work, either in hard copy or electronically or provide evidence in some other appropriate form.

Where Education Services has concerns about the education provision which are not allayed by the presentation of written or alternative forms of evidence and ongoing dialogue, and the only way clarification as to whether suitable and efficient education is being provided is to seek access to the home environment, then a request to do so will be made to the parent/carer. Education Services will outline the grounds of concern to the parent when requesting access to the home. In these exceptional circumstances, if the parent refuses to allow access to the home, Education Services may reasonably conclude that they have insufficient information to satisfy themselves as to the efficiency and suitability of the education provision. At this point, the Council may serve a notice on the parent in terms of section 37 of the Education (Scotland) Act 1980

#### **F. Child Protection**

The welfare and protection of all children/young people, both those who attend school and those who are educated by other means, is a paramount concern and is the responsibility of the community as a whole. It is no more likely that child protection issues will arise in relation to home educated children than school educated children. However, if concerns do arise, they should be referred to the appropriate authorities using established protocols.

Parents may choose to employ other people to educate their child/young person though they themselves will continue to be responsible for the education provision. Parent/carers are also responsible for ensuring that those they engage are suitable persons to have access to children/young people. Parents/carers are advised to satisfy themselves for example by taking up appropriate references or requesting that a disclosures check is carried. Further information about disclosure checks is available from Disclosure Scotland ([info@disclosurescotland.co.uk](mailto:info@disclosurescotland.co.uk) tel: 0141 282 5000).

#### **G. Making an Attendance Order**

West Lothian Council should make an Attendance Order where the parent/carer, on whom notice has been properly served, fails to satisfy the Council that efficient education is being provided, suitable to the age, ability and aptitude of the children or that there is reasonable excuse for his or their failure to do so.

Only in extreme cases should a notice under section 37 be served. This would be issued where the education is clearly not efficient and suited to the age, ability and aptitude of the child and this situation is not likely to be resolved by further ongoing dialogue, or where the authority has made every effort to secure the information required to enable it to satisfy itself that the education is efficient and suited to the age, ability and aptitude of the child and that information has not been provided by the parent. A section 37 notice will allow between seven and fourteen days for the parent/carer to provide the Council with whatever information it requires to be satisfied that the education is efficient and suitable. The parent may choose to do this by meeting with Education Services Officers in person or by supplying the information in writing.



Once an Attendance Order has been made, the parent/carers has Fourteen days to appeal to the Sheriff, who may confirm, change or annul the order. The decision of the sheriff is final.

#### **H. Examinations and School Course Availability for Home Educated Children/Young People**

There is no legal requirement for children/young people to sit a particular set of examinations. If parents/carers want a child/young person to take a particular qualification, they should investigate thoroughly whether, and how easily, their child/young person will be able to access examination and assessment arrangements. The Council is not required to meet any costs associated with home educated candidates taking examinations or other qualifications. The Council will however, where circumstances allow, take a reasonable approach and make available any resources, support, course provision and give information about alternative qualifications and the arrangements needed for children/young people to take them, where applicable.

In all cases, pupils enrolled at a West Lothian school will have priority for course and examination provision over members of the community, including home educated children and young people.

#### **I. Education Maintenance Allowances (EMAs)**

A home educated child/young person is eligible for EMAs, subject to the same criteria as set out for school educated children. EMAs are available to eligible young people who are undertaking full-time non-advanced level study by home education. The EMA programme is administered by the Council and applications should be made to:- [EducationCustomerServices@westlothian.gov.uk](mailto:EducationCustomerServices@westlothian.gov.uk).

Students applying for an EMA as a home educated student must have a history of home education prior to reaching their official school leaving date. The Scottish Government publish updated guidance annually in March. Parents should refer to the latest guidance for more details.

#### **J. Flexi-Schooling**

On occasion requests are submitted to withdraw a child part-time from school, e.g. for the child to attend school only on certain days, or for certain subjects. The feasibility of each request will be considered on its own merit, while taking into consideration that under Section 28 of the Education (Scotland) Act 1980 "so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents". This arrangement within West Lothian Council is known as Flexi-Schooling. Only where children do not attend any school, and where the education is provided predominantly by the parents, should the arrangement be considered to be home education.

**K. Children/Young People with Additional Support Needs**

A parent's right to home educate a child/young person applies equally where that child has additional support needs. The fact that a child has additional support needs will not, in itself, be a reason to refuse an application for consent to withdraw a child/young person from school. It is reasonable, however, for West Lothian Council to ask parents to indicate how they propose to cater for their child/young person's additional support needs at home.

When considering an application for consent, or considering whether the education is suitable, taking account the age, ability and aptitude of the child/young person, the Council will consider the environment in which a child with additional support needs is to be educated and its appropriateness for the individual child/young person. With the agreement of the parents, the child's Educational Psychologist may be involved in assessing the proposed provision for a child/young person with additional support needs.

There is no statutory responsibility on West Lothian Council to provide financial or other support for the education of children/young people with additional support needs whose parents elect to home educate.

**L. Record Keeping**

Local authorities should keep a written record setting out any discussions, recommendations or agreements made with parents, and where relevant the reasons for them. Any written report should be copied to the parents, and where appropriate the child. In exceptional cases, where there is a reasonable concern that a passage in any written record might cause serious harm to the physical or mental health or condition of any person concerned, consideration should be given to withholding that part of it. The authority will be aware of the need to comply with data protection and freedom of information principles.

**M. Named Person**

From 31 August 2016 all home educated children in West Lothian will be have a Named Person Service made available to them.

The Named Person Service will be available to listen, advise and help home educated children and their parent/carers, provide direct support or help them to access other services. The Named Person Service is made available to all home educated children. Should home educated children or their parents/carers require to make use of those services then they should contact the Named Person Service to access any of the services on offer via the central email address and dedicated phone number outlined below from 31 August 2016.

Email: [namedpersonservice@westlothian.gcsx.gov.uk](mailto:namedpersonservice@westlothian.gcsx.gov.uk)  
Phone: 01506 282064

## Appendix 2



## INITIAL HOME EDUCATION PROPOSAL or FLEXI SCHOOLING PROPOSAL

You may wish to use some or all of the sections of this proforma to assist you in giving detail of your initial proposals for education at home, or provide your proposals in your own preferred way.

### SECTION A – PERSONAL DETAILS

Name of child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

School attended (if applicable): \_\_\_\_\_

Year group: \_\_\_\_\_

Name of parent/carer: \_\_\_\_\_ Date: \_\_\_\_\_

### SECTION B - OBJECTIVES

- You may wish to outline general objectives, which you have in mind.
- These may give details of your short and longer term goals.

### SECTION C – CHILD'S CURRENT APTITUDES AND ABILITIES

- Please give details of your child's current aptitudes and abilities.
- This may be based on up-to-date information from school, your parental knowledge, or information from others who 'teach' your child.
- In particular, please give detail of any additional support needs, which you or others perceive to be relevant.

## Appendix 2

### SECTION D – EDUCATIONAL PROGRAMME

- Please detail how you will provide for your child's needs in the following areas:

- 1 Curriculum areas and subjects – especially literacy and numeracy
- 2 Social skills
- 3 Emotional wellbeing
- 4 Imaginative/creative skills
- 5 Physical health and wellbeing

You may find the following link to Curriculum for Excellence helpful and in particular the Benchmarks and Experiences and Outcomes:

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence>

- You may wish to explain how you will facilitate and support learning within specific subjects.
- You may wish to describe a style and approach specific to your philosophy or child's needs.

#### **Questions to think about when designing the programme:**

- Does the programme provide breadth and balance to your child's learning experience?
- Will this breadth and balance be achieved within a regular structured timeframe or more "flexible approach"?
- How do you intend to assess/monitor your child's progress?

## Appendix 2

### SECTION E – RESOURCE PROVISION

- Please give details of any core resources which you will use and also detail what use will be made of existing resources and space both within and outwith the home.

Thank you for the information you have provided.

## Appendix 3

# Home Education Websites / Information for children and young people of all ages (Updated August 2022)

The following information and websites have been brought to our attention by local home educating families who have found them to be useful. West Lothian Council does not take responsibility for the quality or content of external websites or social media groups; these are accessed at the user's own risk.

### General Information on Home Education

<a href="http://www.homeeducationscotland.org.uk">www.homeeducationscotland.org.uk</a> <a href="https://www.facebook.com/homeedscotland/">https://www.facebook.com/homeedscotland/</a>	A Scottish home education charity offering information and support to families.
<a href="http://www.schoolhouse.org.uk/">http://www.schoolhouse.org.uk/</a>	A Scottish home education support charity.
<a href="http://www.scothomeed.co.uk">www.scothomeed.co.uk</a>	Independent information, peer support, advocacy and training.
<a href="http://www.ebhe.org.uk/index.php">http://www.ebhe.org.uk/index.php</a>	Edinburgh and Beyond Home Education Network.
<a href="http://www.home-education.biz/forum/scottish-home-education-forum">http://www.home-education.biz/forum/scottish-home-education-forum</a>	Signposts to local groups, events, support.
<a href="http://www.home-education.org.uk/resources-educational.htm">http://www.home-education.org.uk/resources-educational.htm</a>	A bank of resources and information.
<a href="http://mountainmoverseducation.uk/">http://mountainmoverseducation.uk/</a>	An inclusive educational community providing opportunities to families who are home educating in particular but not exclusively children with a disability.
<a href="https://home-ed.info/">https://home-ed.info/</a>	General information on home education in the UK.
<a href="https://www.educationotherwise.org/">https://www.educationotherwise.org/</a>	A charity promoting and supporting parents' rights to home educate. Offers a targeted range of services and tailored information based on proprietary research. Good information.
<a href="https://homeeducated.org.uk/">https://homeeducated.org.uk/</a>	A virtual Learning Environment (VLE) resource project initiative of Enabled Education CIC, a Community Interest Company created to support and enable the UK Home Education community and Independent Learners.

### Information on Scottish Education, Exams and Post-education/Career Planning



<a href="https://education.gov.scot/parentzone/">https://education.gov.scot/parentzone/</a>	Explains Scottish education with links to further information and resources/ideas.
<a href="https://www.parentclub.scot/">https://www.parentclub.scot/</a>	Information for parents on many subjects.
<a href="https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence">https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence</a>	Policy drivers for Scottish education.
<a href="https://education.gov.scot/improvement/learning-resources/curriculum-for-excellence-benchmarks/">https://education.gov.scot/improvement/learning-resources/curriculum-for-excellence-benchmarks/</a>	Curriculum for Excellence Benchmarks.
<a href="https://www.sqa.org.uk/sqa/45625.html">https://www.sqa.org.uk/sqa/45625.html</a>	Information on Scottish Qualifications Authority (SQA) National Qualifications.
<a href="https://www.skillsdevelopmentscotland.co.uk">https://www.skillsdevelopmentscotland.co.uk</a>	Information for post-education and career planning.

<a href="https://www.myworldofwork.co.uk/">https://www.myworldofwork.co.uk/</a>	Information for post-education and career planning. <sup>Item 7</sup>
<a href="https://www.west-lothian.ac.uk/">https://www.west-lothian.ac.uk/</a>	West Lothian College courses and participation opportunities.
<a href="https://www.sruc.ac.uk/">https://www.sruc.ac.uk/</a>	Oatridge College courses and participation opportunities.
<a href="https://www.open.edu/openlearn/">https://www.open.edu/openlearn/</a>	Wide range of subjects and courses.
<a href="https://www.apprenticeships.scot/">https://www.apprenticeships.scot/</a>	Information about apprenticeships.
<a href="https://scottishhighersonline.co.uk/">https://scottishhighersonline.co.uk/</a>	Online SQA National 5 and Higher courses. Fees apply.
<a href="https://www.markmypapers.com/home-education/">https://www.markmypapers.com/home-education/</a>	Professional support for GCSE, IGCSE, IB, AS, A Level exam preparation. Fees apply.

## Art, Craft & Design



<a href="https://www.facebook.com/artfulparent">https://www.facebook.com/artfulparent</a>	Free art activities.
<a href="https://www.redtedart.com">https://www.redtedart.com</a>	Easy arts and crafts for young children.
<a href="https://theimaginationtree.com">https://theimaginationtree.com</a>	All kinds of making activities from baby to school age.
<a href="https://www.tinkercad.com/">https://www.tinkercad.com/</a>	All kinds of 3D making activities.
<a href="https://elephantacademy.art/">https://elephantacademy.art/</a>	Online art classes for older children/adults. Fees apply.
<a href="https://www.kiwico.com/">https://www.kiwico.com/</a>	Science and art crates with a range of projects for a range of ages from 0-14+. Fees apply.
<a href="https://theartyteacher.com/">https://theartyteacher.com/</a>	Art lessons and activities – some free.

## Computing



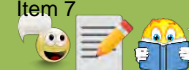
<a href="https://blockly.games">https://blockly.games</a>	Learn computer programming skills – fun and free.
<a href="https://scratch.mit.edu/explore/projects/games/">https://scratch.mit.edu/explore/projects/games/</a>	Creative computer programming.
<a href="https://code.org/">https://code.org/</a>	Interactive computer science resource.
<a href="https://www.codecademy.com/">https://www.codecademy.com/</a>	Computer coding courses.
<a href="https://www.theschoolrun.com/learning-through-minecraft">https://www.theschoolrun.com/learning-through-minecraft</a>	Learning through Minecraft.
Minecraft Education Edition	Home Education Scotland Facebook page ( <a href="https://www.facebook.com/homeedscotland/">https://www.facebook.com/homeedscotland/</a> ) has a post from 12 October 2021 re availability of Minecraft Education Edition for home educators. It takes you to the following page: <a href="https://homeeducated.org.uk/course/index.php?categoryid=76">https://homeeducated.org.uk/course/index.php?categoryid=76</a> . Pay approximately £7 to become a member of <a href="http://www.educatedathome.org.uk">www.educatedathome.org.uk</a> which includes access to the Education Edition of Minecraft.

## Health and Wellbeing



<a href="https://www.lollipoptherapies.com/">https://www.lollipoptherapies.com/</a>	Meditation for children, young people and adults; Mindfulness; Reiki. Fees apply.
<a href="https://www.thelardercookschoool.org.uk">https://www.thelardercookschoool.org.uk</a>	Provides cooking courses (some certificated) for young people aged 14-19 who need some additional support.





## Literacy and Language

<a href="https://www.teachyourmonster.org/">https://www.teachyourmonster.org/</a>	Teach your Monster to Read – learning to read game; Teach your Monster Reading for Fun – quests, reading and books to collect.
Word Cookies!® app for Apple or Android	Word puzzle games which help spelling skills.
<a href="https://readingeggs.co.uk/">https://readingeggs.co.uk/</a>	Online reading games and activities for 2-13 years.
<a href="http://www.scottishbooktrust.com/">http://www.scottishbooktrust.com/</a>	National charity promoting reading and writing activities for all ages.
<a href="http://www.funenglishgames.com/">http://www.funenglishgames.com/</a>	Free online resources – games, activities, worksheets, quizzes, videos, fun activities to help to learn English.
<a href="http://spellingclassroom.com/">http://spellingclassroom.com/</a>	USA interactive spelling and vocabulary programme. Fees apply.
<a href="https://vocabclass.com/">https://vocabclass.com/</a>	USA interactive spelling and vocabulary programme to promote long-term retention. Fees apply.
<a href="https://www.nightzookeeper.com/">https://www.nightzookeeper.com/</a>	Online writing tool, blog and library of interactive lessons. Fees apply.
<a href="http://www.thebookpeople.co.uk">www.thebookpeople.co.uk</a>	Purchase reduced cost books and workbooks.
<a href="https://www.bbc.co.uk/cbeebies/radio">https://www.bbc.co.uk/cbeebies/radio</a>	Listening activities for young children.
<a href="https://www.britishcouncil.org/school-resources/find">https://www.britishcouncil.org/school-resources/find</a>	Resources for English language learning for all ages.
<a href="https://authorfy.com/">https://authorfy.com/</a>	Free author videos and writing resources.
<a href="https://stories.audible.com/discovery?fbclid=IwAR3r3657na1yn7WYWnHhVkJXnFf_VTIsd5IgDoRwS1oso0_1MmRSXDBTrAH0">https://stories.audible.com/discovery?fbclid=IwAR3r3657na1yn7WYWnHhVkJXnFf_VTIsd5IgDoRwS1oso0_1MmRSXDBTrAH0</a>	Free stories for children of all ages – search ‘free children’s audio books on the website.
<a href="https://www.bl.uk/childrens-books/themes/all-activities#">https://www.bl.uk/childrens-books/themes/all-activities#</a>	Online activities related to books.
<a href="https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpjUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1c">https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpjUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1c</a>	Collection of e-books free to children.
<a href="https://wordsforlife.org.uk/">https://wordsforlife.org.uk/</a>	National Literacy Trust – information and activities for 0-13+.
<a href="https://www.kumon.co.uk/english/">https://www.kumon.co.uk/english/</a>	Individualised reading and comprehension programmes. Fees apply.
<a href="https://spellingframe.co.uk/">https://spellingframe.co.uk/</a>	Fees apply. Spelling word lists, games and activities. Track scores and create personalised lists.

## Maths and Numeracy



<a href="https://uk.ixl.com/standards/Scotland/maths">https://uk.ixl.com/standards/Scotland/maths</a>	IXL maths – fun, interactive activities, built in support and awards. Fees apply
Team Umizoomi (available on YouTube)	Live-action and animated interactive musical children’s TV series on early maths concepts.
<a href="https://www.sumdog.com/">https://www.sumdog.com/</a>	Online games and activities to practice maths skills at an individualised level. Fees apply.
<a href="https://www.coolmathgames.com/">https://www.coolmathgames.com/</a>	Brain-training website where logic and maths meet fun and games.
<a href="https://mathseeds.com/">https://mathseeds.com/</a>	Core maths skills and problem-solving skills for ages 3-9 years. Fees apply.



<a href="https://www.bigmaths.com/">https://www.bigmaths.com/</a>	Responsive, precision teaching approach to primary maths.
<a href="https://mathsnoproblem.com/">https://mathsnoproblem.com/</a>	Concrete, pictorial, abstract approach to maths. Free 'School at Home' resources section.
<a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a>	Web or app-based interactive maths games.
<a href="https://www.coolmath4kids.com/">https://www.coolmath4kids.com/</a>	Free online maths games, lessons, activities and resources.
<a href="https://www.mathsisfun.com/index.htm">https://www.mathsisfun.com/index.htm</a>	USA website with number, measurement, geometry, money, data and algebra activities.
<a href="https://www.teachyourmonster.org/">https://www.teachyourmonster.org/</a>	Teach your Monster Number Skills game
<a href="https://prodigygame.com">https://prodigygame.com</a>	USA maths games for graded age groups, but good for UK primary age.
<a href="https://www.kumon.co.uk/maths/">https://www.kumon.co.uk/maths/</a>	Individualised maths programmes. Fees apply.
<a href="https://corbettmaths.com/">https://corbettmaths.com/</a>	Videos, worksheets, 5-a-day workbooks, revision cards, puzzles etc. from primary maths to GCSE.
<a href="https://whiterosemaths.com/">https://whiterosemaths.com/</a>	Maths resources (many free), programmes of work, lessons, activities and assessments for Early Years to GCSE.
<a href="https://mathsframe.co.uk/">https://mathsframe.co.uk/</a>	Key Stage 2 maths games and worksheets. License required. Some free games.

## Modern Languages





<a href="https://www.duolingo.com">https://www.duolingo.com</a>	Learn a foreign language for free. Web or app based. Quick, bite-sized lessons.
<a href="https://radiolingua.com/2020/03/free-language-resources-for-learning-at-home/">https://radiolingua.com/2020/03/free-language-resources-for-learning-at-home/</a>	Modern language podcasts and activities.
<a href="https://www.languagetransfer.org/">https://www.languagetransfer.org/</a>	Free web or app-based family language courses.
<a href="https://www.memrise.com/">https://www.memrise.com/</a>	Web or app-based language learning through phrases.

## The Natural World



<a href="http://www.opalexplornature.org">www.opalexplornature.org</a>	UK-wide citizen science initiative with access to activities and resources to get closer to the local natural environment.
<a href="https://www.natgeokids.com/uk/">https://www.natgeokids.com/uk/</a>	Activities and quizzes for younger children.
<a href="https://www.woodlandtrust.org.uk/blog/2020/03/nature-detectives/">https://www.woodlandtrust.org.uk/blog/2020/03/nature-detectives/</a>	Garden – or forest – activities.
<a href="https://world-geography-games.com/world.html">https://world-geography-games.com/world.html</a>	World geography gaming.
<a href="https://www.facebook.com/exploringnaturewithchildren/?ref=page_internal">https://www.facebook.com/exploringnaturewithchildren/?ref=page_internal</a>	A year-long curriculum of nature study including themed walks, related poetry, art/craft activities and learning about the science of nature.
<a href="http://www.mudandbloom.com">www.mudandbloom.com</a>	Monthly subscription letterbox boxes of 4 seasonal gardening and nature craft activities for 3-8 year olds.
<a href="https://www.geography.org.uk">https://www.geography.org.uk</a>	Geographical Association website. Key Stage 1-5 teaching resources. Membership required – fees apply.
<a href="https://gardenorganic.org.uk/">https://gardenorganic.org.uk/</a>	Advice and guidance on growing organically. Education section has games, growing activities, construction projects, wildlife projects, planning advice & activities, posters, information sheets & booklets.

## Science



<a href="https://www.youtube.com/channel/UCbprhISv-OReKPPyh7-Dtw">https://www.youtube.com/channel/UCbprhISv-OReKPPyh7-Dtw</a>	Science Max experiments videos on YouTube.
<a href="https://www.youtube.com/user/Peekaboo">https://www.youtube.com/user/Peekaboo</a>	Dr Binocs science videos on YouTube.
<a href="http://www.crestawards.org">www.crestawards.org</a>	British Science Association's scheme for STEM (Science, Technology, Engineering and Mathematics) work that inspires young people (from age 5 – 19) to think and behave like scientists and engineers. Science awards which can be completed from home.
<a href="https://mysteryscience.com">https://mysteryscience.com</a>	USA online science lessons. Homeschool trials available.
<a href="https://www.ptable.com/">https://www.ptable.com/</a>	Interactive online science information.
<a href="https://www.ed.ac.uk/easter-bush-campus/science-outreach-centre/science-home">https://www.ed.ac.uk/easter-bush-campus/science-outreach-centre/science-home</a>	A series of simple, hands-on activities for families to do at home. Each activity is linked to real-life research, explores how science is done, encourages curiosity and is fun!
<a href="https://www.kiwico.com/">https://www.kiwico.com/</a>	Science and art crates with a range of projects for a range of ages from 0-14+. Fees apply.
<a href="https://www.superchargedscience.com/">https://www.superchargedscience.com/</a>	Practical home education science curriculum – some free. Email subscription to science presentations and resources.
<a href="https://www.youtube.com/playlist?list=PLfZdHBvCxqweCJ68krrkQHO4z79c_RJq9">https://www.youtube.com/playlist?list=PLfZdHBvCxqweCJ68krrkQHO4z79c_RJq9</a>	Backyard Science – Australian educational children's TV show based on the <a href="#">Dorling Kindersley</a> books. Experiment with everyday items to make something fun and practical and also provide scientific insights in a child's world.
<a href="https://www.letterboxlab.com/">https://www.letterboxlab.com/</a>	Subscription letterbox science kits containing materials and instructions to do experiments at home. Explore box is for ages 6-12+, Investigate box is for ages 8-12+.
<a href="https://www.nasa.gov/">https://www.nasa.gov/</a>	NASA website – activities and information for all ages.

## General websites



<a href="https://www.nationaltrust.org.uk/50-things-to-do">https://www.nationaltrust.org.uk/50-things-to-do</a>	50 things to do before you're 11½ to get closer to nature.
<a href="https://ed.ted.com">https://ed.ted.com</a>	Engaging educational videos.
<a href="https://thekidshouldseethis.com/">https://thekidshouldseethis.com/</a>	Wide range of amazing educational videos.
<a href="https://thecrashcourse.com">https://thecrashcourse.com</a>	Crash Course – free YouTube educational videos on a wide range of subjects.
<a href="https://m.youtube.com/user/crashcoursekids">https://m.youtube.com/user/crashcoursekids</a>	Crash Course Kids – free YouTube videos on a range of STEM subjects for younger children.
<a href="https://idea.org.uk">https://idea.org.uk</a>	iDEA (Inspiring Digital Enterprise Award) digital enterprise award scheme which is completed doing online challenges.
<a href="https://www.tes.com/teaching-resources">https://www.tes.com/teaching-resources</a>	Curriculum resources for all age groups and across a wide range of subjects. Some free. Register for free.
<a href="https://pawprintfamily.com/">https://pawprintfamily.com/</a>	Challenge packs and downloads to develop life skills. Many activities can be done indoors. Badges cost but are optional.
<a href="https://www.bbc.co.uk/cbbc/joinin/about-blue-peter-badges">https://www.bbc.co.uk/cbbc/joinin/about-blue-peter-badges</a>	Earn a Blue Peter badge!
<a href="https://toytheater.com/">https://toytheater.com/</a>	Free interactive educational online games.

<a href="https://kids.britannica.com/">https://kids.britannica.com/</a>	Subscription covers a wide range of subjects supporting a child's learning and curiosity.
<a href="https://www.educationalappstore.com/">https://www.educationalappstore.com/</a>	A discovery, review and recommendation platform for a wide range of educational apps with information and links.
<a href="https://www.bbc.co.uk/teach/skillswise">https://www.bbc.co.uk/teach/skillswise</a>	Collection of free videos and downloadable worksheets to help adult learners improve reading, writing and numeracy skills. May be suitable for secondary-aged young people.
<a href="https://megageex.com/">https://megageex.com/</a>	Printable books, hard copy books, free printable activities across a range a of subjects and primary school ages.
<a href="http://www.littlebakers.co.uk">www.littlebakers.co.uk</a>	Monthly subscription box of dry baking ingredients, recipe cards and activities.
<a href="https://parentsintouch.co.uk/">https://parentsintouch.co.uk/</a>	Downloadable worksheets and advice on how to teach your child. Subscription required.

## Online resources across the curriculum (Early years, primary and some secondary)



<a href="https://www.education.com/">https://www.education.com/</a>	Worksheets, online games, lesson plans etc. for maths and reading for ages 4-14 years. Fees apply.
<a href="http://www.callscotland.org.uk/downloads/posters-and-leaflets/">http://www.callscotland.org.uk/downloads/posters-and-leaflets/</a>	Downloads menu has suggestions of useful apps for a range of additional support needs, e.g. dyslexia.
<a href="http://www.structuredhomelearning.com">www.structuredhomelearning.com</a>	Commercially produced curriculum packs based on England's primary and GCSE curricula. Fees apply.
<a href="http://howtohomeschoolforfree.com">howtohomeschoolforfree.com</a>	Free resources and ideas for home education.
<a href="https://www.bbc.co.uk/education">https://www.bbc.co.uk/education</a>	Bitesize activities in a range of subjects for primary, secondary and post-16 ages.
<a href="http://www.educationcity.com">www.educationcity.com</a>	Educational games and activities for children aged 3-12 across a range of subjects. Fees apply.
<a href="https://uk.ixl.com/">https://uk.ixl.com/</a>	English and maths courses with diagnostic and analytic information. 'Immersive, adaptive learning'. Fees apply.
<a href="https://www.twinkl.co.uk/">https://www.twinkl.co.uk/</a>	Downloadable teaching and education activities/resources/print-outs across the curriculum (some free). Fees apply.
<a href="https://www.activityvillage.co.uk/">https://www.activityvillage.co.uk/</a>	Colouring pages, crafts, educational resources, puzzles, printables, worksheets, sudoku etc. Fees apply.
<a href="https://www.learninggamesforkids.com/">https://www.learninggamesforkids.com/</a>	Free games and songs to build skills in maths, language, science, social studies and more for ages 5-10 years.
<a href="https://www.theschoolrun.com/">https://www.theschoolrun.com/</a>	Learning packs, workbooks, tests, homework for primary-aged children, some free downloads. Fees may apply.
<a href="http://schoolexpress.com/">http://schoolexpress.com/</a>	Wide range of subjects, printable resources and projects.
<a href="https://www.oxfordowl.co.uk/for-home/">https://www.oxfordowl.co.uk/for-home/</a>	Oxford Owl for Home – free resources and ideas for children aged 3- 11.
<a href="https://www.dkfindout.com/uk/">https://www.dkfindout.com/uk/</a>	Interactive activities and quizzes over a range of subjects.
<a href="https://freddiesmummyuk.com/home-schooling/">https://freddiesmummyuk.com/home-schooling/</a>	Information, resources and websites collated by a home educating family.
<a href="https://ed.ted.com/lessons?content_type=animations&amp;direction=desc&amp;sort=publish-date&amp;user_by_click=student">https://ed.ted.com/lessons?content_type=animations&amp;direction=desc&amp;sort=publish-date&amp;user_by_click=student</a>	Lots of videos, lessons and activities across the curriculum.
<a href="https://www.thenational.academy/">https://www.thenational.academy/</a>	Oak National Academy – free online lessons and activities from teachers in England during lockdown.

<a href="https://www.studyladder.co.uk/">https://www.studyladder.co.uk/</a>	Maths, English, Science and more – a comprehensive programme of online educational activities for learners aged 4-12 – some free.
<a href="https://collins.co.uk/pages/scottish-curriculum-free-resources">https://collins.co.uk/pages/scottish-curriculum-free-resources</a>	Scottish curriculum – Free resources & downloadable answers.
<a href="https://education.gov.scot/nelo/">https://education.gov.scot/nelo/</a>	Education Scotland's National e-Learning Offer website – access to live, recorded and supported resources including interactive, online classes. Access to some resources require a Glow Login only available to school enrolled children and young people.
<a href="https://www.e-sgoil.com/">https://www.e-sgoil.com/</a>	Online teaching and learning support for schools and learners as part of the National e-Learning Offer. Access to some resources may require a Glow Login only available to school enrolled children and young people.
<a href="https://the2poundtuitionhub.com/">https://the2poundtuitionhub.com/</a>	Online courses/activities across a range of subjects for early years, primary and secondary age. Costs apply.

## Online resources across the curriculum (Upper primary and secondary)



<a href="https://myonlineschooling.co.uk/">https://myonlineschooling.co.uk/</a>	Online school from KS2 to A-Level. Fees apply.
<a href="https://www.oxfordhomeschooling.co.uk/course/igcse/">https://www.oxfordhomeschooling.co.uk/course/igcse/</a>	IGCSE and GCSE courses and tutor support. Fees apply.
<a href="https://www.futurelearn.com">https://www.futurelearn.com</a>	Access to lots of courses; pay to upgrade if you want personalised certificate. Own account from age 14+ - younger learners can use a parent account.
<a href="https://www.senecalearning.com">https://www.senecalearning.com</a>	KS2, KS3, GCSE or A Level revision. Lots of free revision content. Paid access to higher level resources.
<a href="https://www.open.edu/openlearn/">https://www.open.edu/openlearn/</a>	Free taster courses for Open University. Adult level but some courses may interest young people, e.g. nature and environment courses.
<a href="https://www.khanacademy.org">https://www.khanacademy.org</a>	Good for maths and computing for all ages; has other subjects at Secondary level. Uses USA grade system.
<a href="https://www.basilpaterson.co.uk/">https://www.basilpaterson.co.uk/</a>	Small independent college in Edinburgh for students aged 14 plus. Courses and 1:1 tuition available in SQA National 4s and 5s, Highers and Advanced Highers and IGCSEs, GCSEs and A-Levels. Fees apply.
<a href="https://cloudlearn.co.uk/">https://cloudlearn.co.uk/</a>	Home study IGCSE and A-Level courses and exam presentation. Fees apply.
<a href="http://www.edplace.com">www.edplace.com</a>	English, maths and science up to GCSE level. Some free access then fees apply.
<a href="https://kingsinterhigh.co.uk/">https://kingsinterhigh.co.uk/</a>	Online school curriculum based on English system (Key Stage 2 to 5 and IGCSEs, AS & A Level courses) – fees apply.
<a href="https://www.bighistoryproject.com/home">https://www.bighistoryproject.com/home</a>	Multi-disciplinary activities for secondary ages examining our past, explaining our present and imagining our future.



## Appendix 4

# Useful Websites and Resources for Study and Revision for Secondary-aged Young People (Updated August 2022)

The following information and websites have been brought to our attention by local home educating families who have found them to be useful. West Lothian Council does not take responsibility for the quality or content of external websites or social media groups; these are accessed at the user's own risk.

For PDF files download Adobe reader (free) using this link: <http://get.adobe.com/uk/reader/>

For information on how to view POWERPOINT presentations without PowerPoint use this link:  
<https://support.microsoft.com/en-us/office/view-a-presentation-without-powerpoint-2f1077ab-9a4e-41ba-9f75-d55bd9b231a6>

## General Information on Home Education

<a href="http://www.homeeducationscotland.org.uk">www.homeeducationscotland.org.uk</a> <a href="https://www.facebook.com/homeedscotland/">https://www.facebook.com/homeedscotland/</a>	A Scottish home education charity offering information and support to families.
<a href="http://www.schoolhouse.org.uk/">http://www.schoolhouse.org.uk/</a>	A Scottish home education support charity.
<a href="http://www.scothomeed.co.uk">www.scothomeed.co.uk</a>	Independent information, peer support, advocacy and training.
<a href="http://www.ebhe.org.uk/index.php">http://www.ebhe.org.uk/index.php</a>	Edinburgh and Beyond Home Education Network.
<a href="http://www.home-education.biz/forum/scottish-home-education-forum">http://www.home-education.biz/forum/scottish-home-education-forum</a>	Signposts to local groups, events, support.
<a href="http://www.home-education.org.uk/resources-educational.htm">http://www.home-education.org.uk/resources-educational.htm</a>	A bank of resources and information.
<a href="http://mountainmoverseducation.uk/">http://mountainmoverseducation.uk/</a>	An inclusive educational community providing opportunities to families who are home educating but not exclusively children with a disability.
<a href="https://home-ed.info/">https://home-ed.info/</a>	General information on home education in the UK.
<a href="https://www.educationotherwise.org/">https://www.educationotherwise.org/</a>	A charity promoting and supporting parents' rights to home educate. Offers a targeted range of services and tailored information based on proprietary research. Good information.
<a href="https://homeeducated.org.uk/">https://homeeducated.org.uk/</a>	A virtual Learning Environment (VLE) resource project initiative of Enabled Education CIC, a Community Interest Company created to support and enable the UK Home Education community and Independent Learners.

## General information and multi-subject websites

<a href="http://NationalParentForumofScotland.org.uk">National Parent Forum of Scotland (npfs.org.uk)</a>	Education information for parents.
<a href="https://theday.co.uk/subscriptions/pricing">https://theday.co.uk/subscriptions/pricing</a>	Online news with topical articles and activities.
<a href="https://www.lifehack.org/785441/inspiring-ted-talks-for-kids">https://www.lifehack.org/785441/inspiring-ted-talks-for-kids</a>	17 selected inspiring TED talks for kids.
<a href="https://www.brightredbooks.net/subjects/">https://www.brightredbooks.net/subjects/</a>	Interactive online resources for older students.

<a href="#">Khan Academy   Free Online Courses, Lessons &amp; Practice</a>	Free online courses, lessons and practice across a range of subjects e.g. maths, art, computer programming, economics, physics, chemistry, biology, medicine, finance, history etc.
<a href="https://www.q-files.com/">https://www.q-files.com/</a>	Online library. Subscription but some free access.
<a href="https://www.skillshare.com/">https://www.skillshare.com/</a>	Learn at own pace with self-guided creative classes.
<a href="https://www.thenational.academy/">https://www.thenational.academy/</a>	Oak National Academy – free online lessons and activities from teachers in England during lockdown.
<a href="https://collins.co.uk/pages/scottish-curriculum-free-resources">https://collins.co.uk/pages/scottish-curriculum-free-resources</a>	Scottish curriculum – Free resources & downloadable answers.
<a href="https://gardenorganic.org.uk/">https://gardenorganic.org.uk/</a>	Advice and guidance on growing organically. Education section has games, growing activities, construction projects, wildlife projects, planning advice & activities, posters, information sheets & booklets.
<a href="https://education.gov.scot/nelo/">https://education.gov.scot/nelo/</a>	Education Scotland's National e-Learning Offer website – access to live, recorded and supported resources including interactive, online classes. Access to some resources require a Glow Login only available to school enrolled children and young people.
<a href="https://www.e-sgoil.com/">https://www.e-sgoil.com/</a>	Online teaching and learning support for schools and learners as part of the National e-Learning Offer. Access to some resources may require a Glow Login only available to school enrolled children and young people.

## Information on Scottish Education

<a href="https://education.gov.scot/parentzone/">https://education.gov.scot/parentzone/</a>	Explains Scottish education with links to further information and resources/ideas.
<a href="https://www.parentclub.scot/">https://www.parentclub.scot/</a>	Information for parents on many subjects.
<a href="https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence">https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence</a>	Policy drivers for Scottish education (Curriculum for Excellence).
<a href="https://education.gov.scot/improvement/learning-resources/curriculum-for-excellence-benchmarks/">https://education.gov.scot/improvement/learning-resources/curriculum-for-excellence-benchmarks/</a>	Curriculum for Excellence Benchmarks – expected standards for each curriculum subject and level.

## Information on Examinations and Qualifications

<a href="https://www.sqa.org.uk/sqa/58062.3806.html">https://www.sqa.org.uk/sqa/58062.3806.html</a>	Information on Scottish Qualifications Authority (SQA) National Qualifications.
<a href="https://scottishhighersonline.co.uk/">https://scottishhighersonline.co.uk/</a>	Online SQA National 5 and Higher courses and exam presentation. Short 6-week non-accredited courses also available. Fees apply.
<a href="https://www.markmypapers.com/home-education/">https://www.markmypapers.com/home-education/</a>	Professional support for GCSE, IGCSE, IB, AS, A Level exam preparation. Fees apply.

## Information on Post-education and Career Planning

<a href="https://www.skillsdevelopmentscotland.co.uk/">https://www.skillsdevelopmentscotland.co.uk/</a>	Information for post-education and career planning.
<a href="https://www.myworldofwork.co.uk/">https://www.myworldofwork.co.uk/</a>	Information for post-education and career planning.
<a href="https://www.apprenticeships.scot/">https://www.apprenticeships.scot/</a>	Information about apprenticeships.
<a href="https://www.west-lothian.ac.uk/">https://www.west-lothian.ac.uk/</a>	West Lothian College courses and participation opportunities. 'Courses for Schools' are also available to home educated young people.
<a href="https://www.sruc.ac.uk/">https://www.sruc.ac.uk/</a>	Oatridge College courses and participation opportunities.
<a href="https://www.open.edu/openlearn/">https://www.open.edu/openlearn/</a>	Wide range of free learning – i.e. courses, interactives, videos etc. from The Open University.
<a href="https://www.earlyyearscares.com/eyc/free-online-childcare-courses/?amp">https://www.earlyyearscares.com/eyc/free-online-childcare-courses/?amp</a>	Free online Childcare courses.
<a href="https://www.reed.co.uk/courses/free">https://www.reed.co.uk/courses/free</a>	Free courses in a wide range of topics. Discount courses, online courses, on demand courses and online university courses also available at a cost.
<a href="https://www.highspeedtraining.co.uk/">https://www.highspeedtraining.co.uk/</a>	Online courses in Food Hygiene, Education, Safeguarding, Health & Safety and more. Fees apply.

## Art & Design

<a href="http://www.sqa.org.uk/pastpapers/findpastpaper.htm">http://www.sqa.org.uk/pastpapers/findpastpaper.htm</a>	SQA past papers
<a href="http://www.artcyclopedia.com">www.artcyclopedia.com</a>	Online encyclopaedia of art/artist information.
<a href="http://www.designmuseum.org">www.designmuseum.org</a>	The Design Museum, London website.
<a href="https://artsandculture.google.com/">https://artsandculture.google.com/</a>	Google arts and culture website.
<a href="https://britishmuseum.withgoogle.com/">https://britishmuseum.withgoogle.com/</a>	British Museum, London website.
<a href="https://artsandculture.google.com/streetview/solomon-r-guggenheim-museum-interior-streetview/jAHfbv3JGM2KaQ?hl=en&amp;sv_lng=-73.95902634325634&amp;sv_lat=40.78285751667664&amp;sv_h=10.75703204567916&amp;sv_p=0.06928383072430222&amp;sv_pid=MfnUmHRyOSzMtY3vtYU05g&amp;sv_z=0.9645743015259166">https://artsandculture.google.com/streetview/solomon-r-guggenheim-museum-interior-streetview/jAHfbv3JGM2KaQ?hl=en&amp;sv_lng=-73.95902634325634&amp;sv_lat=40.78285751667664&amp;sv_h=10.75703204567916&amp;sv_p=0.06928383072430222&amp;sv_pid=MfnUmHRyOSzMtY3vtYU05g&amp;sv_z=0.9645743015259166</a>	Guggenheim Museum, New York on Google.
<a href="https://kinderart.com/art-lessons-by-medium/">https://kinderart.com/art-lessons-by-medium/</a>	Art lessons for all levels.
<a href="http://www.robbiddulph.com/draw-with-rob">http://www.robbiddulph.com/draw-with-rob</a>	Daily drawing lessons by an illustrator.

## BIT (Business Information Technology)

<a href="http://www.bbc.co.uk/schools/gcsebitesize/business/">www.bbc.co.uk/schools/gcsebitesize/business/</a>	BBC Bitesize GCSE Business.
<a href="http://www.bbc.co.uk/news/">www.bbc.co.uk/news/</a>	BBC news website.
<a href="http://www.tutor2u.net/blog/index.php/business-studies/">www.tutor2u.net/blog/index.php/business-studies/</a>	tutor2u online courses – some free.

**DMG (Design and Manufacture and Graphics)**

<a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a>	Information and tasks to enhance study the and understanding of Design and Technology and Engineering.
<a href="https://www.designclass.co.uk/">https://www.designclass.co.uk/</a>	Design, graphics, engineering, technology and craft for Scottish BGE, National 5, Higher and Advanced Higher curriculum.
<a href="https://www.sketchup.com/try-sketchup">https://www.sketchup.com/try-sketchup</a>	S1-S3 Graphic Communications. 3D Modelling is free; Pricing plans also available.
<a href="https://www.autodesk.com/education/students">https://www.autodesk.com/education/students</a>	3D modelling program.

**English**

<a href="https://www.bbc.co.uk/sounds/series/p05hw4bq">https://www.bbc.co.uk/sounds/series/p05hw4bq</a>	BBC Learning English News Review.
<a href="https://education.gov.scot/improvement/learning-resources/knowledge-of-language/">https://education.gov.scot/improvement/learning-resources/knowledge-of-language/</a>	Information about some of the common features of English – Parts of speech, punctuation, grammar and syntax, tricky spellings, common confusions.
<a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/literacy-and-english-activities/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/literacy-and-english-activities/</a>	Learning activities in literacy and English.
<a href="http://www.bbc.co.uk/skillswise/">http://www.bbc.co.uk/skillswise/</a>	Free BBC videos and downloadable worksheets to help adult learners improve reading and writing.
<a href="https://www.sqa.org.uk/pastpapers/findpastpaper.htm?subject=English&amp;level=N5#search">https://www.sqa.org.uk/pastpapers/findpastpaper.htm?subject=English&amp;level=N5#search</a>	SQA past papers.
<a href="https://www.weareteachers.com/virtual-author-activities/?utm_content=1584565321%2BHYPERLINK">https://www.weareteachers.com/virtual-author-activities/?utm_content=1584565321%2BHYPERLINK</a>	Children's authors doing online readings & activities.
<a href="https://authorfy.com/">https://authorfy.com/</a>	Free author videos and writing resources.
Tom Palmer - YouTube	Readings from books and writing tips.
<a href="https://stories.audible.com/discovery?fbclid=IwAR3r3657na1yn7WYwNhhVhXnFf_VTIsd5IgDoRwS1oso0_1MmRSXDBTrAH0">https://stories.audible.com/discovery?fbclid=IwAR3r3657na1yn7WYwNhhVhXnFf_VTIsd5IgDoRwS1oso0_1MmRSXDBTrAH0</a>	<b>Audible Originals, podcasts and audiobooks for all ages.</b>
<a href="https://www.bl.uk/childrens-books/themes/all-activities#">https://www.bl.uk/childrens-books/themes/all-activities#</a>	Online creative book-related activities.
<a href="https://womenslibrary.org.uk/discover-our-projects/open-the-door/open-the-door-2018/creative-spark/">https://womenslibrary.org.uk/discover-our-projects/open-the-door/open-the-door-2018/creative-spark/</a>	Creative Spark – creative writing exercises.
<a href="https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1c">https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1c</a>	Collection of e-books for children.
<a href="https://literacytrust.org.uk/family-zone/">https://literacytrust.org.uk/family-zone/</a>	Literacy Trust information and activities (0-13+ years)
<a href="https://westlothian.gov.uk/libraries">https://westlothian.gov.uk/libraries</a>	Information on local libraries and links to information, online and library activities and digital activities.



## Geography

<a href="http://mapzone.ordnancesurvey.co.uk/mapzone/">http://mapzone.ordnancesurvey.co.uk/mapzone/</a>	Geography, map skills, games, facts and activities.
<a href="http://www.visitscotland.com/">http://www.visitscotland.com/</a>	Visit Scotland website.
<a href="http://www.dynamicearth.co.uk">http://www.dynamicearth.co.uk</a>	Dynamic Earth website.
<a href="http://www.sqa.org.uk/pastpapers/findpastpaper.htm">http://www.sqa.org.uk/pastpapers/findpastpaper.htm</a>	Search for SQA Geography past papers.
<a href="http://www.juicygeography.co.uk/">http://www.juicygeography.co.uk/</a>	Free geography ideas and resources.
<a href="http://www.georesource.co.uk/">http://www.georesource.co.uk/</a>	Geography curriculum resources for English and Scottish curricula.
<a href="https://www.bbc.co.uk/bitesize/subjects/znbw2hv">https://www.bbc.co.uk/bitesize/subjects/znbw2hv</a>	BBC Bitesize National 5 Geography.
<a href="https://www.natgeokids.com/uk/">https://www.natgeokids.com/uk/</a>	National Geographic Kids website.
<a href="https://www.metoffice.gov.uk/">https://www.metoffice.gov.uk/</a>	Met Office website.
<a href="https://www.bbc.co.uk/bitesize/subjects/zmhs34j">https://www.bbc.co.uk/bitesize/subjects/zmhs34j</a>	BBC Bitesize Higher Geography.
<a href="https://www.geography.org.uk">https://www.geography.org.uk</a>	Geographical Association website. Key Stage 1-5 teaching resources. Membership required – fees apply.

## Health and Wellbeing

### General Health and Wellbeing:

<a href="https://www.bbc.co.uk/teach/ks3-design-and-technology/z6y96v4">https://www.bbc.co.uk/teach/ks3-design-and-technology/z6y96v4</a>	Short BBC Teach film clips on food technology and nutrition.
<a href="https://www.foodafactoflife.org.uk/7-11-years/where-food-comes-from/videos/">https://www.foodafactoflife.org.uk/7-11-years/where-food-comes-from/videos/</a>	Food: A Fact of Life – videos and activities for all ages (3-16).
<a href="https://www.cocomo.co.uk/page1.aspx?page=bd3e6f4b-614e-4ef7-a3d1-c725f4231d8b">https://www.cocomo.co.uk/page1.aspx?page=bd3e6f4b-614e-4ef7-a3d1-c725f4231d8b</a>	Free online food hygiene training – pay for certificate.
<b>Mental Health Support:</b>	
<a href="https://podcasts.apple.com/dk/podcast/keep-camhs-and-carry-on/id1454809593">https://podcasts.apple.com/dk/podcast/keep-camhs-and-carry-on/id1454809593</a>	12 'Keep CAMHS and Carry On' podcasts on managing stress.
<a href="https://www.young.scot/campaigns/national/coronavirus">https://www.young.scot/campaigns/national/coronavirus</a>	Young Scot advice on COVID-19.
<a href="https://westlothian.gov.uk/EducationPsychologyService">https://westlothian.gov.uk/EducationPsychologyService</a>	Links to information and websites supporting a range of mental health and wellbeing issues.

History	
<a href="http://www.historyhome.co.uk/europe/causeww1.htm#a">http://www.historyhome.co.uk/europe/causeww1.htm#a</a>	English and European history website.
<a href="http://www.nationalarchives.gov.uk/education/greatwar/">http://www.nationalarchives.gov.uk/education/greatwar/</a>	The Great War.
<a href="https://collins.co.uk/pages/scottish-curriculum-free-resources-history">https://collins.co.uk/pages/scottish-curriculum-free-resources-history</a>	Free resources and downloadable answers for the Scottish Curriculum (History).
<a href="https://www.holocausteducation.org.uk/teacher-resources/materials/">https://www.holocausteducation.org.uk/teacher-resources/materials/</a>	Centre for Holocaust Education website.
<a href="https://www.facinghistory.org/topics">https://www.facinghistory.org/topics</a>	Facing History and Ourselves website.
<a href="https://www.youtube.com/channel/UC9clxqeEW6-fs3JIQCzWhCw">https://www.youtube.com/channel/UC9clxqeEW6-fs3JIQCzWhCw</a>	Mr Marr's History and Modern Studies YouTube Page – Nationals, Higher and Advanced Higher exam instruction and lesson content videos and study and revision tips.

Maths	
<a href="http://www.mathsrevision.com">www.mathsrevision.com</a>	S1-s6 Scottish maths curriculum revision website.
<a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a>	BBC Bitesize learning and revision – navigate to appropriate age range and country's curriculum.
<a href="http://www.hsn.uk.net/">http://www.hsn.uk.net/</a>	Resources for Higher Maths.
<a href="https://www.larberthigh.com/departments/maths_and_computing/mathematics/flipped_learning.html">https://www.larberthigh.com/departments/maths_and_computing/mathematics/flipped_learning.html</a>	National 5 resources, videos, activities. See Senior Phase and Flipped Learning menus.
<a href="http://www.mrbartonmaths.com/index.html">http://www.mrbartonmaths.com/index.html</a>	Free maths lessons, resources, activities, podcasts etc.
<a href="https://www.hoddergibson.co.uk/teejay/secondary-maths">https://www.hoddergibson.co.uk/teejay/secondary-maths</a>	TeeJay Secondary Maths resources. Some free course planners.
<a href="https://padlet.com/peterkrausen09/4d94wr1syoa2">https://padlet.com/peterkrausen09/4d94wr1syoa2</a>	Math materials and website links collated by Inveralmond Community High School staff.
<a href="https://mathsbot.com/#Manipulatives">https://mathsbot.com/#Manipulatives</a>	MathsBot.com – puzzles, printables, resources, questions generators, GCSE resources etc.
<a href="https://donsteward.blogspot.com/">https://donsteward.blogspot.com/</a>	Free teaching resources, PowerPoints, activities etc.
<a href="https://www.national5maths.co.uk/">https://www.national5maths.co.uk/</a>	National 5 website – online study packs, many free resources.
<a href="https://www.highermathematics.co.uk/higher-maths-whole-course/">https://www.highermathematics.co.uk/higher-maths-whole-course/</a>	Higher Maths website – online study packs, many free resources.
<a href="https://www.cdmasterworks.co.uk/">https://www.cdmasterworks.co.uk/</a>	Rigour Maths – interactive software for Curriculum for Excellence numeracy, maths and SQA qualifications. Subscription required.
<a href="https://whiterosemaths.com/">https://whiterosemaths.com/</a>	Some free resources or available for purchase.
<a href="https://mathsframe.co.uk/">https://mathsframe.co.uk/</a>	Some free Key Stage 2 maths games, worksheets and assessments – some require a 'worksheet license'.
<a href="https://blutick.com/">https://blutick.com/</a>	Teaching via video, worked examples and interactive questions. Fees apply.
<a href="http://www.bbc.co.uk/skillswise/">http://www.bbc.co.uk/skillswise/</a>	Free BBC videos and downloadable worksheets to help adult learners improve numeracy.

Modern Languages	
<a href="http://www.education.vic.gov.au/languagesonline/">http://www.education.vic.gov.au/languagesonline/</a>	Free resources, interactive tasks and printable worksheets to practice listening, speaking, reading and writing in a range of languages.
<a href="http://www.languagesonline.org.uk/">http://www.languagesonline.org.uk/</a>	Online language activities in a range of languages.
<a href="https://www.bbc.co.uk/bitesize/secondary">https://www.bbc.co.uk/bitesize/secondary</a>	BBC Bitesize– navigate to appropriate age range and country's curriculum and language.
<a href="https://radiolingua.com/2020/03/free-language-resources-for-learning-at-home/">https://radiolingua.com/2020/03/free-language-resources-for-learning-at-home/</a>	Free modern language podcasts and activities.
<a href="https://www.languagestransfer.org/">https://www.languagestransfer.org/</a>	Online family language courses.
<a href="https://www.memrise.com/">https://www.memrise.com/</a>	Language learning through phrases.
<a href="https://www.duolingo.com">https://www.duolingo.com</a>	Languages for Broad General Curriculum.
<b>Spanish:</b>	
<a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/">http://www.bbc.co.uk/schools/gcsebitesize/spanish/</a>	BBC Bitesize GCSE Spanish.
<a href="http://www.spanishspanish.com/">http://www.spanishspanish.com/</a>	Spanish activities.
<a href="http://spanish.about.com/">http://spanish.about.com/</a>	Comprehensive Spanish Language guide to improving reading, writing and comprehension for beginner, intermediate and advanced learners.
<a href="http://www.espanol-extra.co.uk/">http://www.espanol-extra.co.uk/</a>	Online and printable resources for all levels. Subscription required.
<a href="https://www.bbc.co.uk/languages/spanish/index.shtml">https://www.bbc.co.uk/languages/spanish/index.shtml</a>	Archived BBC website.
<a href="http://radiolingua.com/shows/spanish/coffee-break-spanish/">http://radiolingua.com/shows/spanish/coffee-break-spanish/</a>	Coffee break Spanish – free podcasts and pay for online course of 40 lessons at 4 levels.
<b>French:</b>	
<a href="https://www.bbc.co.uk/languages/french/index.shtml">https://www.bbc.co.uk/languages/french/index.shtml</a>	Archived BBC website.
<a href="http://www.bbc.co.uk/schools/gcsebitesize/french/">http://www.bbc.co.uk/schools/gcsebitesize/french/</a>	BBC Bitesize GCSE French.
<a href="http://platea.pntic.mec.es/cvera/hotpot/chansons/">http://platea.pntic.mec.es/cvera/hotpot/chansons/</a>	French songs.
<a href="https://www.thoughtco.com/french-4133079">https://www.thoughtco.com/french-4133079</a>	Comprehensive French language guide to improve reading, writing and comprehension skills for beginner, intermediate and advanced learners.

Modern Studies	
<a href="https://www.bbc.co.uk/bitesize/secondary">https://www.bbc.co.uk/bitesize/secondary</a>	BBC Bitesize learning and revision – navigate to appropriate age range and country's curriculum.
<a href="http://news.bbc.co.uk/go/em/fr/-/democracylive/hi/guides/newsid_8136000/8136663.stm">http://news.bbc.co.uk/go/em/fr/-/democracylive/hi/guides/newsid_8136000/8136663.stm</a>	Democracy Live website – Guide to the Scottish Parliament.
<a href="https://learning.parliament.uk/en/resources/mp-for-a-week/">https://learning.parliament.uk/en/resources/mp-for-a-week/</a>	MP For a Week online game.
<a href="https://scotland.shelter.org.uk/get_involved/school_downloads">https://scotland.shelter.org.uk/get_involved/school_downloads</a>	Shelter Scotland social studies resources for schools on poverty, housing and welfare.

**Music**

<a href="https://mymusiconline.co.uk/">https://mymusiconline.co.uk/</a>	Concepts, quizzes, Connect Fours, course questions and Frank Bolam Guitar Course. Free.
<a href="https://ataea.co.uk/index.php/Welcome">https://ataea.co.uk/index.php/Welcome</a>	Listening definitions and resources for revision at home.
<a href="http://thehighermusicjourney.blogspot.com/">http://thehighermusicjourney.blogspot.com/</a>	Higher and Advanced Higher Music help.

**PE (Physical Education)**

<a href="https://www.bbc.co.uk/bitesize/secondary">https://www.bbc.co.uk/bitesize/secondary</a>	BBC Bitesize learning and revision – navigate to Physical Education within the appropriate age range and country's curriculum.
<a href="http://www.brianmac.co.uk">www.brianmac.co.uk</a>	Information for athletes, fitness enthusiasts, sports science students and sports coaches on the many topics relating to athletic development, exercise physiology and successful coaching
<a href="https://www.youtube.com/user/MissAuti/featured">https://www.youtube.com/user/MissAuti/featured</a>	YouTube dance videos for dancers of all ages and levels to train in a fun, encouraging way. Tutorials, follow-along choreography, tips & tricks, flexibility etc.
<a href="https://www.satpe.co.uk/higher-physical-education-support-notes/">https://www.satpe.co.uk/higher-physical-education-support-notes/</a>	Help to study for Higher PE written exam.
<a href="https://www.youtube.com/playlist?list=PLyCLOpd4VxBsXs1WmPceKtsQyFbXTf9FO">https://www.youtube.com/playlist?list=PLyCLOpd4VxBsXs1WmPceKtsQyFbXTf9FO</a>	78 free online daily lockdown PE lessons with Joe Wicks.

**RME (Religious and Moral Education)**

<a href="https://www.redcross.org.uk/get-involved/teaching-resources">https://www.redcross.org.uk/get-involved/teaching-resources</a>	Red Cross free teaching resources to connect human crisis with human kindness.
<a href="http://www.reonline.org.uk/">http://www.reonline.org.uk/</a>	RE Online – free resources on world religions and world views.
<a href="http://istc-rs.freesevers.com/">http://istc-rs.freesevers.com/</a>	Links to various RE websites.
<a href="https://learningrmeps.com/">https://learningrmeps.com/</a>	Learning RMPS (Religious, Moral and Philosophical Studies) website.
<a href="https://www.bbc.co.uk/programmes/b05pc1c9/episodes/guide">https://www.bbc.co.uk/programmes/b05pc1c9/episodes/guide</a>	BBC My Life My Religion programmes.
<a href="https://www.p4panorama.com/Gallery.aspx/grand-mosque-abu-dhabi-360-virtual-tour/">https://www.p4panorama.com/Gallery.aspx/grand-mosque-abu-dhabi-360-virtual-tour/</a>	Virtual mosque tour.
<a href="https://www.reonline.org.uk/specials/places-of-worship/">https://www.reonline.org.uk/specials/places-of-worship/</a>	Virtual tours of places of worship.
<a href="https://reepinfo.org/">https://reepinfo.org/</a>	RE & the Environment.
<a href="http://www.mmiweb.org.uk/publications/glossary/glossary.html">http://www.mmiweb.org.uk/publications/glossary/glossary.html</a>	RE Glossary.
<a href="http://www.bbc.co.uk/schools/gcsebitesize">http://www.bbc.co.uk/schools/gcsebitesize</a>	BBC Bitesize GCSE resources.

## Science

### General Science:

<a href="https://www.edinburghzoo.org.uk/webcams/panda-cam/">https://www.edinburghzoo.org.uk/webcams/panda-cam/</a>	Edinburgh Zoo live cameras.
<a href="https://www.glasgowsciencecentre.org/learn/gsc-home">https://www.glasgowsciencecentre.org/learn/gsc-home</a>	Glasgow Science Centre 'at home' science.
<a href="https://www.schoolscience.co.uk/home">https://www.schoolscience.co.uk/home</a>	Free website to enrich teaching and learning in science.
<a href="https://edu.rsc.org/resources/periodic-table">https://edu.rsc.org/resources/periodic-table</a>	Periodic Table resources and activities.
<a href="https://www.nasa.gov/">https://www.nasa.gov/</a>	NASA website – activities and information for all ages.

### Chemistry:

<a href="http://www.new.chemistry-teaching-resources.com/index.html">http://www.new.chemistry-teaching-resources.com/index.html</a>	Free chemistry teaching resources.
<a href="#">Introduction to chemistry (video)   Khan Academy</a>	Free Khan Academy chemistry videos.

### Biology:

<a href="http://nat5biopl.edubuzz.org/">http://nat5biopl.edubuzz.org/</a>	National 5 Biology eTextbook.
<a href="https://larberthigh.com/departments/sciences/biology/national_5.html">https://larberthigh.com/departments/sciences/biology/national_5.html</a>	National 5 Biology - Larbert High School.
<a href="http://www.prestwick.sayr.sch.uk/national-5-biology.html">http://www.prestwick.sayr.sch.uk/national-5-biology.html</a>	National 5 Biology - Prestwick Academy.
<a href="https://www.sqa.org.uk/sqa/47427.html">https://www.sqa.org.uk/sqa/47427.html</a>	SQA National 5 Biology website.
<a href="https://larberthigh.com/departments/sciences/biology/higher.html">https://larberthigh.com/departments/sciences/biology/higher.html</a>	Higher Biology - Larbert High School.
<a href="http://www.prestwick.sayr.sch.uk/s56-higher-biology.html">http://www.prestwick.sayr.sch.uk/s56-higher-biology.html</a>	Higher Biology - Prestwick Academy.

## University level courses for S5 and S6

<a href="https://www.futurelearn.com/">https://www.futurelearn.com/</a>	Future Learn online courses led by world class universities and brands. Free content with option to upgrade.
<a href="https://www.coursera.org/">https://www.coursera.org/</a>	US website offering online degrees.
<a href="http://www.edx.org/">http://www.edx.org/</a>	US undergraduate programs and degree website.





DATA LABEL: PUBLIC



## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **SCHOOL SESSION DATES 2024/25**

### **REPORT BY HEAD OF EDUCATION (PRIMARY, EARLY YEARS AND RESOURCES)**

#### **A. PURPOSE OF REPORT**

To inform the Policy Development and Scrutiny Panel of the proposed school session dates for 2024/25 and to provide information on the naming of school holidays as requested by Education Executive at its meeting of 7 June 2022.

#### **B. RECOMMENDATION**

To note the proposed dates for submission to the Education Executive for consideration.

To note the naming of holidays including National Bank Holidays, and current practice in West Lothian and other Local Authorities.

#### **C. SUMMARY OF IMPLICATIONS**

<b>I</b>	<b>Council Values</b>	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
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	The proposal conforms to Council practice regarding local holidays. There is a statutory requirement for schools to provide 190 teaching days for pupils. No environmental, health or risk issues have been identified.
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	None.
<b>IV</b>	<b>Impact on performance and performance Indicators</b>	The timing of school holidays is a factor in successful examination preparation and therefore may impact on Council attainment performance indicators.
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	The timing of school holidays is a factor in successful examination preparation and therefore may impact on Council attainment performance indicators.

<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	None.
<b>VII</b>	<b>Consideration at PDSP</b>	Underway
<b>VIII</b>	<b>Other consultations</b>	West Lothian Parent Council Forum, Parent Councils and Pupil Councils.

#### **D. TERMS OF REPORT**

##### **Session dates 2024/25**

The proposed session dates are in line with the position agreed by the Education Executive at its meeting of 9 June 2015, following consultation with Parent Councils, Headteachers and the Local Negotiating Committee for Teachers (LNCT) that “The Spring Break shall start on the last Monday of March except where Easter would fall outwith this period, in which case the Council would consult on a suitable pattern of holidays to incorporate the Easter public holiday.”

Appendix 1 lists the proposed school session dates for 2024/25. Appendix 2 shows these dates in a calendar format for ease of reference. The proposed session dates include a week off in February (as per the approved dates in 2022/23 and 2023/24) which was a change to previous years where this break had been shorter.

Appendix 3 shows the proposed session dates in those neighbouring authorities which have published dates so far for session 2024/25. Members should note that as in previous years these dates differ from each other, and so it will not be possible to set holiday dates which coincide with all neighbouring authorities. Some authorities have not yet published their dates for 2024/25.

Consultation is required with the West Lothian Parent Forum, Parent Councils and Pupil Councils. The proposed calendar was also issued to Headteachers, Operational Services and trade unions.

A small number of responses were received to the consultation and are provided in Appendix 4. There was a comment about the in-service day in May causing un-due disruption in the case of an election. However, as there are no plans for elections in 2025 this has been kept as a long-weekend for pupils but will be reviewed annually.

##### **Naming of holidays**

The Education Executive, at its meeting of 7 June 2022, requested that officers provide a report regarding the reference to Christmas and Easter holidays within the school session dates documents

The terms ‘Christmas’ and ‘Easter’ are not currently used on the Council's school terms and holidays page on its website ( [School Terms and Holidays - West Lothian Council](#) ), but the terminology ‘return after Christmas’ and ‘return after Easter’ has been used consistently in the School Session Dates calendar consulted on and reported to Committee when decisions have been made on session dates from 2017/18 to 2023/24.



## **Christmas and Good Friday Bank Holidays**

Scottish Bank Holidays are set by Scottish Ministers and are the same across the whole of Scotland. Christmas Day and Good Friday are Scottish Bank holidays. The dates of these holidays are set to coincide with the Christian festivals of Christmas and Easter. It is the practice of West Lothian Council, in common with other Local Authorities in Scotland, to have school holidays in winter, and in spring, which will typically include within them the Scottish Bank Holidays of Christmas Day and Good Friday.

## **Previous Consideration of Easter Break/Spring Break**

The terms 'Christmas' and 'Easter' are not currently used on the Council's school terms and holidays page on its website. ( [School Terms and Holidays - West Lothian Council](#) )

To date, there has been no comment or complaint on the use of the terms Christmas and Easter whilst consulting on school holidays, or on their absence from the Council's Website.

## **E. CONCLUSION**

The panel is invited to note the position regarding the naming of school holidays, and to consider the proposed session dates for 2024/25 and to provide comment prior to consideration by the Education Executive.

## **F. BACKGROUND REFERENCES**

Education Executive of 9 June 2015.

Appendices/Attachments:

1. Proposed session dates for 2024/25.
2. Proposed session dates 2024/25 calendar format.
3. Neighbouring authorities' session dates.
4. Responses to consultation on proposed session dates.

Contact Person: Hannah Haywood, Customer Services Manager.

E-mail: [Hannah.haywood@westlothian.gov.uk](mailto:Hannah.haywood@westlothian.gov.uk)

**Greg Welsh, Head of Education (Primary, Early Years, and Resources)**

Date of meeting: 16 May 2023



# DRAFT SCHOOL SESSION DATES 2024/2025 (appendix 1)

			STAFF WORKING DAYS	TEACHING DAYS
TERM 1				
Return after Summer	Staff resume Pupils resume	* Monday, 12 August 2024 Tuesday, 13 August 2024	24	23
September Holiday	All break Staff resume Pupils resume	Thursday, 12 September 2024 * Tuesday, 17 September 2024 Wednesday, 18 September 2024	19	18
October Holiday	All break Staff resume Pupils resume	Friday, 11 October 2024 * Monday, 21 October 2024 Tuesday, 22 October 2024	45	44
Last day of term	All break	Friday, 20 December 2024	88	85
TERM 2				
Return after Christmas	All resume	Monday, 6 January 2025	25	25
February Holiday	All break Staff resume Pupils resume	Friday, 7 February 2025 * Monday, 17 February 2025 Tuesday, 18 February 2025	35	34
Last day of term	All break	Friday, 4 April 2025	60	59
Good Friday	All off	Friday, 18 April 2025		
Easter Monday	All off	Monday, 21 April 2025		
TERM 3				
Return after Easter	All resume	Tuesday, 22 April 2025	9	9
May Holiday	All break	Friday, 2 May 2025		
May Public Holiday	All off Staff resume Pupils resume	Monday, 5 May 2025 * Tuesday, 6 May 2025 Wednesday, 7 May 2025	38	37
1 day local holiday as detailed below #				
Last day of term		Friday, 27 June 2025	47	46
totals			195	190
# a)	All schools except those at b) and c) below:	Spring Day (Victoria Day)	Monday, 19 May 2025	
b)	Bathgate Academy and feeder primary schools plus St Mary's, Bathgate & St Columba's PS	Bathgate Procession	Monday, 9 June 2025 (subject to confirmation)	
c)	Linlithgow Academy and feeder primary schools plus St Joseph's Primary School, Linlithgow:	Linlithgow Marches	Tuesday, 17 June 2025 (subject to confirmation)	
SESSION 2025/2026				
Staff resume		Monday, 18 August 2025 (to be confirmed)		
Pupils resume		Tuesday, 19 August 2025 (to be confirmed)		

August 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



= pupils on holiday



= pupils on holiday &amp; staff in-service



= public holiday - everybody off



= Linlithgow Marches (Linlithgow Schools only)



= Spring Day



= Newlands Day (Bathgate Schools only)

**Neighbouring Authority Session Dates 2024/2025 (Pupils)**

<b>Council</b>	<b>Falkirk</b>	<b>Scottish Borders</b>	<b>Edinburgh</b>	<b>Mid Lothian</b>	<b>North Lanarkshire</b>	<b>South Lanarkshire</b>	<b>Glasgow</b>	<b>West Lothian (Proposed)</b>
<b>Start of Session</b>	Not available	Wed 14 Aug 2024	Wed 14 Aug 2024	Wed 14 Aug 2024	Not available	Not available	Not available	Tues 13 Aug 2024
<b>September</b>		N/A	Mon 16 Sep 2024	Fri 13 Sep 2024 – Mon 16 Sep 2024				Fri 13 Sep 2024 – Tues 17 Sep 2024
<b>October</b>		Mon 14 Oct 2024 – Mon 21 Oct 2024	Mon 14 Oct 2024 – Mon 21 Oct 2024	Mon 14 Oct 2024 – Mon 21 Oct 2024				Mon 14 Oct 2024 – Mon 21 Oct 2024
<b>Christmas</b>		Mon 2 Dec 2024 hol  Mon 23 Dec 2024 – Fri 3 Jan 2025	Mon 23 Dec 2024 – Mon 6 Jan 2025	Mon 23 Dec 2024 – Mon 6 Jan 2025				Mon 23 Dec 2024 – Fri 3 Jan 2025
<b>February</b>		Mon 17 Feb 2025 – Mon 24 Feb 2025	Mon 10 Feb 2025 – Fri 14 Feb 2025	Mon 10 Feb 2025 – Fri 14 Feb 2025				Mon 10 Feb 2025 – Mon 17 Feb 2025
<b>Easter</b>	Good Friday 18 Apr 2025, Easter Monday 21 April 2025							
<b>Spring</b>		Mon 7 Apr 2025 – Fri 18 Apr 2025	Mon 7 Apr 2025 – Mon 21 Apr 2025	Mon 7 Apr 2025 – Mon 21 Apr 2025				Mon 7 Apr 2025 – Mon 21 Apr 2025
<b>May</b>		Mon 5 May 2025 – Tues 6 May 2025	Mon 5 May 2025 – Tues 6 May 2025	Mon 5 May 2025				Mon 5 May 2025 – Tues 6 May 2025  Plus 1 local holiday.

		Plus 1 local holiday.	Mon 19 May 2025	Mon 19 May 2025				
<b>End of session</b>		Wed 25 Jun 2025	Thurs 26 Jun 2025	Thurs 26 Jun 2025				Fri 27 Jun 2025

## **Reponses to Consultation on Proposed Session Dates 2024/25 – Appendix 4**

### **Parkhead Primary Parent Council**

We wish to express concern at the loss of the week in February and for what looks like the return of a longer summer holiday. Suggestion on the way forward be to look at a short summer holiday, and look at either moving the week to February or October.

Also, to express concern that the in-service day has returned to the Tuesday after the early May holiday, which had moved to the Thursday to allow for schools to be used for elections so children did not lose out on further education.

### **Broxburn Academy Parent Council**

No objections

### **Winchburgh Primary Parent Council**

We think the school finishing up on Fri 20th December is much better on the proposed as it gives the kids and teachers a chance to wind down before Christmas.

### **St Mary's Primary (Bathgate) Parent Council**

No challenge on the dates but more curiosity as to why the February week had been introduced as opposed to giving pupils longer in October?

### **Boghall Primary Parent Council – comments from parents**

For the purposes of the consultation, I think it would have been better to have provided the dates, teaching and staff days for the past couple of years to allow us to see how the previous and current years dates compare to the proposals for 2024/25. I'm assuming the overall number of teaching days are the same and on that basis, I am glad the summer holidays have been reduced and the holidays have been spread more over the year.

I think it is ridiculous that there are 18 days holidays over Easter. Not sure if this is negotiable but could a couple of days not be added to September weekend or summer holidays? I expect this would be more manageable for holidays/childcare. I'm also not sure what staff teaching/working days are usually - is this a standard 190/195 or an increase or reduction?

I personally think there could be a better reallocation of the Feb break days. The weather is typically poor in Feb and would prefer to see this being shorter and days being added to a break later in the year - either summer/September or even October

### **St Kentigern's Pupil Council**

Two different opinions about the February week depending upon the age / stage of the students. Generally BGE students (S1-S3) were not in favour as the weather can often be bad then and they cannot get out, so they would prefer days added to other holidays. The seniors were in favour as they felt it gave them a break after having completed prelims and could help them unwind and de-stress.

DATA LABEL: PUBLIC



## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **WEST LOTHIAN VIRTUAL CAMPUS**

#### **REPORT BY HEAD OF EDUCATION (SECONDARY SCHOOLS)**

##### **A. PURPOSE OF REPORT**

To inform the panel about the planned changes to the West Lothian Virtual Campus provision session 23/24.

##### **B. RECOMMENDATION**

It is recommended that the panel note the changes proposed to the virtual campus model and the ongoing service that it provides to strengthen the breadth of the curriculum across the Senior Phase, supporting the Raising Attainment Strategy.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I</b>	<b>Council Values</b>	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.
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Education (Scotland) Act 1980, Children and Young People (Scotland) Act 2014  Education, Additional Support for Learning (Scotland) Act 2014
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	None
<b>IV</b>	<b>Impact on performance and performance Indicators</b>	Raising Attainment is one of the key strategic outcomes of the Council. The Raising Attainment Strategy is designed to raise educational attainment and to close the gap in educational outcomes both or which outcomes are reflected in performance indicators,
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	Raising Attainment is one of the key strategic outcomes of the Council. The Raising Attainment Strategy will have a positive impact on performance indicators within the Single Outcome Agreement including those relating to attainment and positive destinations.

<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	No additional staffing or resource costs
<b>VII</b>	<b>Consideration at PDSP</b>	Underway
<b>VIII</b>	<b>Other consultations</b>	Stakeholders including pupils, parents/carers, teachers, Headteachers.

## **D. BACKGROUND**

The West Lothian Virtual Campus was launched in 2016 offering flexible learning approaches to provide greater personalisation and choice. This digital approach built on the existing travel column provision and expanded the access to additional curricular areas.

In 2016, it began with a small cohort with an offer of seven courses - four at Advanced Higher Level and three at Higher Level. The provision has expanded and this session 2022/23, there are eighty-two students studying on the Virtual Campus – sixty-four at Advanced Higher level in fifteen subject areas and sixteen at Higher in three subject areas. All secondary schools have students studying on the Virtual Campus and the teaching provision is also spread across all schools. The courses offered have varied from year to year depending on school by school requirements and staff availability.

## **D1 KEY STATISTICS**

- Session 2020/21 there were 122 learners enrolled in August on Advanced Higher courses through the Virtual Campus, 83% of those presented for the final examination achieved an A-C pass. There were higher numbers this session and as it was during the pandemic, online learning became more normal for learners.
- Session 2020/21 there were 13 learners enrolled on Higher courses through the Virtual Campus, 90% of those presented for the final examination achieved an A-C pass.
- Session 2021/22 there were 109 learners enrolled on Advanced Higher courses through the Virtual Campus, 68% of those presented achieved an A-C pass.
- Session 2021/22 there were 14 learners enrolled on Higher courses through the Virtual Campus, 100% of those presented achieved an A-C pass.
- Currently session 2022/23, there are 64 learners enrolled on Advanced Higher courses through the Virtual Campus and 16 learners enrolled on Higher courses through the Virtual Campus.

## **D2 CONSULTATION**

The development of the new model involved the Moving Forward in Learning Senior Phase group working with all the secondary headteachers and depute headteachers. All current virtual campus pupils, parents and carers were given an opportunity to provide feedback as well as prospective learners for next session and



teachers currently delivering on the campus.

Within the feedback on the current model, staff, students and parents identified issues with a lack of consistency in the delivery model across different subjects.

Staff and current students have found it challenging to coordinate times within their timetables for more individualised support.

Although there have been three tracking periods in session 22/23 for the Virtual Campus (November, January and March) which is in line with many schools, parents and current students report that they would have preferred more regular tracking and target setting.

A few prospective students would like a dedicated IT space to be made available for students undertaking a virtual course for at least some of the weekly allocated periods.

88% of responses from all stakeholder groups agree or strongly agree that the opportunity for some face-to-face tutorials would support building positive relationships with staff and students on the course, which would in turn support attainment.

83% of responses from all stakeholder groups agree or strongly agree that a weekly period of live online teaching from the course tutor would better support the learning rather than fully self-directed or pre-recorded sessions.

76% of responses from all stakeholder groups agree or strongly agree that a parents' evening would be beneficial to support learning. This figure was slightly lower at 71% amongst prospective students.

This feedback from all stakeholders informs the new delivery model and there will be ongoing evaluation and feedback opportunities in session 2023/24.

### **D3 PLANNED FUTURE IMPROVEMENTS**

The methods of delivery have been adapted year on year depending on circumstances and demand but with the increasing number of courses and candidates, a new model has been developed with a view to ensuring a consistency in the operational framework with clear expectations for all stakeholders. The model is based on what was learned from schools in terms of blended approaches over the last two years, as well as feedback from teachers, young people, parents and carers.

The model going forward, will include weekly dedicated time for virtual teaching and time built into the week for planning and feedback. Although this has happened previously there will be further improvements. There will also be planned in-person collaboration sessions at certain times each term and the opportunity for a parents'/carers evening with a date written into school calendars.

The staff delivering the courses will be responsible for tracking and monitoring progress, and this will be fed back to the pupil's school. Any supports will be planned by both schools as required.

Future expansion will include partnerships across the Regional Improvement Collaborative, colleges and continuing to link with the national e-learning offer.

The growth of the Virtual Campus will not only support the breadth of the Senior Phase curriculum but will also support future skills that the learners will require in Higher Education, Further Education and the workplace. As more businesses are working remotely and collaborating digitally the students will be well placed to be part of a virtual workspace in the future.

## **E. CONCLUSION**

The West Lothian Virtual Campus has effectively supported cohorts of young people in West Lothian to achieve a suite of qualifications and helped them to progress to their next destination. The review of the provision and the planned next steps will improve the consistency of approach and enhance the breadth of opportunities for learners in the Senior Phase.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: None

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**Siobhan McGarty, Head of Education (Secondary, Community Learning and Inclusion)**

Date of meeting: 16<sup>th</sup> May 2023

DATA LABEL: PUBLIC



## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **PRESCRIBING THE MINIMUM ANNUAL NUMBER OF LEARNING HOURS – SCOTTISH GOVERNMENT CONSULTATION PAPER**

#### **REPORT BY HEAD OF EDUCATION (PRIMARY, EARLY YEARS AND RESOURCES) AND HEAD OF EDUCATION (SECONDARY, INCLUSION AND COMMUNITY LEARNING)**

#### **A. PURPOSE OF REPORT**

To invite the panel to consider a draft response to the Scottish Government Consultation on prescribing the minimum annual number of learning hours in schools.

#### **B. RECOMMENDATION**

To consider the draft response to the Scottish Government Consultation on prescribing of the minimum annual number of learning hours in schools, and to refer it to the Education Executive for approval.

#### **C. SUMMARY OF IMPLICATIONS**

<b>I</b>	<b>Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; making best use of our resources; working in partnership
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Education (Scotland) Act 1980 as amended by the Education (Scotland) Act 2016 making provision in relation to learning hours and gives powers to Scottish ministers to make regulations to prescribe the minimum number of learning hours per academic year.
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	None
<b>IV</b>	<b>Impact on performance and performance Indicators</b>	None
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	Our children have the best start in life and are ready to succeed
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	Consultation proposal is in line with current council resources for delivery of education.
<b>VII</b>	<b>Consideration at PDSP</b>	16 <sup>th</sup> May 2023

## **VIII Other consultations**

## **Legal Services**

### **D. TERMS OF REPORT**

The Education (Scotland) Act 2016 inserted section 22a into Education (Scotland) Act 1980 making provision for learning hours and gives powers to Scottish Ministers to make regulations to prescribe the minimum number of learning hours per academic year.

The Cabinet Secretary for Education and Skills is bringing in to force the existing power to regulate on the minimum number of learning hours later this year and the Scottish Government is currently seeking the views of local authorities, parents, children and young people and other stakeholders to provide views and evidence about the potential impact of the implementation of this policy. Scottish Government will use the responses to inform the regulations and non-statutory guidance which the Cabinet Secretary intends to bring forward.

The regulations and guidance will specify the minimum number of learning hours per annum, how these should apply, including any variation where appropriate, and effectively provide a statutory basis for the pupil year. There is currently some variation in the school hours offered across Scotland that has arisen for a range of reasons. For example, the variation may relate to rural transport requirements, to meet the needs of the youngest pupils or to ensure older pupils can access flexible options as part of their senior phase. Scottish Government wish to understand, and give careful consideration to, this variation both to avoid unintended consequences where this variation is appropriate but also to ensure that similar and equitable provision is available to pupils wherever they go to school in Scotland. There are also differences in local delivery, for example, with some areas operating an asymmetric week with some longer and some shorter days. There is no intention to constrain this local variation.

The consultation defined 'learning hours' as the period of teaching that learners receive within the school day. In most cases, they do not include lunch and other break times or extra-curricular activities or provision such as breakfast clubs that may take place around the core school day. The current national practice outlined by Scottish Government is that around 25 hours per week (or 950 hours per academic year) of teaching time is made available in most local authority run primary schools; and 27.5 hours per week (or 1045 hours per academic year) in most local authority run secondary schools. Scottish Government is currently undertaking an exercise to understand variations across some local authority areas as some areas offer 22.5 hours per week for their youngest primary school children.

### **D2 Legislative Powers**

The Scottish Government consultation outlines the following proposed legislative changes.

Section 22A of the 1980 Act, once brought into force, will make the following provision for learning hours:

- to require education authorities and the managers of grant-aided schools to secure the provision of no fewer than the prescribed learning hours for each pupil for whom the authority/managers are responsible;

- to confer a power on the Scottish Ministers to prescribe by regulations (subject to the affirmative procedure) the number of learning hours in each school year. These regulations may make different provision for different purposes and make different provision for different types of pupil. Before making any such regulations, the Scottish Ministers must consult such persons as they consider appropriate;
- to provide that education authorities/grant-aided schools may provide fewer than the prescribed learning hours to a pupil in certain circumstances (including where the pupil's wellbeing would be adversely affected; matters out with the authority's control; other circumstances Ministers may prescribe by regulations); and
- to amend the mechanism in section 133(4) of the 1980 Act so that the Scottish Ministers may by direction disapply or modify the application of the duty to provide the prescribed learning hours where it would be unreasonable that it should apply or apply unmodified.

### **D3 Consultation Proposal**

Scottish Ministers propose to:

- Prepare regulations that prescribe the minimum number of learning hours that must be provided in local authority and grant aided schools in an academic year;
- Prescribe the number of learning hours at 950 hours for primary schools and 1045 for secondary schools; and
- Prescribe the circumstances where fewer than the prescribed number of learning hours may be delivered.

### **D4 West Lothian Council Position**

West Lothian council currently provides the proposed number of learning hours for both primary and secondary aged pupils. The draft consultation response (Appendix 1) highlights the following main points -

- Local Authorities currently have a statutory duty to secure improvement, placed upon them by the Standards in Scotland's Schools etc. Act 2000 which focuses on improving outcomes. Local authorities, and individual schools, currently have significant freedom on how this improvement will be achieved. Seeking to prescribe input measures moves away from the current output/outcome focused approach deployed by individual schools across Scotland.
- Further centralisation represents a diminution of both local democratic accountability and community empowerment and is contrary to the aims of the European Charter of Local Self-Government.
- The consultation document fails to provide a robust educational rationale for the requirement to legislate and could be considered as presenting a biased perspective in relation to the comparators included and those omitted.
- Flexibility should exist for individual headteachers, and local authorities, to determine the learning requirements to meet the needs of their communities, their young people, their families within their own contexts, taking in to account the many factors which impact on positive outcomes. There should also be explicit reference to flexibility in prescribed learning hours for young people who have passed the statutory school leaving age in the senior phase.

- Scotland already has more annual teaching days per year (190 days) than both the European OECD average (180 for primary and 178 for lower secondary) and OECD (184 for primary and 183 for lower secondary), and greater 'instruction time' than comparators.
- The consultation does not take account of studies on increased use of break time throughout the day and lower 'instructional' teaching time (or 'learning hours' as defined within this consultation), and the benefits that can be achieved through this approach in terms of pupil wellbeing, attainment and positive relationships and behaviour.
- Any definition of learning hours must recognise that significant learning already takes place which is not predominantly or exclusively teacher led, and individual schools and local authorities must retain the flexibility to design a curriculum to meet the needs of learners.

## **E. CONCLUSION**

Although the consultation proposal aligns with the current provision in West Lothian, the education rationale for ministers to utilise their powers to legislate has not been provided. The proposals reduce the autonomy of headteachers, the democratic accountability of local government, and the flexibility necessary to meet the needs of individual learners

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments:

- 1) Draft Consultation Response
- 2) Consultation Document

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*Greg Welsh,*

*Head of Education (Primary, Early Years and Resources)*

Date of meeting: 16 May 2023

## APPENDIX 1

### **Draft Response - Scottish Government Consultation on Prescribing the Minimum Annual Number of Learning Hours in Schools.**

#### **Question 1 - Should the Scottish Government set in law the minimum learning hours pupils in Scotland should receive?**

No.

Given the current legislative and educational position in Scotland, and in the absence of a strong educational rationale, the enactment of this section is unnecessary.

Local Authorities currently have a statutory duty to secure improvement, placed upon them by the Standards in Scotland's Schools etc. Act 2000. This duty focuses, correctly, on improving outcomes. Local authorities, and individual schools, currently have significant freedom on how this improvement will be achieved. Seeking to prescribe inputs moves away from the current output/outcome focused approach deployed by individual schools across Scotland.

Further centralisation also represents a diminution of both local democratic accountability and community empowerment, and is contrary to the aims of the European Charter of Local Self-Government.

The consultation document fails to provide a robust educational rationale for the requirement to enact the relevant section. The comparators used within the consultation document have been selected to align with the desired outcome and have not considered the wider education systems, where these conflict with the desired outcome. Although the proposal identifies an element of inconsistency in the quantity of 'learning hours' currently provided across Scotland there is no evidence provided of the impact this has on the outcomes for children, young people and families. As stated in section 3.5 of the consultation, the quantity of time is only one factor in relation to the impact on outcomes for children and young people. Therefore, flexibility should exist for individual headteachers, and local authorities, to determine the learning requirements to meet the needs of their communities, their young people, their families within their own contexts, taking in to account the many factors which impact on positive outcomes.

Within the Broad General Education stages, Scotland already has more annual teaching days per year (190 days) than both the European OECD average (180 for primary and 178 for lower secondary) and OECD (184 for primary and 183 for lower secondary).

The prescribed 'learning hours' (referred to as instruction time in OECD reports) would be significantly higher in Scotland (950 hours for primary and 1045 hours in secondary) than both the European OECD average (766 hours for primary and 886 for lower secondary) and the OECD average (807 hours for primary and 923 for lower secondary).

Section 3.6 makes comparison with England, but this is not a representative comparator and is therefore misleading. The Department of Education has provided an expectation (not legislated) and has included elements that this current Scottish Government consultation excludes e.g. breaks, lunches, extra-curricular activities.

**Question 2 - Do you agree that the minimum annual learning hours should be 950 hours for primary schools?**

No

The consultation proposal provides no evidence-based rationale for this.

Curriculum delivery and content continues to evolve to meet the needs of children and young people. If an outcome focussed approach is taken, then Finland is a particular country of interest in regard to increased break time throughout the day and lower 'instructional' teaching time (or 'learning hours' as defined within this consultation). The length of breaks and lunch are not regulated by law but it is typical that "in primary school (grades 1–6) and lower secondary school (grades 7–9), there are usually two to four recess periods of 10–15 minutes after each 45 – 90-minute lesson and one longer recess period of 30 minutes for school lunch and other activities" - Haapala, Hirvensalo, Laine, Laakso, Hakonen, Kankaanpää, Lintunen, & Tammelin (2014)

The study of 1463 students across Finland by Haapala, Hirvensalo, et al. (2014) investigated the relationship between physical activity at break times and school related factors, specifically peer relationships, relatedness to school and school climate. They found a positive association between all of these factors and physical activity at break time.

Consideration should be made as to how this approach would transfer to countries where there has been a tradition of little recess/break time, and in particular how this could be used to enhance children's experiences in Scottish primary schools.

Further research from the United States, inspired by the Finnish approach of regular break times for school students, provides further evidence for consideration. Bauml, Patton & Rhea (2020) conducted qualitative interviews with school teachers who had implemented breaks four times a day throughout the school day, compared to the more typical one or two breaks.

The main findings were as follows:

- All participants believe providing unstructured, outdoor recess for 15 min four different times throughout the day in combination with character education has resulted in positive student outcomes.
- 88% of teachers felt their students were able to focus better, and were more able to learn after the recess time compared to before the new break system was implemented.
- Academic attainment had not declined according to the teachers despite losing an hour of teaching time.
- Students were reported to be friendlier (59%), they had improved problem solving with their peers (41%) and were more able to better control their emotions (24%).
- Teachers were concerned about fitting in all of the prescribed curriculum but were more intentional when prioritising aspects of the curriculum and the use of their time, and that overall, they felt additional break time for the pupils felt necessary.



- There were challenges and scepticism at the start of the year when the new timetable was implemented around losing teaching time.

The consultation highlights that there is already a difference in some councils regarding provision for P1-3 compared with middle and upper primary. It is the view of West Lothian Council that the local authority, advised by its professional services, and working collaboratively with individual headteachers and school communities would be best placed to determine the needs of its communities and deliver a curriculum fit for purpose to improve outcomes for children and young people.

It is the view of West Lothian Council that further consideration around how to align break times and co-ordinate time for teacher collaboration, as has previously been the subject of professional consideration, would be beneficial for both learners and professional development, and that this should be free from the artificial constraint of prescribed learning hours as the potential benefits outweigh the unspecified benefits of placing inputs on a statutory footing.

It appears that the consultation paper is a simplistic attempt to justify the maintenance of the status quo, with no real attempt to take an evidence-based approach to improving outcomes for children and young people.

**Question 3 - Do you agree that the minimum annual learning hours should be 1045 hours for secondary schools?**

No

The consultation paper provides no evidence-based rationale for this. The consultation paper does not identify any link between the input in terms of hours and positive outcomes for learners where variations in learning hours occur in secondary schools.

Headteachers and Local Authorities must retain flexibility to meet the needs of individual pupils, as required by Curriculum for Excellence.

Within the senior phase there requires to be flexibility for young people attending school who are beyond the statutory leaving age, in order that learning hours can be tailored to their specific needs and circumstances, for example allowing them to continue in education, whilst also having the opportunity to work.

**Question 4 - Do you agree with the suggested definition of learning hours set out at paragraph 2.1?**

No.

Within schools, learning happens in many varied environments supported by a range of suitably trained and qualified staff. It is essential that this continues to be recognised by Scottish Government, professional associations and trade unions. Headteachers and their staff, supported by local authorities and their professional services, are best placed to understand the specific needs of their children and young people and utilise staff and wider resources available to meet the required learning needs. All parties should continue to value

the range of staff and partners that support the holistic learning of all children and young people.

Individual schools and local authorities must maintain discretion to determine the appropriate mix of teacher led classroom learning, and other appropriate learning which should continue to count towards 'learning hours'. The possibility of increasing play-based pedagogy at the early stages and throughout primary must not be curtailed by this proposal.

Pupils must continue to benefit from the widest possible range of learning including college qualifications, modern apprenticeships and work experience in the secondary context.

West Lothian Schools have entered into successful partnerships with other learning institutions, including West Lothian College, Forth Valley College and Oatridge College, where school pupils receive education from professional educators. The prescription of learning hours must not artificially restrict the ability of individual schools and local authorities to offer appropriate 16+ Learning Choices and Opportunities for All, which involve a wider range of learning activities. Work experience, including extended work experience, is used, successfully, to meet the needs of some pupils, after careful consideration of these needs. The prescription of learning hours must not artificially restrict the ability of individual schools and local authorities to offer work experience as a suitable preparation for transition to a positive destination, where appropriate.

**Question 5 - Apart from the exemptions outlined in this paper are there any other circumstances where a variation to the number of learning hours provided may be needed?**

Detailed guidance would be required in respect of pupil wellbeing and the requirements which would permit the provision of less than the prescribed number of learning hours. This is to ensure that local authorities and schools are able to continue to tailor provision to the individual needs of learners. It is very likely that those whose wellbeing is impacted by the number of hours will have additional support needs. It is vital that all parties involved (children, young people, parents, carers, professionals) understand the criteria, how this is to be recorded and how the number of learning hours are reviewed. Consideration is required in respect whose agreement is required, as well as the situation where agreement cannot be reached between parties. Cognisance is required on how enacting this Section, and proposed regulations, would impact on the existing duties incumbent on local authorities in relation to the Education (Additional Support for Learning) (Scotland) Act 2004, as amended.

Detailed guidance would be required to ensure compliance with other legislative duties, for example, in relation to those pupils who meet the definition of disability in terms of the Equality Act 2010.

Detailed guidance would be necessary on provision for pupils during a period of exclusion, to ensure that schools, authorities, parents/carers and young people, where appropriate, have clarity on the provision necessary to respect their right to education.

**Question 6 - Are there any further views you wish to share regarding this proposal?**

The consultation refers to a transitional phase, if implemented, for local authorities not currently delivering the proposed learning hours. If any financial support for transitional arrangements was to be provided, it would be expected that Scottish Government undertakes a best value exercise in terms of outcomes for children/young people. Any allocation of funding should also be transparent in order that local authorities can consider their own positions in terms of fair and equal treatment, in terms of the existing needs based principle of allocating resources.

# **Prescribing the minimum annual number of learning hours: consultation**

## **Prescribing the minimum annual number of learning hours: consultation**

### **Foreword**

This consultation seeks views on the Scottish Government's plans to set a legal minimum number of hours of school education school pupils should receive each year.

Traditionally, Scottish primary schools provide around 25 learning hours per week, and Scottish secondary schools around 27.5 hours per week. However, while local authorities are required to have their schools open for 190 days each year, the number of learning hours is not prescribed. Our schools have never been more important to children and young people. They provide not only the vital learning our children and young people need to succeed and to tackle the poverty related attainment gap that we are determined to close, but also a safe and secure place that nurtures them.

The school week is the backbone of our education provision and benefits all our children and young people. The Scottish Government is clear that any changes to the school week must be based on educational benefit to pupils. Any measures that materially reduced the number of hours children spend learning in school would be expected to reduce pupil attainment and wellbeing and undermine efforts to close the poverty related attainment gap.

To protect this vital provision for children and young people, I am bringing into force the existing provisions in the Education (Scotland) Act 2016 which will enable Scottish Ministers to set the minimum number of learning hours in a school year and propose to use this power to make regulations later this year.

This consultation is an opportunity for local authorities, parents, children and young people and other stakeholders to provide views and evidence about the potential impact of the implementation of this policy. We will use the responses to inform the regulations and non-statutory guidance I intend to bring forward.

I hope stakeholders can use this consultation to express their views on this important issue.

**Ms Shirley-Anne Somerville MSP**  
**Cabinet Secretary for Education and Skills**

## **1. Introduction**

1.1 This consultation sets out Ministers' proposal to set in law the minimum number of learning hours provided in public and grant aided schools, and invites views on this proposal and its implementation.

1.2 Section 21 of the Education (Scotland) Act 2016 ("the 2016 Act") inserts section 2ZA into the Education (Scotland) Act 1980 ("the 1980 Act") which makes provision about learning hours and gives powers to Scottish Ministers to make regulations to prescribe the minimum number of learning hours per academic year. This consultation paper sets out what we mean by the term learning hours, in which types of educational setting the provisions would apply and gives an overview of the current position in Scotland and internationally. It proposes, and invites your views, at what level the minimum number of learning hours should be set for different types of school and explores what this could mean in practice for schools and local authorities in different types of educational provision.

1.3 The regulations and guidance will specify the minimum number of learning hours per annum, how these should apply, including any variation where appropriate, and effectively provide a statutory basis for the pupil year.

1.4 There is currently some variation in the school hours offered across Scotland that has arisen for a range of reasons. For example, the variation may relate to rural transport requirements, to meet the needs of the youngest pupils or to ensure older pupils can access flexible options as part of their senior phase. We wish to understand, and give careful consideration to, this variation, both to avoid unintended consequences where this variation is appropriate but also to ensure that similar and equitable provision is available to pupils wherever they go to school in Scotland.

1.5 There are also differences in local delivery, for example, with some areas operating an asymmetric week with some longer and some shorter days. There is no intention to constrain this local variation.

1.6 We welcome views on all aspects of this proposal.

## **2. Discussion**

### **What do we mean by learning hours?**

2.1 Learning hours are the period of teaching that learners receive within the school day. In most cases, they do not include lunch and other break times or extra-curricular activities or provision such as breakfast clubs that may take place around the core school day. It has been accepted practice for at least the last 40 years that around 25 hours per week (or 950 hours per academic year) of teaching time is made available in most local authority run primary schools; and 27.5 hours per week (or 1045 hours per academic year) in most local authority run secondary schools.

### **What type of schools would learning hours apply to?**

2.2 The learning hours provisions would apply to local authority schools and to grant aided schools. There are seven grant-aided special schools and one mainstream grant-aided school in Scotland, and we expect the same prescribed minimum learning hours requirements and exemption provisions as apply to local authority schools would apply to these schools.

2.3 We propose that the learning hours regulations would apply to primary schools, secondary schools and to special schools.

### **Learning Hours in Scotland – current position<sup>1</sup>**

2.4 We are currently gathering detailed evidence on the number of learning hours currently taught in local authority schools and seeking to understand the reasons for variation. Analysis so far suggests the great majority of local authorities offer a consistent number of learning hours across all of their schools with only limited variation within local authority areas. Generally, primary schools offer 25 hours in a typical school week, though in a small number of authorities shorter learning hours, usually 22.5 hours, are offered to their youngest pupils, either those in P1 and P2 or in P1 to P3. And generally secondary schools in most local authority areas offer 27.5 hours in a typical school week.

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<sup>1</sup> Education authorities, managers of grant aided schools and Jordanhill School were asked to provide information about the number of learning hours provided in a typical term time week.

2.5 A significant proportion of local authorities operate an asymmetric week, where instead of each school day being the same length, there is a different pattern, such as four days of the week are a little longer and the remaining day (usually a Friday) is shorter or a half day; or there are three longer days and two slightly shorter days. In most cases, the overall number of learning hours will be the same as those provided in local authorities operating the same hours each day of the week. Our proposals would not affect this type of local flexibility.

### **Learning Hours in Special Schools**

2.6 In line with the principle of inclusion, it is expected that all pupils should have the opportunity to receive at least the minimum number of learning hours. To ensure that education for all pupils is provided on an equitable basis, section 2 of the Standards in Scotland's Schools etc. Act 2000 places a duty on education authorities to ensure that the education they provide is "directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential".

2.7 Scottish Ministers accept that there is a need for flexibility in these arrangements and that, where appropriate, special account may need to be taken of the circumstances of individual pupils. The starting point should always be the needs of the pupil, and these should determine what organisational structures are required to be in place to ensure that these needs are met.

2.8 Evidence on the number of learning hours currently taught in local authority schools suggests that the majority of local authorities offer a consistent number of learning hours across their special schools. Whereas most follow the mainstream 25 hours for primary schools and 27.5 hours for secondary schools, there are a small number of authorities where there is no significant differentiation between the hours offered to primary aged or secondary aged pupils with a 25 hours offered to all.

2.9 Grant-aided special schools provide education for pupils with complex additional support needs. The learning hours offered generally align with the practice outlined in 2.1. However, it should be noted that within these settings learning often occurs through activities that are carried out throughout the day, sometimes



including break times or lunchtimes. Placing the needs of each pupil at the centre, learning outcomes and hours are therefore tailored to the learners' individual circumstances.

## **Teaching Hours**

2.10 Since 2006, teachers' terms and conditions have specified a maximum of 22.5 hours class contact time per week. This is used in setting timetables for secondary school teachers, and in primary schools will mean that any hours above 22.5 hours are delivered to a class by another teacher.

## **3. Evidence**

### **International**

3.1 The Organisation for Economic Co-operation and Development (OECD) collected data on compulsory instruction time for the *Education at a Glance 2021* publication and international comparisons are set out here. Please note that the average instruction time per year is influenced by the number of weeks of holiday for schools in that country, which means that weekly learning hours in practice may be higher than suggested for countries with more holidays.

3.2 Only three countries in the OECD – England, Scotland, and New Zealand - do not prescribe compulsory instruction time in schools. However, schools are required to be open for instruction for a minimum number of hours per day (New Zealand) or to allow sufficient instruction time to deliver a broad and balanced curriculum that includes all statutory requirements (England and Scotland).

3.3 The OECD average for annual learning hours at primary level (for countries with compulsory instruction time) is 807 hours. This ranges from 660 hours in Finland to 1147 hours in Costa Rica. Six OECD countries have longer annual learning hours than the accepted practice in Scotland (950 hours), including the United States (973 hours), Australia (1,000), Colombia (1,000), Denmark (1,000), Chile (1,026) and Costa Rica (1,147). A number of European countries have similar instruction time to Scotland, including Ireland (915 hours), Netherlands (940), and Portugal (905), as well as Canada (922).

3.4 At the secondary level, the OECD average for annual learning hours (for countries with compulsory instruction time) is 923 hours. This ranges from 766 hours in Slovenia to 1,200 hours in Denmark and Colombia. Six OECD countries have longer annual learning hours than the accepted practice in Scotland (1,045 hours), including Spain (1,056 hours), Costa Rica (1,120), Mexico (1,167), Denmark (1,200), Colombia (1,200) and Chile (1,065). Countries with similar instruction time to Scotland include the United States (1,022 hours), Netherlands (1,000), and Australia (1,000).

3.5 The UK Department for Education published a review of international evidence<sup>2</sup> in November 2021 of the impact of the relationship between instructional time and outcomes. The Review found that a number of studies have indicated a positive relationship between the quantity of instructional time and outcomes across educational phases, and across a range of education systems, although the evidence varies in scale, quality and applicability. Studies show that the quantity of time is only one relevant factor (alongside, for example, teacher quality), and that whether additional time in learning has a positive impact on attainment, and the extent of this impact, depends on the additional time being used well.

## **England**

3.6 In England, the Department for Education, has issued guidance<sup>3</sup> which sets the expectation that all state-funded mainstream schools deliver a school week of at least 32.5 hours by September 2023 at the latest. The 32.5 hour minimum includes breaks and lunch times as well as teaching time and any extra-curricular activities that all pupils are expected to attend.

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<sup>2</sup> [Review of time in school and 16 to 19 settings \(publishing.service.gov.uk\)](#)

<sup>3</sup> [Minimum expectation on length of the school week: information note \(publishing.service.gov.uk\)](#)

## **4. Legislative provision on Learning Hours**

4.1 Section 21 of the 2016 Act, once fully commenced, inserts section 2ZA into the 1980 Act which will make the following provision for learning hours:

- to require education authorities and the managers of grant-aided schools to secure the provision of no fewer than the prescribed learning hours for each pupil for whom the authority/managers are responsible;
- to confer a power on the Scottish Ministers to prescribe by regulations (subject to the affirmative procedure) the number of learning hours in each school year. These regulations may make different provision for different purposes and make different provision for different types of pupil. Before making any such regulations, the Scottish Ministers must consult such persons as they consider appropriate;
- to provide that education authorities/grant-aided schools may provide fewer than the prescribed learning hours to a pupil in certain circumstances (including where the pupil's wellbeing would be adversely affected; matters outwith the authority's control; other circumstances Ministers may prescribe by regulations); and
- to amend the mechanism in section 133(4) of the 1980 Act so that the Scottish Ministers may by direction disapply or modify the application of the duty to provide the prescribed learning hours where it would be unreasonable that it should apply or apply unmodified.

## **5. Number of school days each year**

5.1 While learning hours are not currently prescribed, the number of school days is set in law in Scotland (and England). Regulation 5 of the Schools General (Scotland) Regulations 1975, as amended, requires schools to be open for a minimum of 190 days in a school year. This requirement is unaffected by the proposals being consulted upon here.

5.2 There is legislative provision which allows for schools not to deliver the 190 day requirements in limited circumstances. Section 133(4) of the 1980 Act allows Scottish Ministers, on application by an education authority, to modify the application of the 190 day requirement by way of a direction, provided Ministers are satisfied that it would be unreasonable for the requirement to apply, or to apply without modification. For example, this process can be used to permit unavoidable ad hoc closures of schools, such as to move from one school building to another, or to mark additional public holidays such as that observed for the Queen's State Funeral in September 2022.

## **6. Delivering fewer learning hours**

6.1 Section 2ZA(4) of the 1980 Act makes provision for circumstances where education authorities may make available fewer than the minimum number of prescribed hours, without the need to apply for an exemption. Those circumstances are:

- where the pupil's wellbeing would be adversely affected;
- where matters outwith the authority's control make it impracticable to make the prescribed hours available; and
- where other circumstances that Ministers may prescribe by regulations apply.

### **Pupils' wellbeing**

6.2 In order to be satisfied that a pupil's wellbeing would be adversely affected if the minimum number of prescribed hours were to be made available, section 2ZA(7) requires the education authority to consider the extent to which the pupil is or would be: safe, healthy, achieving, nurtured, active, respected, responsible, and included. These are the eight wellbeing indicators<sup>4</sup> which form part of the Getting it right for every child (GIRFEC) approach. This would give the education authority flexibility to deliver an individualised number of learning hours to a pupil if it is agreed that this is appropriate to meet the needs of that pupil and respects their right to an education.

6.3 In line with the duties in the Standards in Scotland's Schools etc Act 2000, the focus must be on meeting pupils' needs and giving every pupil the opportunity to

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<sup>4</sup> [Wellbeing \(SHANARRI\) - Getting it right for every child \(GIRFEC\) - gov.scot \(www.gov.scot\)](#)

benefit from mainstream school hours unless, exceptionally, this would not be in the pupil's best interest. For example, some pupils may find it hard to cope with the length of the mainstream week and a shorter school day may best meet their needs. There will also be limited circumstances in which school breaks or lunchtimes can count as learning hours. Most commonly this would occur in schools that provide education for children and young people with complex additional support needs. In these circumstances teachers' planning would make clear references to the learning outcomes through teaching being carried out during these times.

### **Matters outwith the authority's control**

6.4 An authority may secure that fewer than the prescribed hours are made available to pupils where there are matters outwith the control of the authority that makes it impracticable to provide those hours. We would expect such unforeseen circumstances to include closures due to bad weather, industrial action, or as a result of damage to school buildings due to, for example, flood or fire.

6.5 It would not include circumstances such as short term planned closures due to learners moving out or back into a school building following refurbishment which would require a Ministerial direction providing an exemption from or modification of the learning hours requirements.

### **Other circumstances Ministers may prescribe by regulations**

6.6 Ministers have a power under section 2ZA(4)(c) of the 1980 Act to prescribe the other circumstances that would allow provision of fewer than the prescribed number of learning hours. For example, children or young people who have been temporarily excluded from school are expected to continue to receive an education while excluded, and it is expected that alternative education provision should be in place after three days. However, an exemption might provide for these learners not to be provided with the minimum number of learning hours.

6.7 We would welcome views on whether there are other such circumstances where fewer than the prescribed number of learning hours are provided that should be specified in learning hours regulations.

## **Exemptions**

6.8 Other than the specific exceptions set out above, section 21 of the 2016 Act amends section 133(4) of the 1980 Act to provide a similar exemption process to the process that applies to the 190 days requirement, to allow authorities to apply for a direction from Ministers for an exemption from, or modification of, the requirements of any regulations on learning hours. This might address unavoidable ad hoc reductions in learning hours in a similar way to the current process for seeking an exemption from the requirement on schools to be open for 190 days. As it is likely that an exemption from the learning hours requirement would also require an exemption from the 190 days requirement, we will work with local authorities to devise an efficient process for both types of applications to be made. We propose that the learning hours regulations would be accompanied by guidance to local authorities on the process for seeking an exemption.

## **7. Other forms of education**

7.1 These regulations will not apply to independent schools, or to families who are choosing to home educate.

## **8. Implementation**

8.1 In preparing the regulations, we shall consider what the impact of the regulations would be on any local authorities or schools not currently providing the minimum learning hours, and whether transitional arrangements or other measures may be necessary to assist them to adjust to the new requirements.

## **9. Proposal**

9.1 Scottish Ministers propose to:

- Prepare regulations that prescribe the minimum number of learning hours that must be provided in local authority and grant aided schools in an academic year;
- Prescribe the number of learning hours at 950 hours for primary schools and 1045 for secondary schools; and
- Prescribe the circumstances where fewer than the prescribed number of learning hours may be delivered.

## 10. Consultation Questions

1. Should the Scottish Government set in law the minimum learning hours pupils in Scotland should receive?

*Yes, no, not sure*

2. Do you agree that the minimum annual learning hours should be 950 hours for primary schools?

*Yes, no, not sure*

3. Do you agree that the minimum annual learning hours should be 1045 hours for secondary schools?

*Yes, no, not sure*

4. Do you agree with the suggested definition of learning hours set out at paragraph 2.1 above?

*Yes, no, not sure*

5. Apart from the exemptions outlined in this paper are there any other circumstances where a variation to the number of learning hours provided may be needed?

6. Are there any further views you wish to share regarding this proposal?

## **Responding to this Consultation**

We are inviting responses to this consultation by 13 June 2023.

Please respond to this consultation using the Scottish Government's consultation hub, Citizen Space (<http://consult.gov.scot>). Access and respond to this consultation online at <https://consult.gov.scot/learning-directorate/learning-hours-consultation>.

You can save and return to your responses while the consultation is still open.

Please ensure that consultation responses are submitted before the closing date of 13 June 2023.

If you are unable to respond using our consultation hub, please complete the Respondent Information Form to:

School Organisation  
Scottish Government  
Area 2B North  
Victoria Quay  
Edinburgh, EH6 6QQ

### **Handling your response**

If you respond using the consultation hub, you will be directed to the About You page before submitting your response. Please indicate how you wish your response to be handled and, in particular, whether you are content for your response to be published. If you ask for your response not to be published, we will regard it as confidential, and we will treat it accordingly.

All respondents should be aware that the Scottish Government is subject to the provisions of the Freedom of Information (Scotland) Act 2002 and would therefore have to consider any request made to it under the Act for information relating to responses made to this consultation exercise.

If you are unable to respond via Citizen Space, please complete and return the Respondent Information Form included in this document.

To find out how we handle your personal data, please see our privacy policy: <https://www.gov.scot/privacy/>



## **Next steps in the process**

Where respondents have given permission for their response to be made public, and after we have checked that they contain no potentially defamatory material, responses will be made available to the public at <http://consult.gov.scot>. If you use the consultation hub to respond, you will receive a copy of your response via email.

Following the closing date, all responses will be analysed and considered along with any other available evidence to help us. Responses will be published where we have been given permission to do so. An analysis report will also be made available.

## **Comments and complaints**

If you have any comments about how this consultation exercise has been conducted, please send them to the contact address above or at [learninghoursconsultation@gov.scot](mailto:learninghoursconsultation@gov.scot).

## **Scottish Government consultation process**

Consultation is an essential part of the policymaking process. It gives us the opportunity to consider your opinion and expertise on a proposed area of work.

You can find all our consultations online: <http://consult.gov.scot>. Each consultation details the issues under consideration, as well as a way for you to give us your views, either online, by email or by post.

Responses will be analysed and used as part of the decision making process, along with a range of other available information and evidence. We will publish a report of this analysis for every consultation. Depending on the nature of the consultation exercise the responses received may:

- indicate the need for policy development or review
- inform the development of a particular policy
- help decisions to be made between alternative policy proposals
- be used to finalise legislation before it is implemented

While details of particular circumstances described in a response to a consultation exercise may usefully inform the policy process, consultation exercises cannot address individual concerns and comments, which should be directed to the relevant public body.

## Prescribing the minimum annual number of learning hours per week: consultation



### Respondent Information Form

**Please Note** this form **must** be completed and returned with your response.

To find out how we handle your personal data, please see our privacy policy: [Privacy - gov.scot \(www.gov.scot\)](https://www.gov.scot/privacy)

Are you responding as an individual or an organisation?

- ☐ Individual
- ☐ Organisation

For individuals, are you responding as a:

- ☐ Learner
- ☐ Parent
- ☐ Teacher
- ☐ School Support Staff
- ☐ Education Practitioner
- ☐ Other, please state:

Full name or organisation's name

Phone number

Address

Postcode

Email Address

The Scottish Government would like your permission to publish your consultation response. Please indicate your publishing preference:

- ☐ Publish response with name

#### Information for organisations:

The option 'Publish response only (without name)' is available for individual respondents only. If this option is selected, the organisation name will still be published.

If you choose the option 'Do not publish response', your organisation name may still be listed as having responded to the consultation in, for example, the analysis report.

- ☐ Publish response only (without name)
- ☐ Do not publish response

We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

- ☐ Yes
- ☐ No

## Questionnaire

### Question 1

Should the Scottish Government set in law the minimum learning hours pupils in Scotland should receive?

- ☐ Yes
- ☐ No
- ☐ Not Sure

Please explain your answer in the text box.

### Question 2

Do you agree that the minimum annual learning hours should be 950 hours for primary schools?

- ☐ Yes
- ☐ No
- ☐ Not Sure

Please explain your answer in the text box.

**Question 3**

Do you agree that the minimum annual learning hours should be 1045 hours for secondary schools?

- ☐ Yes, no changes should be made
- ☐ No, changes should be made
- ☐ Not Sure

Please explain your answer in the text box.

**Question 4**

Do you agree with the suggested definition of learning hours set out at paragraph 2.1 above?

- ☐ Yes, no changes should be made
- ☐ No, changes should be made
- ☐ Not Sure

Please explain your answer in the text box.

**Question 5**

Apart from the exemptions outlined in this paper are there any other circumstances where a variation to the number of learning hours provided may be needed?

Please set out your response in the box below

**Question 6**

Are there any further views you wish to share regarding this proposal?

Please set out your response in the box below



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West Lothian  
Council

## **EDUCATION POLICY DEVELOPMENT & SCRUTINY PANEL**

### **REVIEW OF NON-DENOMINATIONAL PRIMARY CATCHMENTS AT MID CALDER PS, EAST CALDER PS, WILLIAMSTON PS, PARKHEAD PS, ADDIEWELL PS, WOODMUIR PS, STONEYBURN PS AND FALLAHILL PS.**

#### **REPORT BY HEAD OF EDUCATION (PRIMARY, EARLY YEARS AND RESOURCES)**

##### **A. PURPOSE OF REPORT**

To inform the Panel of the proposal to commence public consultation on the review of Non-Denominational Primary catchments at Mid Calder PS, East Calder PS, Williamston PS, Parkhead PS, Addiewell PS, Woodmuir PS, Stoneyburn PS and Fallahill PS.

To present to the Panel the draft Consultation Document prepared by Council officers.

##### **B. RECOMMENDATION**

It is recommended that Panel:

1. Recommend to the Education Executive that it approves the proposal to commence consultation on Non-Denominational Primary catchments at Mid Calder PS, East Calder PS, Williamston PS, Parkhead PS, Addiewell PS, Woodmuir PS, Stoneyburn PS and Fallahill PS.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Focusing on our customers' needs. Being honest, open and accountable Making best use of our resources. Working in partnership.
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	<p>The consultation does not change any existing policies.</p> <p>Legal</p> <p>The Local Government Etc (Scotland) Act 1994.</p> <p>Education (Scotland) Act 1980 and related regulations. The Standards in Schools (Scotland) Act 2000, the School Education (Amendment)(Scotland) Act 2002 and School (Consultation)(Scotland) Act 2010. It is also necessary to consider school provision and catchment area arrangements in the West</p>

## Lothian Local Development Plan.

<b>III Implications for Scheme of Delegations to Officers</b>	None.
<b>IV Impact on performance and performance Indicators</b>	None.
<b>V Relevance to Single Outcome Agreement</b>	<p>Outcome 2: We are better educated and have access to increased and better quality learning and employment opportunities</p> <p>Outcome 3 – Our economy, is diverse and dynamic, and West Lothian is an attractive place for doing business</p>
<b>VI Resources - (Financial, Staffing and Property)</b>	Approved financial resources will meet obligations for printing and postage, costs associated with public meetings, for advertisements for the public meetings and for dedicated staff time for the process.
<b>VII Consideration at PDSP</b>	Not applicable.
<b>VIII Other consultations</b>	<p>Finance and Property Services, Operational Services, Planning Economic Development and Regeneration Services, Legal Services.</p> <p>Formal consultation involves Parent Council, parents/carers, pupils, staff and trade unions at affected schools.</p> <p>Community Councils within the catchment areas of the affected schools will also be contacted.</p>

## D. TERMS OF REPORT

A formal consultation is required for any proposal to review admission arrangements as a result of alteration to non-denominational primary school catchment areas.

### D.1 Background & Rationale for change

The proposed changes to non-denominational primary school catchments are to ensure that catchment boundaries fit better with local community ties and ensure better alignment with community council and natural geographic boundaries.

The proposals cover 8 separate small alterations totalling 89 residential properties. Although many of the changes are relatively minor in scale they are important in improving current and future community alignment with primary school catchments.

### D.2 Broombank

The proposed area of change contains 8 residential properties. It is currently located in the East Calder Primary School catchment and the proposal is to change to the Mid Calder Primary School catchment.

The properties are located adjacent to Mid Calder Main Street and within walking distance (0.6 miles) of Mid Calder Primary School. By contrast East Calder Primary



school is located across open countryside.

There are currently no children currently attending West Lothian schools at these addresses.

### **D.3 Linhouse**

The proposed area of change contains 0 residential properties. It is currently located in the Mid Calder Primary School catchment and the proposal is to change to the Williamston Primary School catchment.

The proposal aligns the Murieston Community Council area with the Williamston Primary School catchment

There are no children currently attending West Lothian schools as there are no residential addresses.

### **D.4 Mortonhill**

The proposed area of change contains 2 residential properties. It is currently located in the Parkhead Primary School catchment and the proposal is to change to the East Calder Primary School catchment.

The proposal aligns the East Calder Community Council area with the East Calder Primary School catchment.

The 2 residential properties have no direct road access west to Parkhead primary school and the road route is 8 miles, passing 3 other primary schools en route to Parkhead, compared to 5 miles directly to East Calder Primary School.

It is likely the catchment was set prior to 1974 when children were expected to take a walking route across fields to get to their closest school.

There are currently no children currently attending West Lothian schools at these addresses.

### **D.5 West Harwood**

The proposed area of change contains 61 residential properties. It is currently located in the Woodmuir Primary School catchment and the proposal is to change to the Parkhead Primary School catchment.

The proposal aligns the West Calder & Harburn Community Council area with the Parkhead Primary School catchment.

There are currently 14 children currently attending West Lothian schools at these addresses. 6 attend West Calder High School, 2 attend Parkhead Primary School and 1 each attend Bellsquarry PS, Livingston Village PS, Woodmuir PS, James Young HS, Broxburn Academy and St Margaret's Academy.

### **D.6 Mossend West**

The proposed area of change contains 0 residential properties. It is currently located in the Addiewell Primary School catchment and the proposal is to change to the Parkhead Primary School catchment.

The proposal aligns the entire Mossend area with the Parkhead Primary School

catchment.

There are no children currently attending West Lothian schools as there are no residential addresses.

#### **D.7 Longford**

The proposed area of change contains 8 residential properties. It is currently located in the Woodmuir Primary School catchment and the proposal is to change to the Addiewell Primary School catchment.

The proposal aligns the entire Longford Farm Crofts area with the Addiewell Primary School catchment.

There are currently 4 children currently attending West Lothian schools at these addresses. 2 attend Parkhead Primary School and 2 attend West Calder High School.

#### **D.8 Holehouseburn**

The proposed area of change contains 4 residential properties. It is currently located in the Woodmuir Primary School catchment and the proposal is to change to the Stoneyburn Primary School catchment.

The proposal aligns the entire Stoneheap Crofts area with the Stoneyburn Primary School catchment. The proposal aligns the Stoneyburn Community Council area with the Stoneyburn Primary School catchment.

There are currently no children currently attending West Lothian schools at these addresses.

#### **D.9 Handaxwood**

The proposed area of change contains 6 residential properties. It is currently located in the Fallahill Primary School catchment and the proposal is to change to the Woodmuir Primary School catchment.

The proposal aligns the Addiewell, Loganlea and Breich Community Council area with the Woodmuir Primary School catchment.

There are currently no children currently attending West Lothian schools at these addresses.

#### **Admission Arrangements**

There will be no impact to pupils currently in attendance at West Lothian schools as a result of proposed variations to school catchment areas. All pupils will continue to attend their existing schools for the remainder of their primary stage education.

### **E. CONCLUSION**

Changes to catchment areas are required to ensure that catchment boundaries fit better with local community ties and ensure better alignment with community council and natural geographic boundaries. The changes outlined in the draft Consultation Paper would make best use of existing and future school capacities.

## **F. BACKGROUND REFERENCES**

National Planning Framework 4  
West Lothian Local Development Plan  
Schools (Consultation) (Scotland) Act 2010,

### Appendices/Attachments:

- Appendix 1 Current Midcalder PS catchment
- Appendix 2 Current East Calder PS catchment
- Appendix 3 Current Williamston PS catchment
- Appendix 4 Current Parkhead PS catchment
- Appendix 5 Current Addiewell PS catchment
- Appendix 6 Current Woodmuir PS catchment
- Appendix 7 Current Stoneyburn PS catchment
- Appendix 8 Current Fallahill PS catchment
- Appendix 9 Proposed Midcalder PS catchment
- Appendix 10 Proposed East Calder PS catchment
- Appendix 11 Proposed Williamston PS catchment
- Appendix 12 Proposed Parkhead PS catchment
- Appendix 13 Proposed Addiewell PS catchment
- Appendix 14 Proposed Woodmuir PS catchment
- Appendix 15 Proposed Stoneyburn PS catchment
- Appendix 16 Proposed Fallahill PS catchment
- Appendix 17 Proposed Areas of Change

Contact Person: Andrew Cotton, Senior Education Planning Officer, West Lothian Civic Centre, Howden South Road, Livingston, West Lothian, EH54 6FF Tel: 01506 283080, e-mail, [andrew.cotton@westlothian.gov.uk](mailto:andrew.cotton@westlothian.gov.uk)

Greg Welsh,  
Head of Education, (Primary, Early Years and Resources)  
West Lothian Civic Centre, Howden South Road,

Date: 16 May 2023

# **WEST LOTHIAN COUNCIL EDUCATION SERVICES CONSULTATION DOCUMENT August 2023**

## **REVIEW OF ADMISSION ARRANGEMENTS AS A RESULT OF ALTERATION TO THE NON-DENOMINATIONAL PRIMARY SCHOOL CATCHMENT AREAS OF:**

- **MID CALDER PS**
- **EAST CALDER PS**
- **WILLIAMSTON PS**
- **PARKHEAD PS**
- **ADDIEWELL PS**
- **WOODMUIR PS**
- **STONEYBURN PS**
- **FALLAHILL PS**

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- 2.1 Educational Benefit Statement**

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- 3.1 Integrated Impact Assessment**

### **SECTION 4**

- 4.1 Consultation Process: How To Have Your Say**

## SECTION ONE

This section introduces the reason for the consultation. It provides information about why West Lothian Council is proposing to review admission arrangements as a result of alteration to non-denominational primary school catchment areas.

### 1.1 PURPOSE OF THE DOCUMENT

The purpose of this document is to advise:

1. West Lothian Council's proposals to review admission arrangements as a result of alteration to the non-denominational primary school catchment areas of:
  - I. Mid Calder PS
  - II. East Calder PS
  - III. Williamston PS
  - IV. Parkhead PS
  - V. Addiewell PS
  - VI. Woodmuir PS
  - VII. Stoneyburn PS
  - VIII. Fallahill PS
2. The educational benefits of the proposals and how they will make things better; and
3. Information on how you can give your views and take part in the consultation process.

West Lothian Council believes that thorough and effective consultation will support better outcomes for pupils, their families and the wider community as a whole.

Public consultations are necessary when a local authority is proposing to make a change to the school estate in this instance, proposed amendment to school catchment areas. To carry out a public consultation the Council requires to follow the statutory guidance outlined in the Schools (Consultation) (Scotland) Act 2010. With this in mind this document is organised into three sections:

Section 1 of this document introduces the proposals and gives background and rationale.

Section 2 contains the educational benefits statement and provides an assessment of the effects of the proposals on the children/young people and their families of the affected schools.

Section 3 details how West Lothian Council has organised the consultation process to meet the requirements of the legislation and how you can take part and give your views.

## **1.2. BACKGROUND & RATIONALE FOR CHANGE**

The proposed changes to non-denominational primary school catchments are to ensure that catchment boundaries fit better with local community ties and ensure better alignment with community council and natural geographic boundaries.

The proposals cover 8 separate small alterations totalling 89 residential properties. Although many of the changes are relatively minor in scale they are important in improving current and future community alignment with primary school catchments.

### **1.3.1 BROOMBANK**

The proposed area of change contains 8 residential properties. It is currently located in the East Calder Primary School catchment and the proposal is to change to the Mid Calder Primary School catchment.

The properties are located adjacent to Mid Calder Main Street and within walking distance (0.6 miles) of Mid Calder Primary School. By contrast East Calder Primary school is located across open countryside.

There are currently no children currently attending West Lothian schools at these addresses.

### **1.3.2 LINHOUSE**

The proposed area of change contains 0 residential properties. It is currently located in the Mid Calder Primary School catchment and the proposal is to change to the Williamston Primary School catchment.

The proposal aligns the Murieston Community Council area with the Williamston Primary School catchment

There are no children currently attending West Lothian schools as there are no residential addresses.

### **1.3.3 MORTONHILL**

The proposed area of change contains 2 residential properties. It is currently located in the Parkhead Primary School catchment and the proposal is to change to the East Calder Primary School catchment.

The proposal aligns the East Calder Community Council area with the East Calder Primary School catchment.

The 2 residential properties have no direct road access west to Parkhead primary school and the road route is 8 miles compared to 5 miles to East Calder Primary School passing 3 other primary schools en route to Parkhead.

It is likely the catchment was set prior to 1974 when children were expected to take a walking route across fields to get to their closest school.

There are currently no children currently attending West Lothian schools at these

addresses.

#### **1.3.4 WEST HARWOOD**

The proposed area of change contains 61 residential properties. It is currently located in the Woodmuir Primary School catchment and the proposal is to change to the Parkhead Primary School catchment.

The proposal aligns the West Calder & Harburn Community Council area with the Parkhead Primary School catchment.

There are currently 14 children currently attending West Lothian schools at these addresses. 6 attend West Calder High School, 2 attend Parkhead Primary School and 1 each attend Bellsquarry PS, Livingston Village PS, Woodmuir PS, James Young HS, Broxburn Academy and St Margaret's Academy.

#### **1.3.5 MOSSEND WEST**

The proposed area of change contains 0 residential properties. It is currently located in the Addiewell Primary School catchment and the proposal is to change to the Parkhead Primary School catchment.

The proposal aligns the entire Mossend area with the Parkhead Primary School catchment

There are no children currently attending West Lothian schools as there are no residential addresses.

#### **1.3.6 LONGFORD**

The proposed area of change contains 8 residential properties. It is currently located in the Woodmuir Primary School catchment and the proposal is to change to the Addiewell Primary School catchment.

The proposal aligns the entire Longford Farm crofts area with the Addiewell Primary School catchment.

There are currently 4 children currently attending West Lothian schools at these addresses. 2 attend Parkhead Primary School and 2 attend West Calder High School.

#### **1.3.7 HOLEHOUSEBURN**

The proposed area of change contains 4 residential properties. It is currently located in the Woodmuir Primary School catchment and the proposal is to change to the Stoneyburn Primary School catchment.

The proposal aligns the entire Stoneheap Crofts area with the Stoneyburn Primary School catchment. The proposal aligns the Stoneyburn Community Council area with the Stoneyburn Primary School catchment.

There are currently no children currently attending West Lothian schools at these addresses.

#### **1.3.8 HANDAXWOOD**

The proposed area of change contains 6 residential properties. It is currently located



in the Fallahill Primary School catchment and the proposal is to change to the Woodmuir Primary School catchment.

The proposal aligns Addiewell, Loganlea and Breich Community Council area with the Woodmuir Primary School catchment.

There are currently no children currently attending West Lothian schools at these addresses.

#### **1.4 ADMISSION ARRANGEMENTS**

There will be no impact to pupils currently in attendance at West Lothian schools as a result of proposed variations to school catchment areas. All pupils will continue to attend their existing schools for the remainder of their primary stage education.

#### **1.5 SUMMARY OF PROPOSALS**

Review admission arrangements as a result of alteration to the current non-denominational primary school catchment areas of:

- I. Mid Calder PS
- II. East Calder PS
- III. Williamston PS
- IV. Parkhead PS
- V. Addiewell PS
- VI. Woodmuir PS
- VII. Stoneyburn PS
- VIII. Fallahill PS

The principal aims of the proposals are to address the demands of future housing developments and ensure the best use of existing and future school capacities in West Lothian non-denominational school catchment areas.

## SECTION TWO

This section contains the expected educational benefits to be gained should the proposals come to fruition.

### 2.1 EDUCATIONAL BENEFIT STATEMENT

Whilst assessing the educational benefits of the proposals, the undernoted factors were considered:

- **Curriculum For Excellence**

Curriculum for Excellence is the national curriculum of experiences and outcomes for all pupils, 3-18 years.

The national guidance from Education Scotland encourages education authorities to ensure that curricular provisions offer opportunities for learners to achieve across all curricular areas and develop skills, attributes and capabilities through courses aligned with the key principles of Curriculum for Excellence: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

A key educational advantage is that the affected schools will continue to be fully equipped to deliver the full breadth of Curriculum for Excellence.

Continued engagement of creative teaching and learning approaches in a viable and sustainable school establishment broadens scope for attainment and achievement and builds a positive ethos for staff and pupils alike.

- **Admission**

There will be no impact to pupils currently in attendance at West Lothian schools as a result of proposed variations to school catchment areas. All pupils will continue to attend their existing schools for the remainder of their primary stage education.

Younger siblings of pupils currently attending schools would retain the catchment status of the older sibling and would be permitted to attend the existing primary school establishment if parents wish siblings to attend the same primary school.

This catchment status would remain until such times that the sibling link is broken i.e. should the elder sibling leave primary stage education prior to commencement of the younger sibling at primary school.

Criteria for admission will continue to be in accordance with West Lothian Council's current admission arrangements. [West Lothian Council Primary School Admission Policy](#)

All other existing catchment area criteria for each of the non-denominational primary schools highlighted in this report will remain unchanged.

- **School Capacity**

West Lothian Council do not anticipate any impact to existing school capacities at the detailed schools as a result of the proposed school catchment alterations.

- **School Management/Staff Teams**

West Lothian Council do not foresee alteration to current school management structures at the schools detailed in this report. All existing staffing facilitations and day to day operations within each of the schools will continue as is.

Any amendments to current staffing will be undertaken in accordance to West Lothian Council statutory recruitment processes.

- **School Transport**

Any requests for school transport provisions will be considered in accordance with West Lothian Council's School Transport Policy. [West Lothian Council School Transport Policy](#)

- **Transition**

Parkhead Primary School, Mid Calder Primary School, East Calder Primary School, Addiewell Primary School and Woodmuir Primary School will continue to be aligned to West Calder High School. Stoneyburn Primary School and Fallahill Primary School will remain aligned to Whitburn Academy. Williamston Primary School will remain aligned to James Young High School.

Transition programmes currently adopted will be unaffected by the proposed amendment to catchment allocation. All of the relative establishments will endeavour as always to ensure the transition process will continue to be a seamless and positive experience for those pupils involved.

- **School Grounds/Outdoor Learning/Playground**

The school grounds and playground areas at the identified primary schools will continue to offer ample scope for development of the outdoor classroom. This will have a positive impact on the learning environment for all pupils and will support the development of good relationships and positive behaviour, not only in the classroom, but also outdoors and in the wider community.

Car parking and pupil drop off / uplift areas will continue to ensure safe and efficient traffic flow. Appropriate car park protocols and risk assessments will be maintained.

- **Breakfast / School Clubs**

Breakfast clubs will continue to provide pupils with a healthy breakfast and offer opportunity to sample and develop preferences for healthy options. The aim of the club is to establish positive relationships at the start of the school day and improve attitude, behaviours and motivation to learn.

Pupils will continue to be invited to take part in a wide range of extracurricular activities. Activities are designed to offer opportunity to learn new skills and enhance experiences. Participation in these activities promotes and encourages social interaction, confident individuals, effective contributors and responsible citizens.

- **Parental Involvement**

Parents and carers are an integral part of the school community with their ongoing contributions and working partnerships being considered key to the success of the school.

West Lothian Council do not foresee any impact to existing opportunities for parental involvement and engagement as a result of the intimated proposals.

A principal focus as always is the delivery of a welcoming school that is inclusive for all parents, carers, pupils and staff.

- **Community Links**

All external links that each of the highlighted primary schools has established will remain with each establishment continuing to have clear and distinct associations within the local community.

- **Benefits for Any Other School Users**

The proposed changes will have no impact on existing external school users. All existing provisions for other school users will continue as a result of the proposed catchment area review.

## SECTION THREE

This section provides information on the Integrated Impact Assessment (IIA) conducted by Council officers to meet statutory equality duties, to assess policies and practices and ensure compliance with all legislative requirements.

### INTEGRATED IMPACT ASSESSMENT

To meet statutory equality duties, the Council conducts an Integrated Impact Assessment (IIA) to critically assess policies and practices and ensure compliance with all legislative requirements.

The aim of an IIA is to examine policies and practices in a structured way taking account of equality, human rights and socioeconomic disadvantage (poverty) implications when making decisions, ensuring the impact within the community is recognised and addressed accordingly.

IIA screening is completed using the Council's Integrated Impact Assessment Toolkit and allows the Authority to recognise positive steps it can take to promote fairness and equality of opportunity for all.

As part of the consultation process the Council will consult with a wide range of stakeholders, staff, parents/carers and young people and will welcome and address comments on the IIA process.

The outcome of the Integrated Impact Assessment will inform the Final Consultation Report and the Council's consideration of the proposed changes prior to reaching a decision on whether they should be implemented.

## SECTION FOUR

This section provides information on how West Lothian Council has organised the consultation process for the proposals contained within this document. It also provides information on how you can take part and give your views.

In terms of the Schools (Consultation) (Scotland) Act 2010, any proposal to alter the catchment area of a school requires a formal consultation process.

The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young

People (Scotland) Act 2014, sets out the statutory consultation requirements.

The statutory consultees are prescribed as follows:

- the Parent Council or Combined Parent Council of any affected school
- the parents of the pupils at any affected school
- the parents of any children expected by the education authority to attend any affected school within two years of the date of publication of the proposal paper
- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity)
- the staff (teaching and other) at any affected school
- any trade union which appears to the education authority to be representative of the persons mentioned in bullet point above
- the community council (if any)
- the community planning partnership (within the meaning of section 4(5) of the Community Empowerment (Scotland) Act 2015 for the area the local authority in which any affected school is situated.
- any other community planning partnership that the education authority considers relevant
- any other education authority that the education authority considers relevant
- any other users of any affected school that the education authority considers relevant
- in relation to any relevant proposal which affects a denominational school, the Church, Denominational Body or Scottish Hierarchy of the Roman Catholic Church.

As stated in the terms of the Schools (Consultation) (Scotland) Act 2010 statutory consultation periods should last a minimum of six weeks continuous and incorporate a minimum of 30 school days (excluding school holidays). Therefore, the consultation period for this particular proposal will run from **21 August 2023 until 06 October 2023 (TBC)**. The consultation paper will be made available for reference electronically and in paper format.

Public meetings will be held in respect of the proposals at the venues listed below:

Location	Date/Time
West Calder High School	<b>02 October 2023 – 19.00 (TBC)</b>

This meeting will give interested parties a formal opportunity to express their views.

Representatives of the Council will be present at the meetings to outline the proposals, facilitate discussions and answer questions.

The Council website will contain information on the consultation. The web address is: [www.westlothian.gov.uk/education](http://www.westlothian.gov.uk/education)

During the consultation period any views on this proposal should be sent in writing to the address given below:

Catherine Campbell, Education Services, Civic Centre, Howden Road South, EH54 6FF

Responses can also be made by e-mail to [Education.Consultation@westlothian.gov.uk](mailto:Education.Consultation@westlothian.gov.uk)

All responses to be received by no later than **5.00pm 06 October 2023 (TBC)**.

### **Consultation Timeline:**

Following the end of the Consultation period West Lothian Council must provide Education

Scotland with a report detailing all findings pertaining to the Consultation period.

All written and oral comments received during the consultation process are recorded and represented in said report, along with the Council's response to those comments.

Education Scotland will consider the Council submission and advise their response accordingly.

West Lothian Council will ensure that considerations received from Education Scotland are included in the Final Consultation Report. This Final Report will be made available and notification will be given to those individuals or groups that have made representations during the Consultation period.

West Lothian Council will not make any decisions, or put any changes into effect until the Final Consultation Report has been concluded, published and subsequently presented to the Education Executive on **16 January 2024 (TBC)**.

**The above Consultation Timeline encompasses statutory legislative requirements detailed as per Schools (Consultation)(Scotland) Act 2010.**

Propozycja władz lokalnych West Lothian Council dotycząca przeglądu obwodu niewyznaniowych szkół podstawowych w następujących placówkach: Mid Calder PS, East Calder PS, Williamston PS, Parkhead PS, Addiewell PS, Woodmuir PS, Stoneyburn PS and Fallahill PS., W celu uzyskania kopii niniejszego dokumentu należy zadzwonić do Catherine Campbell pod numer telefonu 01506 281666. NALEŻY PODAĆ IMIĘ I NAZWISKO, JAK I JĘZYK, W KTÓRYM WYMAGANE JEST TŁUMACZENIE

West Lothian savivaldybės pasiūlymas peržiūrėti ne denominacinių pradinių mokyklų pasiekiamumo zonas Mid Calder PS, East Calder PS, Williamston PS, Parkhead PS, Addiewell PS, Woodmuir PS, Stoneyburn PS and Fallahill PS.

Jeį norėtumėte šio dokumento kopijos prašome skambinti Catherine Campbell telefonu 01506 281666. PATEIKITE SAVO VARDĄ, ADRESĄ IR KALBĄ J KURIĄ NORĖTUMĖTE, KAD DOKUMENTAS BŪTŲ IŠVERSTAS.

Vestloziānas domes (*West Lothian Council*) priekšlikums pārskatīt nekonfesionālo pamatskolu – Mid Calder PS, East Calder PS, Williamston PS, Parkhead PS, Addiewell PS, Woodmuir PS, Stoneyburn PS and Fallahill PS.

Ja jūs vēlaties saņemt šī dokumenta eksemplāru, lūdzam zvanīt Catherine Campbell uz 01506 281666. JUMS JĀNORĀDA JŪSU VĀRDS, UZVĀRDS UN ADRESE, KĀ ARĪ VALODA, KURĀ JŪS VĒLATIES ŠO DOKUMENTU SAŅEMT

بلدية ويست لوثيان West Lothian Council – عرض لمراجعة مناطق القبول العائدة للمدارس الابتدائية غير الدينية Mid Calder PS, East Calder PS, Williamston PS, Parkhead PS, Addiewell PS, Woodmuir PS, Stoneyburn PS and Fallahill PS. وذلك لكلا من مدرسة لينليثغو PS, Woodmuir PS, Stoneyburn PS and Fallahill PS. ومدرسة سبرينج فيلد الابتدائية .

إذا رغبت بالحصول على نسخة من هذه الوثيقة ، فيرجى منك الاتصال بميلاني لوري Catherine Campbell على رقم الهاتف 01506 281666 وذكر اسمك وعنوان سكنك واللغة التي ترغب بأن تتم ترجمة هذه الوثيقة إليها.

ويست لوتهين كونسيل، لنلتهاگاؤ پرائمری اسکول، لنلتهاگاؤ برج پرائمری اسکول، اسپرنگ فيلڈ پرائمری اسکول، لوپورٹ پرائمری اسکول اور بوگ بال پرائمری اسکول پرایک غیر فرقہ ورانہ پرائمری اسکول کے جغرافیائی علاقوں کا جائزہ لینے کی تجویز  
اگر آپ اس دستاویز کی ایک نقل حاصل کرنا چاہیں تو برائے مہربانی 01506 281666 پر میلینی لاوری سے رابطہ کریں، اپنا نام، پتہ مہیا کرتے ہوئے اور اُس زبان کے بارے میں بتاتے ہوئے جس میں آپ چاہتے ہیں کہ اس دستاویز کا ترجمہ کیا جائے

西洛錫安議會政府關於對 Mid Calder PS, East Calder PS, Williamston PS, Parkhead PS, Addiewell PS, Woodmuir PS, Stoneyburn PS and Fallahill PS. (林利斯戈小學) 林利斯戈橋小學)

如果您想要一份本文檔的副本，請致電給 Catherine Campbell，號碼是 01506 281666。請將您的姓名、地址和希望將該文件翻譯成的語言告訴我們。

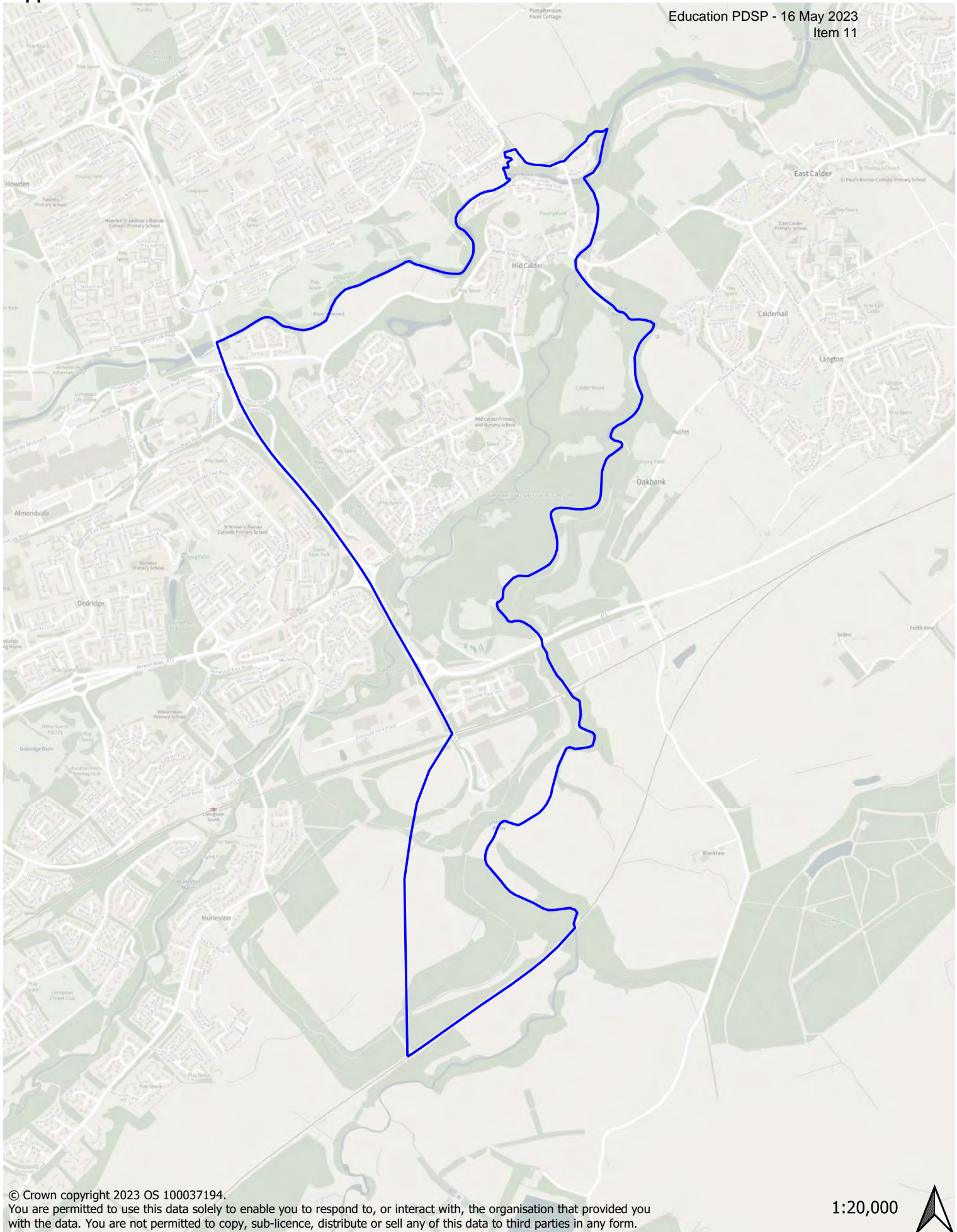
West Lothian Council (西洛锡安议会) · 提议审查 Mid Calder PS, East Calder PS, Williamston PS, Parkhead PS, Addiewell PS, Woodmuir PS, Stoneyburn PS and Fallahill PS.

如果您得到本文件的一份副本，请致电 Catherine Campbell 01506 281666 提供您的姓名地址和您希望以何种语言获得翻译文件

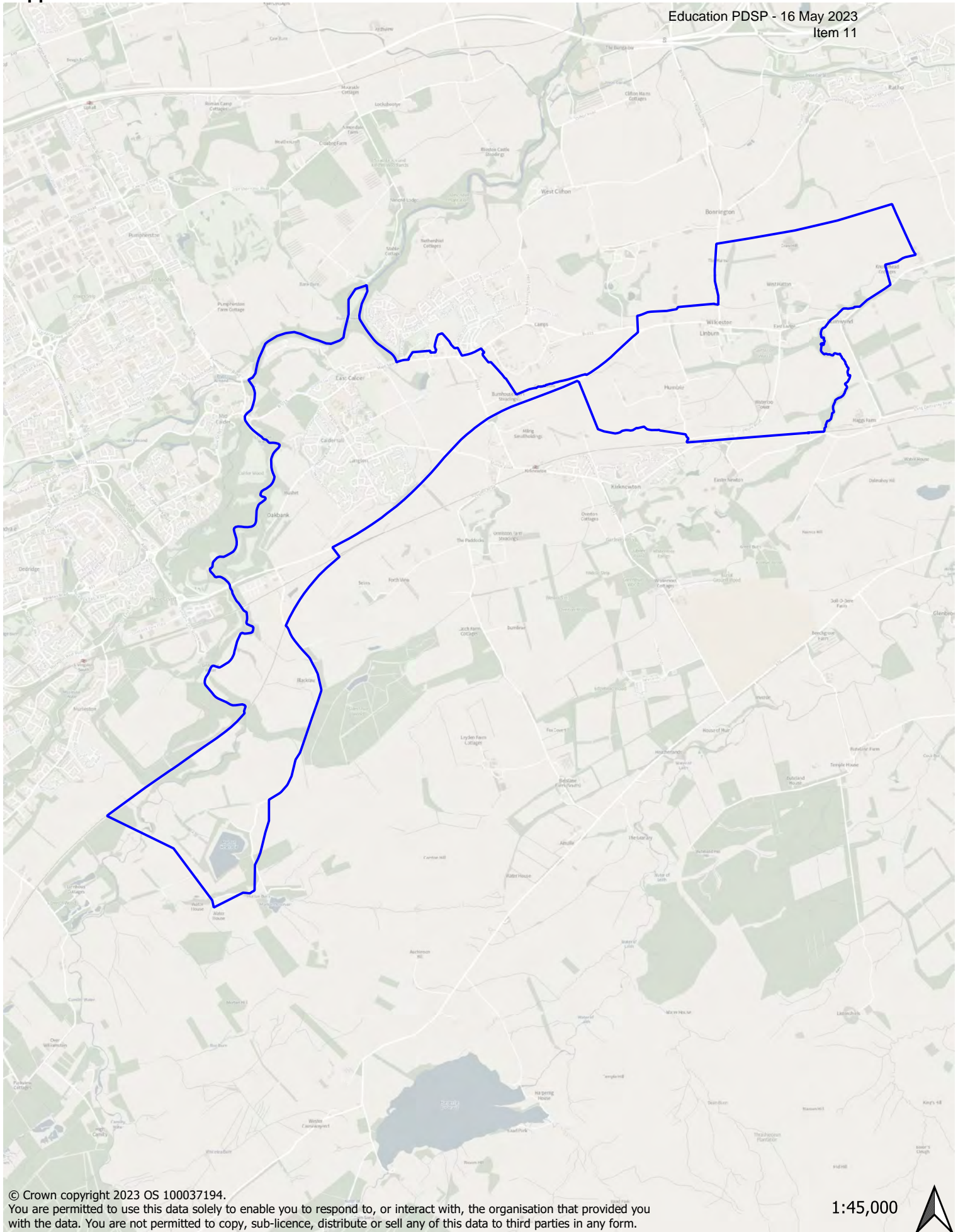


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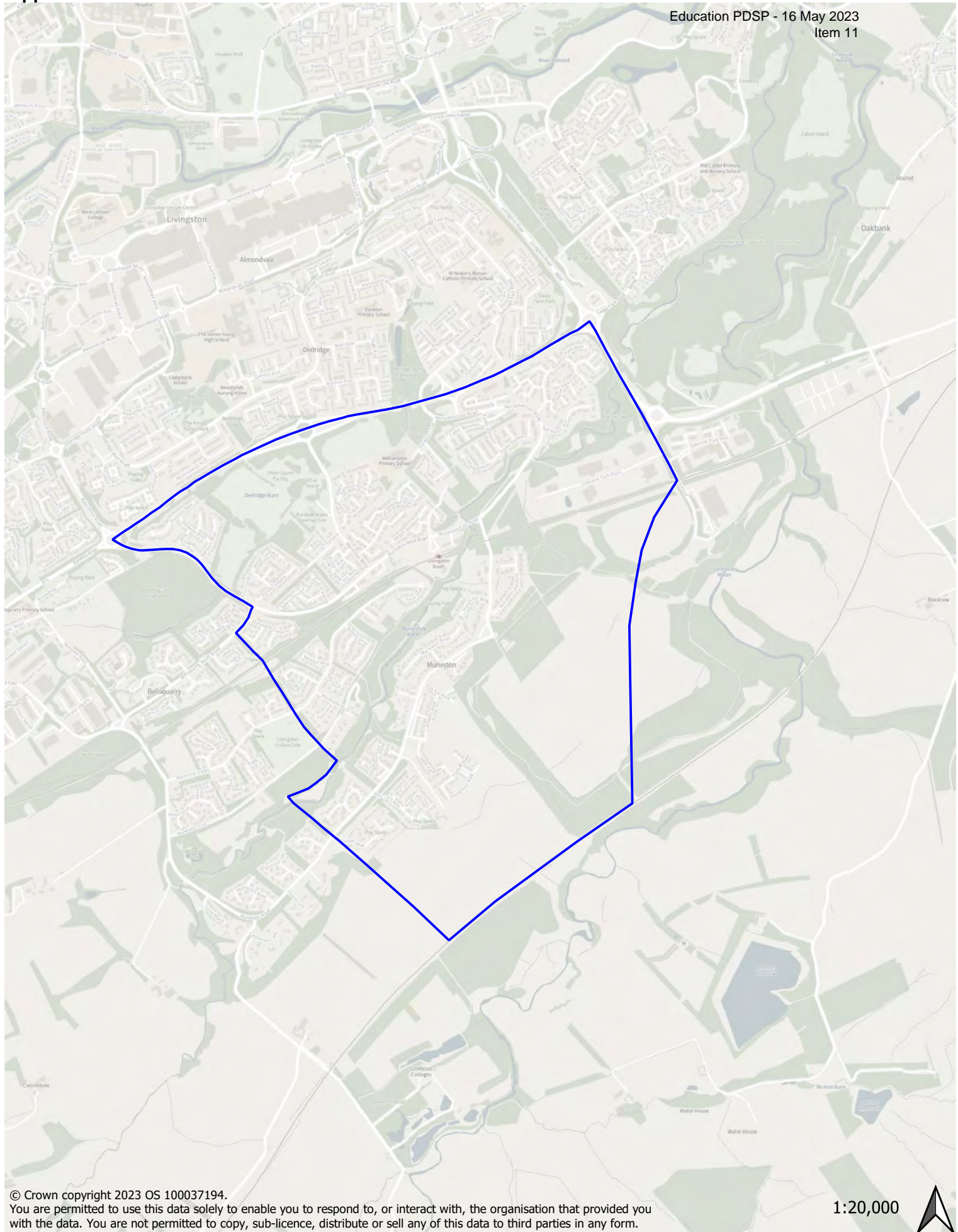
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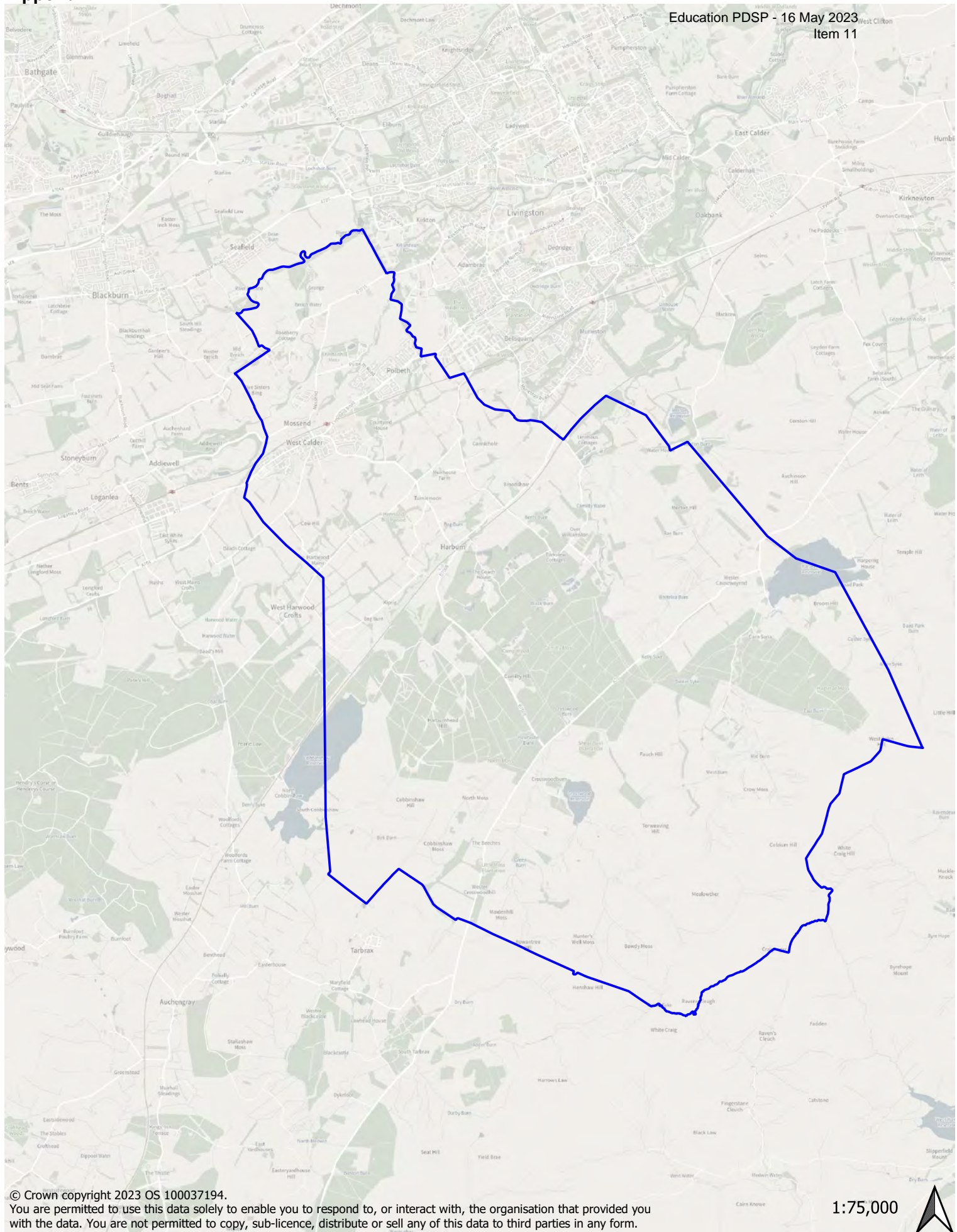




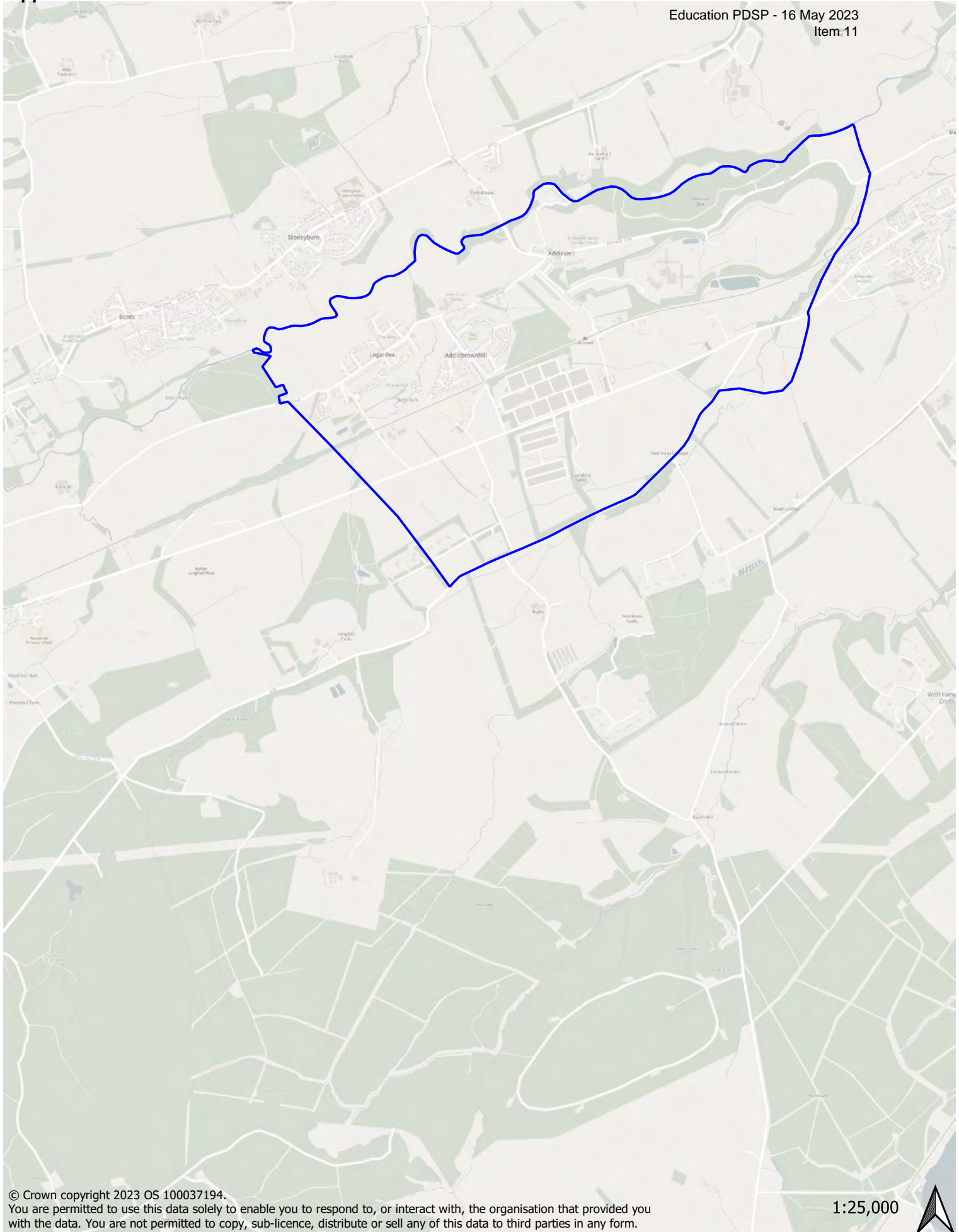




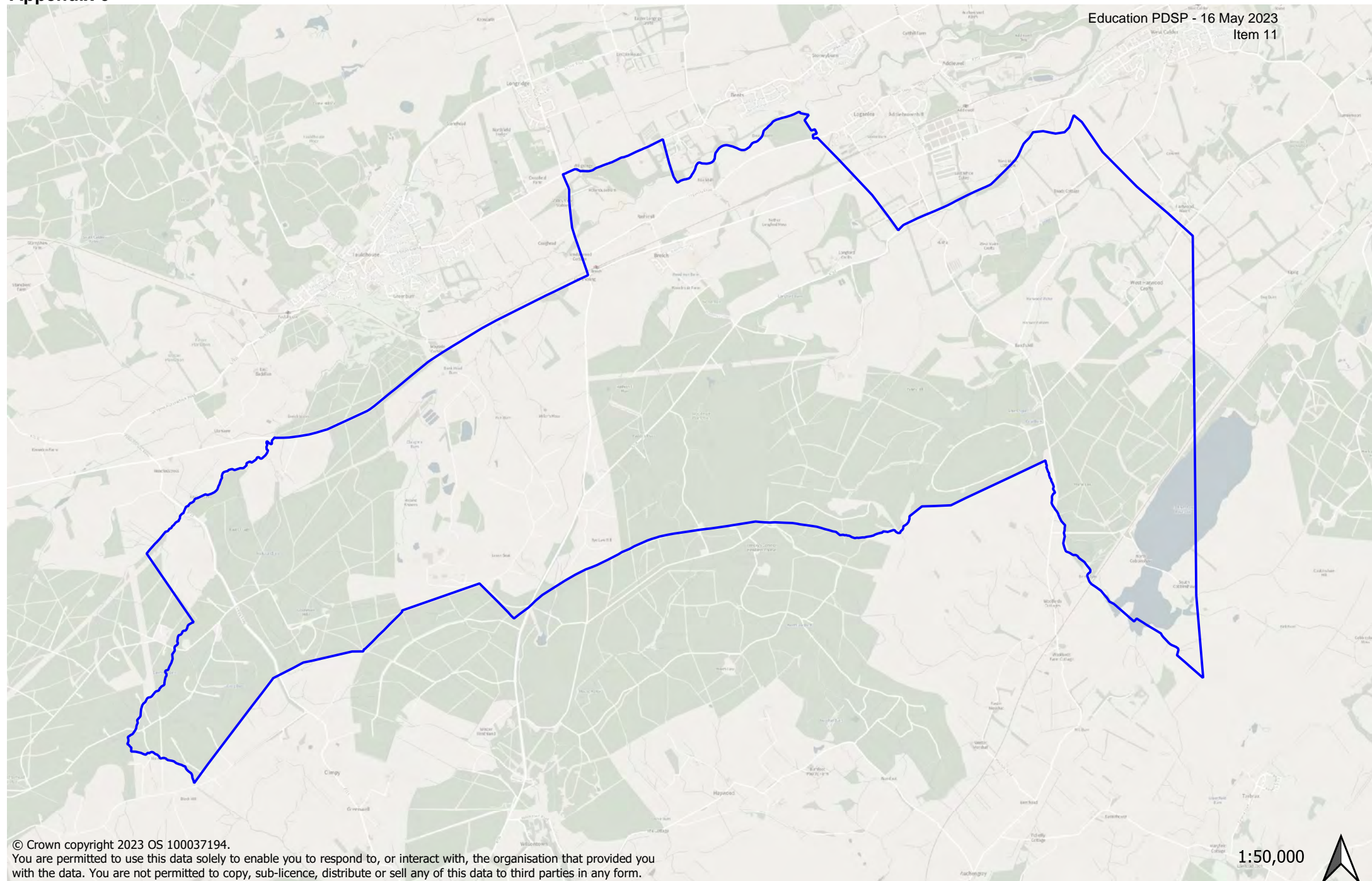




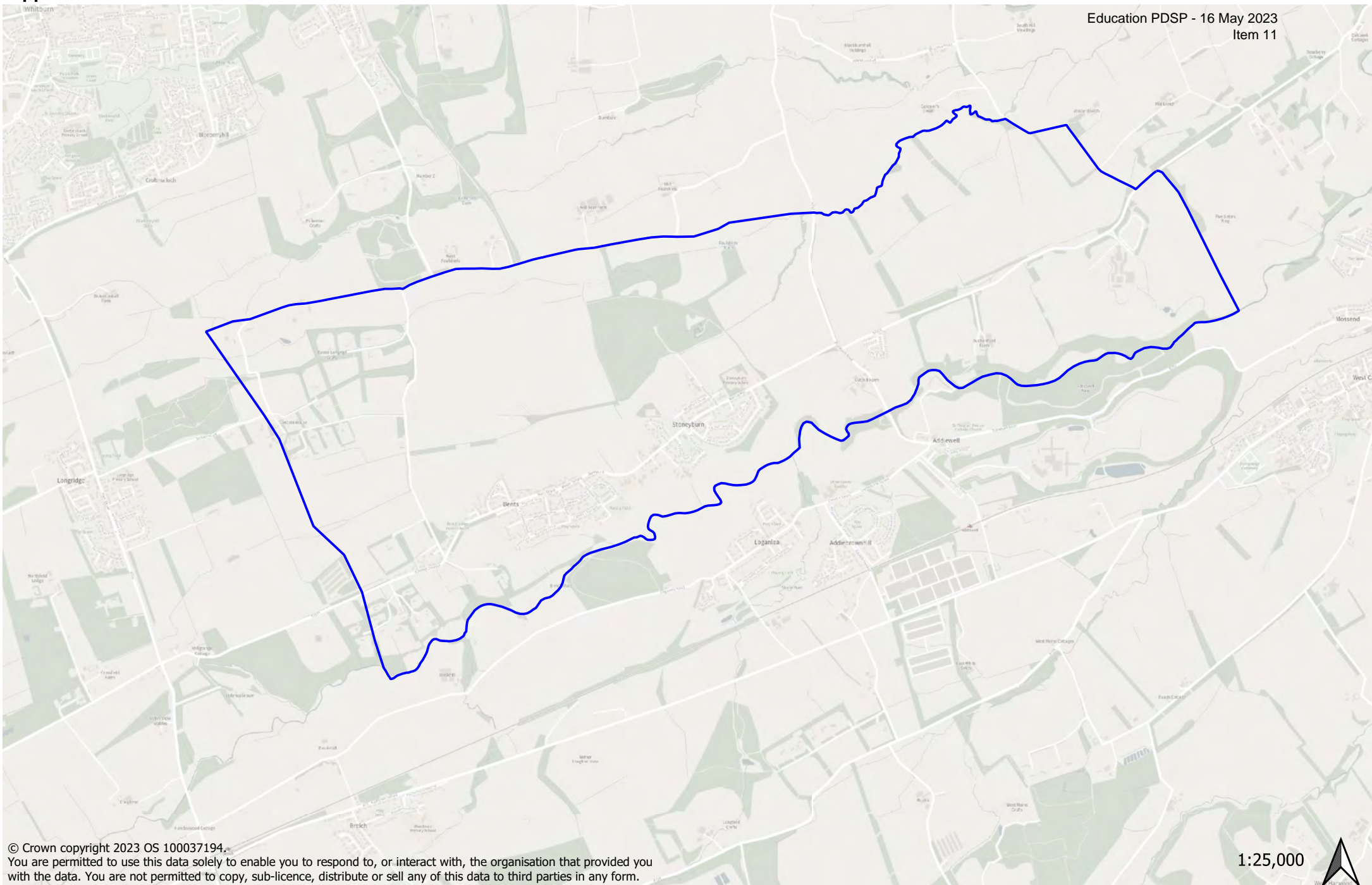








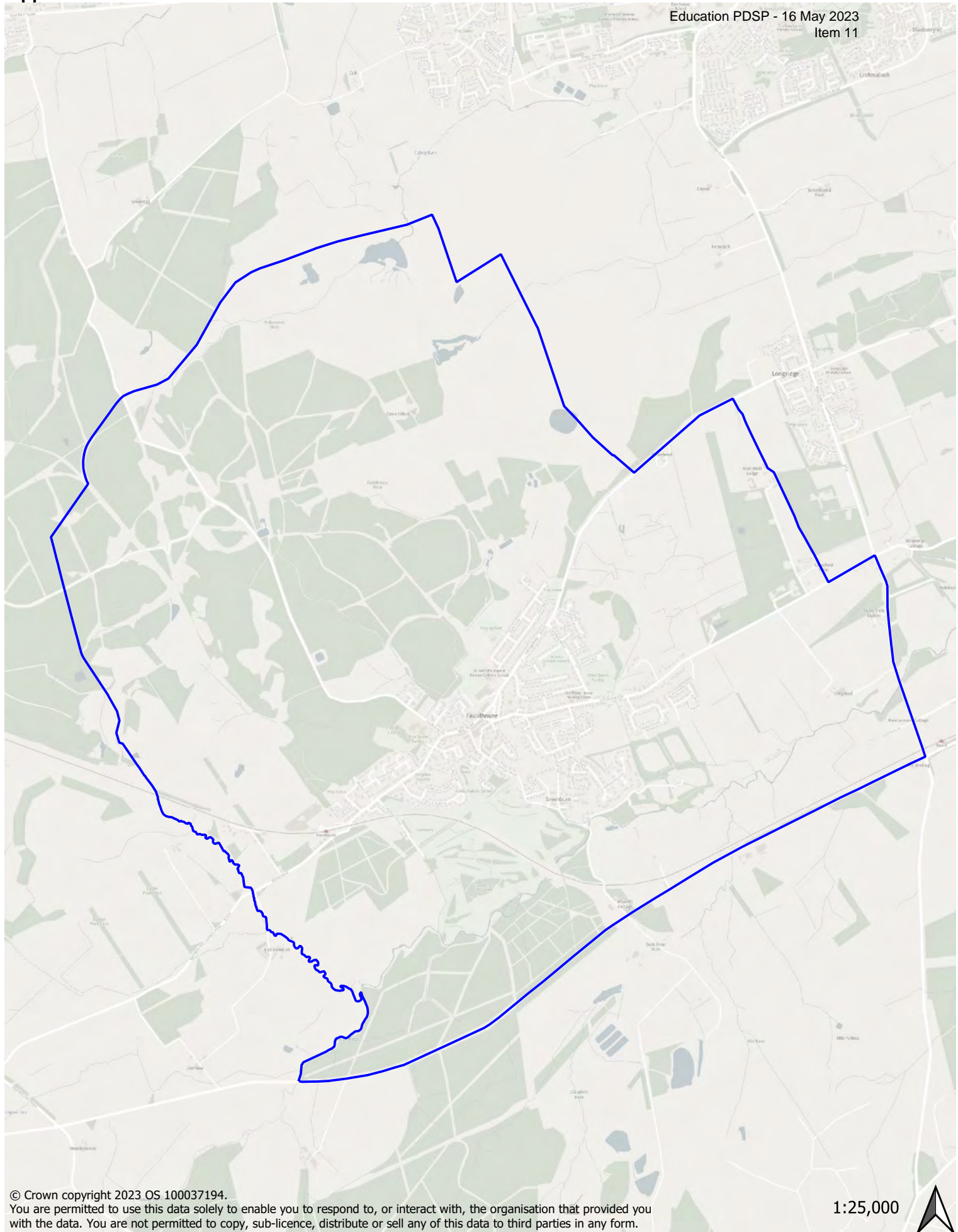




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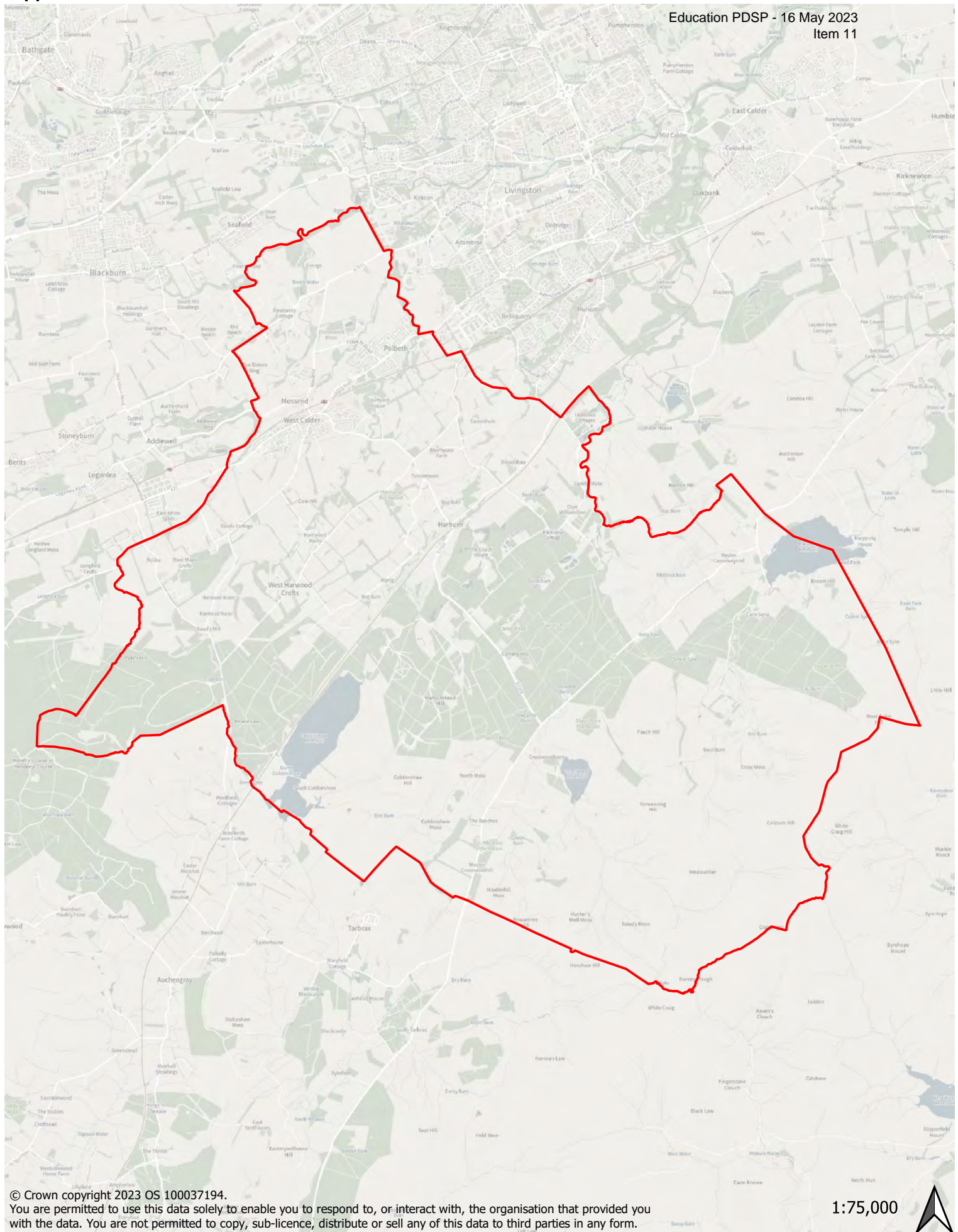


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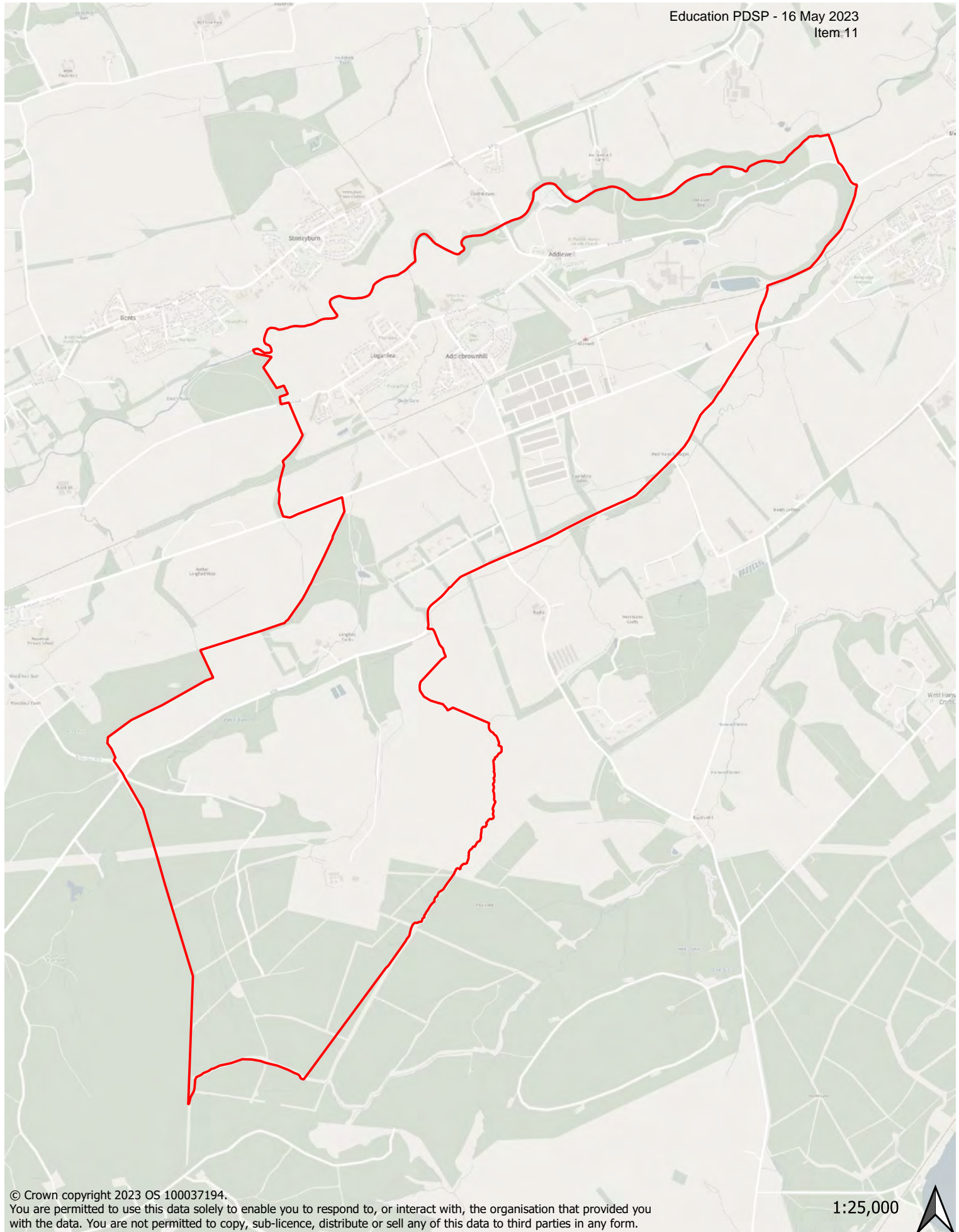




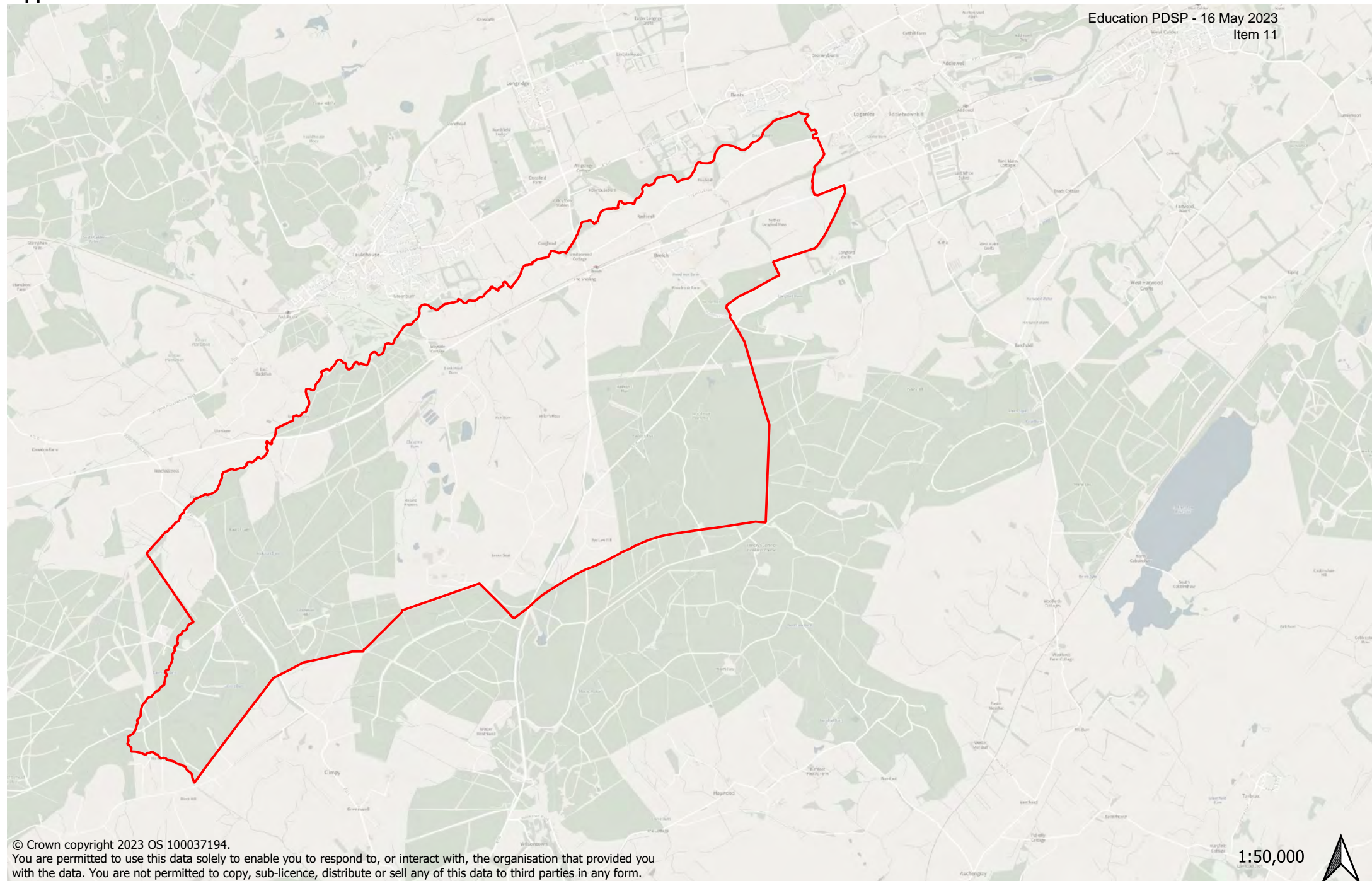




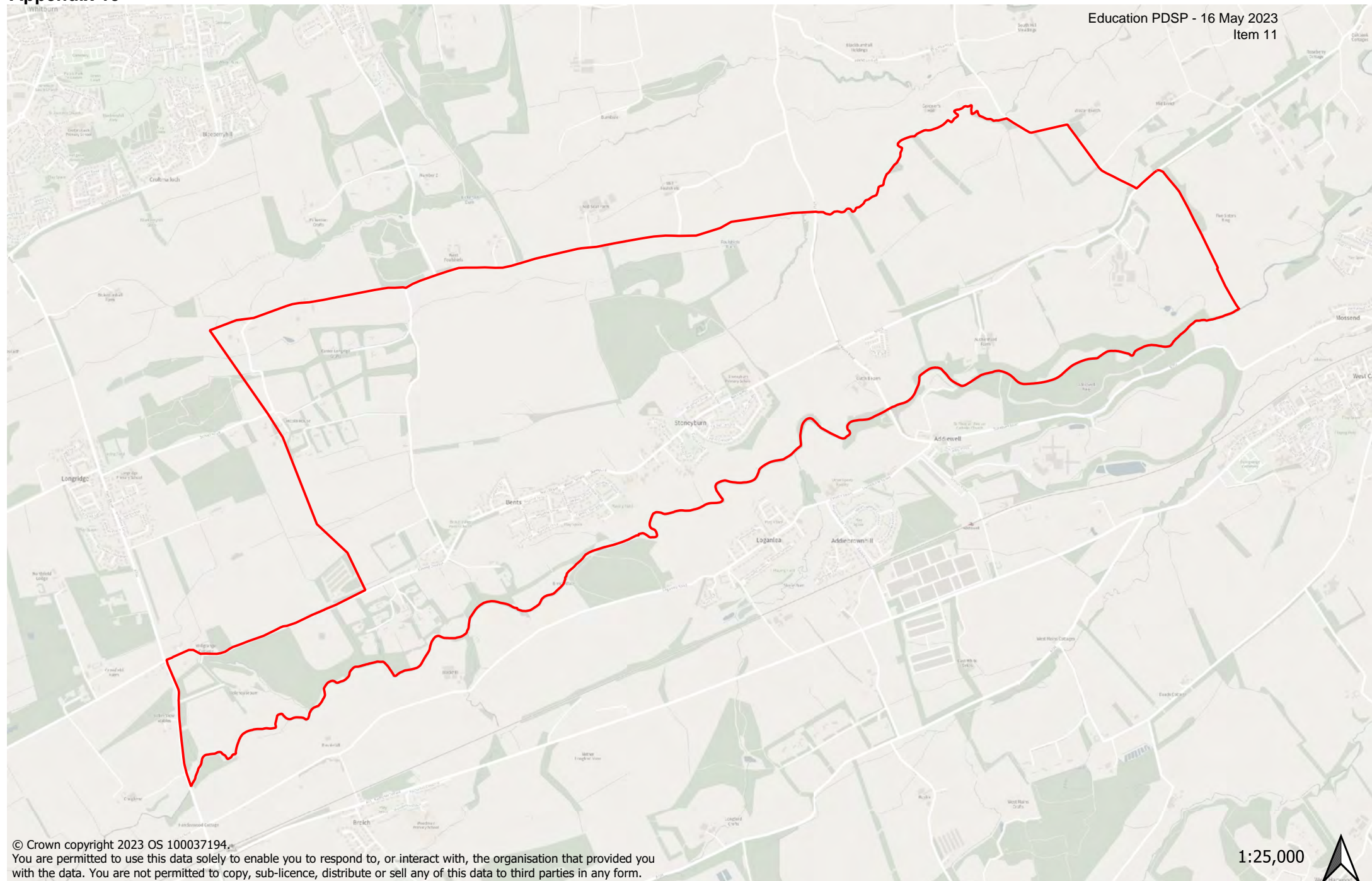








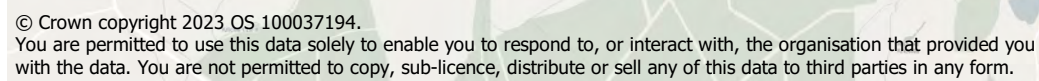




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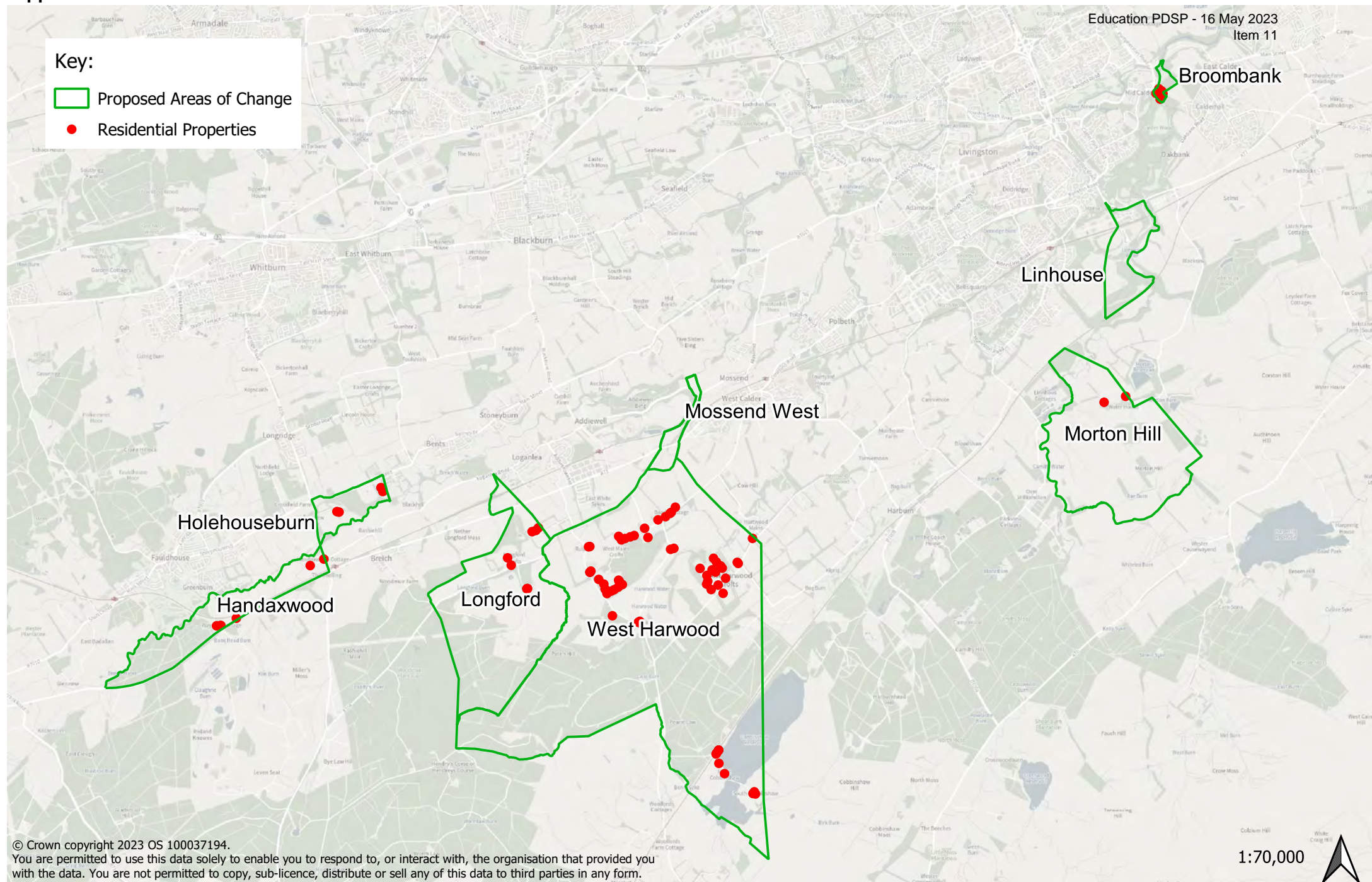






Key:

 Proposed Areas of Change

 Residential Properties


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## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **REVISED SCHEMES OF DEVOLVED SCHOOL MANAGEMENT**

#### **REPORT BY HEAD OF EDUCATION (PRIMARY, EARLY LEARNING AND RESOURCES) AND HEAD OF FINANCE AND PROPERTY SERVICES**

##### **A. PURPOSE OF REPORT**

To invite members to consider the draft revised schemes of Devolved School Management.

##### **B. RECOMMENDATION**

To note the draft revised schemes of Devolved School Management and to refer it to the Education Executive for approval and implementation from August 2023.

##### **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)**

DSM Guidelines were agreed unanimously by councils at the COSLA Convention in March, 2012 and by the Cabinet Secretary for Education and Lifelong Learning in June 2012. The guidelines were produced by a wide range of stakeholders as part of a consensual approach. The West Lothian scheme of Devolved School Management is in accordance with these guidelines.

An equality relevance assessment was undertaken in relation to the proposal confirmed in the revenue budget report approved by Council on 21 February 2023. The statutory requirement to provide an education that meets the individual needs of all pupils will remain. In delivering this requirement, schools will continue to meet any needs arising from protected characteristics. There is no evidence or reason to believe that the proposed budget reduction will impact disproportionately to any group with protected characteristics.

###### **III Implications**

**for**

The scheme of Devolved School Management

	<b>Scheme of Delegations to Officers</b>	and the delegation of decision making to individual Headteachers is reflected in the Scheme of Delegation to Officers.
<b>IV</b>	<b>Impact on performance and performance Indicators</b>	None
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	None
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	Delivery of the education and school-based saving of £8.223 million over five years commencing in August 2023 approved by Council on 21 February 2023. Reduction in financial year 2023/24 to 2025/26 of £7.246 million.
<b>VII</b>	<b>Consideration at PDSP</b>	Education PDSP 16 May 2023
<b>VIII</b>	<b>Other consultations</b>	<p>Extensive consultation has been undertaken in relation to the approved budget measure.</p> <p>Working group comprising Headteachers, Education Service Managers, Business Support Managers and Financial Management Unit</p> <p>Consultation on the revised schemes took place with Headteacher Executive Group, Local Negotiating Committee for Teachers and Non-teaching Trade Unions</p>

## **D. TERMS OF REPORT**

### **D1 Introduction**

The Your Council, Your Say consultation included a proposal to redesign the Scheme of Devolved School Management.

West Lothian Council agreed, at its meeting of 21 February 2023, to achieve an education and schools-based saving of £8.223 million over five years commencing in August 2023, through a review of resources in Education, including budget allocations to schools through the scheme of Devolved School Management (DSM). The budget reduction measure is phased over the five years as follows:

2023/24 £'000	2024/25 £000	2025/26 £'000	Total £'000	Years 4 & 5 £'000	Total
777	3,772	2,697	7,246	977	8,223

In setting its revenue budget for 2023/24, West Lothian Council agreed that as well as reflecting the required budget reduction, Devolved School Management budgets would be increased to include £8.143 million to meet the anticipated pay commitments, £2.053 million to reflect the growth in demographics and aligning resources to meet geographical demand, and £715,000 to fully fund the expansion plan for Early Learning and Childcare. The agreed budget meets the requirement to maintain teacher and pupils support staff numbers at 2022 census levels in 2023/24, and proposals for 2023/24 also support this commitment.

## **D2 Devolved School Management Working Group**

A Devolved School Management Working Group was established to determine a revised methodology of budget allocation in order to allow the agreed saving will be delivered, and engagement took place with Headteachers, Education Managers, Financial Management Unit and the teaching professional associations. The Working Group has produced draft revised schemes of Devolved School Management covering the Early Learning and Childcare and Primary Sector and the Secondary Sector, which are appended to this report.

The scheme of Devolved School Management provides the method of calculating how resources are allocated to schools on the basis of clearly defined allocation criteria. Responsibility for determining how this budget will be allocated within each school rests with each Head Teacher, however, and the Scheme does not provide a prescriptive guide to how resources will be used within each school. This approach ensures that schools are resourced in a fair and consistent manner, whilst ensuring that Head Teachers are empowered to deploy resources in the manner best suited to meet the needs of the learners in their school, and the school community.

This approach is in line with the national drive to empower Headteachers, which has been embraced within West Lothian Education Services.

The aim of the Working Group was to determine a methodology for calculating school budgets which would allow the agreed savings to be achieved whilst protecting positive outcomes for children and young people, including those with protected characteristics. This methodology is not a prescriptive guide to how resources must be deployed by individual Headteachers, or, therefore, how the budget reduction will be achieved within each school.

In implementing the agreed savings, consideration will be given by individual Headteachers to the utilisation of resources on a school by school basis in line with their delegated decision making and autonomy, and the impact this will have on the delivery of education for children and young people within their school. Protecting positive outcomes for all children and young people, including those with protected characteristics, will be the driver for these decisions and Headteachers will determine how agreed savings can best be achieved in their school.

The draft revised schemes reflect the preference of the Headteacher representatives on the working group that primary school budgets should continue to be based on class structure, rather than roll, with a fixed management element dependent on class structure, and that secondary school budgets should continue to be based on pupil numbers, with a fixed management element independent of roll.



### **D3 Draft Revised Schemes of Devolved School Management**

The draft revised schemes reflect the flexibility that Headteachers have to allocate resources in the manner best suited to meet the needs of learners in the school.

As well as reflecting the continued flexibility to change staffing structures and management structures the draft revised schemes set out the parameters within which Headteachers will continue to manage their resources. Headteachers must ensure that any changes to staffing or management structures are sustainable, as any increased cost of these changes would not automatically be met in future years. Future devolved school management budgets would continue to be calculated as set out in the scheme.

The scheme of Devolved School Management for the Early Learning and Childcare and Primary sector contains more detail about the method of calculation of budgets than the Secondary scheme. This reflects the views of the primary headteachers on the working group. Allocations for a stated purpose are indicative only, however, and are not intended to be a prescriptive or restrictive instruction on how funding must be spent. The Secondary scheme remains largely based on linear allocation of budget based on pupil numbers.

The major changes in the draft revised schemes of the Devolved School Management are as follows:

- A 'staffing performance factor' for teachers will take affect from the beginning of academic year 2024/25. This brings schools into line with the rest of the Council, and removes any savings a school may make from maintaining vacancies. (Para 2.1.6.)
- Schools can automatically carry forward any underspend up to the value of 1% of the school's total budget. Previously the manual advised that up to 2.5% of the budget could be carried forward with Head of Service approval. The carry forward facility is not available to other Council services. (Para 2.1.7.)

Within the Primary Sector, the following significant changes have been made:

- ELC provision will no longer count towards the thresholds for allocating promoted posts to school, in recognition of the allocation of additional management capacity in the ELC sector. (Paras 2.2.1 and 2.5.2.)
- Separate allocations will now be made for ELC staffing and supplies, and the ELC supplies allocation has been brought into line with primary per pupil allocations. (paras 2.5.2., 2.5.4 and 2.7.1.)
- Schools will pay for the first 10 working days of supply costs to cover a teacher's absence in all cases. Previously, if the absence lasted more than 10 days, the first 10 days were funded centrally. (Para 2.3.1.)

Within the Secondary sector, the following significant changes have been made:

- A reduction in the per pupil allocation. (Para 2.2.1.)
- School will pay for the first 20 working days of supply costs to cover a teacher's absence. This was previously 17 days. (Para 2.4.1.)
- From the beginning of academic year 2024/5 the threshold for allocating budget for additional promoted posts will be raised. (Para 2.2.2.)

The implementation of proposed changes will be phased, coming into effect in August 2023 or August 2024, in order to achieve the agreed phasing of the budget reduction measure as set out in the table on page 2 of this report.

## **E. CONCLUSION**

West Lothian Council, in setting its budget on 21 February 2023, agreed reductions in education and school based budgets. The draft revised schemes of Devolved School Management are the means by which these agreed budget reductions will be achieved.

## **F. BACKGROUND REFERENCES**

Your Council Your Say consultation.

Revenue budget report to Council Executive – 21 February 2023, and minute of meeting.

Revenue budget report to West Lothian Council – 21 February 2023, and minute of meeting.

Appendices/Attachments:

Appendix 1 - Draft Devolved School Management Finance Manual – Early Learning and Childcare Provision and Primary Sector

Appendix 2 - Draft Devolved School Management Finance Manual – Secondary Sector

Contact Person: Andrew Sneddon, Service Manager – Education Services

***Greg Welsh, Head of Education (Primary, Early Years and Resources)***

***Donald Forrest, Head of Finance and Property Services***

Date of meeting: 16 May 2023

DATA LABEL: INTERNAL – COUNCIL WIDE

Appendix 1



DRAFT

**Devolved School Management  
Finance Manual 2023/24**

**Early Learning & Childcare Provision and  
Primary Sectors**

**Finance & Property Services  
Education Services**

Revised April 2023



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1.1	Objectives of Devolved School Management
1.2	Devolved School Management Overview
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## SECTION 1: INTRODUCTION TO DEVOLVED SCHOOL MANAGEMENT

### 1.1 Objectives of Devolved School Management

The underlying objective of Devolved School Management is to enable decisions, relevant to the day to day management and provision of school education, to be made at local level. The Scheme of Devolved School Management provides the method of calculating how resources are allocated to schools on the basis of clearly defined allocation criteria.

Responsibility for determining how this budget will be allocated within the school however, rests with each Head Teacher, and the Scheme does not provide a prescriptive guide to how resources will be used within each school.

This approach will ensure that schools are resourced in a fair and consistent manner, whilst ensuring that Head Teachers are empowered to deploy resources in the manner best suited to meet the needs of the learners in their school.

The Finance Manuals will continue to evolve in light of national developments regarding the governance of education.

### 1.2 Devolved School Management Overview

Devolved School Management was introduced in 1993 to enhance and improve the management of resources at school level. The DSM guidance was reviewed in 2006, and again in 2012, taking account of the changing economic and financial climate for both Local Authorities and the Scottish Government. In June 2017 the Scottish Government consulted on changes to DSM as part of the wider "*Fair Funding to Achieve Excellence and Equity in Education*" consultation.

The updated DSM guidelines, published in summer 2019, seek to build and improve on the DSM Guidelines of 2012 and, critically, reflect and integrate with the Education Reform Programme and priorities emerging from the Scottish Government and COSLA Education Reform Joint Agreement of June 2018. These Guidelines can be found here <https://www.gov.scot/policies/schools/devolved-school-management/>.

The Guidelines have been devised to help Local Authorities develop their own Devolved School Management (DSM) schemes. The new Guidelines aim to encourage participation from Local Authority wider teams, schools and parents.

They have been prepared through collaboration and consultation with a wide range of stakeholders. Collaboration is key to a successful local DSM scheme and this is captured within the Joint Agreement and Headteachers' Charter to which these guidelines align and support.

### 1.3 Principles of Devolved School Management

The updated DSM principles, agreed by the Fair Funding Reference Group and building on and enhancing the foundations and principles of the 2012 guidance, are:

- Subsidiarity and Empowerment
- Collaboration
- Accountability and Responsibility
- Clarity and Equity

These principles reflect the National Improvement Framework aims of excellence through raising attainment and achieving equity. The principles also fully endorse those proposed in the Fair Funding consultation:

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- **support excellence and equity** - ensuring every child and young person has the same opportunity to succeed
- **be fair** - placing the needs of all children and young people at the centre
- **be simple**, transparent and predictable – ensuring the costs of delivering education can be easily understood and explained and that schools are able to manage and plan ahead with certainty
- **deliver value for money** – ensuring that every penny spent is used effectively

## **SECTION 2: BUDGETS AND ACCOUNTING**

### **2.1 INTRODUCTION**

#### **2.1.1 Financial Year and Issue of Budget Statements**

The financial year runs from 1st April to 31st March and spans two academic years. Budget statements are issued to schools at the commencement of the financial year and updated at specific intervals to take account of changes within the academic year. A second statement is issued at the start of the academic year to confirm probationer allocations and any class organisation changes. A third statement is issued in autumn following the Scottish Government census. If there are any further funding movements, particularly in relation to learning support, schools will receive a final statement in January.

In line with the council's Financial Regulations all services, including schools, are required to submit financial forecasts at the end of month 4, 6 and 9 for reporting to the Council Executive. A further forecast is required early March from schools in relation to projected carry forward balances.

Following completion of the council's final accounts, carry forward figures are confirmed with schools prior to the summer holidays.

#### **2.1.2 Budget Statements and Pupil Rolls**

A significant number of budgets within all school sectors are based on pupil roll numbers. Budget allocations for the period April to July are based on actual pupil rolls, per Scottish Government census figures from the previous September.

Projected pupil rolls (based on information from Pupil Placement) are used at the start of the financial year to prepare August to March staffing budgets. Staffing budgets are revised in October to reflect Scottish Government census figures and where there is movement between projected and actual numbers, the following applies:

- Promoted teaching budgets are only increased where the roll has been sustained for one year or more. When the pupil roll drops, there will be a transition period for one year and entitlement will be retained for that period only. Schools wishing to retain promoted staff posts after the transition period has lapsed will be required to self-finance these posts or promoted elements.
- Administrative, clerical, visiting specialists, playground and dining supervisor budgets are automatically adjusted to reflect the new roll banding.

Budgets for educational supplies are calculated using the Scottish Government census figures from the September prior to the financial year. No adjustment is applied following the September census.

#### **2.1.3 Expenditure Records**

Records of expenditure must be maintained in each school for all delegated budgets. Within schools, the authority's financial ledger cedar e5, records all relevant income and expenditure items. This system is fully integrated with the e-Procurement system (PECOS) to enable the monitoring of committed expenditure (orders) as well as actual expenditure (invoices paid).

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#### **2.1.4 Staff Costs**

Staff costs are prepared using a zero-based budget approach. Staffing budgets are based on current staffing structures (April to July) and indicative staffing structures, based on pupil projections prepared by Pupil Placement, for (August – March). Staffing budgets are reviewed each year and updated to take account of pay indexation, increments and relevant changes to National Insurance or Superannuation. This approach essentially means that each school pays for the teaching and non-teaching staff that it employs and is consistent with the principles of the Head Teachers Charter and governance of the Pupil Equity Fund.

A staffing performance factor is deducted from a school's budget, which takes account of in-year savings that are achieved through turnover of staff, temporary vacancies and other short-term staff savings. The staffing performance factor will include teachers from the start of the 2024/25 academic year.

#### **2.1.5 Ad hoc Adjustments**

Ad hoc adjustments are agreed at the discretion of the Head of Service and are reviewed on an annual basis. All ad hoc adjustments signed off by the Head of Service are recorded on the ad hoc adjustment register.

#### **2.1.6 Budget Virement**

Head Teachers are permitted to divert monies between fully delegated budgets. Such budget transfers are known as virements. The Financial Management Unit will request details of such realignments and amend ledger budgets to reflect anticipated spending trends.

#### **2.1.7 Carry Forward of Year–End Balances**

Under the DSM scheme, schools may carry forward over or under spends at the end of each financial year. The carry forward is calculated by determining the net expenditure position on all devolved budget headings as at 31<sup>st</sup> March and determined by the balances recorded in the authority's financial ledger.

The maximum under-spend that may be carried forward is set at 1% of all fully devolved budget headings. Any balance greater than the 1% threshold is not available to the school in the following year.

In special circumstances, Head of Service approval can be sought to carry forward more than the 1% threshold.

School outturns will be monitored through the financial year of the Head of Service in line with budget monitoring guidelines.

Any overspend is carried forward in full and no maximum threshold is applied. Head Teachers are advised to avoid material overspends and to ensure that resources are managed effectively.

Schools may wish to use this carry forward not only for ongoing revenue expenditure but may also wish to save towards a longer term planned objective such as school refurbishment etc.

**DATA LABEL: INTERNAL – COUNCIL WIDE****2.2 TEACHING****2.2.1 Basic Staff Complement: Indicative Primary Staffing Model**

On an annual basis Pupil Placement will determine an indicative staffing model based on projected school rolls for the new academic year and budget allocations will be provided to schools on this basis. Under this model, the core teaching entitlement is determined by the number of classes operational within an establishment. The total number of classes, including Classes for Pupils Who Require Additional Support for Learning, determines the appropriate management structure for the school.

The basic staff complement is made up of the core teaching establishment at a school encompassing Head Teacher, Depute Head Teacher, Principal Teacher and Teacher posts. Ad hoc arrangements remain in a few small schools that are not in a shared headship situation. These Schools are moderated by the Head of Service to mirror closely the current staffing model.

The table below illustrates the basic indicative staffing complement per class structure:

<b>Class Structure</b>	<b>HT</b>	<b>DHT</b>	<b>T</b>	<b>PT</b>	<b>Total Man Relief</b>	<b>Total FTE</b>
1	0.5	0	0	0.5	0.5	1.5
2	0.5	0	1	0.5	0.5	2.5
3	0.5	0	2	0.5	0.5	3.5
4	0.5	0	2.5	1	0.7	4.7
5	0.5	0	3.5	1	0.9	5.9
6	0.5	0	4.5	1	0.9	6.9
7	1	0	5	1	1.2	8.2
8	1	0	6	1	1.2	9.2
9	1	0	7	1	1.4	10.4
10	1	0	8	1	1.4	11.4
11	1	0	9	1	1.4	12.4
12	1	1	10	0	1.5	13.5
13	1	1	10	1	1.9	14.9
14	1	1	11	1	2.2	16.2
15	1	1	12	1	2.2	17.2
16	1	1	13	1	2.2	18.2
17	1	1	13	2	2.8	19.8
18	1	1	14	2	2.8	20.8
19	1	1	15	2	2.8	21.8
20	1	1	16	2	3.2	23.2
21	1	1	17	2	3.2	24.2
22	1	1	17	3	3.2	25.2
23	1	1	18	3	3.2	26.2
24	1	1	19	3	3.2	27.2
25	1	2	20	3	3.2	28.2

Additional Information:

1. Management Relief is calculated at the top of the Teachers Salary Scale

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2. Where there are 2 Principal Teacher Allocations a factor of x2 management relief applies for these posts
3. Schools with three classes or less – full time management arrangement as Head Teacher is not class committed and schools are established on a consortium basis. When managed under consortium arrangements, an additional management element of 0.2 FTE will be added to the PT post, giving management relief of 0.7 FTE
4. For structures with 6 classes or below, the 0.5 FTE management relief is against the Head Teacher where it is a shared headship only. Therefore, over the 2 schools the Head Teacher is non-class committed.
5. ELC classes within a school are not included in this calculation. A separate calculation will be made to establish a management relief element associated with ELC provision within a school and details of this can be found within the ELC section of this manual. Schools will see this change within their budgets from the start of the 2024/25 academic year.

Head teachers may put in place an alternative management and/or class structure, but the cost of this alternative structure will not automatically be reflected in future year's indicative budget allocations. Future year's indicative budget allocations will continue to be based on the notional class organisation each year, as set out in paragraph 2.3. The zero-based budgets will not be updated to reflect decisions taken by Head Teachers on their management and/or staffing structure, and it is the responsibility of Head Teachers to ensure that any decisions they take are financially sustainable.

**2.2.2 Class Organisation**

A notional class organisation will be prepared for each establishment for each academic year following discussion between the Headteacher and Service Manager responsible for Pupil Placement on behalf of the Head of Service (where required). This notional class organisation will balance educational need and efficiency, to ensure the discharge of the education authority's statutory duty to secure adequate and efficient provision of school education. Head Teachers may put in place a different class organisation within the resources available to them, but must have regard to the future financial impact and sustainability of potential class organisations. Head Teachers must seek advice on alternative class organisations from Pupil Placement, and must not put in place a class organisation which will lead to unsustainable growth of their school or constrain admission in future years.

Head Teachers must inform the Head of Service of any alternative class organisation they put in place.

**2.2.3 Exceptional Circumstances**

In exceptional circumstances, the basic staff complement may be enhanced for management of other units (for example the literacy base) and for staff members who are elected Local Authority Members or are appointed Regional Secretaries of their Trade Union. Such allocations are subject to approval by the Head of Service.

**2.2.4 Visiting Specialist Teachers**

The Visiting Specialists budget encompasses teaching allocations for Home Economics, Music, PE and Art instruction. It excludes instrumental music instructors as these posts are financed from non-devolved Education budget. The Visiting Specialists budget allocation is a flexible resource that schools can use within the context of supporting curriculum delivery, maintaining quality teaching and learning. Visiting Specialist time contributes towards the delivery of Reduced Class Contact Time for core class and learning support teachers.



**DATA LABEL: INTERNAL – COUNCIL WIDE****2.2.5 Specialist Allocation**

Roll Band	FTE	Hrs per Week
0-50	0.07	1.575
51-100	0.10	2.250
101-200	0.20	4.500
201-300	0.35	7.875
301-400	0.50	11.25
401-500	0.54	12.15
501-600	0.80	18.00

**2.2.6 Reduced Class Contact Time**

The maximum class contact time for a teacher is 22.5 hours. For each full-time equivalent teacher (including learning support) a further 2.5 hours is allocated for reduced class contact time. The Reduced Class Contact Time allocation, plus the Visiting Specialist allocation, provides sufficient resource to provide 2.5 hours non-class contact time for each class and learning support teacher.

The calculation for RCCT budget is as follows:

((Total number of classes + Nurture/Additional Allocation FTE + Learning and Teaching FTE) X 2.5 /22.5) less specialist FTE = RCCT FTE allocation

Class Contact Hrs	Contract Hrs	Wks Worked	Holiday Wks	Total Wks	FTE
22.5	35	39	13	52	1

**2.2.7 Probationer Class Contact Time**

In line with teachers' terms and conditions agreement, probationer teachers must have a maximum class contact time of 18.5 hours per week, equivalent to 0.82 of a full-time teacher. Probationers are determined as "core" where a school has a teaching vacancy, and requests and finances the post from within the school budget. Probationers are classified as "fully funded" where the authority receives additional grant funded probationers and allocates them to schools.

Each school, which has a core probationer, receives an additional allocation of 0.18 FTE for probationer non-class contact time and 0.1 FTE for mentoring. These allocations are based on a probationer's salary to reflect the actual costs charged to school for non-class contact time. The 0.82 FTE class contact time is met from within the school's teaching staff entitlement and the cost of the probationer's class contact time is charged to the school's devolved budget. Where a "pointage" vacancy exists in a school, the school may also request that a probationer be appointed and will receive additional top-up funding as appropriate.

Where a school is allocated a 'fully funded' probationer, an additional allocation of 1.1 FTE, which includes 0.1 FTE for mentoring, is provided. This allocation is additional to the schools basic teaching staff complement and is directly funded by the Scottish Government at a probationer's salary scale point.

**2.2.8 Chartered Teacher Costs**

With effect from 21st August 2017 Schools fund the cost of Chartered Teacher from their devolved resources.

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**2.2.9 Pupil Numbers and Class Stages**

The maximum number of pupils per teacher per class stage is detailed in the table below.

<b>Class</b>	<b>Numbers</b>
Primary 1	25 or less
Primary 2 – Primary 3	30 or less
Primary 4 – Primary 7	33 or less
Composite	25 or less

**2.2.10 Pupil Numbers and Classes for Pupil Who Require Additional Support**

The maximum number of pupils per teacher for individual classes is outlined in the table below.

<b>Class</b>	<b>Numbers</b>
Autistic Spectrum Disorder	6
Communication & Language	6

**DATA LABEL: INTERNAL – COUNCIL WIDE****2.3 ABSENCE COVER FOR TEACHING STAFF****2.3.1 Sickness Absence**

Devolved funded absence cover is defined as up to and including the first 10 working days of absence. This means a school will pick up the cost of cover for the first 10 working days of absence. Costs from day 11 of the absence become a cost funded from the non-devolved funded absence cover. Supply claim forms should be completed accurately to ensure cover costs are charged to the appropriate code. ABSM's should make any corrections between devolved and non-devolved funded cover by journal entry.

Devolved funded absence cover for visiting specialists is defined as the first 10 working days of absence across all schools i.e. if a visiting specialist works 1 day per week in 5 different schools each of the 5 schools will be responsible for 2 days absence cover. Budget provision for short term absence cover is calculated at 2% of the basic staff complement, including RCCT and any additional Class Organisation allocations.

Further details can be found in appendix A.

	<u>charge to</u>
▪ All school core vacancy cover	<b>045001</b>
▪ Maternity cover	<b>045001</b>
▪ Devolved Funded Accrued Maternity Leave	<b>045001</b>
▪ All devolved funded sickness absence	<b>048301</b>
▪ All non-devolved funded sickness absence cover	<b>048401</b>
▪ Other devolved funded absence cover	<b>048501</b>
▪ Other non-devolved funded absence cover	<b>048601</b>

*These subjective codes are reflected on the supply teachers claim forms.*

**2.3.2 Maternity, Adoption and Parental Leave**

The council will meet the cost of teachers on maternity, adoption and parental leave until the date that they return to school (subject to the conditions outlined below). Schools will meet the cost of any supply cover brought in during the period of this leave from its devolved budget.

Teacher's annual leave entitlement is 40 days. Teachers' annual salary is calculated over 235 days (195 teaching days and 40 days annual leave) with 26 unpaid "closed" days.

Accrued leave may be taken in two parts, either term time leave or during designated closed days. A maternity calculator is used to determine the total days accrued, the number of days statutory leave to be taken during term time and the balance to be directed to closed days. After consideration of statutory leave requirements, accrued leave in the first instance must be directed to designated closed periods. Teachers taking accrued leave during closed periods will be entitled to a salary payment.

The council will meet the cost of staff undertaking a period of accrued leave where annual leave immediately follows the period of this type of leave. If the school agrees a phased return to work or agrees to term time leave rather than directing leave to be taken during designated closed days, then the school will become responsible for meeting both the cost of the supply teacher and the accrued leave period from its devolved budget. Further details are contained in appendix A.

## DATA LABEL: INTERNAL – COUNCIL WIDE

## 2.3.3 Breakdown of Absence Cover

Teaching Absence Cover	Devolved / Non-devolved Cost	Ledger Subjective Code
0 – 10 days	Devolved	048301
11+ days	Non-Devolved	048401
Maternity and Parental Leave / Support	Devolved	045001
Antenatal Care	Devolved	048501
Adoption Leave	Devolved	048501
Staff Development	Devolved	048501
Relocation (Moving)	Devolved	048501
Job Share In-service Days	Devolved	048501
Retirement Training	Devolved	048501
Jury Duty	Non-Devolved	048601
Witness at Court (Paid)	Non-Devolved	048601
Witness at Court (Unpaid)	Non-Devolved	048601
Union Duties	Devolved	048501 (Budget Provision)
Planned health care young Child	Devolved	048501
Illness of a dependant	Devolved	048501
Serious Illness of dependant	Devolved	048501
Bereavement Leave	Devolved	048501
Funeral Attendance	Devolved	048501
Hospital Appointment	Devolved	048501
Emergency dental/medical appointment	Devolved	048501
Unauthorised absence (unpaid)	Devolved	048501
TA leave/Armed Forces	Non-Devolved	048601
Children's Panel	Non-Devolved	048601
Suspended with Pay	Devolved	048501
Suspended without Pay	Devolved	048501

## 2.4 ADDITIONAL SUPPORT FOR LEARNING NEEDS (TEACHING & NON-TEACHING)

### 2.4.1 Introduction

Schools receive an allocation to support pupils with additional support for learning needs based on:

- **Roll** – revised every two years
- **SIMD (Scottish Index of Multiple Deprivation) scores** – revised every two years
- **The number of pupils at Level 3 on the Continuum of Support** – revised annually

Schools receive two separate allocations for Additional Support for Learning Needs within its devolved budget. The first allocation is for Learning and Teaching and is distributed by way of a teaching allocation to schools; the second allocation is for Physical and Sensory Needs and is usually distributed by way of a Pupil Support Worker allocation.

Schools will also receive a needs-based allocation for pupils with severe to complex needs.

### 2.4.2 Additional Support for Learning Needs - Teacher Allocation

This considers the following factors;

- **Roll** – each school receives an allocation, regardless of deprivation or attainment.
- **SIMD** – each school is allocated a weighting, indexed against the mean rank of the school with the lowest level of deprivation in the authority.
- **Level 3** – schools will receive a needs-based allocation for pupils at Level 3 on the Continuum of Support.

### 2.4.3 Additional Support for Learning Needs - Pupil Support Worker Allocation

This considers the following factors;

- **Roll** – includes the school roll plus the average capacity of any Early Learning & Childcare class.
- **SIMD** – each school is allocated a weighting, indexed against the mean rank of the school with the lowest level of deprivation in the authority.
- **Level 3** – schools will receive a needs-based allocation for pupils at Level 3 on the Continuum of Support.

**DATA LABEL: INTERNAL – COUNCIL WIDE****2.5 EARLY LEARNING & CHILDCARE (ELC)****2.5.1 Early Learning & Childcare**

All ELC settings require to provide eligible children with 1,140 hours free, high quality ELC and provide the hours across either 38 weeks (4 days) or 50 weeks (morning, afternoon or 2 full days and a short session) per academic session.

Where there is staffing capacity, some settings are also able to provide parent/carers with the option to buy additional nursery hours (BENH) in excess of their 1,140 hours entitlement. This is determined by the central Pupil Placement team on an annual basis (where spare staffing capacity is available).

**2.5.2 Staffing Ratios**

The ELC staffing ratio (as required by the Care Inspectorate) for all settings and for sessions longer than 4 hours for children aged 3 and 4 years is 1:8 and for children up to aged 3 years (known as eligible or discretionary 2-year olds) is 1:5.

The 2-year-old ratio can also be a mix of ages but still within the ratio 1:5. The staffing ratio for a Friday morning session, which is less than 4 hours is 1:10.

Every ELC setting has an Early Years Officer (EYO), with larger settings allocated two EYOs (48 or more children in a session).

Each setting has an allocation of Pupil Support Worker hours (SSSC registered) who can be counted in the staffing ratio as required throughout the nursery day to support during peak periods (at the start, middle and end of the day) and to provide cover during staff annual leave period and for short term sickness absence cover.

**38 Week - Term Time Setting – Open Monday - Thursday**

In a term time setting, staff are employed on a 39-week contract and should attend the in-service days (when there are no children).

<b>Number of ELC children (including 2 year olds)</b>	<b>EYO (30 hours / 45.52 weeks)</b>	<b>ELC Practitioner (30 hours / 45.52 weeks)</b>	<b>Pupil Support Worker Hours (44.54 weeks)</b>	<b>Access to a Teacher / Management Relief</b>
Up to 16	1	1	28 hours	0.10 fte
17 - 24	1	2	12 hours	0.10 fte
25 - 32	1	3	16 hours	0.15 fte
33 - 40	1	4	24 hours	0.15 fte
41 - 48	1	5	32 hours	0.20 fte
49 +	2	5	32 hours	0.20 fte

An ELC Area Manager will provide support for two days per month in relation to care inspectorate returns and quality improvement (non-devolved budget).

**DATA LABEL: INTERNAL – COUNCIL WIDE****50 Week Settings**

In 50 week settings, the staffing budget provided is for 52 weeks per year (even where there are staff who remain on a 39 week contract). An additional staffing element is provided to enable settings (where possible) to provide cover internally for staff annual leave and sickness absence.

<b>Number of ELC children (per session)</b>	<b>EYO (36 hours / 52 weeks)</b>	<b>ELC Practitioner (36 hours / 52 weeks)</b>	<b>Pupil Support Worker Hours</b>	<b>Pupil Support Worker Hours (cover for start, lunch, end)</b>	<b>Access to a Teacher / Management Relief</b>
Up to 16	1	3	24	0	0.10 fte
17 - 24	1	5	36	16	0.10 fte
25 - 32	1	5	36	32	0.15 fte
33 - 40	1	6	36	32	0.15 fte
41 - 48	1	8	36	32	0.20 fte
49 - 56	2	10	36	36	0.20 fte
57 - 64	2	11	36	48	0.20 fte
65 - 72	2	13	72	40	0.20 fte
73 - 80	3	13	72	40	0.20 fte

An ELC Area Manager will provide support across 3 or 4 settings (Monday – Thursday 8am – 6pm) across the year (ELCASM are non-devolved budget).

**2.5.3 Absence Cover for ELC Practitioners**

Absence Cover for ELC Practitioners for long term sickness absence is met from non-devolved funds (centrally funded).

**2.5.4 Resource Allocation**

Per capita resource allocation - £11 per child.

**2.5.5 Healthy Snack and Milk Allocation**

£1.75 per child per week.

**2.5.6 Ad Hoc Adjustments**

Ad hoc adjustments are agreed at the discretion of the Head of Service and are reviewed on an annual basis. All ad hoc adjustments signed off by the Head of Service are recorded on the ad hoc adjustment register.

**DATA LABEL: INTERNAL – COUNCIL WIDE****2.6 NON-TEACHING STAFF****2.6.1 Administrative & Clerical Staff**

The indicative budget allocations for administrative and clerical staff are determined by school roll. There is no enhanced budget provision in respect of absence cover for administrative, clerical & support staff.

The table below sets out the indicative budget allocation for schools and rolls include ELC children. An additional allocation is given to Early Learning & Childcare Schools or Early Years Centres that are in a separate building to the Primary School, this allocation is 5 hrs extra clerical time for Early Learning & Childcare schools and 10 hrs extra clerical time for EYC's.

	<b>Clerical WLC</b>	<b>Admin WLD</b>
<b>ROLL</b>	<b>HRS</b>	<b>HRS/MIN</b>
1 - 71	0.0	20hrs
72 - 120	0.0	20hrs
121 - 200	5.0	22hrs
201 - 300	18.5	22hrs
301 - 400	30.0	22hrs
401 - 500	40.0	22hrs
501 – 700	50.0	22hrs

**2.6.2 Dining Room & Playground Supervisors**

The indicative budget allocation for supervision of dining rooms and playgrounds at breaks and lunchtime is determined by school roll. There is a legal requirement to provide playground supervision in primary schools. An additional allocation of 2 x 20 minutes for playground supervision is also allocated to provide for safe arrival at school. Supervisory allocations are based on primary school rolls as shown in the table below. The table is based on a 36 hour working week.

<b>School Roll</b>	<b>Total Hours</b>	<b>FTE</b>
1 – 100	12.5	0.3098
101 – 200	20	0.4957
201 – 300	35	0.8674
301 – 400	42.5	1.0533
Over 400	50	1.2392

**2.6.3 Breakfast Club Supervisors**

The indicative budget allocation for breakfast club supervisor allocation is determined by school roll.

<b>School Roll</b>	<b>Total Hrs/Wk</b>	<b>FTE</b>
1 – 200	10	0.2478
200+	15	0.3718



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The tables below provide information on sessional school support staff and the associated fte.

Staff with less than 5 years' service:

Post	Hrs / Wk	Wks Worked	Holiday Wks	Public Holiday Wks	Total Wks	FTE
Sessional Staff	36	39	5	1.4	43.79	0.8399
Sessional Staff	36	38	5	1.4	42.66	0.8182

Staff with more than 5 years' service:

Post	Hrs / Wk	Wks Worked	Holiday Wks	Public Holiday Wks	Total Wks	FTE
Sessional Staff	36	39	5	1.4	44.54	0.8542
Sessional Staff	36	38	5	1.4	43.39	0.8322

**2.6.5 Non-Teaching Staff Absence Cover**

There is no budget allocation made to schools in respect of absence cover for non-teaching staff. Should the school require absence cover they must fund the cost of long-term absence cover and maternity cover for the first 4 weeks irrespective of the commencement date of the cover arrangements. After the first four-week period, the authority will contribute 50% of the actual cover cost incurred with the school financing the remaining 50%. The following arrangements for school budgets are summarised in the table below.

	Sick Admin	Cover	
First 4 Wks of Absence	100%	100%	
After 4 Wks and until employee goes on Half Pay	100%	50%	
Administrative Staff on Half Pay	50%	50%	
Administrative Staff on No Pay	0%	0%	

**2.6.6 Non-Teaching Staff Maternity, Adoption and Parental Leave**

Where a non-teaching member of staff goes on maternity or parental leave, the school will meet the cost of any cover required from its devolved budget and the associated cost of maternity or parental pay will be met from non-devolved budget within Education. The substantive post should be charged against the school's devolved budget for the full leave period as well as any associated supply cover costs. Costs relating to the cover of accrued leave for members of staff returning from this type of leave will require to be met from the schools devolved budget.

**DATA LABEL: INTERNAL – COUNCIL WIDE****2.7 OTHER BUDGET ALLOCATIONS, EXPENDITURE AND INCOME****2.7.1 Educational Supplies**

The indicative budget allocation for education supplies is determined by school roll. The indicative allocation is provided for the purchase, replacement, hire and repair of educational books, materials and equipment, and cleaning materials. It is calculated based on 'a rate per pupil' multiplied by the school roll. A minimum budget of £1,100 will apply to schools with a roll of less than 60 pupils.

The table below states the allocations.

<b>Allowance</b>	<b>Rate per Pupil £</b>	<b>Minimum Allowance £</b>	<b>Fixed £</b>
Classes for Pupils Who Require Additional Support for Learning	14.00	-	500
Primary Schools	11.00	-	-

Certain supplies costs are not devolved to schools, where their provision is more efficient on a central basis. These costs include IT technical services, communication lines, basic text messaging system costs, and the cost of TV, copyright and performance licences.

Schools must not use alternative management information and data-handling systems from those used by the local authority, in order to ensure compatibility of data, and to ensure legislative compliance.

**2.7.2 Text Alert System**

The annual subscription is financed by the council from the non-devolved budget for education, and schools will meet the cost of any usage from their devolved budget:

- Schools will incur a quarterly charge for all their Groupcall SMS costs.
- The appropriate and cost-effective use of Groupcall is within the school's control.
- It is the school's responsibility for collecting and maintaining up to date parent/carer email addresses.
- Schools must consider the length of every Groupcall message, as messages longer than 162 characters attract additional costs.
- It is advisable that Groupcall messaging remains a management or school office (under Head Teacher direction) function only.

**2.7.3 Property Costs**

The budget for routine repairs and maintenance sits centrally and is not devolved to the school. All routine repairs and/or maintenance must be reported through the WLC Property Helpdesk (for PPP1 and PPP3 school repairs should be reported through the relevant Helpdesk).

Should a school require any building improvements works out with then this must be discussed with the property maintenance inspector or PPP Monitoring Officer prior to the submission of a Project Initiation Sheet.

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**2.7.4 Online payments**

Parents/carers are now able to pay for school meals, trips etc. through the Ipayimpact system and they should be encouraged to do so by schools in order to reduce the risks for pupils and staff in relation to cash handling.

**2.7.5 VAT Guidance – Education Income**

Guidance on the VAT treatment in relation to education income is provided in Appendix B.

**2.7.6 Health and Safety Training**

Training budget is provided as required for health and safety requirements such as First/Emergency Aid training.

## **SECTION 3: AREAS OF EXPENDITURE TO BE DEVOLVED**

### **3.1 Introduction**

Whilst headteachers are given maximum flexibility over their budgets, there are areas of expenditure that are generally not considered suitable for devolution. The reasons for this may include, but are not limited to: areas outside the influence of a headteacher, areas that are too bureaucratic, have unacceptable levels of risk, benefit from economies of scale, require professional expertise, are complex by their nature.

### **3.2 Devolved Expenditure**

- Staffing Costs (with the exception of this listed in 3.3 Non-Devolved Expenditure and subject to the requirement set out in Paragraph 2.2.1 that all decisions are financially sustainable).
- Training
- Reactive Repairs and Self Funded Improvements
- Refuse Disposal
- Cleaning Supplies
- Grounds Maintenance
- Vehicle Costs such as employee car allowances, maintenance, fuel and hire
- Equipment and Furniture including Repairs and Hire/Rental
- Nursery School Snacks
- Printing and Stationery
- Education Supplies
- Parent Council
- Purchase of Computer Hardware and Software
- Mobile Phone Charges
- Software Licences

### **3.3 Non-Devolved Expenditure**

- Property Maintenance
- Sickness Absence Cover as per the manual
- Supply cover for Parental Leave as per the manual
- Clothing, uniforms and laundry
- Trade Waste Uplift
- Postage

### **3.4 Income**

Please note that income from use of school premises is non-devolved and collected centrally.

## SECTION 4: GENERAL INFORMATION ON DEVOLVED SCHOOL MANAGEMENT

### 4.1 Financial Regulations

In order to conduct its business efficiently, the council must have sound financial management policies that are strictly adhered to. The requirement for sound financial management is further reinforced by the Local Government (Scotland) Act 1973 that stipulates that every local authority must make arrangements for the proper administration of its financial affairs.

The council's financial regulations provide the framework for managing the council's financial affairs. They apply to every member and officer of the council and everyone acting on its behalf. Additionally, all members and officers have a general responsibility for ensuring that the use of the council's resources is legal, properly authorised and provides value for money.

For these reasons the council has established financial regulations and supporting procedures such as this DSM Scheme of Delegation. The DSM Scheme of Delegation provides a transparent, fair and equitable distribution of resources to schools.

Further information can be found here:

[https://westlothian.gov.uk/media/14557/Financial-Regulations/pdf/Standing\\_Orders\\_-\\_Financial\\_Regulations\\_Update\\_Sep\\_2021.pdf?m=637666909604730000](https://westlothian.gov.uk/media/14557/Financial-Regulations/pdf/Standing_Orders_-_Financial_Regulations_Update_Sep_2021.pdf?m=637666909604730000)

### 4.2 Best Value Principles

Headteachers should be aware of the council's Best Value Framework, approved at Council Executive on 10 June 2014. The Framework applies to all council services and to general fund and housing revenue and general services and housing capital. There are five key themes in relation to how the council delivers Best Value, these are:

1. Financial Management
2. Challenge and Improvement
3. Performance Management
4. Governance & Accountability
5. Procurement.

The Framework demonstrates how Best Value is achieved via the WLAM process for services, works, goods and materials delivered in-house and how Best Value is achieved via the procurement process for services, works, goods and materials which are put out to tender.

The Best Value Framework applies to all council services in all their operations and activities – it imposes corporate responsibilities.

Further information can be found here:

[West Lothian Council Committee Information - Submission Documents](#)

### 4.3 Local Authority Commitment to Devolved School Management

West Lothian Council is committed to the principles of Devolved School Management, the Headteachers' Charter, and the aims of empowerment of funding.

In an empowered system, headteachers, schools and the Local Authority are partners, each contributing and supporting each other and respecting the different role each plays. The council recognises that value is added by enabling key decisions to be made by those who are closest to the educational experience of children and young people. Decision making about funding that affects the school should sit, therefore, at school level unless there is a compelling reason for this not to be the case (see section 3). The headteacher is accountable and responsible for decisions that should be made in consultation with pupils, parents, staff and the wider community.

The Headteachers' Charter advises that in an empowered system, headteachers should lead learning communities to determine the most appropriate approach in the areas of leading learning and teaching, empowering the learning community and making best use of the school's resources.

In relation to making **best use of the school's resources**, headteachers are required to:

- Manage a delegated budget in a fair, equitable and transparent way, supported by the Local Authority and a fair, transparent and equitable local Devolved School Management Scheme.
- Deploy the school's budget in accordance with best value principles and Local Authority procurement arrangements, with appropriate support and guidance from their Local Authority.
- Play an active role in designing and reviewing recruitment and staffing approaches, both for their own school(s) and for the wider Authority.
- Be empowered to design a staffing structure which best supports the school's curriculum and leadership requirements, working within their delegated staffing budget and supported by their Local Authority and Scottish Negotiating Committee for Teachers (SNCT) / Local Negotiating Committee for Teachers (LNCT) agreements and guidance.
- Be integral to the appointment of staff in accordance with the best interests of children and young people, and work in partnership with the Local Authority to ensure good practice in recruitment and appointments, in line with SNCT/LNCT agreements and guidance.
- Work in partnership with the Local Authority, and within clearly defined roles, responsibilities and accountabilities, to ensure a highly professional school team is built and sustained to meet the needs of the learning community.

The council recognises that in relation to DSM the functions and roles undertaken within an empowered school system are not restricted to headteachers. Although the role of headteacher is identified throughout, shared and distributed leadership means that other staff members or groups may undertake an area or aspect of DSM. An empowered school system means that all teachers are empowered and have meaningful input to decisions about school funding. This manual supports distributed leadership, collaboration and consultation whilst recognising that ultimately the accountability and responsibility will reside with the headteacher as the leader of their school, supported by the Local Authority.

### 4.4 School Expenditure Within Wider Strategic Planning

School Expenditure is considered as part of the Council's wider Financial Strategy. West Lothian Council takes a strategic approach to financial and corporate planning which is consistent with the recommendations of the Accounts Commission, Audit Scotland and

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CIPFA who all emphasise the need for public bodies to focus on their medium to long term financial sustainability.

A 'golden thread' links school planning to the wider strategic planning of the Council. School priorities are linked to the Council's Raising Attainment Strategy and the National Improvement Framework Plan, which, in turn, reflect the priorities of the Council's Corporate Plan and the Community Planning Partnership's Local Outcome Improvement Plan, as well as the Education Services' Management Plan.

#### **4.5 Scottish Negotiating Committee for Teachers and Local Negotiating Committees for Teachers Agreements**

Head Teachers are required to operate within the agreed SNCT terms and conditions for all staff who come under this scheme. The SNCT handbook is available: <http://www.snct.org.uk>.

#### **4.6 Publication Availability and Review of the Scheme**

The DSM scheme will be subject to 3-yearly review involving stakeholders and a peer Local Authority if appropriate and will be published following Committee approval of the scheme.

The DSM scheme and summary document will be published on the West Lothian Council website with a link provided on all school websites.

#### **4.7 Available Training**

As part of the budgetary control process, an ongoing programme of training is provided by the Financial Management Unit (FMU) for budget holders, Business Support Managers and Resource Officers.

Induction training is provided for all new budget holders. There will be consultation between FMU and services to determine training needs and FMU staff will provide other training and additional support based on an assessment of training requirements. Budget holders identifying training requirements should contact FMU to discuss in the first instance.

#### **4.8 Consultation and Engagement**

West Lothian Council adopts a collegiate approach to setting policy and procedures, including the Devolved School Management Scheme. The Devolved School Management Scheme, and the principles which underpin it, have been informed by discussion with Headteachers and the Local Negotiating Committee for Teachers, and the West Lothian Parent Council Forum.

Headteachers will consult with staff, parent councils, pupils and the wider community, including the application of the Devolved School Management Scheme where appropriate, through the established mechanisms for consultation and engagement.

#### **4.9 Transparency**

The Devolved School Management Scheme, and the principles which underpin it, have been subject to a process of consultation and engagement. The Scheme has been scrutinised by the Education Policy Development and Scrutiny Panel, and agreed by the Education Executive.

The operation of the Devolved School Management Scheme is subject to regular review, informed by the ongoing dialogue between schools, central education services and the

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Financial Management Unit on the operation of the Scheme. The operation of the Scheme is scrutinised by the Local Negotiating Committee for Teachers.

The Devolved School Management Scheme is published electronically along with information on individual schools and the policies and procedures they follow.

#### **4.10 Local Priorities**

The Local Priorities to be supported and addressed by schools through their application of the Devolved School Management Scheme are set out in:

- School Improvement Plans
- The Raising Attainment Strategy
- The National Improvement Framework Plan
- Education Services' Management Plan
- West Lothian Corporate Plan
- West Lothian Community Planning Partnership Local Outcome Improvement Plan

Local Authority decisions about education spending are expected to be made in a collegiate and transparent way, paying due regard to their wider responsibilities, including Getting it Right for Every Child (GIRFEC) and the role of Local Authorities as Corporate Parents.

#### **4.11 Professional Support**

Professional Support will be provided to each school to assist the Head Teacher and including a designated Business Support Manager or Resource Officer and support from West Lothian Council's:

- Finance and Property Services
- Operational Services
- Corporate Services

Contact details can be found on the council's intranet site.



## APPENDIX A

### Teachers Absence Cover

#### 1 Definition of Absence

- 1.1 Short term absence is defined as absences up to and including 10 working days. All absence cover during the first 10 working days must be funded by the school from its devolved resources, irrespective of the number of days worked per week. This applies to all teaching staff including Visiting Specialists.
- 1.2 Long Term absence is defined as absences covering 11 working days or more. In circumstances where a member of teaching staff is absent for more than 10 working days cover will be funded from the non-devolved funded absent cover budget from day 11, irrespective of the number of days worked per week. This applies to all teaching staff including Visiting Specialists.

#### 2 Cover Arrangements: Class teacher

- 2.1 During a short-term absence, the school continues to pay for the class teacher and also the cost of the supply cover.
- 2.2 In circumstances where a class teacher is on long term absence and a supply teacher comes in to cover, the supply teacher should be charged to the non-devolved absence cover budget and the teacher off sick should continue to be charged to the schools devolved budget.
- 2.3 There is no facility to bank days where a school cannot obtain appropriate cover.

#### 3 Cover Arrangements: Promoted teacher

- 3.1 During a short-term absence, the school incur the cost of the promoted teacher and also the cost of the supply cover.
- 3.2 In circumstances where a promoted member of staff is off long term sick and a supply teacher comes in to cover, the promoted member of staff should continue to be charged to the schools devolved budget as a permanent member of staff. Supply cover costs should be charged to the non-devolved absence cover budget. This arrangement is in accordance with actual costs incurred.
- 3.3 Where the school makes an acting up appointment, for example a class teacher that acts up to a Principal Teacher and a supply teacher covers the basic teaching post, the acting up allowance and the supply teacher costs should both be charged against non-devolved resources. The absent member of staff should continue to be charged to the school as a permanent member of staff. The additional costs incurred as a result of the acting up appointment and the appropriate cover costs are therefore financed from non-devolved resources.

#### 4 Cover arrangements for long term absences where pay entitlement changes

- 4.1 If an employee is in receipt of half pay or exhausts their entitlement to pay, the recording arrangements differ. A saving is realised in respect of the absent member of staff that requires to be offset against the additional costs incurred.
- 4.2 When the permanent member of staff is in receipt of half pay, the supply teacher should then be charged 50% to the schools devolved budget and 50% to non-devolved resources. Note, the school will always be charged one salary. Any acting up allowance should also be equally split between the school and the centre.
- 4.3 When an individual has exhausted their entitlement to pay, they should be charged against non-devolved resources and be replaced with person on supply cover. The acting up allowance should be charged 100% to the schools devolved budget.

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**5. Cover for Maternity and Parental Leave**

- 5.1 Where a teacher goes on maternity or parental leave, the school will meet the cost of any cover required from its devolved budget and the authority will meet the associated cost of maternity or parental pay from non-devolved resources.
- 5.2 The substantive post should be charged against the non-devolved budget for the full leave period and supply cover costs charged to the schools devolved budget.
- 5.3 If the teacher returning from maternity leave uses accrued leave to extend their period of absence then the cost will continue to be funded from non-devolved resources, commencing with the return to pay date and ending on the return to school date for term time days. Any supply cost incurred by the school during the accrued leave period will be funded by the school from its devolved budget.
- 5.4 Cost associated with accrued leave are monitored centrally and once the teacher completes their period of accrued leave the cost of the accrued leave period will be transferred to cost centre 30588. The ABSM is no longer required to process the journal entry to transfer the costs.
- 5.5 Where the school and the teacher agree to a phased return to work using accrued leave or agree term time leave that exceeds the balance of accrued leave available during term time then both the cost of the absent teacher and any supply cost incurred will be borne by the school from its devolved budget.
- 5.6 To determine the split between term time and paid accrued leave please consult the Accrued Leave Calculator issued annually to HT's and ABSM's.

**6. Keeping in Touch Days**

- 6.1 All costs incurred as a result of any agreed 'Keeping in Touch Days' are charged to the schools devolved budget.

**7. Supernumerary Staff & Exceptional Circumstances**

- 7.1 These exceptional posts do not form part of a school's basic teaching compliment. It is therefore at a school's discretion as to whether they wish to provide absence cover and they are responsible for meeting supply cover costs.
- 7.2 The exception above would be where the promoted element in a post is supernumerary. In terms of absence cover, the basic teaching element would be finances in accordance with the arrangements outlined for a class teacher.
- 7.3 Exceptional circumstances – such as suspensions – would require to be separately agreed by the Head of Service on an individual basis.

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## APPENDIX B

## Education Income: VAT Guidance – General Schools

FACILITY	DESCRIPTION	CODE	VAT	NOTE
Swimming	<ul style="list-style-type: none"> <li>▪ Junior</li> <li>▪ Adult</li> <li>▪ Pool Hire</li> </ul>	585000	S/E S/E S/E	) ) 1+2 )
Other Sports	<ul style="list-style-type: none"> <li>▪ Badminton Adult/Junior</li> <li>▪ Fitness Room</li> <li>▪ All Weather Pitch Adult/Junior</li> <li>▪ Grass Pitch Adult/Junior</li> <li>▪ Games Hall Adult/Junior</li> <li>▪ Gymnasium Adult/Junior</li> </ul>	585100	S/E S/E S/E S/E S/E S/E	) ) ) 1+2 ) ) )
Sports Equipment Hire	<ul style="list-style-type: none"> <li>▪ Racquets</li> <li>▪ Footballs etc</li> </ul>	581500	S / E S / E	6 6
Room Hire	<ul style="list-style-type: none"> <li>▪ Use of premises</li> </ul>	581100	E	
Theatre & Cinema	<ul style="list-style-type: none"> <li>▪ Admissions</li> <li>▪ Room Hire</li> </ul>	585200	S E	
Vocational Courses	<ul style="list-style-type: none"> <li>▪ Provision of vocational courses with instruction</li> </ul>	587500	E	
Non-Vocational Courses	<ul style="list-style-type: none"> <li>▪ Provision of non-vocational courses with instruction</li> </ul>	587600	E	4
Cafeteria Sales	<ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Staff</li> <li>▪ Vending</li> <li>▪ Snack bar</li> </ul>	563100 564200 563400 564100	NB S S S	) ) 5 ) )

**S** = STANDARD      **NB** = NON BUSINESS  
**E** = EXEMPT          **Z** = ZERO

**Notes:**

- (1) Exempt for series of 10 or more lets to schools, clubs, associations, otherwise standard
- (2) Exempt where instruction or lessons are given
- (3) As long as registered under Children's Act 1989
- (4) Sports & recreational courses with instruction are exempt. Leisure courses e.g. Cake decoration are exempt assuming participants pay tuition fees.
- (5) Any catering / food sales to pupils will be non-business
- (6) If the equipment hire relates to an activity undertaken under instruction and the equipment is necessary for that activity to take place, then the hire of equipment is exempt. If hire for own use without instruction then standard rated.

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Appendix 2



DRAFT

# **Devolved School Management Finance Manual 2023/24**

## **Secondary Sector**

**Finance & Property Services  
Education Services**

Revised April 2023

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## **SECTION 1: INTRODUCTION TO DEVOLVED SCHOOL MANAGEMENT**

### **1.1 The Objectives of DSM**

The underlying objective of Devolved School Management is to enable decisions, relevant to the day to day management and provision of school education, to be made at local level. The Scheme of Devolved School Management provides the method of calculating how resources are allocated to schools on the basis of clearly defined allocation criteria.

Responsibility for determining how this budget will be allocated within the school however, rests with each Head Teacher, and the Scheme does not provide a prescriptive guide to how resources will be used within each school.

This approach will ensure that schools are resourced in a fair and consistent manner, whilst ensuring that Head Teachers are empowered to deploy resources in the manner best suited to meet the needs of the learners in their school.

The Finance Manuals will continue to evolve in light of national developments regarding the governance of education.

### **1.2 Devolved School Management Overview**

Devolved School Management was introduced in 1993 to enhance and improve the management of resources at school level. The DSM guidance was reviewed in 2006, and again in 2012, taking account of the changing economic and financial climate for both Local Authorities and the Scottish Government. In June 2017 the Scottish Government consulted on changes to DSM as part of the wider "*Fair Funding to Achieve Excellence and Equity in Education*" consultation.

The updated DSM guidelines, published in summer 2019, seek to build and improve on the DSM Guidelines of 2012 and, critically, reflect and integrate with the Education Reform Programme and priorities emerging from the Scottish Government and COSLA Education Reform Joint Agreement of June 2018. These Guidelines can be found here <https://www.gov.scot/policies/schools/devolved-school-management/>.

The Guidelines have been devised to help Local Authorities develop their own Devolved School Management (DSM) schemes. The new Guidelines aim to encourage participation from Local Authority wider teams, schools and parents.

They have been prepared through collaboration and consultation with a wide range of stakeholders. Collaboration is key to a successful local DSM scheme and this is captured within the Joint Agreement and Headteachers' Charter to which these guidelines align and support.

### **1.3 Principles of Devolved School Management**

The updated DSM principles, agreed by the Fair Funding Reference Group and building on and enhancing the foundations and principles of the 2012 guidance, are:

- Subsidiarity and Empowerment
- Collaboration
- Accountability and Responsibility
- Clarity and Equity

These principles reflect the National Improvement Framework aims of excellence through raising attainment and achieving equity. The principles also fully endorse those proposed in the Fair Funding consultation:



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- **support excellence and equity** - ensuring every child and young person has the same opportunity to succeed
- **be fair** - placing the needs of all children and young people at the centre
- **be simple**, transparent and predictable – ensuring the costs of delivering education can be easily understood and explained and that schools are able to manage and plan ahead with certainty
- **deliver value for money** – ensuring that every penny spent is used effectively

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## **SECTION 2: BUDGETS AND ACCOUNTING**

### **2.1 INTRODUCTION**

#### **2.1.1 Financial Year and Issue of Budget Statements**

The financial year runs from 1st April to 31st March and spans two academic years. Budget statements are issued to schools at the commencement of the financial year and updated at specific intervals to take account of changes within the academic year. A second statement is issued at the start of the academic year to confirm probationer allocations. A third statement is issued in autumn following the Scottish Government census. If there are any further funding movements, particularly in relation to learning support, schools will receive a final statement in January.

In line with the council's Financial Regulations all services, including schools, are required to submit financial forecasts at the end of month 4, 6 and 9 for reporting to the Council Executive. A further forecast is required early March from schools in relation to projected carry forward balances.

Following completion of the council's final accounts, carry forward figures are confirmed with schools prior to the summer holidays.

#### **2.1.2 Budget Statements and Pupil Rolls**

Within the secondary sector, budget allocations for April to July are based on actual school rolls per the previous September school census figures. August to March budgets are based on projected pupil numbers (based on information from Pupil Placement) until actual school rolls are confirmed following the Scottish Government census. A 1% tolerance is then applied to projected figures and if movements are greater than +/- 1%, adjustments are made to the August to March allocations falling out with the tolerance level.

#### **2.1.3 Expenditure Records**

Records of expenditure must be maintained in each school for all delegated budgets. Within schools the authority's financial ledger, CedAr e5, records all relevant income and expenditure items. This system is fully integrated with the e-Procurement system (PECOS) to enable the monitoring of committed expenditure (orders) as well as actual expenditure (invoices paid).

#### **2.1.4 Ad hoc Adjustments**

Ad hoc adjustments are agreed at the discretion of the Head of Service and are reviewed on an annual basis. All ad hoc adjustments signed off by the Head of Service are recorded on the ad hoc adjustment register.

#### **2.1.5 Budget Virement**

Head Teachers are permitted to divert monies between fully delegated budgets. Such budget transfers are known as virements. The Financial Management Unit will request details of such realignments and amend ledger budgets to reflect anticipated spending trends.

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**2.1.6 Staffing Performance Factor**

A staffing performance factor is deducted from a school's budget, which takes account of in-year savings that are achieved through turnover of staff, temporary vacancies and other short-term staff savings. The staffing performance factor will include teachers from the start of the 2024/25 academic year.

**2.1.7 Carry Forward of Year-End Balances**

Under the DSM scheme, schools may carry forward over or under spends at the end of each financial year. The carry forward is calculated by determining the net expenditure position on all devolved budget headings as at 31<sup>st</sup> March and determined by the balances recorded in the authority's financial ledger.

The maximum under-spend that may be carried forward is set at 1% of all fully devolved budget headings. Any balance greater than the 1% threshold is not available to the school in the following year.

In special circumstances, Head of Service approval can be sought to carry forward more than the 1% threshold.

School outturns will be monitored through the financial year of the Head of Service in line with budget monitoring guidelines.

Any overspend is carried forward in full and no maximum threshold is applied. Head Teachers are advised to avoid material overspends and to ensure that resources are managed effectively.

Schools may wish to use this carry forward not only for ongoing revenue expenditure but may also wish to save towards a longer term planned objective such as school refurbishment etc.

**DATA LABEL: INTERNAL – COUNCIL WIDE****2.2 LINEAR MODEL ALLOCATIONS****2.2.1 Linear Model Allocations**

A Linear Model is used to allocate the greater majority of resources to secondary establishments in respect of basic staffing budgets and miscellaneous supplies. Schools have local flexibility to determine how these resources are used in curriculum delivery.

The Linear Model is predominantly driven by pupil roll. Actual pupil rolls (in line with Scottish Government census figures) are utilised to calculate budget entitlement for the period for April to July. Projected rolls (based on information from Pupil Placement) are used to calculate entitlement for the period August to March. A 1% tolerance threshold is applied to projected figures and on publication of Scottish Government census figures, adjustments are made to budgets in accordance with the movement in roll over or under the stated threshold.

**2.2.2 Indicative Management Allocation**

All secondary schools will receive an indicative budget allocation to support their management structures. The budget allocation will follow the requirements of national conditions and salary scales and will be updated to reflect changes in these. Head Teachers may put in place an alternative management and/or staffing structure, but from 2024/25 the cost of this alternative structure will not automatically be reflected in future years indicative budget allocations. Future years' indicative budget allocations will continue to be based on the standard indicative budget allocations to support management and the roll of the school. It is the responsibility of the Head Teacher to ensure that any decisions they take are financially sustainable.

The management allocation is only increased where the roll has been sustained for one year or more. When the pupil roll drops, there will be a transition period for one year and entitlement will be retained for that period only. Schools wishing to retain promoted staff posts after the transition period has lapsed will be required to self-finance these posts or promoted elements.

**Fixed Element:**

<b>Pupil Roll</b>	<b>Post</b>	<b>HT</b>	<b>DHT</b>	<b>PTC</b>
0 – 1,319	FTE	1.0	2.0	9.0
1,320 +	FTE	1.0	3.0	9.0

**DATA LABEL: INTERNAL – COUNCIL WIDE****2.3 TEACHING STAFF****2.3.1 Staff Complement**

Schools have flexibility within their available resources to determine their basic staffing complement. Although the Linear Model provides a mechanism for allocating budgets to schools, it is not prescriptive in determining the total teaching FTE or the promoted structure within the school. Schools have flexibility, within available resources, to determine the appropriate structure to meet the needs of pupils.

**2.3.2 Class Contact Time**

The maximum class contact time for a secondary class teacher is 22.5 hours.

**2.3.3 Probationer Class Contact Time**

In line with teachers' terms and conditions agreement, probationer teachers must have a maximum class contact time of 18.5 hours per week, equivalent to 0.82 of a full-time teacher. Probationers are determined as "core" where a school has a teaching vacancy, and requests and finances the post from within the school budget. Probationers are classified as "fully funded" where the authority receives additional grant funded probationers and allocates them to schools.

Each school, which has a core probationer, receives an additional allocation of 0.18 FTE for probationer non-class contact time and 0.1 FTE for mentoring. These allocations are based on a probationer's salary to reflect the actual costs charged to school for non-class contact time. The 0.82 FTE class contact time is met from within the school's teaching staff entitlement and the cost of the probationer's class contact time is charged to the school at the average salary of a teacher. Where a "pointage" vacancy exists in a school, the school may also request that a probationer be appointed and will receive additional top-up funding as appropriate.

Where a school is entitled to a 'fully funded' probationer, an additional allocation of 1.1 FTE, which includes 0.1 FTE for mentoring, is provided. This allocation is additional to the schools basic teaching staff complement and is directly funded by the Scottish Government at a probationer's salary scale point.

**2.3.4 Chartered Teacher Costs**

With effect from 21<sup>st</sup> August 2017 Schools fund the cost of Chartered Teacher from their devolved resources.

**2.3.5 Classes for Pupils who Require Additional Support for Learning - Pupil Numbers and Additional Support for Learning Classes**

The maximum number of pupils per teacher for individual special classes is outlined in the table below.

<b>Class</b>	<b>Numbers</b>
Autistic Spectrum Disorder	6
Communication & Language	6

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### 2.4 TEACHERS ABSENCE COVER

#### 2.4.1 Sickness Absence

Devolved funded absence cover is defined as up to and including the 20<sup>th</sup> working day of absence. This means a school will pick up the cost of cover for the first 20 working days of absence. Costs from day 21 of the absence become a cost funded from the non-devolved funded absence cover. Supply claim forms should be completed accurately to ensure cover costs are charged to the appropriate code. ABSM's should make any corrections between devolved and non-devolved funded cover by journal entry.

Further details can be found in appendix A.

	<u>charge to</u>
▪ All school core vacancy cover	<b>045001</b>
▪ Maternity cover	<b>045001</b>
▪ School Funded Accrued Maternity Leave	<b>045001</b>
▪ All school funded sickness absence	<b>048301</b>
▪ All centrally funded sickness absence cover	<b>048401</b>
▪ Other school funded absence cover	<b>048501</b>
▪ Other centrally funded absence cover	<b>048601</b>

*These subjective codes are reflected on the supply teachers claim forms.*

#### 2.4.2 Maternity, Adoption and Parental Leave

The council will meet the cost of teachers on maternity, adoption and parental leave until the date that they return to school (subject to the conditions outlined below). Schools will meet the cost of any supply cover brought in during the period of this leave from its devolved budget.

Teacher's annual leave entitlement is 40 days. Teachers' annual salary is calculated over 235 days (195 teaching days and 40 days annual leave) with 26 unpaid "closed" days.

Accrued leave may be taken in two parts, either term time leave or during designated closed days. A maternity calculator is used to determine the total days accrued, the number of days statutory leave to be taken during term time and the balance to be directed to closed days. After consideration of statutory leave requirements, accrued leave in the first instance must be directed to designated closed periods. Teachers taking accrued leave during closed periods will be entitled to a salary payment.

The council will meet the cost of staff undertaking a period of accrued leave where annual leave immediately follows the period of this type of leave. If the school agrees a phased return to work or agrees to term time leave rather than directing leave to be taken during designated closed days, then the school will become responsible for meeting both the cost of the supply teacher and the accrued leave period from its devolved budget. Further details are contained in appendix A.

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<b>Teaching Absence Cover</b>	<b>Devolved / Non-devolved Cost</b>	<b>Ledger Subjective Code</b>
0 – 20 days	Devolved	048301
21+ days	Non-Devolved	048401
Maternity and Parental Leave / Support	Devolved	045001
Antenatal Care	Devolved	048501
Adoption Leave	Devolved	048501
Staff Development	Devolved	048501
Relocation (Moving)	Devolved	048501
Job Share In-service Days	Devolved	048501
Retirement Training	Devolved	048501
Jury Duty	Non-Devolved	048601
Witness at Court (Paid)	Non-Devolved	048601
Witness at Court (Unpaid)	Non-Devolved	048601
Union Duties	Devolved	048501 (Budget Provision)
Planned health care young Child	Devolved	048501
Illness of a dependant	Devolved	048501
Serious Illness of dependant	Devolved	048501
Bereavement Leave	Devolved	048501
Funeral Attendance	Devolved	048501
Hospital Appointment	Devolved	048501
Emergency dental/medical appointment	Devolved	048501
Unauthorised absence (unpaid)	Devolved	048501
TA leave/Armed Forces	Non-Devolved	048601
Children's Panel	Non-Devolved	048601
Suspended with Pay	Devolved	048501
Suspended without Pay	Devolved	048501



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## **2.5 ADDITIONAL SUPPORT FOR LEARNING NEEDS (TEACHING & NON-TEACHING)**

**2.5.1** Schools receive an allocation to support pupils with additional support for learning needs based on roll and SIMD. This allocation is updated every two years.

Schools receive two separate allocations for additional support needs within its devolved budget. The first allocation is for Learning and Teaching and is distributed by way of a teaching allocation to schools; the second allocation is for Physical and Sensory Needs and is usually distributed by way of a Pupil Support Worker allocation.

Schools will also receive a needs-based allocation for pupils with severe to complex needs.

### **2.5.2 Additional Support for Learning Needs – Teacher Allocation**

This considers the following factors;

- **Roll** – each school receives an allocation, regardless of deprivation or attainment.
- **SIMD** (Social Indicators of Multiple Deprivation) – each school is allocated a weighting, indexed against the mean rank of the school with the lowest level of deprivation in the authority.

### **2.5.3 Support for Learning - Pupil Support Worker**

This considers the following factors;

- **Roll** – each school receives an allocation, regardless of deprivation or attainment.
- **SIMD** (Social Indicators of Multiple Deprivation) – each school is allocated a weighting, indexed against the mean rank of the school with the lowest level of deprivation in the authority.

**DATA LABEL: INTERNAL – COUNCIL WIDE****2.6 NON-TEACHING STAFF****2.6.1 Non-Teaching Staff Absence Cover**

There is no budget allocation made to schools in respect of absence cover for non-teaching staff. Should the school require absence cover they must fund the cost of long-term absence cover and maternity cover for the first 4 weeks irrespective of the commencement date of the cover arrangements. After the first four week period, the authority will contribute 50% of the actual cover cost incurred with the school financing the remaining 50%. The following arrangements are summarised in the table below.

	<b>Sick Admin</b>	<b>Cover</b>
First 4 Wks of Absence	100%	100%
After 4 Wks and until employee goes on Half Pay	100%	50%
Administrative Staff on Half Pay	50%	50%
Administrative Staff on No Pay	0%	0%

**2.6.1 Non-Teaching Staff Maternity, Adoption and Parental Leave**

Where a non-teaching member of staff goes on maternity or parental leave, the school will meet the cost of any cover required from its devolved budget and the associated cost of maternity or parental pay will be met from non-devolved budget within Education. The substantive post should be charged against the school's devolved budget for the full leave period as well as any associated supply cover costs. Costs relating to the cover of accrued leave for members of staff returning from this type of leave will require to be met from the schools devolved budget.

**2.6.2 Dining Room Supervision**

Teaching or non-teaching staff may undertake dining room supervision duties and the relevant budgets are contained within Linear Model allocations.

**2.6.3 Facilities Management Overtime**

Where FM assistants undertake duties outwith their standard working hours following a request from a Head Teacher, these costs must be met by the school from its devolved resources. For example, a FM assistant may facilitate weekend maintenance work which can incur over-time costs. Related expenditure can be identified by codes prefixed **0202XX** on the financial ledger.

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## **2.7 OTHER BUDGET ALLOCATIONS, EXPENDITURE AND INCOME**

### **2.7.1 SQA Examination Fees**

The budget allocation is in respect of examination fees paid to the Scottish Qualifications Authority for entry charges to National Qualifications, Higher National Qualifications and Scottish Vocational Qualifications.

### **2.7.2 Text Alert System**

The annual subscription is financed by the council from the non-devolved budget for education, and schools will meet the cost of any usage from their devolved budget:

- Schools will incur a quarterly charge for all their Groupcall SMS costs.
- The appropriate and cost-effective use of Groupcall is within the school's control.
- It is the school's responsibility for collecting and maintaining up to date parent/carers email addresses.
- Schools must consider the length of every Groupcall message, as messages longer than 162 characters attract additional costs.
- It is advisable that Groupcall messaging remains a management or school office (under Head Teacher direction) function only.

### **2.7.3 Property Costs**

The budget for routine repairs and maintenance sits centrally and is not devolved to the school. All routine repairs and/or maintenance must be reported through the WLC Property Helpdesk (for PPP1 and PPP3 school repairs should be reported through the relevant Helpdesk).

Should a school require any building improvements works out with then this must be discussed with the property maintenance inspector or PPP Monitoring Officer prior to the submission of a Project Initiation Sheet.

### **2.7.4 Online Payments**

Parent/carers are now able to pay for school meals, trips etc. through the Ipayimpact system and they should be encouraged to do so by schools in order to reduce the risks for pupils and staff in relation to cash handling.

### **2.7.5 VAT Guidance – Education Income**

Guidance on the VAT treatment in relation to education income is provided in Appendix B.

### **2.7.6 Health and Safety Training**

Training budget is provided as required for health and safety requirements such as First/Emergency Aid training.

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## **SECTION 3: AREAS OF EXPENDITURE TO BE DEVOLVED**

### **3.1 Introduction**

Whilst headteachers are given maximum flexibility over their budgets, there are areas of expenditure that are generally not considered suitable for devolution. The reasons for this may include, but are not limited to: areas outside the influence of a headteacher, areas that are too bureaucratic, have unacceptable levels of risk, benefit from economies of scale, require professional expertise, are complex by their nature.

### **3.2 Devolved Expenditure**

- Staffing Costs (with the exception of this listed in 3.3 Non-Devolved Expenditure and subject to the requirement set out in Paragraph 2.2.1 that all decisions are financially sustainable).
- Training
- Reactive Repairs and Self-Funded Improvements
- Refuse Disposal
- Cleaning Supplies
- Grounds Maintenance
- Vehicle Costs such as employee car allowances, maintenance, fuel and hire
- Equipment and Furniture including Repairs and Hire/Rental
- Nursery School Snacks
- Printing and Stationery
- Education Supplies
- Parent Council
- Purchase of Computer Hardware and Software
- Mobile Phone Charges
- Software Licences

### **3.3 Non-Devolved Expenditure**

- Property Maintenance
- Sickness Absence Cover as per the manual
- Supply cover for Parental Leave as per the manual
- Clothing, uniforms and laundry
- Trade Waste Uplift
- Postage

### **3.4 Income**

Please note that income from use of school premises is non-devolved and collected centrally.

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## **SECTION 4: GENERAL INFORMATION ON DEVOLVED SCHOOL MANAGEMENT**

### **4.1 Financial Regulations**

In order to conduct its business efficiently, the council must have sound financial management policies that are strictly adhered to. The requirement for sound financial management is further reinforced by the Local Government (Scotland) Act 1973 that stipulates that every local authority must make arrangements for the proper administration of its financial affairs.

The council's financial regulations provide the framework for managing the council's financial affairs. They apply to every member and officer of the council and everyone acting on its behalf. Additionally, all members and officers have a general responsibility for ensuring that the use of the council's resources is legal, properly authorised and provides value for money.

For these reasons the council has established financial regulations and supporting procedures such as this DSM Scheme of Delegation. The DSM Scheme of Delegation provides a transparent, fair and equitable distribution of resources to schools.

Further information can be found here:

[https://westlothian.gov.uk/media/14557/Financial-Regulations/pdf/Standing\\_Orders\\_-\\_Financial\\_Regulations\\_Update\\_Sep\\_2021.pdf?m=637666909604730000](https://westlothian.gov.uk/media/14557/Financial-Regulations/pdf/Standing_Orders_-_Financial_Regulations_Update_Sep_2021.pdf?m=637666909604730000)

### **4.2 Best Value Principles**

Headteachers should be aware of the council's Best Value Framework, approved at Council Executive on 10 June 2014. The Framework applies to all council services and to general fund and housing revenue and general services and housing capital. There are five key themes in relation to how the council delivers Best Value, these are:

1. Financial Management
2. Challenge and Improvement
3. Performance Management
4. Governance & Accountability
5. Procurement.

The Framework demonstrates how Best Value is achieved via the WLAM process for services, works, goods and materials delivered in-house and how Best Value is achieved via the procurement process for services, works, goods and materials which are put out to tender.

The Best Value Framework applies to all council services in all their operations and activities – it imposes corporate responsibilities.

Further information can be found here:

[West Lothian Council Committee Information - Submission Documents](#)

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### **4.3 Local Authority Commitment to Devolved School Management**

West Lothian Council is committed to the principles of Devolved School Management, the Headteachers' Charter, and the aims of empowerment of funding.

In an empowered system, headteachers, schools and the Local Authority are partners, each contributing and supporting each other and respecting the different role each plays. The council recognises that value is added by enabling key decisions to be made by those who are closest to the educational experience of children and young people. Decision making about funding that affects the school should sit, therefore, at school level unless there is a compelling reason for this not to be the case (see section 3). The headteacher is accountable and responsible for decisions that should be made in consultation with pupils, parents, staff and the wider community.

The Headteachers' Charter advises that in an empowered system, headteachers should lead learning communities to determine the most appropriate approach in the areas of leading learning and teaching, empowering the learning community and making best use of the school's resources.

In relation to making **best use of the school's resources**, headteachers are required to:

- Manage a delegated budget in a fair, equitable and transparent way, supported by the Local Authority and a fair, transparent and equitable local Devolved School Management Scheme.
- Deploy the school's budget in accordance with best value principles and Local Authority procurement arrangements, with appropriate support and guidance from their Local Authority.
- Play an active role in designing and reviewing recruitment and staffing approaches, both for their own school(s) and for the wider Authority.
- Be empowered to design a staffing structure which best supports the school's curriculum and leadership requirements, working within their delegated staffing budget and supported by their Local Authority and Scottish Negotiating Committee for Teachers (SNCT) / Local Negotiating Committee for Teachers (LNCT) agreements and guidance.
- Be integral to the appointment of staff in accordance with the best interests of children and young people, and work in partnership with the Local Authority to ensure good practice in recruitment and appointments, in line with SNCT/LNCT agreements and guidance.
- Work in partnership with the Local Authority, and within clearly defined roles, responsibilities and accountabilities, to ensure a highly professional school team is built and sustained to meet the needs of the learning community.

The council recognises that in relation to DSM the functions and roles undertaken within an empowered school system are not restricted to headteachers. Although the role of headteacher is identified throughout, shared and distributed leadership means that other staff members or groups may undertake an area or aspect of DSM. An empowered school system means that all teachers are empowered and have meaningful input to decisions about school funding. This manual supports distributed leadership, collaboration and consultation whilst recognising that ultimately the accountability and responsibility will reside with the headteacher as the leader of their school, supported by the Local Authority.

### **4.4 School Expenditure Within Wider Strategic Planning**

School Expenditure is considered as part of the Council's wider Financial Strategy. West Lothian Council takes a strategic approach to financial and corporate planning which is consistent with the recommendations of the Accounts Commission, Audit Scotland and CIPFA who all emphasise the need for public bodies to focus on their medium to long term financial sustainability.

A 'golden thread' links school planning to the wider strategic planning of the Council. School priorities are linked to the Council's Raising Attainment Strategy and the National Improvement Framework Plan, which, in turn, reflect the priorities of the Council's Corporate Plan and the

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Community Planning Partnership's Local Outcome Improvement Plan, as well as the Education Services' Management Plan.

### **4.5 Scottish Negotiating Committee for Teachers and Local Negotiating Committees for Teachers Agreements**

Head Teachers are required to operate within the agreed SNCT terms and conditions for all staff who come under this scheme. The SNCT handbook is available: <http://www.snct.org.uk>.

### **4.6 Publication Availability and Review of the Scheme**

The DSM scheme will be subject to 3-yearly review involving stakeholders and a peer Local Authority if appropriate and will be published following Committee approval of the scheme.

The DSM scheme and summary document will be published on the West Lothian Council website with a link provided on all school websites.

### **4.7 Available Training**

As part of the budgetary control process, an ongoing programme of training is provided by the Financial Management Unit (FMU) for budget holders, Business Support Managers and Resource Officers.

Induction training is provided for all new budget holders. There will be consultation between FMU and services to determine training needs and FMU staff will provide other training and additional support based on an assessment of training requirements. Budget holders identifying training requirements should contact FMU to discuss in the first instance.

### **4.8 Consultation and Engagement**

West Lothian Council adopts a collegiate approach to setting policy and procedures, including the Devolved School Management Scheme. The Devolved School Management Scheme, and the principles which underpin it, have been informed by discussion with Headteachers and the Local Negotiating Committee for Teachers, and the West Lothian Parent Council Forum.

Headteachers will consult with staff, parent councils, pupils and the wider community, including the application of the Devolved School Management Scheme where appropriate, through the established mechanisms for consultation and engagement.

### **4.9 Transparency**

The Devolved School Management Scheme, and the principles which underpin it, have been subject to a process of consultation and engagement. The Scheme has been scrutinised by the Education Policy Development and Scrutiny Panel, and agreed by the Education Executive.

The operation of the Devolved School Management Scheme is subject to regular review, informed by the ongoing dialogue between schools, central education services and the Financial Management Unit on the operation of the Scheme. The operation of the Scheme is scrutinised by the Local Negotiating Committee for Teachers.

The Devolved School Management Scheme is published electronically along with information on individual schools and the policies and procedures they follow.

### **4.10 Local Priorities**

The Local Priorities to be supported and addressed by schools through their application of the Devolved School Management Scheme are set out in:



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- School Improvement Plans
- The Raising Attainment Strategy
- The National Improvement Framework Plan
- Education Services' Management Plan
- West Lothian Corporate Plan
- West Lothian Community Planning Partnership Local Outcome Improvement Plan

Local Authority decisions about education spending are expected to be made in a collegiate and transparent way, paying due regard to their wider responsibilities, including Getting it Right for Every Child (GIRFEC) and the role of Local Authorities as Corporate Parents.

#### **4.11 Professional Support**

Professional Support will be provided to each school to assist the Head Teacher and including a designated Business Support Manager or Resource Officer and support from West Lothian Council's:

- Finance and Property Services
- Operational Services
- Corporate Services

Contact details can be found on the council's intranet site.

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**APPENDIX A**

**Teachers Absence Cover**

**1 Definition of Absence**

- 1.1 Short term absence is defined as absences up to and including 20 working days. All absence cover during the first 20 working days must be funded by the school from its devolved resources, irrespective of the number of days worked per week.
- 1.2 Long Term absence is defined as absences covering 21 working days or more. In circumstances where a member of teaching staff is absent for more than 20 working days cover will be funded from the centrally funded absence cover budget from day 21, irrespective of the number of days worked per week.

**2 Cover Arrangements: Class teacher**

- 2.1 During a short-term absence, the school continues to pay for the class teacher and also the cost of the supply cover.
- 2.2 In circumstances where a class teacher is on long term absence and a supply teacher comes in to cover, the supply teacher should be charged to the non-devolved absence cover budget and the teacher off sick should continue to be charged to the schools devolved budget.
- 2.3 There is no facility to bank days where a school cannot obtain appropriate cover.

**3. Cover Arrangements: Promoted teacher**

- 3.1 During a short-term absence, the school incur the cost of the promoted teacher and also the cost of the supply cover.
- 3.2 In circumstances where a promoted member of staff is off long term sick and a supply teacher comes in to cover, the promoted member of staff should continue to be charged to the schools devolved budget as a permanent member of staff. Supply cover costs should be charged to the non-devolved absence cover budget. This arrangement is in accordance with actual costs incurred.
- 3.3 Where the school makes an acting up appointment, for example a class teacher that acts up to a Principal Teacher and a supply teacher covers the basic teaching post, the acting up allowance and the supply teacher costs should both be charged against non-devolved resources. The absent member of staff should continue to be charged to the school as a permanent member of staff. The additional costs incurred as a result of the acting up appointment and the appropriate cover costs are therefore financed from non-devolved resources.

**4. Cover arrangements for long term absences where pay entitlement changes**

- 4.1 If an employee is in receipt of half pay or exhausts their entitlement to pay, the recording arrangements differ. A saving is realised in respect of the absent member of staff that requires to be offset against the additional costs incurred.
- 4.2 When the permanent member of staff is in receipt of half pay, the supply teacher should then be charged 50% to the schools devolved budget and 50% to non-devolved resources. Note, the school will always be charged one salary. Any acting up allowance should also be equally split between the school and the centre.
- 4.3 When an individual has exhausted their entitlement to pay, they should be charged against non-devolved resources and be replaced with person on supply cover. The acting up allowance should be charged 100% to the schools devolved budget.

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**5 Cover for Maternity and Parental Leave**

- 5.1 Where a teacher goes on maternity or parental leave, the school will meet the cost of any cover required from its devolved budget and the authority will meet the associated cost of maternity or parental pay from non-devolved resources.
- 5.2 The substantive post should be charged against the non-devolved budget for the full leave period and supply cover costs charged to the schools devolved budget.
- 5.3 If the teacher returning from maternity leave uses accrued leave to extend their period of absence then the cost will continue to be funded from non-devolved resources, commencing with the return to pay date and ending on the return to school date for term time days. Any supply cost incurred by the school during the accrued leave period will be funded by the school from its devolved budget.
- 5.4 Cost associated with accrued leave are monitored centrally and once the teacher completes their period of accrued leave the cost of the accrued leave period will be transferred to cost centre 30588. The ABSM is no longer required to process the journal entry to transfer the costs.
- 5.5 Where the school and the teacher agree to a phased return to work using accrued leave or agree term time leave that exceeds the balance of accrued leave available during term time then both the cost of the absent teacher and any supply cost incurred will be borne by the school from its devolved budget.
- 5.6 To determine the split between term time and paid accrued leave please consult the Accrued Leave Calculator issued annually to HT's and ABSM's.

**6 Keeping in Touch Days**

- 6.1 All costs incurred as a result of any agreed 'Keeping in Touch Days' are charged to the schools devolved budget.

**7 Supernumerary Staff & Exceptional Circumstances**

- 7.1 These exceptional posts do not form part of a school's basic teaching compliment. It is therefore at a school's discretion as to whether they wish to provide absence cover and they are responsible for meeting supply cover costs.
- 7.2 The exception above would be where the promoted element in a post is supernumerary. In terms of absence cover, the basic teaching element would be financed in accordance with the arrangements outlined for a class teacher.
- 7.3 Exceptional circumstances – such as suspensions – would require to be separately agreed by the Head of Service on an individual basis.

**DATA LABEL: INTERNAL – COUNCIL WIDE**

**APPENDIX B**

**Education Income: VAT Guidance – General Schools**

FACILITY	DESCRIPTION	CODE	VAT	NOTE
Swimming	<ul style="list-style-type: none"> <li>▪ Junior</li> <li>▪ Adult</li> <li>▪ Pool Hire</li> </ul>	585000	S/E S/E S/E	) ) 1+2 )
Other Sports	<ul style="list-style-type: none"> <li>▪ Badminton Adult/Junior</li> <li>▪ Fitness Room</li> <li>▪ All Weather Pitch Adult/Junior</li> <li>▪ Grass Pitch Adult/Junior</li> <li>▪ Games Hall Adult/Junior</li> <li>▪ Gymnasium Adult/Junior</li> </ul>	585100	S/E S/E S/E S/E S/E S/E	) ) ) 1+2 ) ) )
Sports Equipment Hire	<ul style="list-style-type: none"> <li>▪ Racquets</li> <li>▪ Footballs etc.</li> </ul>	581500	S / E S / E	6 6
Room Hire	<ul style="list-style-type: none"> <li>▪ Use of premises</li> </ul>	581100	E	
Theatre & Cinema	<ul style="list-style-type: none"> <li>▪ Admissions</li> <li>▪ Room Hire</li> </ul>	585200	S E	
Vocational Courses	<ul style="list-style-type: none"> <li>▪ Provision of vocational courses with instruction</li> </ul>	587500	E	
Non-Vocational Courses	<ul style="list-style-type: none"> <li>▪ Provision of non-vocational courses with instruction</li> </ul>	587600	E	4
Cafeteria Sales	<ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Staff</li> <li>▪ Vending</li> <li>▪ Snack bar</li> </ul>	563100 564200 563400 564100	NB S S S	) ) 5 ) )

**S = STANDARD      NB = NON BUSINESS**  
**E = EXEMPT          Z = ZERO**

**Notes:**

- (1) Exempt for series of 10 or more lets to schools, clubs, associations ,otherwise standard
- (2) Exempt where instruction or lessons are given
- (3) As long as registered under Children's Act 1989
- (4) Sports & recreational courses with instruction are exempt. Leisure courses e.g. Cake decorations are exempt assuming participants pay tuition fees.
- (5) Any catering / food sales to pupils will be non-business
- (6) If the equipment hire relates to an activity undertaken under instruction and the equipment is necessary for that activity to take place, then the hire of equipment is exempt. If hire for own use without instruction then standard rated.



## EDUCATION PDSP WORKPLAN 2022/23

Title	Purpose	Lead Officer	PDSP	Referral to Education Executive
Progress in Educational Attainment – Looked After Children (inc. presentation)	To provide members with an update on progress in the educational attainment of looked after children.	Siobhan McGarty	16/5/2023	
Care-experienced and Children and Young People report	To update members on the Level Up project, and give an overview of SAC Collaborative Project for care-experienced young people in mainstream secondary.	Jennyfer McNiven	16/5/2023	
Home Education	To report to the panel regarding engagement and relationships with Home Educated families.	Geraldine Armstrong	16/5/2023	
School Session Dates 2024/25	To inform the panel members of the proposed school session dates for 2024/25.	Hannah Haywood	16/5/2023	23/5/2023
West Lothian Virtual Academy Planning – Session 2023-24	To provide members with an overview of the review undertaken regarding the virtual academy this session and plans for next session.	Avril McLean	16/5/2023	
Scottish Government Consultation: Prescribing the minimum annual number of learning hours	To invite the panel to consider a response to the Scottish Government Consultation.	Greg Welsh	16/5/2023	23/5/2023
Review of Non-Denominational Primary School Catchments at Mid Calder PS, East Calder PS, Williamston PS, Parkhead PS, Addiewell PS, Woodmuir PS, Stoneyburn PS and Fallahill PS	To inform the panel of plans to commence public consultation on a review of non-denominational primary school catchments at Mid Calder PS, East Calder PS, Williamston PS, Parkhead PS, Addiewell PS, Woodmuir PS, Stoneyburn PS and Fallahill PS.	Andrew Cotton	16/5/2023	20/06/2023
Scheme of Devolved School Management	To inform members of revisions to the Scheme of Devolved School Management	Andrew Sneddon	16/5/2023	20/06/2023