

1) 19/02/2021 – School Safety FMQ – DFM Sunday Show Briefing

SCHOOL SAFETY FMQ

There are no plans to take a blanket approach to increase pupils' learning time or the intensity of learning time

- Individuals schools will work with pupils, as they do each year, to identify opportunities to supplement learning.
- Schools and local authorities should target support where it is most needed, including tutoring if required.
- In addition, E-Sgoil will also be providing an Easter senior phase study support programme, co-produced with learners, which will begin in April.
- Teachers are contracted to work 195 days per year, and any additional cover for summer schools would need to be by mutual agreement with teachers and on a voluntary basis.

ISSUE – 12 Feb: Conservatives publish action plan for education with several key actions as follows:

- Acton Plan Policy: Carry out an extensive national research during the summer term into the impact of closures and provide evidence-based guidance to schools on how to assess the progress of individuals upon their return.
- Acton Plan Policy: Invest £550 million in recruiting 3,000 new teachers over the course of the next Parliament so there are enough high-quality teachers to support pupils to catch up.
- Acton Plan Policy: A national tutoring programme should be set up, open to supply teachers, student teachers and other suitably qualified tutors, to provide one-to-one and small group tutoring to pupils who need it most. Schools will be able to access ring-fenced funding and choose tutors from approved lists.

2) 23/02/2021 – Letter from DFM to Committee

Tutoring Partnerships

As the Committee is aware, e-Sgoil is one part of the National e-Learning offer. e-Sgoil has offered a free to access Study Support programme for Senior Phase learners (S4-S6) since September 2020. The total number of courses available is 66 as of 14/02/2021 (25 during the lockdown daytime provision and 41 in the evening provision). Registrations for all the Study Support webinars sit at 11,293 from over 4,000 learners. Group tuition is the model used. Within that model learners get individual support as required.

A survey ascertained the demand for an Easter Study Support offer with positive responses from 181 young people within the first hour. Therefore an Easter Study Support programme based on this model will be available for learners, offering almost 30 courses at SCQF levels 4-7, will be available from 6th-16th April 2021.

Feedback from learners on the e-Sgoil Study Support programme has been very positive throughout, with, for example, in a survey at end 2020 around 85% wishing to see the e-Sgoil provision continuing beyond December and around 80% indicating that they would recommend the sessions to a friend.

3) 01/03/2021 – Email Chain on Tutoring Services

From: [redacted]
Sent: 01 March 2021 15:42
To: [redacted]
Subject: RE: Tutoring services

It really isn't an easy one but I guess LAs/ Schools could use their SAC/PEF funding for such things.

[redacted]

From: [redacted]
Sent: 01 March 2021 15:40
To: [redacted]
Subject: RE: Tutoring services

Hi [redacted]

Thanks for this, it's really helpful. I was clutching at straws a little as I wasn't really aware of anything they could be applying for as a tutor. Useful to know there isn't anything specific they can apply for in Scotland, thanks.

I'll propose the route of re-registering with GTCS, and then contacting local schools/community covid response groups etc. to see whether there are any opportunities to contribute.

Best wishes,

[redacted]

From: [redacted]
Sent: 01 March 2021 15:29
To: [redacted]
Subject: RE: Tutoring services

[redacted]

I don't really have anything that I think fits the bill. The person will already know that they can re-register to join the profession at any time and if their registration has lapsed (which they say it is) then GTCS has already written to all lapsed members (3000 of them) asking if they were interested in re-joining the profession to support the pandemic as teachers and so far have had less than 100 notes of interest. So I would assume that this person will have already been contacted.

Sounds to me that they do not want to actually re-join the teaching profession but offer their skills as a tutor which is very different to teaching. Depending on how the school classes the tutor they would not normally be deemed as teachers as not doing the full range of duties nor would they be on a teachers' salary. Problem is we

don't have a national tutoring service so there isn't anything for this person to apply for. Many schools do have an informal tutoring or mentoring programmes though parental volunteers etc. East Lothian have a tutoring scheme using students from Queen Margaret's university as tutors.

So long way of saying I don't think my lines will help you as suspect they already know that:

- Retired teachers can re-register with the General Teaching Council for Scotland (GETS), which will allow them to be employed by local authorities to help with education recovery.

[redacted]

From: [redacted]

Sent: 01 March 2021 14:57

To: [redacted]

Subject: Tutoring services

Hi [redacted]

I hope you're well.

I wondered whether you have any lines you could provide around retired teachers looking to rejoin the workforce? This is to go towards a MiCase response relating to a retired teacher, now tutor:

I would like to offer my services with regards to tutoring during the pandemic. I am a retired English teacher and although my GTC membership has since expired, I still tutor on a regular, weekly basis: I have also marked in the past for the SQA which can be verified, should you need this. I can provide references from many parents/carers with whom I have worked as to my professionalism when working with their children.

I appreciate that I am not in the position of actually teaching the curriculum face to face however I understand professionally exactly what is required. Should you require further information I am able to provide to provide references.

Best wishes,

[redacted]

4) 01/03/2021 – PQ and Background Note

[S5W-35421](#) Jamie Greene: To ask the Scottish Government whether it will introduce a national tutoring scheme.

PQ Response: The Scottish Government does not currently have plans to introduce a national tutoring scheme. Local authorities and schools are best placed to understand local need and develop bespoke education recovery offerings based on specific circumstances.

We do however continue to support and enable education recovery work at a local level. To allow young people additional learning opportunities we have worked with partners to develop the e-Sgoil Easter senior phase study support programme, which will be available to all local authority areas in April. This offering will include around 30 subjects beginning on 6 April 2021 and running over two weeks until 16 April. A total of 106 sessions in the first week and half of that in second week. This is additional online study support being made available free to all local schools to access and use for their senior phase pupils. Furthermore, we have committed over £375 million as part of a long-term approach towards education recovery. That funding has contributed to additional teachers, support staff, digital devices and connectivity solutions – all of which can support young people to continue to access quality learning and teaching.

Background note:

1. **Jamie Greene** is likely to have asked this question in response to the UK Government's £700m package to help pupils in England catch up on lost learning due to the pandemic. This includes an expansion on one-to-one small group tutoring programmes, a new "one off" recovery premium for state primary and secondary schools and increased summer provision.
2. Mr Greene has also asked a related PQ - To ask the Scottish Government what analysis it has carried out of the impact of school closures due to the COVID-19 pandemic on pupils' education. (**S5W-35419**)
3. We have not committed to a similar national tutoring programme instead taking the position that local authorities and schools know their learners best and can develop bespoke education recovery offerings. We have provided education recovery funding to support that work.
4. We have committed £375 million to support education recovery over 2020/21 and 2021/22. The majority of this is supporting a range of work to accelerate learning recovery, including the provision of additional teachers and staff to support those who need it most; devices and connectivity to lift children and young people out of digital exclusion as quickly as possible; and targeted youth work services. Whilst £90 million is committed to support LAs in implementing protection measures to ensure schools are safe, open and welcoming, in line with school safety guidance.
5. This funding includes £160m which can be broken down as follows:
 - £80m for teachers and other support staff securing over 1,400 teachers and 200 other staff to date

- £50m to help offset the additional costs required to support safe, open and welcoming schools
 - £25m for devices and connectivity which has secured over 63,000 devices and over 11,000 connectivity packages for disadvantaged learners across Scotland to support learning outside school
 - £3m to support youth work
 - £2m to The Promise as part of the Care Review
6. In addition to this, we have also committed to funding which includes:
- £51m for free school meal alternatives during remote learning and school holidays
 - £45m support for schools and families
 - £25m more for teachers and support staff
 - £40m more to offset the additional costs required to implement protection measures in schools
 - £60m education recovery funding to support and accelerate learning recovery and enable children to catch up on missed education
7. Over the funding outlined above, we have also worked with partners associated with the National e-Learning Offer to develop the e-Sgoil Easter senior phase study support programme which is detailed in the answer. This is additional study opportunity for senior phase learners and can be seen as of similar benefit to additional tutoring.

5) 09/03/2021 – Briefing Note for DFM – Jamie Greene Meeting

Meeting with Jamie Greene

Date and Time of engagement	Tuesday 9 th March 2021 16:30-17:00
Where	
Who	Jamie Greene, Conservative Education Spokesperson [redacted]
Key Purpose	To discuss what additional and urgent measures will be taken to ensure that pupils catch up on learning as a result of the disruption to their education caused by the COVID-19 pandemic.
Official Support	[redacted], Scottish Attainment Challenge Policy Unit, [redacted] [redacted], Scottish Attainment Challenge Policy Unit, [redacted]
Annexes	Annex A – Summary Page Annex B – Summer Provision/Tutoring

Annex A

Summary

8. **Jamie Greene** has repeatedly questioned what the Government is doing to help pupils catch-up with lost learning and recently raised two PQs on the analysis carried out on lost learning and the implementation of a national tutoring scheme which were likely to be in response to the UK Government's £700m package to help pupils in England catch up on lost learning due to the pandemic. This package includes an expansion on one-to-one small group tutoring programmes, a new "one off" recovery premium for state primary and secondary schools and increased summer provision. This meeting was offered to him on the back of these and a known FMQ looking for information on the additional and urgent measures the Government will be taking to ensure that pupils catch up on learning as a result of the disruption to their education.
9. The Scottish Government does not currently have plans to introduce a national tutoring scheme. Local authorities and schools are best placed to understand local needs and develop bespoke education recovery offerings based on specific circumstances. We are empowering local authorities and schools to make the best decisions for their children and young people based on local context and knowledge, rather than procuring one-size-fits-all services ourselves.
10. This funding includes:
 - **Providing additional teachers and staff:** £190 million to support local authorities to recruit additional teachers and other staff to deploy more support to their schools, children and families to support education recovery. Over 1400 teachers

and over 200 support staff have been recruited in 2020/21. This funding is spread across 2020/21 and 2021/22 to help local authorities to sustain that additional level of resource to help the children and young people who need it most in their local communities over the course of the 2020/21 and 2021/22 academic years. Local authorities can use £110 million of this funding flexibly to support other education recovery activities where required, which can include tutoring.

- **Support for schools and families:** £20 million in 2020/21 to allow local authorities to deploy more support to their schools and families as they deal with the challenges of remote learning during lockdown. Councils may use this additional funding to purchase additional digital devices for learners who still need them (having already met previously identified need through the £25m digital inclusion programme noted above), or to provide additional family support such as tutoring and mentoring and other local interventions to help families engage effectively with remote learning – as well as to recruit further staff, which might include teachers, classroom assistants, administrative staff, home/school link workers or other support workers.

11. Further to the funding outlined above, we have also worked with partners associated with the National e-Learning Offer to develop the e-Sgoil Easter senior phase study support programme which is detailed in the answer. This is an additional study opportunity for senior phase learners and can be seen as having similar benefits to a tutoring offer.

Annex B

SUMMER PROVISION/TUTORING

12. We will continue to explore further interventions to help our learners to re-engage with their learning. Our recovery package is prioritising additional staff and support direct to schools, because they are best placed to decide on tutoring or additional study support. It is clear that it is right to prioritise young people's wellbeing, to ensure they can re-engage with school and learning in a positive way after a period of upset and disruption. Young people cannot learn well if they do not feel well. More work is needed, but initial commentary from educationalists indicates that where young people had interrupted learning prior to the pandemic, missing some school does not necessarily lead to poorer outcomes, and young people are frequently able to regain ground in the normal course of school when they return. Simply providing 'more' learning time, without thinking about how best to offer it and to which children, is not necessarily needed and could be counterproductive; we must proceed carefully.
13. **On tutoring** - Attainment Scotland funding and elements of the education recovery funding already available can already be used to provide additional tutoring support, if headteachers and education authorities want to deploy this support in a way that targets those who will most benefit from this kind of intervention. This is about empowering professionals and those who are closest to our young people to make decisions that based on local knowledge and context.

6) 10/03/2021 – Readout from meeting with Jamie Greene

From: [redacted]

Sent: 10 March 2021 09:38

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

Cc: [redacted]

Subject: RE: FMQs follow-up - 17 February 2021

Morning all,

For information and following on from yesterday:

- DFM met with Jamie Greene (Cons) at 16.30 on 9 March.
- Mr Greene sought to discuss the Government's approach to education recovery.
- DFM set out that sequencing of action is key to the success of these efforts.
- The first priority is to get children and young people safely back into schools for face-to-face teaching, guided by the epidemiological advice.
- Once children and young people are back, the focus can shift to actions to address gaps in learning – that's not to say action hasn't already taken place and further consideration of this is not already happening. However, the system has limited bandwidth and must focus on the safe return to school.
- There will be opportunity to better understand the impact of school buildings closures and remote learning when pupils have returned to schools. SNSAs will be a valuable tool for teachers in analysing their pupils' progress.
- The discussion also included reflections on how the periods of remote learning may have been experienced differently by children in different phases of their schooling and that consideration of this has been a factor in prioritising the return to school for pupils in P1-P3, alongside some senior phase pupils, in the first instance.
- The discussion touched on the respective merits of national initiatives to drive education recovery and local approaches that are identified based on local knowledge, reflecting on the presence of both in the Government's approach to date; and touched on the range of potential approaches that national or local government could implement, including additional teaching and other staff, holiday/summer provision and tutoring.
- DFM and Mr Greene thanked each other for the constructive nature of the call.

I also wanted to include some information on the UK Govt's breakdown of funding for education recovery activities, although this was not really touched on at the meeting yesterday.

[Summer catch-up schools planned for pupils in England - BBC News](#)

Please let me know if you have any questions.

Many thanks,
[redacted]

7) 11/03/2021 – FMQ Brief – Schools – Attainment

Attainment

Calls for National Tutoring Scheme

- We have encouraged schools and local authorities to target support where it is most needed, including tutoring if required. However, the Scottish Government does not currently have plans to introduce a national tutoring scheme.
- Local authorities and schools are best placed to understand local needs and develop bespoke education recovery offerings based on specific circumstances.
- We are empowering local authorities and schools to make the best decisions for their children and young people based on local context and knowledge, rather than procuring one-size-fits-all services ourselves.

8) 16-03-2021 - Briefing and Q and A - Ms Todd - Kinship Care Week

MINISTERIAL ENGAGEMENT BRIEFING: Ms Todd

Question 7: Tutoring schemes are being introduced in England for Kinship children. Could Kinship children in this country have access to this, as during the lockdown many Kinship children did not have access to educational hubs, some through preferring not to attend due to risks associated with this and others not being offered a place? A Scottish tutoring scheme would impact on educational attainment of Kinship children.

There are some tutoring and mentoring services already supporting kinship children in Scotland, some of which were in place prior to the pandemic, such as the brilliant Homework Club organised by a group of local kinship carers in Glasgow, in partnership with a voluntary organisation.

Some of these tutoring services may be supported by local authority attainment funding for their vulnerable children. During the pandemic many services have not been able to operate face to face, and so these organisations have been developing online tutoring and mentoring services.

We are not taking a blanket approach to increase pupils' learning time or the intensity of learning time, but additional support is being made available. Schools and local authorities should target support where it is most needed, including tutoring where required.

One such initiative is E-Sgoil which started on the Western Isles but is now being made available across Scotland. This will include interactive online classes to support students' learning.

I also want to say a huge thank you to kinship carers for the phenomenal amount of work you have put in throughout the pandemic to support the home schooling of children and young people in kinship care and really make a difference to their continued educational attainment.

9) 19-03-2021 - DFM engagement - Briefing for SQA staffing session

Calls for National Tutoring Scheme

- We have encouraged schools and local authorities to target support where it is most needed, including tutoring if required. However, the Scottish Government does not currently have plans to introduce a national tutoring scheme.
- Local authorities and schools are best placed to understand local needs and develop bespoke education recovery offerings based on specific circumstances.
- We are empowering local authorities and schools to make the best decisions for their children and young people based on local context and knowledge, rather than procuring one-size-fits-all services ourselves.

10) 22/03/2021 – Education Recovery – Debate Night Briefing

EDUCATION RECOVERY – BLENDED LEARNING

ISSUE (15 March) – Anas Sarwar outlines Labour education proposals including:

- a tutoring programme led and funded at a national level;

We are already taking forward much of the recovery work that others in this Parliament have outlined

- **On tutoring and personalised learning:**

- We have committed more than £375 million in education recovery funding to support young people over the course of 2020/21 and 2021/22.
- Schools and local authorities are empowered to use this funding to deliver personalised recovery opportunities for young people.

We will continue to explore further interventions to help our learners to re-engage with their learning

- Our recovery funding is prioritising additional staff and support direct to schools, who are best placed to decide on tutoring or additional study support.
- Attainment Scotland funding can be used to provide tutoring.

11) 23/03/2021 – Correspondence

[redacted]

Our Reference: 202100173224

Your Reference: Attainment Gap

23 March 2021

Dear [redacted]

Thank you for your email to John Swinney MSP, Deputy First Minister and Cabinet Secretary for Education and Skills, in regards to supporting children and young people's education during this challenging time. I have been asked to reply on his behalf.

As you will be aware, schools are now in the process of a phased return to in-school learning with Ministers working towards all children being back in schools full-time following the Easter holidays. All decisions concerning schools and children and young people have been taken with a focus on balancing the health and safety of school communities alongside the well-recognised benefits of attending school. However, we are very aware of the differential impact of Covid-19 across the country, depending on learners' individual circumstances and the specific impact on the particular school they attend. As such, we continue to do everything possible to ensure the impact on our children's education is minimised, and will continue to consider further action.

To date, the Scottish government has committed almost £400 million to support education recovery over 2020/21 and 2021/22. The majority of this is supporting a range of work to accelerate learning recovery, including the provision of additional teachers and staff to support those who need it most; devices and connectivity to lift children and young people out of digital exclusion as quickly as possible; and targeted youth work services. Whilst £90 million is committed to support local authorities in implementing protection measures to ensure schools are safe, open and welcoming, in line with school safety guidance.

Local authorities and schools are best placed to understand local needs and develop bespoke education recovery offerings based on specific circumstances. We are therefore empowering local authorities and schools to make the best decisions for their children and young people based on local context and knowledge, rather than procuring one-size-fits-all services ourselves. Our recovery package is prioritising additional staff and support direct to schools, because they are best placed to decide on tutoring or additional study support.

We have encouraged schools and local authorities to target support where it is most needed, including tutoring if required. The Scottish Government does not currently have plans to introduce a national tutoring scheme however we have worked with partners associated with the National eLearning Offer to develop the e-Sgoil Easter senior phase study support programme. E-Sgoil – the online school based in Western Isles which is now available across Scotland – will be an additional study opportunity for senior phase learners and can be seen as of similar benefit to

additional tutoring. The e-Sgoil Easter senior phase study support programme will be available to all local authority areas in April. It will include around 30 subjects beginning on 6 April and running over two weeks until 16 April. A total of 106 sessions in the first week and half of that in second week.

Further to this, closing the poverty-related attainment gap remains the defining mission of this government. Now, more than ever, there is a need to focus on equity and excellence. We recognise the impact COVID-19 has had on some of the most vulnerable children and families. That is why we have extended our commitment to the Scottish Attainment Challenge by committing over £200 million to the ASF in 2021/22, building on our investment of £750 million over the course of this Parliament.

In May 2020, the Deputy First Minister announced that over £250 million in Pupil Equity Funding will be made available to schools over 2020/21 and 2021/22. This is the first time that PEF allocations have been confirmed for two years, providing more certainty for head teachers, to assist their planning both in the short and longer term. More recently, we introduced £20 million PEF premium for 2021/22, increasing our investment in Pupil Equity Funding from almost £128 million to almost £148 million next year.

Attainment Scotland funding can already be used to provide additional tutoring support, if headteachers and education authorities want to deploy this support. This is about empowering professionals and those who are closest to our young people. Additional funding may be used flexibly by councils to recruit additional staff, purchase additional digital devices and connectivity solutions, and to provide additional family support. These are interventions which will directly support individuals and families to engage effectively, particularly in situations where vulnerability and deprivation are factors.

We will continue to explore further interventions to help our learners to re-engage with their learning, examining options to target any further consequential funding, working with partners to direct resources in an appropriate way. In addition to this Parents, teachers and learners – through our Youth Education Recovery Panel – will continue to inform and guide education recovery priorities and interventions.

Thank you for your correspondence. I hope this information reassures you of the government's commitment to supporting our most vulnerable children and young people in their education and wellbeing.

Yours sincerely

[redacted]