



St Machar Academy

Senior Phase Plan

School roll 963

Senior phase 373 in total

Average daily hub number 20

- Young people attending the Hub have been included in daily % in school
- Art rooms are large open areas and can host large numbers
- PE in smaller groups at end as Level 4 does not allow PE to take place indoors

Week Beginning 1st March					
Morning (9-1pm)	Subject	% in school	Level	Number of Learners	No of Rooms
Monday	Practical Woodwork	9%	N4/5	32	3
	Practical Cookery			15	2
	Business with Technology	18% of SP		19	2
Tuesday	Practical Woodwork	9%	N4/5	32	3
	Practical Cookery			15	2
	Business with Technology	18% of SP		19	2
Wednesday	Practical Woodwork	9%	N4/5	32	3
	Practical Cookery			15	2
	Business with Technology	18% SP		19	
Thursday	Web Design	6%	NPA	21	2
	Computer Game Development	11% SP	NPA	21	2
Friday	Web Design	6%	NPA	21	2
	Computer Game Development	11% SP	NPA	21	2
Week Beginning 8 th March					
Morning (9-1pm)	Subject	% in School	Level	Number of Learners	No of Rms
Monday	Art & Design	8%	NPA	22	1
	Photography		NPA/H	24	2
	Graphics	16% SP	N5	13	1

Committed to improving the life chances and opportunities for all of our young people

HONESTY EQUITY AMBITION RESPECT #HEAR@stmacharacademy

Tuesday	Art & Design Photography Graphics	8%	NPA	22	1
			NPA/H	24	2
		16% SP	N5	13	1
Wednesday	Professional Theatre Sports Leadership Excellence in Sport	9%	NPA	10	1
			NPA	42	4
		18% SP	NPA	12	1
Thursday	Professional Theatre Sports Leadership Excellence in Sport	9%	NPA	10	1
			NPA	42	4
		18% SP	NPA	12	1
Friday	Mental Health Award Creative Industries Music Tech FA ELC	7%	NPA	14	1
			NPA	19	2
			NPA	7	1
		12% SP	FA	6	

Week Beginning 15th March

Morning (9-1pm)	Subject	%	Level	Number of Learners	No of Rms
Monday	FA Health & Social Care PC Passport Music	9%	FA	20	1
			N4/5	19	2
		18% SP	N4/5/H	28	2
Tuesday	Applications of Maths Admin & IT	8%	N3/4/5	46	3
		16% SP	N4/5	10	1
Wednesday	Scientific Technologies Applied Science Science	8%	NPA	21	2
			NPA	20	2
		16%	N3/4	20	2
Thursday	Scientific Technologies Applied Science Science	8%	NPA	21	2
			NPA	20	2
		16%	N3/4	20	2
Friday	Applications of Maths Admin & IT	8%	N3/4/5	46	3
		16%	N4/5	10	1

Week Beginning 22nd March

Morning (9-1pm)	Subject	%	Level	Number of Learners	No of Rms
Monday	Practical Cookery PE PE	9%	N3/4	9 from 17	1
			N5	19 from 72	2
		18% SP	H	34	3
Tuesday	Practical Cookery PE	9%	N3/4	9	1
			N5	19	2

Committed to improving the life chances and opportunities for all of our young people

HONESTY EQUITY AMBITION RESPECT #HEAR@stmacharacademy

	PE	18% SP	H	34	3
Wednesday	Practical Cookery PE PE	9% 18% SP	N3/4 N5 H	9 19 34	1 2 3
Thursday	Practical Cookery PE PE	9% 18% SP	N3/4 N5 H	9 19 34	1 2 3
Friday	Practical Cookery PE PE	9% 18%	N3/4 N5 H	9 19 34	1 2 3

Senior Phase Return – Practical Subjects to Support Certification

Purpose

- To support certification in subjects where there is a **high level** of practical work which requires in school facilities and cannot be overtaken remotely.
- To protect remote learning for all (BGE and Senior Phase) and continuity of learning.

Working Principles

- Prioritise the subject areas requiring in-school facilities.
- Remote learning should be the delivery model in use, **only consider** in-school learning where it is absolutely necessary to support certification.
- Support remote delivery of practical subjects as much as possible. For example, provide resource packs for pupils to support subjects such as Art & Design. After an initial input, it may be possible for pupils to work at home.
- PE and whether this should be built into any in school provision requires consideration. Due to level 4 restrictions, PE cannot take place indoors. The weather is not good. The performance element within PE requires indoor facilities e.g. badminton. Pupils choose the sport they are most confident in. It takes time to build up skill and time has already been lost. Will we make up for this lost time by bringing pupils in when we can only support sports which can take place outdoors? Is it best to discuss this aspect with the SQA and consider course requirements? Pupils in PE are already at a disadvantage as they are thinking of selecting sports which work in terms of covid mitigations rather than what they are best at.
- Most schools operate a rolled up Senior Phase (S4/5/6). For in-school provision to run alongside remote delivery, pupils attend in class groupings and this is the bubble. The class is then split to meet 2m social distancing. This will depend on accommodation within a school. For example, it may be that a larger room is available within a Design and Technology Department and can accommodate more pupils. It is more likely, however, that the class will need to be split into groups of 10-12. Staffing will need to be considered here. In small schools with one subject specialist, it may be that a model of splitting groups across a two week timetable is required. In larger schools, D&T teachers will need to discuss the approach and most effective use of their time. There needs to be a clear purpose for pupils coming into school and careful planning to make most effective use of any in school time.
- Plan in-school provision to sit alongside quality remote delivery. This will vary according to how the school is running remote delivery. In schools where they are following a timetable, work alongside the column structure. In schools where they are not operating to a timetable, consider the timing of any in school blocks against the structure being followed.
- Where staff are being deployed to support in school curricular delivery, reduce/amend the offer of remote delivery in the BGE. This will be particularly the case in Expressive Arts. There will be the need to review the BGE curriculum.
- In normal circumstances, pupils are extracted to complete practical performance e.g. Practical Cookery, Drama. We have to accept that this causes disruption normally and we work around this in supporting pupils when catching up with work missed whilst undertaking these assessments.

- The rationale for in school delivery to support certification will be explained to pupils and parents.
- Live lessons are recorded and where a pupil misses a live meet due to being in school for practical subjects, they can access recordings to catch up on the work or make alternative arrangements with the teacher.
- Support practical work as far as possible using remote learning tools such as Teams and Google classroom breakout rooms, there are excellent examples of these tools being used remotely to support practical performance in Drama and Music.
- Hub provision for key worker children and vulnerable learners must be factored in when planning in school provision for practical subjects. This is in terms of the number of pupils in the building each day and making best use of the school building to physically distance each class/hub bubble.
- Make best use of the building, space out learners, physically distance those in attendance.
- Put in place mitigations – avoiding lunch break where possible, putting in place routines to meet and greet pupils. Exit routines. Consider morning only delivery.
- Write to parents and pupils in advance detailing the strict covid mitigations to be followed, reiterating level 4 mitigations and how 2m physical distancing will work. Prior to any class coming in, the class teacher can go through arrangements when working remotely with the class.
- Look at any potential overlap of subject combinations by looking at class lists. Schools are experienced in doing this as this is required when planning assessment diets.
- Work in partnership with school union reps to discuss any concerns they or staff may have.
- Work in partnership with any staff member working in school to support any concerns and any resource requirements.

Subjects

It is really important to narrow down the number of subjects coming in and be clear on the purpose for any in school provision. Ask the question – can this work be overtaken remotely? You will see in the examples pulled together, we have done this and really narrowed it down.

D&T – this is the main curricular area which requires in school provision.

Computing – N5 and Higher, support required for programming.

Music N5 and Higher – with break out rooms and the ability to record pieces remotely, schools may wish to consider how much time is required for these subjects in school. Music Technology NPA is different as 70% of the course requires the very technical kit we have in schools.

PE – see comments above. HE – Practical cookery is a priority.

NPAs – a range of these, will need in-school due to practical nature and resources required.

Science at N5, Higher and Advanced Higher can be delivered remotely. Science NPAs require in-school provision as they are very practical.

Advanced Highers – all remain in remote delivery as far as possible. AH Drama may require some time in school but again, consider approaches to the use of breakout rooms to support group performance and rehearsals.

School Models

Each school model reflects the needs of learners and subject uptake. For example, at AGS, there is a high subject uptake in Science and Humanities, both can be delivered remotely. The number of pupils requiring in school provision can be reduced and built into a weekly model. At St Machar Academy, given the number of NPAs and the uptake within subjects requiring in school provision, subjects are spread across weeks and then repeat.

In the RHS model Week A/Week B and repeat, again this allows for coverage of subjects identified.

In the Bucksburn models – weekly for all subjects, two week model and alternate weeks for N5/Higher.

We have tried to include a range of models to evidence the key principles.

In terms of percentages – we are operating at about 20% of the senior phase roll, you will see variations across days. Also note that PE pushes numbers up but they would be outdoors for the practical aspect (see notes re PE above).

Please note

Each of the models have been produced within a short timeframe and require discussion with subject specialists. They would be adapted further based on such discussions. For example, the subject teachers would take into account how they wish to continue coursework delivery and how they wish to capture assessment evidence and the best use of in-school time. Some may not need the time as indicated on the plans and others may suggest they need more time. This can be discussed and overtaken at a school level.

Conclusion

We are very clear that we want to protect the R number and if the science is saying that no return is possible at present, we totally accept this. We really want to protect the summer term and the collection of assessment evidence for all subjects at this time. If there is no phasing in of the practical subjects before the Easter holidays, we strongly suggest that course requirements are adapted further for the practical subjects. Moreover, if there is a risk of no return after Easter (worst case scenario) is it possible for the SQA to lead on approaches to remote assessment and how this will work with secure papers?

OFFICIAL

From: Malcolm Pentland / Sam Anson
Learning Directorate
31 January 2021

Deputy First Minister

PRIORITISING RETURN OF SENIOR PHASE PUPILS TO SUPPORT CERTIFICATION

Purpose

1. Following your discussions with officials on Friday, this advice provides:
 - an outline of the modelling work that was commissioned by the Sub-Group on Education and Children's Issues ('the sub-group') on Friday evening for its consideration on Monday;
 - detail on how a return of some senior phase pupils (up to 5% of secondary population, or c. 20% of senior phase, over a four week period) could work in practice;
 - [redacted – out of scope]

Priority

2. **Immediate.**

Detail

Sub-Group Modelling and Considerations

3. The sub-group is meeting at 9am on Monday, during which it will review output from the SAGE meeting which took place on Thursday 28th January and the output from the latest modelling. In its previous meeting (Tuesday 28th January), the group recommended that all ELC and P1-P3 children could return to in-person provision from 22 February, followed by the senior phase next, and by a model to be determined, subject to ongoing reductions in transmission and prevalence, and in the absence of any significant contrary evidence about the safety of this. This recommendation was then approved in principle by senior clinicians.
4. Following the CERG meeting on Thursday, and then subsequent calls between yourself and officials on Friday which recognised the particular pressure in relation to those senior phase (S4-S6) who are taking practical subjects, the sub-group has commissioned further modelling based upon the following five scenarios:
 1. Base model - ELC and all P1-P3 return on 22 February, and no other children except key workers' children and vulnerable children are in-school
 2. Alternative 1: Cohorts of senior phase (S4-S6) pupils return on 22 February (5% of secondary school population, according to subjects), no other children (except key workers' children and vulnerable children) are in-school.
 3. Alternative 2: Cohorts of senior phase (S4-S6) pupils return on 22 February (5% of secondary school population, according to subjects). ELC and P1-3 also return on 22 February.
 4. Alternative 3: Cohorts of senior phase (S4-S6) pupils return on 1 March (5% of secondary school population, according to subjects). ELC and P1-3 return on 22 February.

OFFICIAL

- Alternative 4: Cohorts of senior phase (S4-S6) pupils return on 8 March (5% of secondary school population, according to subjects). ELC and P1-3 return on 22 February.

Senior Phase Return Model (based on 5% of the secondary population)

- Experienced timetablers and head teachers have considered how a limited return could support course completion in subjects where there is a high level of practical work which requires in school facilities and cannot be undertaken remotely. Analysts are modeling this approach on the premise of up to 5% of the secondary school roll at any one time, or 20% in total (e.g. over a four week period).
- The purpose of the 5% model would be twofold:
 - To support learning and assessment in subjects where there is a high level of practical work which requires in school facilities and cannot be overtaken remotely.
 - To protect remote learning for all (BGE and Senior Phase) and continuity of learning.
- A set of working principles have been developed and are detailed below:
 - Prioritise the subject areas requiring in-school facilities.
 - Remote learning should be the delivery model in use, only consider in-school learning where it is absolutely necessary to support certification.
 - Support remote delivery of practical subjects as much as possible including breakout rooms in Teams and Google classroom.
 - PE (outdoors only) and whether this should be built into any in school provision requires consideration. May be better solved by considering course requirements.
 - Most schools operate a rolled up Senior Phase (S4/5/6). On this basis, the whole senior phase would need to be classified as one bubble.
 - Plan in-school provision to sit alongside quality remote delivery.
 - In normal circumstances, pupils are extracted to complete practical performance e.g. Practical Cookery, Drama. We have to accept that this causes disruption normally and we work around this in supporting pupils when catching up with work missed whilst undertaking these assessments.
 - Where a pupil misses a live meet due to being in school for practical subjects, they can make alternative arrangements with the teacher.
 - Provision for key worker children and vulnerable learners must be factored in when planning in school provision for practical subjects.
 - Put in place mitigations – 2m distancing, avoiding lunch break where possible, putting in place routines to meet and greet pupils. Exit routines. Consider morning only delivery.
- In terms of the subjects involved, the underlying assumption with this 5% model is that, if the work can be undertaken remotely, it should be. To stick within that limited cap, the aim must be to narrow down the number of subjects / learners coming in and be clear on the purpose for any in school provision. Subjects that would be likely to require in-school provision include:
 - D&T – this is the main curricular area which requires in school provision.
 - Computing – N5 and Higher, support required for programming.
 - Music N5 and Higher – with virtual breakout rooms and the ability to record pieces remotely, schools may wish to consider how much time is required for these subjects in school. Music Technology NPA is different as 70% of the course requires the very technical kit we have in schools.
 - PE – indoor sports unable to proceed (others will take place outdoors).
 - HE – Practical cookery is a priority.

OFFICIAL

- NPAs – a range of these, will need in-school due to practical nature and resources required.
- Science at N5, Higher and Advanced Higher can be delivered remotely. Science NPAs require in-school provision as they are very practical.
- Advanced Highers – all remain in remote delivery as far as possible.

9. Each school model will also reflect the needs of learners and subject uptake. Some schools offer several different NPAs and have a high uptake within subjects requiring in school provision. Indicative models include:

- Weekly model which repeats
- Week A/Week B and repeat, again this allows for coverage of subjects identified.
- Weekly for all subjects, two week model and alternate weeks for level 5/level 6

10. In considering the total number of pupils involved, staff from seven schools have provided support over Friday evening and Saturday to develop examples. Summaries are set out in the table below (although the detail that sits behind each can be provided if helpful). It should be noted that certificated PE is included within this and pushes the numbers up, but those pupils would be outdoors for the practical aspect. It is also worth noting that these figures suggest that up to 8% of the secondary school roll may need to be in at any given time rather than the 5% cap that is being modelled.

	School Roll	Senior Phase Roll	Hub learners	SP learners	%age SP + Hub school roll	% SP pupils of senior phase	% SP pupils of school roll
School A	1129	559	15	77	8%	14%	7%
School B (SIMD 2/3)	963	373	20	66	9%	18%	7%
School C (ASN unit)	772	255	33	58	12%	23%	8%
School D	1370	590	60	74	10%	13%	5%
School E	897	374	60	45	12%	12%	5%
School F	1674	733		96	6%	13%	6%
School G (large hub)	1298	549	97	80	14%	15%	6%

11. If Ministers decide to pursue this model for early return of senior phase pupils, technical, specialist guidance would be prepared, led by Education Scotland, ADES and headteachers, to support timetabling, prioritisation and ways of organising learning and teaching.

[redacted – out of scope].

Alternative Senior Phase Return Proposal

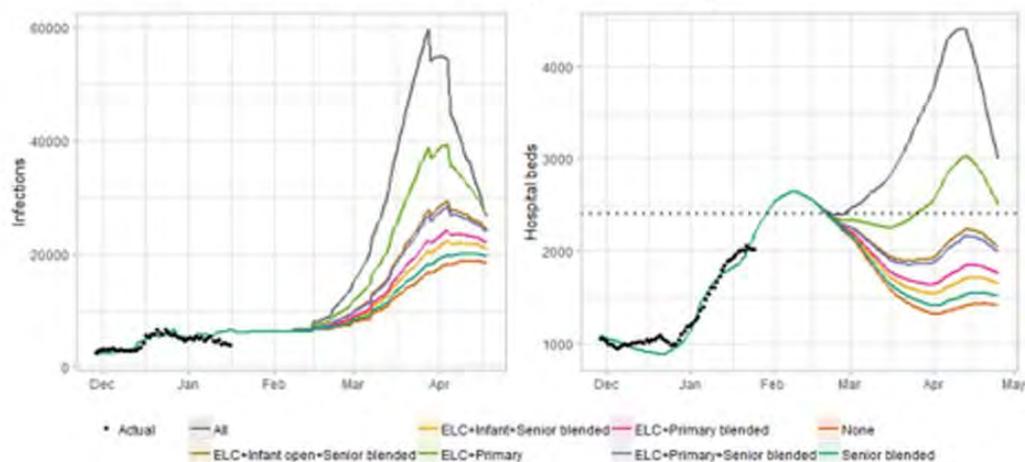
12. At the tail-end of last week an alternative model for the return of the senior phase had been started to be developed with education professionals. The intention of this model was to balance the following principles:

- Provide time for consolidation of learning, gathering of evidence of attainment, and allowing for greater quality assurance activities.
- Protect the integrity of the current high-quality remote learning offer for those not in school, including senior phase pupils themselves and BGE pupils.
- Adhere to physical distancing requirements
- Contribute to wider efforts to suppress transmission, and not breach the 'R budget'

OFFICIAL

- Remain within the parameters of current employment terms and conditions for the workforce.
13. The model was predicated upon a degree of local flexibility to allow for prioritisation of in-school time based strictly on certification needs, as determined by different subjects, plus scope to provide extra support for those pupils who are struggling most with remote learning (in support of improving equity of outcomes). This would include a bespoke timetable for all senior phase young people to come into school to participate in e.g. subject tutorials to consolidate learning initially, which would then be overtaken by assessment gathering.
 14. Such an alternative, by definition, will require a higher number of senior phase pupils to be in schools at any one time than the 5% model. It is assumed that that figure may be as high as 25% - 35% at any one time, in order to support all senior phase pupils receiving in-school provision at *some* stage.
 15. The arguments in favour of this alternative might include:
 - It would allow for the appropriate assessment to take place to enable certification across all senior phase pupils as per the SQA option 1.
 - It was developed alongside the profession, and therefore has been road-tested (to some extent) as to how it would work in practice and be received.
 - It continues to protect the quality of the remote learning offer for BGE pupils.
 - While it requires more pupils to be in school than the 5% model at any given time (and in total), that figure remains less than the 50% senior phase attendance rate that was modelled previously as part of the senior phase blended learning option. That figure would equate to nearer 20 – 25% of the secondary school roll. Existing modelling suggests that returning the senior phase only on a blended basis is one of the options with the least impact on health outcomes (see the figure below).

70% increased transmissibility, additional scenarios modelled separately



Dotted lines show hospital bed capacity for Scotland as a whole. Some individual health boards would breach capacity before the national capacity would be reached

16. Where concerns regarding health impacts continue to exist, a further option would effectively be a hybrid of the above, namely:
 - i) the first cohort returns on the on the 22nd February. This would be in line with the 5% model and would target those learners / subjects who have the most immediate need.

OFFICIAL

ii) the remainder of the senior phase would return following the arrangements as set out above from 8th March.

17. This compromise option would have the dual advantage of enabling a small ‘test of change’ based upon the first cohort, and to ensure that there was not an unexpectedly high spike in transmission as a result. It would also mean that, by the time the senior phase returned in greater numbers, capacity would be in place to undertake regular testing of both staff and pupils.
18. It should be noted that this model is not without its own challenges. These will include:
- The risk of a ‘postcode lottery’ based upon a range of factors including local context and schools sizes. Technical guidance, national entitlements & a programme of review / evaluation of local authority approaches may help with this to some extent, but a degree of variation would remain inevitable.
 - It is less straightforward for a ‘layperson’ to understand. That said, while it is easier to explain a blended model of 50/50 timetable to the public, that is likely to be less effective in education terms.
 - It would require school leaders to be flexible with their timetabling, including operating one model for a fortnight before shifting to a fuller timetable two weeks later.
 - There may be opposition regarding the number of senior phase pupils in schools at any given time – either from Health colleagues or from professional associations. As per the above, strict adherence to physical distancing in classrooms, a graduated roll-out, and the provision of testing may help to at least partially assuage such concerns.

Blended learning

19. For completeness, officials have also considered a model of blended learning as per the 50/50 approach. This has included engagement with headteachers and education leads from 24 of the 32 local authorities, from a range of rurality, size, deprivations and timetable models, including the BOCSH group and experts identified by ADES. We have heard the following challenges presented to us with such an approach:
- The unanimous view was that it would not be possible to operate a model of blended learning in the Senior Phase and retain the current level of quality of remote learning for those Senior Phase pupils when not in school or for BGE pupils.
 - If senior phase pupils return with physical distancing, groups would have to be managed by different teachers. Most classrooms would hold between a quarter and a third of the cohort meaning more teachers would be needed to run the timetable.
 - Even if the cohort were split in half, many classes would contain more than half the pupils, given senior phase bespoke timetables.
 - Pupils would be supervised by new teachers, this would not always be a subject specialist, leading to a lack of continuity in learning and relationships. To complete national qualifications, pupils need individual feedback from a subject specialist teacher who has a sound knowledge of their progress.
 - Teachers would be picking up new classes and supporting the senior phase pupils in school, leaving limited time for staff to deliver any quality provision for young people in the BGE.
 - Concern was expressed about other practical issues, including transport
 - There was a strong view that one size would not fit all and that, whatever the proposal, local authorities and headteachers would require flexibility to plan the provision in their context.

[redacted – out of scope].

Next Steps

OFFICIAL

20. We will need to obtain SGLD advice on all of the above as a matter of urgency. This includes implications for a direction to SQA if needed, exploring including the requirement for local authorities to quality assure teacher grades as part of a future education continuity direction and legal issues/ risks for SG around the contestability of grades/ appeals without national QA by SQA in the event of a direction. We will proceed with that immediately.
21. We also need a definitive view from senior clinicians before a final decision is taken. Policy colleagues are engaging on that basis at present.
22. The sub-group will offer advice pertaining to a range of options as soon as possible following their meeting on Monday morning. This will include the 5% model relating to the return of the senior phase as set out above, plus options that include a return for ELC and P1-3
23. In parallel, we will also provide policy advice on Monday that combines the scientific position with some operational planning. This will include a proposed education section to drop into the Cabinet paper. This will need to summarise options for an phased return from 22 February up to the Easter holidays, with a sense of direction on what will happen after the Easter holidays, in the event that not all children are back in-school by then. This will be subject to the latest data and evidence.

Recommendation

24. It is recommended that you note the above and provide any further feedback where relevant. Given the complexities, officials suggest a further call with DFM as a matter of urgency.

Malcolm Pentland / Sam Anson

31 January 2021

OFFICIAL

Copy List:	For Action	For Comments	For Information		
			Portfolio Interest	Constit Interest	General Awareness
Minister for Children and Young People Minister for Further Education, Higher Education and Science			X X		
DG Education, Communities and Justice Director of Learning Alison Cumming Gayle Gorman Director of Advanced Learning and Science Director for Children and Families Carol Tannahill Elizabeth Morrison Mick Wilson Andy Drought Malcolm Pentland Alan Armstrong Craig Clement Audrey MacDougall [redacted] Marion Bain [redacted] [redacted] SGLD Education Colin McAllister Comms DFM & Education					

Requester: [redacted]

Original Request - FOI 202100149409

Review Request – FOI 202100176220

Your initial request (received on 2 February 2021)

“Today the First Minister announced a limited reopening of schools, including for senior phase pupils in order to complete practical work.

She stated that this meant that between 5-8% of secondary school pupils would be in school at any one time.

I would like to know how the government arrived at this figure. For example, is it a calculated figure based on data regarding pupils numbers, subjects entries etc? Or is it a figure arrived at as a limit in order to keep Covid infections down? Or is it something else entirely?

- Please advise how the government arrived at the 5-8% figure used today
- Please release any briefings, analysis or other documentation regarding this figure.”

Response to your request

Part 1 - Please advise how the government arrived at the 5-8% figure used today.

A team of headteachers, identified by ADES, provided advice about a senior phase return that would allow a small number of young people return to school to complete tasks that could not be done from home and which are needed to help them complete work for national qualifications. Our starting point for those discussions was that only a very limited number of young people should return at this point given concerns about the ongoing need to suppress the virus. We asked for advice on how schools could bring these young people back to school whilst implementing 2m distancing (as recommended by the Advisory Sub-Group on Education and Children’s issues) and whilst protecting both remote learning for all (BGE and Senior Phase) and continuity of learning.

These headteachers were asked to share exemplar models of what a limited return of senior phase learners for the purpose of completing the learning and teaching of critical practical work in relation to qualifications in 2021 would look like in their school.

Headteachers provided detailed suggestions about what this limited return might look like in their local contexts, based on an analysis of information about pupil numbers and subjects. It was clear from these analyses that the number of young people who would need to be in school at any one time was relatively small – a number of them indicated that around 5%-10% of the school roll would strike an effective balance between those needing to be in school, effective distancing and other mitigations in school and the ability of staff to continue the remote learning offer. Having considered these analyses and the actual number of young people that would be involved in the return to school it was agreed that 5-8% therefore provided a reasonable guide to all schools about the proportion of young people who could return. Given concerns about the ongoing need to suppress the virus, the technical guidance for schools makes clear that 8% should be considered the absolute maximum.

The [Advisory sub-group on Education and Children’s issues](#) then approved all of phase 1, including this capped return for Senior Phase.

The rationale for arriving at that figure is set out in the technical guidance published here: [Prioritising the return of senior phase learners: Technical guidance for providing senior phase practical work in-school](#)

Part 2 - Please release any briefings, analysis or other documentation regarding this figure.

Please find information below in relation to this part of your request.

Email chain 1

From: Alison Murison <AlMurison@aberdeencity.gov.uk>

Sent: 29 January 2021 16:26

To: [redacted]

Cc: Pauline Walker <Pauline.Walker@royalhigh.edin.sch.uk>; Michael Paul <MiPaul@aberdeencity.gov.uk>; Sandra O'rourke <SORourke@aberdeencity.gov.uk>; Joanne Hesford <JHesford@aberdeencity.gov.uk>; gw12mcrobertsl@glow.sch.uk

Subject: Possible models

Hi [redacted]

Further to our conversation earlier and Gayle's request for potential models, we are working to provide you with a few models which you can use. We will each provide:

Full school roll information

Senior Phase roll information

Number of pupils in each day

Subjects requiring in school provision - this will be kept to an absolute minimum. It will be to support certification.

Provide a week by week plan starting from 1 March upto the Easter holidays. It may be that we operate in larger blocks and each subject does not have in school provision each week. The working premise is to stay in remote learning. So, we are narrowing it right down.

At the moment, at AGS, we are thinking:

All AH remain in remote learning except for AH Drama which may get a block for the performance element.

Higher - Computing, PE (this is iffy due to only being able to work outdoors), A&D(Expressive), Graphic Communication

N5 - Computing, Drama, Science NPA, Practical Cookery, PE, Practical Woodwork, Art, Graph Comm.

Even Art is questionable - we had set them up with individual packs so again we would try and minimise.

In schools where there are more NPAs, they will look quite different to us.

I will collate and email models to you.

Thanks
Alison

Email chain 2

From: Mr McEwan <clsmcewan@glow.sch.uk>
Sent: 29 January 2021 22:27
To: [redacted]
Subject: Re: Urgent - senior phase timetabling modelling

[redacted]

I have attached some thoughts on the SP. Not sure if this is what you were looking for. Let me know and I can change it to suit the purpose.

Thanks
Scott

Scott McEwan
Head Teacher

Alva Academy
Academy Avenue
FK12 5FE

T: [redacted]



Alva Academy
Profile.docx

ATTACHMENT 1 – FULL RELEASE

From: [redacted]
Sent: 29 January 2021 18:39
To: Mr McEwan <clsmcewan@glow.sch.uk>
Subject: RE: Urgent - senior phase timetabling modelling

That is brilliant – thank you,

[redacted]

From: Mr McEwan <clsmcewan@glow.sch.uk>
Sent: 29 January 2021 18:29
To: [redacted]
Subject: Re: Urgent - senior phase timetabling modelling

[Redacted]

I'll put some information together and get it to you.

Thanks
Scott

Scott McEwan
Head Teacher

Alva Academy
Academy Avenue
FK12 5FE

T: [redacted]



From: [redacted]
Sent: 29 January 2021 18:20
To: Mr McEwan <clsmcewan@glow.sch.uk>
Subject: FW: Urgent - senior phase timetabling modelling

Hi Scott,

I very much understand that it is the weekend and you will be unlikely to action this until Monday, however to keep you in the picture:

The information you have already provided has been hugely helpful and formed the basis of many of the discussions we have had over the second half of this week. A further submission is going to be completed by 3pm on Sunday, 'real life' school examples will form part of that. The advisory scientific sub group will use that information on Monday morning, and this will be used to inform the cabinet decision on Tuesday. Further exemplars are likely to form part of any technical guidance that may be created after that.

I am hoping to get from a few schools
Full school roll information
Senior Phase roll information
Number of pupils in each day
Subjects requiring in school provision - this will be kept to an absolute minimum. It will be to support certification.

The working premise is to stay in remote learning. So, we are narrowing it right down. Aberdeen Grammar school, for example is thinking: (but I aware that in In schools where there are more NPAs, they will look quite different)

All AH remain in remote learning except for AH Drama which may get a block for the performance element.
Higher - Computing, PE (this is iffy due to only being able to work outdoors),
A&D(Expressive), Graphic Communication
N5 - Computing, Drama, Science NPA, Practical Cookery, PE, Practical Woodwork, Art, Graph Comm.

Even Art is questionable - we had set them up with individual packs so again we would try and minimise.

Many thanks,

[Redacted]

Email chain 3

From: Alison Murison <AlMurison@aberdeencity.gov.uk>
Sent: 30 January 2021 11:13
To: [redacted] Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>
Subject: Fw: Possible models

From: Pauline Walker <Pauline.Walker@royalhigh.edin.sch.uk>
Sent: 29 January 2021 05:03
To: Alison Murison <AlMurison@aberdeencity.gov.uk>
Subject: RE: Possible models

Alison –

This is my thoughts. On 2 week rota so just repeats and can remove as possible. Using different corners of the school!

Pauline

Pauline Walker
Headteacher
The Royal High School
0131 3362261

www.royalhigh.edin.sch.uk
#Royal_High_Sch



RHS Pratical Phased
Return.xlsx

ATTACHMENT 2 – FULL RELEASE

Email chain 4

From: Barry Millar <bmillar106@dundeeschools.scot>
Sent: 30 January 2021 18:30
To: [redacted]
Cc: audrey.may <audrey.may@dundeecity.gov.uk>
Subject: Harris Academy proposed model

HI [redacted]

Please find attached as requested.

I hope this is of some use.

Regards,
Barry

Barry Millar



Harris Academy
proposed model.do

ATTACHMENT 3 – FULL RELEASE

Email chain 5

From: Vaughn-Sharp, Jamie <Jamie.Vaughn-Sharp@falkirk.gov.uk>

Sent: 31 January 2021 22:22

To: [redacted]

Cc: [redacted]; Ironside, David <david.ironside@falkirk.gov.uk>

Subject: Practical Subjects

Hi redacted

I hope you are well.

Please find attached a model stretching over 4 weeks of how we could overtake the outstanding practical assessments required by our subject teams in the Senior Phase.

Some notes for context and to help explain my thinking:

- School context (as you know) is 1350 pupils.
- We have a blended S4-S6 Senior Phase.
- The PT Notes section helps explain their thinking – a number reference the need to prepare the pupils in school to give them the best chance of success as they are unable to practice for particular elements outside of school (e.g. badminton in PE and group performance in Drama). As such the SQA may dictate 8 hours (e.g. 1 school day) but it will take longer than this.
- The model that is on the 3rd tab in the Excel Spreadsheet is obviously a provisional one and would need to be finalised. Furthermore, pupils would not need to be in for all sessions necessarily e.g. Dance performances may need 3 days but only 1 day for particular pupils.

If you need anything else, please don't hesitate to be in touch – mobile number is [redacted]

Jamie

Jamie Vaughn-Sharp
Deputy Head Teacher
Denny High School
Denny
Falkirk
FK6 6EE

ATTACHMENTS 4 & 5 – FULL RELEASE



Denny - PT
Notes.docx



Denny Practical
Subject Model.xlsx

Email chain 6

From:[redacted]
Sent: 01 February 2021 08:50
To: [redacted]
Subject: FW: Senior Phase

Larbert model

[redacted]
From: Reid, Jon <jon.reid@falkirk.gov.uk>
Sent: 31 January 2021 21:58
To: [redacted]
Cc: Meikle, Colin <colin.meikle@falkirk.gov.uk>; [redacted] [redacted] [redacted]
Subject: Senior Phase

Hey [redacted]– hope you’ve had a nice weekend.

Please find attached a document which we’ve pulled together – hope this is what you’re after and it’s helpful?

Regards

Jon

--

Jon Reid
Rector

Larbert High School
Carrongrange Avenue
Stenhousemuir
Larbert FK5 3BL

T: (01324) 554233
F: (01324) 503551
www.larberthigh.com
Follow us on Twitter: @LarbertHigh



Larbert - Senior
Phase Practical Activ

ATTACHMENT 6 – FULL RELEASE

Email chain 7

From: Director of Learning <DirectorofLearning@gov.scot>
Sent: 30 January 2021 18:01
To: [redacted] Anson S (Sam) <Sam.Anon@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Cc: Drought A (Andrew) <Andrew.Drought@gov.scot>
Subject: RE: Challenges around blended learning

[Redacted]

Thanks
Graeme.

From: [redacted]
Sent: 30 January 2021 17:25
To: Anson S (Sam) <Sam.Anon@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Cc: Drought A (Andrew) <Andrew.Drought@gov.scot>
Subject: RE: Challenges around blended learning

[Redacted]

[Redacted]

From: Anson S (Sam) <Sam.Anon@gov.scot>
Sent: 30 January 2021 17:21
To: Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Cc: [redacted] >; Drought A (Andrew) <Andrew.Drought@gov.scot>
Subject: RE: Challenges around blended learning

[Redacted]

Sam Anson | Improvement, Attainment and Wellbeing Division | Learning Directorate | 07399 589201

From: Anson S (Sam)
Sent: 30 January 2021 16:54
To: Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Cc: [Redacted]
Subject: FW: Challenges around blended learning

[Redacted].

From: redacted
Sent: 30 January 2021 16:43
To: Anson S (Sam) <Sam.Anon@gov.scot>
Subject: Challenges around blended learning

[Redacted]

[redacted]



Senior Phase
Proposal 210129.doc

ATTACHMENT 7 – WITHHOLD

Email chain 8

From: [redacted]
Sent: 31 January 2021 10:22
To: Anson S (Sam) <Sam.Anon@gov.scot>
Subject: Further points

I am slightly concerned about the figures in para 24 the 25%-35% would be an 'at times' only, and would give the flexibility to have that many in but it wouldn't be all day or every day.

Also the 5% is 5% of the whole school role, the 50/50 blended model is 50% of the senior phase – 25% of the whole school role. I can't decide if we are maybe being at risk of comparing apples and oranges

Liz's point about bubbles being unbreakable is, I think, a deal breaker, unless the bubble is the one that was used from August-Dec – ie S4/5/6 is one complete bubble.

[redacted]

Email chain 9

From: Anson S (Sam) <Sam.Anon@gov.scot>
Sent: 01 February 2021 20:31
To: Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>
Cc: Minister for Children and Young People <MinisterCYP@gov.scot>; Minister for Further Education, Higher Education and Science <MinisterFEHES@gov.scot>; [redacted].Chief Medical Officer <CMO@gov.scot>; DG Constitution and External Affairs <dgcea@gov.scot>; Leitch J (Jason) <Jason.Leitch@gov.scot>; Bain MB (Marion) <Marion.Bain@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Thomson KAL (Ken) (Director-General) <Ken.Thomson@gov.scot>; Lamb C (Caroline) <Caroline.Lamb@gov.scot>; DG Health &

Social Care <DGHSC@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; [redacted] McKay D (Denise) <Denise.McKay@gov.scot>; [redacted]

Subject: Education section for tomorrow's Cabinet paper

DFM,

With thanks to multiple colleagues copied above, please find attached a proposed section covering education (ELC, schools and FE / HE) for tomorrow's Cabinet paper. This follows discussions between education and health colleagues (incl CMO and the NCD) alongside others, plus now benefits from further legal input.

[redacted] and colleagues leading on drafting the Cabinet paper are copied here. If you are content, they can now add it to the full version.

I will send some separate, more detailed education advice shortly.

Thanks,

Sam

Sam Anson

Improvement, Attainment and Wellbeing Division
Learning Directorate
Scottish Government
Tel: [redacted]



Education section
for the Cabinet Paper

- ATTACHMENT 8 – FULL RELEASE

Email chain 10

From: Tannahill C (Carol) <Carol.Tannahill@gov.scot>

Sent: 29 January 2021 17:20

To: [redacted]

Cc: Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>

Subject: Modelling_updated29Jan.docx

Hi [redacted]

Thanks again –here's the commission. I hope it gives you what you need.

I'm told that the attendance would only be for practical subjects and would result in no more than 5% of secondary school pupils being in school (in addition to Key Worker and Vulnerable children) at any point in time. Over a period of 4 weeks, up to 20% of the senior phase pupils would be involved.

I'm copying Elizabeth in case I've missed anything here, but hope that this gives you enough to go on.

Thanks so much,
Carol



Modelling_updated
29Jan.docx

- ATTACHMENT 9 – FULL RELEASE

Email chain 11

From: Anson S (Sam) <Sam.Anon@gov.scot>

Sent: 31 January 2021 18:30

To: Director of Learning <DirectorofLearning@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; [redacted] McKay D (Denise) <Denise.McKay@gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>

Cc: DG Education, Communities & Justice <DGECJ@gov.scot>

Subject: Preferred model as proposed

- 1) ELC + P1-P3 + SP return from w/c 22nd Feb. SP would be on a limited basis (max 5-8% of full secondary roll at any one time in accordance with immediate need)
- 2) Within this, SP remains the priority due to the significant and time-specific risk of not being able to properly certificate that cohort
- 3) All SP return on a flexible, part-time model with physical distancing in place from 8th March. Assumed that approx. 25% of the full secondary school roll would be in at any one time. Testing in place for staff and SP pupils.
- 4) More CYP return from 22nd March – conditional upon scientific support and in line with physical distancing requirements.

More details in paras 24 – 30 of the paper that was circulated before the meeting.

Sam Anson

Improvement, Attainment and Wellbeing Division

Learning Directorate

Scottish Government

Tel: [redacted]

Email Chain 12

From: Director of Learning <DirectorofLearning@gov.scot>

Sent: 31 January 2021 18:40

To: Anson S (Sam) <Sam.Anon@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; Morrison E (Elizabeth) (Education Scotland)

<Elizabeth.Morrison2@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; [redacted] >; McKay D (Denise) <Denise.McKay@gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>
Cc: DG Education, Communities & Justice <DGECJ@gov.scot>
Subject: RE: Preferred model as proposed

Thanks Sam – I think we should add a bit more detail as shown below. Graeme.

From: Anson S (Sam) <Sam.Anon@gov.scot>
Sent: 31 January 2021 18:30
To: Director of Learning <DirectorofLearning@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; [redacted] McKay D (Denise) <Denise.McKay@gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>
Cc: DG Education, Communities & Justice <DGECJ@gov.scot>
Subject: Preferred model as proposed

1) ELC + P1-P3 + SP return from w/c 22nd Feb. SP would be on a very limited basis for essential in-school practical work only (max 5-8% of full secondary roll at any one time in accordance with immediate need)

2) Within this, SP remains the priority due to the most extreme educational risks this group are facing, in relation to achieving their national qualifications

3) All SP return on a flexible, part-time model with physical distancing in place from 8th March. Assumed that approx. 25% of the full secondary school roll would be in at any one time. Testing in place for staff and SP pupils.

4) Our intention would be for CYP from the remaining cohorts (P4-7 and S1-3) to return from 22nd March – conditional upon scientific support and with appropriate mitigations in place.

More details in paras 24 – 30 of the paper that was circulated before the meeting.

Sam Anson

Improvement, Attainment and Wellbeing Division
Learning Directorate
Scottish Government
Tel: [redacted]

Email chain 13

From: MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>
Sent: 01 February 2021 15:05
To: Thomson KAL (Ken) (Director-General) <Ken.Thomson@gov.scot>; [redacted]; Griffin J (Joe) <Joe.Griffin@gov.scot>; Chief Medical Officer <CMO@gov.scot>; Smith G (Gregor) <Gregor.Smith@gov.scot>; Leitch J (Jason) <Jason.Leitch@gov.scot>; Gillespie G (Gary) <Gary.Gillespie@gov.scot>; Gallagher S (Stephen) <Stephen.Gallagher@gov.scot>; 'O'Donnell,

Annemarie (CED)' <annemarie.odonnell@glasgow.gov.uk>; McQueen F (Fiona) <Fiona.McQueen@gov.scot>; [redacted]; [redacted] Connaghan J (John) (Health) <John.Connaghan2@gov.scot>; 'Sally Loudon' <sally@cosla.gov.uk>; Munro D (Dominic) <Dominic.Munro@gov.scot>; [redacted] Cooper P (Penelope) <Penelope.Cooper@gov.scot>; Director of Outbreak Management <Directorofoutbreakmanagement@gov.scot [redacted] >; 'steven.grimmond@fife.gov.uk'; DG Education, Communities & Justice <DGECJ@gov.scot>; Kerr S (Stephen) (Social Security Director) <Stephen.Kerr@gov.scot>; DG Scottish Exchequer Mailbox <DGScottishExchequer@gov.scot>; [Redacted]; [redacted] **Cc:** Logan G (Graeme) <Graeme.Logan@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Bain MB (Marion) <Marion.Bain@gov.scot>; DG Economy <DGEconomy@gov.scot>; Ditchburn L (Liz) <Liz.Ditchburn@gov.scot>; DG Health & Social Care <DGHSC@gov.scot>; Rogers D (David) (Constitution and Cabinet Director) <David.Rogers@gov.scot>; Rogers S (Shirley) <Shirley.Rogers@gov.scot>; Hynd JS (James) <James.Hynd@gov.scot [redacted]>; Head of COVID Analysis <HeadofCOVIDAnalysis@gov.scot>; Paterson J (John) <John.Paterson@gov.scot>; Head of HSCA <HeadofHSCA@gov.scot>; [redacted] Halliday R (Roger) <Roger.Halliday@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Foggo R (Richard) <Richard.Foggo@gov.scot>; Covid-19 Director <covid-19.director@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; [redacted] Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot [redacted] Anson S (Sam) <Sam.Anon@gov.scot>; Barugh J (Jennie) <Jennie.Barugh@gov.scot>; Chief Nursing Officer <CNO@gov.scot>; Steve Grimmond <Steven.Grimmond@fife.gov.uk>; Croft A (Amanda) <Amanda.Croft@gov.scot [redacted]>; Kleinberg D (Daniel) <Daniel.Kleinberg@gov.scot>; Campbell B (Brenda) <Brenda.Campbell@gov.scot>

Subject: RE: Four Harms

Here it is

-----Original Appointment-----

From: Thomson KAL (Ken) (Director-General) <Ken.Thomson@gov.scot>

Sent: 29 January 2021 16:09

To: Thomson KAL (Ken) (Director-General); [redacted] Griffin J (Joe); Chief Medical Officer; Smith G (Gregor); Leitch J (Jason); Gillespie G (Gary); MacDougall A (Audrey); Gallagher S (Stephen); 'O'Donnell, Annemarie (CED)'; McQueen F (Fiona); [Redacted] '[Redacted]'; Connaghan J (John) (Health); 'Sally Loudon'; Munro D (Dominic); [redacted] Cooper P (Penelope); Director of Outbreak Management; [Redacted]; [Redacted]; 'steven.grimmond@fife.gov.uk'; DG Education, Communities & Justice; Kerr S (Stephen) (Social Security Director); DG Scottish Exchequer Mailbox; [Redacted]

Cc: Logan G (Graeme); Director of Learning; Bain MB (Marion); DG Economy; Ditchburn L (Liz); DG Health & Social Care; Rogers D (David) (Constitution and Cabinet Director); Rogers S (Shirley); Hynd JS (James); [redacted] Head of COVID Analysis; Paterson J (John); Head of HSCA; [Redacted]; Halliday R (Roger); Johnston P (Paul); Foggo R (Richard); Covid-19 Director; Tannahill C (Carol); [redacted]; Director of Advanced Learning and Science; [redacted] Anson S (Sam [redacted] CNO Mailbox; Steve Grimmond; Croft A (Amanda); [redacted]; Bird L (Lisa); Kleinberg D (Daniel); Campbell B (Brenda)

Subject: Four Harms

When: 01 February 2021 15:00-16:00 (UTC+00:00) Dublin, Edinburgh, Lisbon, London.

Where: Microsoft Teams Meeting

Good Afternoon

Changing title of diary entry to confirm that this meeting will be going ahead at **15:00 – 16:00 today**.

Please see “URGENT: THIS AFTERNOON’S FOUR HARMS DISCUSSION” sent from [redacted] at **13:22 today**.

Kind regards

[redacted]



Modelling -
Schools and univers

ATTACHMENT 10 – FULL RELEASE

Email chain 14

From: Anson S (Sam) <Sam.Anon@gov.scot>
Sent: 29 January 2021 13:47
To: [redacted]
Subject: RE: Immediate Changes

[redacted – out of scope].

Sam Anson | Improvement, Attainment and Wellbeing Division | Learning Directorate | 07399 589201

From redacted
Sent: 29 January 2021 13:13
To: Anson S (Sam) <Sam.Anon@gov.scot>
Subject: FW: Immediate Changes

Hi Sam,
[redacted – out of scope].

[redacted].

This work will be more complex for the senior phase cohort. In effect we have four principles that require to be balanced:

1. Provide critical time in practical subjects for consolidation of learning, gathering of evidence of attainment, and allowing for greater quality assurance activities.
2. Protect the integrity of the current remote learning offer for those not in school, including senior phase pupils themselves and BGE pupils.
3. Adhere to physical distancing requirements, including associated impacts upon capacity.
4. Remain within the parameters of current employment terms and conditions for the workforce.

Constructive engagement with the profession has already commenced, we have had Headteacher and authority submissions from around Scotland that represent 24 local authorities and you heard directly from the BOCOSH group earlier this week. Through that engagement, we plan to formalise the principles of such a framework and expect it may need to be underpinned by technical guidance and exemplars for schools.

We are working on a model that focuses on the more practical subjects where in school time is critical to allow course completion and certification. Senior Phase pupils will be invited into school for practical subject tutorials to consolidate in school learning activities and gather assessment evidence.

There will be a national set of key principles with some local flexibility to meet the needs of learners. The purpose of local flexibility allows for prioritisation based strictly on course completion and certification needs, while retaining current remote delivery for the Broad General Education and for Senior Phase pupils when not in school. Within these arrangements, there would be targeted support for young people who required it, as vulnerable learners, to ensure equity in the system.

[redacted].

From[redacted].

Sent: 29 January 2021 12:44

To: Anson S (Sam) <Sam.Anon@gov.scot>

Subject: Immediate Changes

I don't think it needs much – the suggested changes are in blue can have another go, post 1245 meeting

[redacted].

iii) A framework that allows for the delivery of in-person and remote learning in parallel.

It is assumed that this is relatively straightforward for primary schools due to the full-time return of full age cohorts. Where there are complications, they are likely to be around schools with composite classes and, in extremis, small primary schools with one teacher. These issues will need to be addressed via the forthcoming guidance but, in cases such as one-teacher schools, a pragmatic solution that allows the exceptional return of the full cohort would appear to be sensible. Concerns around health impacts are likely to be reduced due to the relatively small number of children involved.

This work will be more complex for the senior phase cohort. In effect we have four principles that require to be balanced:

1. Provide time for consolidation of learning, gathering of evidence of attainment, and allowing for greater quality assurance activities.
2. Protect the integrity of the **current high-quality (or just current)** remote learning offer for those not in school, including senior phase pupils themselves and BGE pupils.
3. Adhere to physical distancing requirements, including associated impacts upon capacity.
4. Remain within the parameters of current employment terms and conditions for the workforce.

Constructive engagement with the profession has already commenced,, and you heard directly from the BOCOSH group earlier this week. Through that engagement, we plan to formalise the principles of such a framework and expect it may need to be underpinned by technical guidance.

We are working on a model that allows local flexibility to meet the needs of learners and sits within a national set of key principles, which will include an outline of national minimum entitlements. The purpose of local flexibility allows for prioritisation based strictly on course completion and certification needs, as determined by different subjects, while retaining current remote delivery for the Broad General Education and for Senior Phase pupils when not in school.

Senior phase young people would have a timetable to come into school to participate in practical subject tutorials to consolidate learning initially then overtake assessment gathering. Subjects would be prioritised due to the need to overtake in school learning activities and gather assessment evidence. Within these arrangements, there would be targeted support for young people who required it, as vulnerable learners, to ensure equity in the system.

[redacted].

Email chain 15

From: Anson S (Sam) <Sam.Anon@gov.scot>
Sent: 01 February 2021 19:15
To: Tannahill C (Carol) <Carol.Tannahill@gov.scot>
Subject: RE: School opening

Got them in already.

Now I see there is the new legal advice...

Sam Anson | Improvement, Attainment and Wellbeing Division | Learning Directorate | [redacted]

From: Tannahill C (Carol) <Carol.Tannahill@gov.scot>
Sent: 01 February 2021 19:14
To: Anson S (Sam) <Sam.Anon@gov.scot>
Subject: FW: School opening

I missed this – but some of these points should also be included on the modelling in particular

Prof Carol Tannahill | Chief Social Policy Adviser | Scottish Government
Mobile : 07813 532502
carol.tannahill@gov.scot
[Office of the Chief Social Policy Adviser | OCSPA](#)

From: Thomson KAL (Ken) (Director-General) <Ken.Thomson@gov.scot>
Sent: 01 February 2021 18:15
To: [redacted].>; Bain MB (Marion) <Marion.Bain@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam) <Sam.Anon@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; DG Constitution and External Affairs <dgcea@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>
Subject: RE: School opening

In case helpful, my notes of how the Cab paper text might be structured.

- This is a fine judgement: though good progress has been made in reducing numbers of new cases, headroom remains limited, and the level of increased transmissibility of the new variant remains unclear.
- We do know, however, [the points Carol was making].
- The large range of possible increased transmission of the VOC – from 30% to 70% or even wider – limits our ability to use modelling to predict with certainty the impact of the options we have considered.
- Modelling can however inform our view of the *relative* risk of options for a limited re-opening on 22/2. Of these the lowest risk is [ELC only], with [ELC + P1-3] adding very little additional risk.
- There is a strong case on educational grounds for bringing a very limited number of senior phase pupils into school, for practical work towards accreditation: no more than 5% at any time. This addition again adds a small amount of risk.
- Modelling suggests there is only a limited risk of these options breaching hospital capacity.
- Modelling suggests there is a somewhat greater risk of R moving above 1, depending on assumptions made about the increased transmissibility of the new variant
- We know, however, that in England ELC is open, x% of pupils are in school, the % of the VOC is higher than in Scotland, and new cases are falling, meaning that R remains under 1.
- In order to provide clarity for parents, schools and teachers, it is necessary to take a clear decision, despite the uncertainties.
- On balance, we recommend [ELC + P1-3 or ELC + P1-3 + 5% of senior phase; with possibly an additional checkpoint on the latter.]

K

Ken Thomson | Director General, Constitution & External Affairs, Scottish Government | ([redacted]
| ([redacted]) | 8 dgcea@gov.scot | + 1N.04A St Andrew's House, Regent Road,
Edinburgh EH1 3DG

-----Original Appointment-----

From: [redacted].

Sent: 01 February 2021 17:38

To: Chief Medical Officer; Leitch J (Jason); Bain MB (Marion); Tannahill C (Carol); Director of Learning; Anson S (Sam); Morrison E (Elizabeth) (Education Scotland); Thomson KAL (Ken) (Director-General); Lamb C (Caroline); DG Constitution and External Affairs; DG Health & Social Care; Johnston P (Paul)

Subject: School opening

When: 01 February 2021 18:20-18:40 (UTC+00:00) Dublin, Edinburgh, Lisbon, London.

Where: Microsoft Teams Meeting

Email chain 16

From: [redacted].

Sent: 30 January 2021 13:52

To: Anson S (Sam) <Sam.Anon@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>

Cc: Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>

Subject: Senior Phase Return - outline model

Hello,

Please find attached a first go sketching out this model for the senior phase return –too detailed at the moment, but I needed to get the purpose, principles etc down.

Numbers look as follows

Liz – Let me know if you want to look at the school models themselves.

	School Roll	Senior Phase Roll	Hub learners	SP learners	%age SP + Hub school roll	% SP pupils of senior phase	% SP pupils of school roll
School A	1129	559	15	77	8%	14%	7%
School B (SIMD 2/3)	963	373	20	66	9%	18%	7%
School C (ASN unit)	772	255	33	58	12%	23%	8%
School D	1370	590	60	74	10%	13%	5%
School E	897	374	60	45	12%	12%	5%

[redacted].



Senior Phase
Return - Proposed N

ATTACHMENT 11 – FULL RELEASE

Email chain 17

From: [redacted].

Sent: 30 January 2021 16:21

To: Anson S (Sam) <Sam.Anon@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>

Subject: RE: Senior Phase Return - outline model

A shorter, and thus more helpful, version

[redacted]

From: [redacted].

Sent: 30 January 2021 13:52

To: Anson S (Sam) <Sam.Anon@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>

Cc: Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>

Subject: Senior Phase Return - outline model

Hello,

Please find attached a first go sketching out this model for the senior phase return –too detailed at the moment, but I needed to get the purpose, principles etc down.

Numbers look as follows

Liz – Let me know if you want to look at the school models themselves.

	School Roll	Senior Phase Roll	Hub learners	SP learners	%age SP + Hub school roll	% SP pupils of senior phase	% SP pupils of school roll
School A	1129	559	15	77	8%	14%	7%
School B (SIMD 2/3)	963	373	20	66	9%	18%	7%
School C (ASN unit)	772	255	33	58	12%	23%	8%
School D	1370	590	60	74	10%	13%	5%
School E	897	374	60	45	12%	12%	5%

[redacted].



Senior Phase
Return -210130 - Prc

- ATTACHMENT 12 – FULL RELEASE

Email chain 18

From: Anson S (Sam) <Sam.Anon@gov.scot>

Sent: 29 January 2021 14:10

To: Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>

Cc: [redacted].

Subject: RE: 16:00 TBC: Follow-up Call: Return of Senior Phase Pupils for SQA Certification Purposes

Thanks – that is better

Sam Anson | Improvement, Attainment and Wellbeing Division | Learning Directorate | 07399 589201

From: Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>

Sent: 29 January 2021 14:07

To: Anson S (Sam) <Sam.Anon@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>;

Logan G (Graeme) <Graeme.Logan@gov.scot>; Pentland MK (Malcolm)

<Malcolm.Pentland@gov.scot>; [redacted].; Morrison E (Elizabeth) (Education Scotland)

<Elizabeth.Morrison2@gov.scot>; [redacted]. Drought A (Andrew) <Andrew.Drought@gov.scot>;

Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>

Subject: RE: 16:00 TBC: Follow-up Call: Return of Senior Phase Pupils for SQA Certification Purposes

Importance: High

Edited below – both added and removed

Gayle Gorman

Her Majesty's Chief Inspector of Education

Chief Executive

Education Scotland

NOTE new email address - gayle.gorman@educationscotland.gov.scot

[redacted]

From: Anson S (Sam) <Sam.Anon@gov.scot>

Sent: 29 January 2021 13:46

To: Director of Learning <DirectorofLearning@gov.scot>; Logan G (Graeme) <Graeme.Logan@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot> [redacted].; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; [redacted].; Drought A (Andrew) <Andrew.Drought@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>

Subject: RE: 16:00 TBC: Follow-up Call: Return of Senior Phase Pupils for SQA Certification Purposes

I've removed DFM temporarily.

As per Graeme's suggestion, I think we'll be able to put something in writing to DFM before this.

Liz – feedback from your call with Marion will be critical to that. Grateful for an update when you get opportunity.

Malcolm – if you hear anything from SQA we can add that too.

Updated text on the senior phase proposition is below – does this broadly work for folk?

We will allow senior phase pupils in to schools from [date tbc] for the purposes of essential activity related to completing NQ course work only. In so doing, we will need to balance five fundamental principles:

1. Provide critical time in practical subjects for coverage of curriculum, content and teaching and learning, gathering of evidence of attainment, and allowing for greater quality assurance activities.
2. Protect the integrity of the current remote learning offer for those not in school, including senior phase pupils themselves and BGE pupils. While recognising a reduced or changed offer may be required in practical subject areas.
3. Adhere to physical distancing requirements, including associated impacts upon capacity.
4. Continue to suppress wider community transmission. This will include capping the number of pupils who can be accommodated within schools on any given day/ week at X%
5. Remain within the parameters of current employment terms and conditions for the workforce.

Constructive engagement with the profession has already commenced; we have had Headteacher and authority submissions from around Scotland that represent 24 local authorities and you heard directly from the BOCOSH group earlier this week. Through that engagement, we plan to formalise these principles and expect they will need to be underpinned by technical guidance and exemplars for schools.

We are working on a model that focuses on the more practical subjects where in school time is critical to allow course completion. Senior Phase pupils will be invited into school for practical subject courses to consolidate in-school learning activities.

We will need to undertake a subject-by-subject review to determine the scale of this model. However, we would expect there to be a national set of minimum expectations to secure equity, with local flexibility to meet the needs of learners. The purpose of local flexibility allows for prioritisation based strictly on course completion, while retaining an adapted remote delivery for the Broad General Education and for Senior Phase pupils when not in school. Within these arrangements, there would be targeted support for young people who required it, as vulnerable learners, to ensure equity in the system.

Sam Anson | Improvement, Attainment and Wellbeing Division | Learning Directorate | [redacted]

-----Original Appointment-----

From: Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>

Sent: 29 January 2021 12:13

To: Deputy First Minister and Cabinet Secretary for Education and Skills; Swinney J (John), MSP (John.Swinney.msp@parliament.scot); Director of Learning; Logan G (Graeme); Anson S (Sam); Pentland MK (Malcolm); [redacted].Morrison E (Elizabeth) (Education Scotland); [redacted] Drought A (Andrew); Gorman G (Gayle); Armstrong A (Alan)

Subject: 16:00 TBC: Follow-up Call: Return of Senior Phase Pupils for SQA Certification Purposes

When: 29 January 2021 16:00-17:00 (UTC+00:00) Dublin, Edinburgh, Lisbon, London.

Where: Via Teams - link in diary entry

This meeting is still TBC: I am just adding in a Teams Link below in case needed.

Hi All,

DFM has indicated that he would like a follow-up call on this in the afternoon. I would be grateful if you could please hold this time provisionally in your diaries and I will send out a Teams link once we have confirmation from DFM that this can go ahead.

Many thanks,

[redacted].

Microsoft Teams meeting

Email chain 19

From: Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>

Sent: 30 January 2021 15:05

To: Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>

Cc: Anson S (Sam) <Sam.Anon@gov.scot>; [redacted].Director of Learning <DirectorofLearning@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>

Subject: RE: KEy principles section from ES
Importance: High

Sorry Malcolm

Actually my IT skills don't allow me to merge these - so probably annex each for the 5 schools and for reference and discussion with DFM, realise this won't be for Cab paper.
Thanks Gayle

Gayle Gorman

Her Majesty's Chief Inspector of Education
Chief Executive

Education Scotland

NOTE new email address - gayle.gorman@educationscotland.gov.scot

[redacted]

From: Gorman G (Gayle)
Sent: 30 January 2021 14:58
To: Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>
Cc: Anson S (Sam) <Sam.Anson@gov.scot>[redacted].Director of Learning <DirectorofLearning@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Subject: KEy principles section from ES
Importance: High

Hi Malcolm

With huge thanks to Alison at AGS, I have adapted and edited this for inclusion in the paper. I know it is long but feel we need this detail to support the discussion.

I also have 4 exemplar plans I will collate and send separately probably as an annex for DFM and more use for detailed guidance for operational note.

Let me know what you think

Gayle

Gayle Gorman

Her Majesty's Chief Inspector of Education
Chief Executive

Education Scotland

NOTE new email address - gayle.gorman@educationscotland.gov.scot

[redacted]



Return of Senior Phase - Practical sub



Senior Phase Certification Plan2.d



AGS PRACTICAL PHASED RETURN 30(



RHS Pratical Phased Return.xlsx



DuncanrigSecondarySchoolSPReturn.xls

ATTACHMENTS 13, 14, 15, 16 and 17 – FULL RELEASE

Email chain 20

From: Anson S (Sam) <Sam.Anon@gov.scot>

Sent: 01 February 2021 18:20

To: [redacted]Chief Medical Officer <CMO@gov.scot>; Leitch J (Jason) <Jason.Leitch@gov.scot>; Bain MB (Marion) <Marion.Bain@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Thomson KAL (Ken) (Director-General) <Ken.Thomson@gov.scot>; Lamb C (Caroline) <Caroline.Lamb@gov.scot>; DG Constitution and External Affairs <dgcea@gov.scot>; DG Health & Social Care <DGHSC@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>

Subject: RE: School opening

A draft to structure discussions around...

Sam Anson | Improvement, Attainment and Wellbeing Division | Learning Directorate | [redacted]

-----Original Appointment-----

From: [redacted]

Sent: 01 February 2021 17:38

To: [redacted].Chief Medical Officer; Leitch J (Jason); Bain MB (Marion); Tannahill C (Carol); Director of Learning; Anson S (Sam); Morrison E (Elizabeth) (Education Scotland); Thomson KAL (Ken) (Director-General); Lamb C (Caroline); DG Constitution and External Affairs; DG Health & Social Care; Johnston P (Paul)

Subject: School opening

When: 01 February 2021 18:20-18:40 (UTC+00:00) Dublin, Edinburgh, Lisbon, London.

Where: Microsoft Teams Meeting



Education section for the Cabinet Paper

ATTACHMENT 18 – FULL RELEASE

Additional attachments

Modelling returns from schools



Bucksburn - Return of Senior Phase - Pr

ATTACHMENT 19 – FULL RELEASE



AGS PRACTICAL
PHASED RETURN 300

ATTACHMENT 20 – FULL RELEASE



DuncanrigSecondary
ySchoolSPReturn.xls

ATTACHMENT 21 – FULL RELEASE



St Machar - Senior
Phase Certification F

ATTACHMENT 22 – FULL RELEASE

Scottish Government documents



Working Paper -
Senior Phase Return

ATTACHMENT 23 – FULL RELEASE



2021 Qualifications
- Return of Senior P

ATTACHMENT 24 – PARTIAL RELEASE