

ANNEX B - Schedule of Documents

| Ref | Subject/Title | 25(1) | 28(1) | 29(1)(a) | 30(b)(ii) | 36(1) | 38(1)(b) |
|-----|---|-------|-------|----------|-----------|-------|----------|
| 1 | Sub-group advice | | | | | | |
| 2 | Covid-19 Advisory sub-group advice on Phase 2 of the return to in-person learning | | | | | | |
| 3 | RE: Publication schedule for planned phased return to schools. | | | | | | |
| 4 | RE: Publication schedule for planned phased return to schools. | | | | | | |
| 5 | RE: Advisory sub-group on education and children's issues: note following meeting this morning | | | | | | |
| 6 | RE: Advisory sub-group on education and children's issues: note following meeting this morning | | | | | | |
| 7 | Weekly Note: Covid-19 Advisory Group | | | | | | |
| 8 | RE: Paper summarising harms to children of being out of school/ ELC | | | | | | |
| 9 | RE: NASUWT letter : Phased Re opening of Schools | | | | | | |
| 10 | Phase 2 of the schools return | | | | | | |
| 11 | RE: Phase 2 of the schools return | | | | | | |
| 12 | RE: Phase 2 of the schools return | | | | | | |
| 13 | RE: re-opening top lines | | | | | | |
| 14 | RE: Phase 2 of school re-opening & independent schools | | | | | | |
| 15 | RE: Urgent: Phase 2/3? - decision about modelling included in this email - update position re HE/FE | | | | | | |
| 16 | C-19 Education Recovery Group - Meeting - CERG 46 - 2021-02-25 - Chair's brief (002) | | | | | | |
| 17 | RE: CERG follow-up call | | | | | | |
| 18 | RE: S1-3 | | | | | | |
| 19 | FW: ES activity to support DFM paper and school return work | | | | | | |
| 20 | RE: Phase 2 - Return to in-person learning | | | | | | |
| 21 | RE: ES activity to support DFM paper and school return work | | | | | | |
| 22 | RE: ES activity to support DFM paper and school return work | | | | | | |
| 23 | FW: Catch-up call - Phase 2 of the schools return | | | | | | |
| 24 | FW: Views of headteachers on an S1-6 and S4-6 blended return to school | | | | | | |
| 25 | RE: Phase 2 summary 270221 | | | | | | |
| 26 | FW: Phase 2 of school re-opening | | | | | | |
| 27 | Document1 | | | | | | |

| Ref | Subject/Title | 25(1) | 28(1) | 29(1)(a) | 30(b)(ii) | 36(1) | 38(1)(b) |
|-----|--|-------|-------|----------|-----------|-------|----------|
| 28 | FW: Steer on FM statement | | | | | | |
| 29 | 210301 - FM statement | | | | | | |
| 30 | RE: Hold: Four Harms | | | | | | |
| 31 | Education section for the 2nd March Cabinet Paper - 210301 | | | | | | |
| 32 | RE: Education section of FM statement | | | | | | |
| 33 | RE: Education section for the 2nd March Cabinet Paper - 210301 | | | | | | |
| 34 | RE: Phase 2 of the schools return | | | | | | |
| 35 | RE: Education section for the 2nd March Cabinet Paper - 210301 | | | | | | |
| 36 | FW: Advisory sub-group on education and children's issues: note following meeting this morning | | | | | | |
| 37 | RE: Advisory sub-group on education and children's issues: note following meeting this morning | | | | | | |
| 38 | RE: URGENT | | | | | | |
| 39 | FW: next version | | | | | | |
| 40 | FW: Phased return | | | | | | |
| 41 | RE: School safety FMQ - Updates by asap | | | | | | |
| 42 | RE: School safety FMQ - Updates by asap | | | | | | |
| 43 | RE: Schools return- checking text | | | | | | |
| 44 | FM announcement on schools- Q&A and updated FMQ | | | | | | |
| 45 | Advisory sub-group on education and children's issues: note following meeting this morning | | | | | | |
| 46 | RE: Clinical advice on re-opening schools | | | | | | |
| 47 | RE: Phase 2 of the schools return | | | | | | |
| 48 | RE: Phase 2 of the schools return | | | | | | |
| 48 | RE: Phase 2 of the schools return (attachment) | | | | | | |
| 49 | ELC and Childcare Sector Recovery – Working Group (Excerpt) | | | | | | |
| 50 | FM ANNOUNCEMENT – RETURNING TO SCHOOL (Excerpt) | | | | | | |
| 51 | MINISTERIAL ENGAGEMENT BRIEFING: MR HEPBURN - STUC Round Table (Excerpt) | | | | | | |
| 52 | School Safety FMQ Briefing – 2 March (Excerpt) | | | | | | |

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Ref 1

From: Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Sent: 03 March 2021 16:27
To: CERG <CERG@gov.scot>; COVID-19 Education & Children's Sub-Group Secretariat <C19E&C_Secretariat@gov.scot>; Covid-19 Advisory Group Secretariat <C19AG_Secretariat@gov.scot>
Subject: 4 - Sub-group advice

Hi

Link to advice is now live – please share as appropriate.

[Coronavirus \(COVID-19\): Advisory Sub-Group on Education and Children's Issues – phased return to in-person learning in schools and ELC settings - next steps - gov.scot \(www.gov.scot\)](https://www.gov.scot/Coronavirus-(COVID-19):-Advisory-Sub-Group-on-Education-and-Childrens-Issues-phased-return-to-in-person-learning-in-schools-and-ELC-settings-next-steps-gov.scot)

Kindest regards,
Elizabeth

Elizabeth Morrison | Deputy Director (Interim) | Learning Directorate | Scottish Government

[redacted – section 38(1)(b) personal data]

Ref 2

From: [redacted – section 38(1)(b) personal data]
Sent: 03 March 2021 15:33
To: zzzDeputy First Minister and Cabinet Secretary for Education and Skills <zzzDFMCSE@gov.scot>
Cc: First Minister <firstminister@gov.scot>; zzzCabinet Secretary for Health and Sport <CabSecHS@gov.scot>; zzzMinister for Children and Young People <zzzMinisterCYP@gov.scot>; Minister for Further Education, Higher Education and Science <MinisterFEHES@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Chief Scientific Adviser for Scotland <ChiefScientificAdviser@gov.scot>; Chief Medical Officer <CMO@gov.scot>; DG Education, Communities & Justice <DGECJ@gov.scot>; McAllister C (Colin) <Colin.McAllister@gov.scot>; Anson S (Sam) <Sam.Anson@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>; Wilson M (Mick) <Mick.Wilson@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; COVID-19 Education & Children's Sub-Group Secretariat <C19E&C_Secretariat@gov.scot>; Covid-19 Advisory Group Secretariat <C19AG_Secretariat@gov.scot>; CERG <CERG@gov.scot>; Communications Education & Skills <CommunicationsEducation&Skills@gov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; Bain MB (Marion) <Marion.Bain@gov.scot>; Caesar DH (David) <David.Caesar@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; [redacted – section 38(1)(b) personal data]; Sadler E (Elizabeth) <Elizabeth.Sadler@gov.scot>; Kleinberg D (Daniel) <Daniel.Kleinberg@gov.scot>; [redacted – section 38(1)(b) personal data]; Taylor A (Alison) <Alison.Taylor@gov.scot>
Subject: 7 - Covid-19 Advisory sub-group advice on Phase 2 of the return to in-person learning

PS/DFM

I attach the updated scientific advice from the advisory sub-group on education and children's issues on the next phase of the return to in-person learning. This has been approved by both CMO and Professor Andrew Morris (as Chair of the COVID-19 Advisory Group), and will be published this afternoon.

[redacted – section 38(1)(b) personal data] National Improvement Framework Unit | Learning Directorate| Scottish Government |Mobile: [redacted – section 38(1)(b) personal data] (Secretariat: Covid-19 Advisory Sub-Group on Education and Children's Issues)

[attachment is the same as published here]

[Coronavirus \(COVID-19\): Advisory Sub-Group on Education and Children's Issues – phased return to in-person learning in schools and ELC settings - next steps - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/consultations-petitions/embedded/20210303-coronavirus-covid-19-advisory-sub-group-on-education-and-childrens-issues-phased-return-to-in-person-learning-in-schools-and-ELC-settings-next-steps)

Ref 3

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

Sent: 03 March 2021 16:54

To: Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; DG Education & Justice <dgej@gov.scot>; [redacted – section 38(1)(b) personal data]; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; [redacted – section 38(1)(b) personal data]; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; [redacted – section 38(1)(b) personal data]

Cc: COVID-19 Education & Children's Sub-Group Secretariat <C19E&C_Secretariat@gov.scot>; CERG <CERG@gov.scot>

Subject: 8C - RE: Publication schedule for planned phased return to schools.

Ollie,

Removing DFM just now, but I wonder if this sentence might change as follows:

It is intended to provide support for local authorities and secondary schools on providing arrangements for senior phase learners to return to school (from the week commencing 15 March 2021, and conditional on continued progress on suppressing infection rates).

We haven't publically referenced the 11th March date (FM chose not to yesterday),

Sam

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

From: Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>

Sent: 03 March 2021 16:45

To: Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Deputy First

Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; DG Education & Justice <dgej@gov.scot>; Anson S (Sam) <Sam.Anon@gov.scot>; [redacted – section 38(1)(b) personal data]; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; [redacted – section 38(1)(b) personal data]; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; [redacted – section 38(1)(b) personal data]
Cc: COVID-19 Education & Children's Sub-Group Secretariat <C19E&C_Secretariat@gov.scot>; CERG <CERG@gov.scot>
Subject: RE: Publication schedule for planned phased return to schools.

DFM

Further to Elizabeth's email below, I now attach the final draft of Education Scotland's **Guidance on Phase 2 of the return to in-person learning** (including the one page annex).

Education Scotland are very keen to publish this today as we are aware that schools and local authorities are anxious for Guidance to support them in preparations for opening schools for learners across S1-6.

We would therefore be grateful for your consideration and approval of the attached Guidance as soon as possible.

Kind regards
Ollie

[published at link: [Phase 2 of the return to in-person learning - 3 March 2021 \(education.gov.scot\)](https://www.education.gov.scot/phase-2-of-the-return-to-in-person-learning-3-march-2021)]

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

Sent: 03 March 2021 13:58

To: Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; DG Education & Justice <dgej@gov.scot>; Anson S (Sam) <Sam.Anon@gov.scot>; [redacted – section 38(1)(b) personal data]; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; [redacted – section 38(1)(b) personal data]; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; [redacted – section 38(1)(b) personal data]
Cc: COVID-19 Education & Children's Sub-Group Secretariat <C19E&C_Secretariat@gov.scot>; CERG <CERG@gov.scot>

Subject: Publication schedule for planned phased return to schools.

DFMPO

Following the CERG subgroup meeting this morning, I thought it would be helpful to provide an update on the planned publications to support the planned phased return to schools.

3rd March (today)

- Updated advice from the sub-group
- Education Scotland practical guidance which will now include a one page Annex with the key changes from the previous reducing risks in schools guidance

8th March (next week)

- Revised and updated version of the supplementary guidance on reducing risks in schools

Following discussions, it was suggested that a fuller refresh of the complete guidance on reducing risks in schools would be better if it were published in preparation for the return to school after the Spring break.

I am sure there will be further discussion at CERG tomorrow, and I hope it is helpful to see this plan in advance.

Kindest regards,
Elizabeth

Elizabeth Morrison | Deputy Director (Interim) | Learning Directorate | Scottish Government
[redacted – section 38(1)(b) personal data]

Ref 4

From: Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>
Sent: 03 March 2021 17:12
To: Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; zzzDeputy First Minister and Cabinet Secretary for Education and Skills <zzzDFMCSE@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; DG Education & Justice <dgej@gov.scot>; Anson S (Sam) <Sam.Ansan@gov.scot>; [redacted – section 38(1)(b) personal data]; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; [redacted – section 38(1)(b) personal data]; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; [redacted – section 38(1)(b) personal data]
Cc: COVID-19 Education & Children's Sub-Group Secretariat <C19E&C_Secretariat@gov.scot>; CERG <CERG@gov.scot>
Subject: 8D - RE: Publication schedule for planned phased return to schools.

PO/DFM

In addition at E7S committee earlier today I confirmed this guidance would be published today and believe the BBC have reported on that earlier in the day.

Gayle Gorman

Her Majesty's Chief Inspector of Education
Chief Executive

Education Scotland

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

0131 244 4131

From: Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>
Sent: 03 March 2021 16:45
To: Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; DG Education & Justice <dgej@gov.scot>; Anson S

(Sam) <Sam.Anson@gov.scot>; [redacted – section 38(1)(b) personal data]; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; [redacted – section 38(1)(b) personal data]; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; [redacted – section 38(1)(b) personal data]
Cc: COVID-19 Education & Children's Sub-Group Secretariat <C19E&C_Secretariat@gov.scot>; CERG <CERG@gov.scot>
Subject: RE: Publication schedule for planned phased return to schools.

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We would therefore be grateful for your consideration and approval of the attached Guidance as soon as possible.

Kind regards

Ollie

[published at link: [Phase 2 of the return to in-person learning - 3 March 2021 \(education.gov.scot\)](#)]

From: Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Sent: 03 March 2021 13:58
To: Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; DG Education & Justice <dgej@gov.scot>; Anson S (Sam) <Sam.Anson@gov.scot>; [redacted – section 38(1)(b) personal data]; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; [redacted – section 38(1)(b) personal data]; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; [redacted – section 38(1)(b) personal data]
Cc: COVID-19 Education & Children's Sub-Group Secretariat <C19E&C_Secretariat@gov.scot>; CERG <CERG@gov.scot>
Subject: Publication schedule for planned phased return to schools.

DFM/PO

Following the CERG subgroup meeting this morning, I thought it would be helpful to provide an update on the planned publications to support the planned phased return to schools.

3rd March (today)

- Updated advice from the sub-group
- Education Scotland practical guidance which will now include a one page Annex with the key changes from the previous reducing risks in schools guidance

8th March (next week)

- Revised and updated version of the supplementary guidance on reducing risks in schools

Following discussions, it was suggested that a fuller refresh of the complete guidance on reducing risks in schools would be better if it were published in preparation for the return to school after the Spring break.

I am sure there will be further discussion at CERG tomorrow, and I hope it is helpful to see this plan in advance.

Kindest regards,
Elizabeth

Elizabeth Morrison | Deputy Director (Interim) | Learning Directorate | Scottish Government
[redacted – section 38(1)(b) personal data]

Ref 5 – Attachment - Summary of sub-group discussion_010321.docx

Summary of sub-group discussion_010321.docx

The advisory sub-group on education and children's issues held an extra meeting this morning to consider the situation prior to any announcement tomorrow about Phase 2 return to schools. A full advice note will be produced for publication in advance of Thursday's CERG meeting. What follows is a summary of the key conclusions reached by the group today.

1. Like the overall Covid-19 Advisory Group, the sub-group strongly advises a cautious approach to the easing of restrictions with sufficient time to assess the impacts of each phase and flexibility in the system to respond to data and developments. The sub-group is very supportive of a 'data not dates' approach, and to ensuring that there are final decision-making checkpoints as close to each proposed change as is practicable.
2. Sub-group members welcomed the priority being given to the wellbeing of children and their schooling, and emphasised that the immediate focus should be on a holistic approach which allows time and local flexibility to attend to children's wellness as well as their learning and education needs. Application of the four harms analysis is particularly important in relation to decisions about children, given that they are the age group least impacted by the direct harms of Covid-19, while experiencing significant social, developmental, educational and wider health harms as a consequence of the restrictions. There is clear evidence that school closures put educational outcomes at risk, especially for disadvantaged students, and cause impairment to the physical and mental health of children.
3. Nevertheless, the sub-group remains clear that all evidence indicates that unless the virus is suppressed to sufficiently low levels, and mitigations continue to be applied and complied with, it will not be possible to find a sustained and fair way by which to address the wider harms and tackle growing inequalities. Therefore, ongoing progress in reducing incidence, prevalence and test positivity; rapid roll-out of vaccination; and continued reinforcement of the need for caution and compliance with NPIs remain crucial. Losing control of the epidemic at this stage would affect the significant opportunity we have to see full and sustained return to education during the summer term, and will impact on staff confidence about their safety. A focus on schools means that maintaining a cautious line in other areas of re-opening is likely to be critical to maintain progress and avoid a return to exponential growth.

4. The sub-group considered the most recent modelling of options for a Phase 2 return to face-to-face education and support from 15 March. Members noted the assumptions that underpin the modelling and degree of uncertainty within the projections. We are not able at this stage to say anything about the impact of the Phase 1 return last week, and this remains a significant concern for the sub-group as evidence indicates that even the return of ELC plus P1-P3 should be expected to result in an increase in cases, some clusters within nurseries and primaries, and to have an impact on R. On the basis of the models available to the sub-group, and recognising the limitations of these, should a Phase 2 return take place from 15 March the preferred model would be for this to involve a mixture of limited part-time return and remote learning for all secondary pupils.
5. It is the sub-group's advice that if this option is progressed as a planning assumption, it should be subject to a checkpoint as close to 15 March as is feasible. For example, if a review date of 11 March could be agreed, the sub-group could meet on 9 or 10 March to take stock of further surveillance and modelling data in advance of any final decision.
6. At any checkpoint, the sub-group advises that the following principles be applied to underpin the decision:
 - a. A commitment to retaining $R < 1$
 - b. Acceptance that evidence of significant community transmission or a sustained increase in cases in the lead-in to the checkpoint should result in plans for phase 2 being postponed; and that action should also be taken post-hoc on the basis of lag data on concern
 - c. If rates plateau, consider the level in relation to the SG Strategic Framework and the WHO position that indicates a country has the epidemic under control
 - d. Ongoing commitment to an approach that addresses and minimises inequalities.
7. With respect to mitigations that should be in place for a limited return of all secondary pupils from 15 March, the sub-group's advice is as follows:
 - a. 2m distancing should continue to be applied within school buildings, between pupils, between pupils and staff and between staff.
 - b. Face coverings should continue to be worn throughout the day by secondary pupils and staff.
 - c. Greater emphasis should be placed on ventilation, by keeping windows open as much as possible, and doors open when feasible and safe to do so.
 - d. Continued emphasis on hand and respiratory hygiene and on thorough daily cleaning of the school environment will be required.
 - e. Clear communication about the importance of wider compliance with restrictions (including around and beyond the school estate), and about the criticality of being alert to symptoms and being tested and isolating as per guidance.
8. The sub-group noted that LFD testing will be in place for all staff and senior phase young people. This is welcomed and efforts should continue to include all secondary young people.
9. The sub-group advises no change to the current mitigations as they apply to ELC and primary school settings, but emphasises the importance of implementation support and clear communication (as above). The sub-group advises that school-aged childcare provision may recommence at the same time as schools move to phase 2.
10. For school transport, the sub-group noted the constraints resulting from application of 2m distancing for secondary school pupils on school buses. While members remain convinced

of the benefit of regarding school transport as part of the school day, with a consistent message about 2m distancing, they concluded that some relaxation could be supported. Evidence about the importance of ventilation on buses was emphasised, as was evidence about the need for regular effective cleaning. Face coverings should be worn (as on public transport) and an approach whereby pupils sit on staggered seating (ie not next to each other, but alternating window-aisle-window etc row by row) would be sufficient mitigation.

11. Consideration was given to the scope for an enhanced outdoor learning and wellbeing offer for pupils and members agreed that this was strongly supported by the evidence. Advice from the sub-group will be to maximise the emphasis placed on outdoor activity of various sorts as we progress through the phases of return and into sustained recovery.
12. Lastly, group members discussed the variation in infection rates in different local authority areas. At present, the sub-group remains satisfied that local responses will ensure that settings close if required as a result of any outbreaks, and that a national approach is the way to ensure greater consistency of offer and support for the largest number of children. However, the sub-group will want to return to the question of local differentiation of approach in the context of the strategic framework and proposed return to levels.

Carol Tannahill
Chair
Advisory Sub-group on Education and Children's Issues

1 March 2021

Ref 6

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

Sent: 01 March 2021 18:53

To: [redacted – section 38(1)(b) personal data]; Director of Outbreak Management

<Directorofoutbreakmanagement@gov.scot>; Cooper P (Penelope)

<Penelope.Cooper@gov.scot>

Cc: Cabinet Secretary for Health and Sport <CabSecHS@gov.scot>; Director of Learning

<DirectorofLearning@gov.scot>; DG Communities <DGCommunities@gov.scot>; DG Education &

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A (Audrey) <Audrey.MacDougall@gov.scot>; [redacted – section 38(1)(b) personal data]; Chief

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Sadler E (Elizabeth) <Elizabeth.Sadler@gov.scot>; Cumming A (Alison) Early Learning &

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<Ken.Thomson@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Griffin J (Joe)

<Joe.Griffin@gov.scot>; Logan G (Graeme) <Graeme.Logan@gov.scot>; Ingebrigtsen R (Ross)

<Ross.Ingebrigtsen@gov.scot>; Lloyd E (Elizabeth) <Elizabeth.Lloyd@gov.scot>; McAllister C

(Colin) <Colin.McAllister@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Pentland

MK (Malcolm) <Malcolm.Pentland@gov.scot>; McIntosh A (Alisdair)

<Alisdair.McIntosh@gov.scot>; [redacted – section 38(1)(b) personal data]; Cooper P (Penelope)

<Penelope.Cooper@gov.scot>; Director of Outbreak Management

<Directorofoutbreakmanagement@gov.scot>; Lamb C (Caroline) <Caroline.Lamb@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>; Leitch J (Jason) <Jason.Leitch@gov.scot>; DG Health & Social Care <DGHSC@gov.scot>; Minister for Children and Young People <MinisterCYP@gov.scot>; Minister for Further Education, Higher Education and Science <MinisterFEHES@gov.scot>; Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>

Subject: RE: Advisory sub-group on education and children's issues: note following meeting this morning

[redacted – section 38(1)(b) personal data] / Penelope,

Final version attached with these elements incorporated.

Let me know if you need anything else.

Thanks,

Sam

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate |
[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data] **On Behalf Of** Deputy First Minister and Cabinet Secretary for Education and Skills

Sent: 01 March 2021 18:24

To: Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>; Anson S (Sam) <Sam.Anson@gov.scot>

Cc: Cabinet Secretary for Health and Sport <CabSecHS@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; DG Communities <DGCommunities@gov.scot>; DG Education & Justice <dgej@gov.scot>; Kleinberg D (Daniel) <Daniel.Kleinberg@gov.scot>; COVID-19 Education & Children's Sub-Group Secretariat <C19E&C_Secretariat@gov.scot>; Wilson M (Mick) <Mick.Wilson@gov.scot>; Covid-19 Advisory Group Secretariat <C19AG_Secretariat@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; [redacted – section 38(1)(b) personal data]; MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; [redacted – section 38(1)(b) personal data]; Chief Medical Officer <CMO@gov.scot>; Caesar DH (David) <David.Caesar@gov.scot>; DCMO Health COVID19 <DCMOHealth.COVID19@gov.scot>; Rowan S (Sheila) <Sheila.Rowan@gov.scot>; Sadler E (Elizabeth) <Elizabeth.Sadler@gov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; Thomson KAL (Ken) (Director-General) <Ken.Thomson@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; Logan G (Graeme) <Graeme.Logan@gov.scot>; Ingebrigtsen R (Ross) <Ross.Ingebrigtsen@gov.scot>; Lloyd E (Elizabeth) <Elizabeth.Lloyd@gov.scot>; McAllister C (Colin) <Colin.McAllister@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; McIntosh A (Alisdair) <Alisdair.McIntosh@gov.scot>; [redacted – section 38(1)(b) personal data]; Cooper P (Penelope) <Penelope.Cooper@gov.scot>; Director of Outbreak Management <Directorofoutbreakmanagement@gov.scot>; Lamb C (Caroline) <Caroline.Lamb@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>; Leitch J (Jason) <Jason.Leitch@gov.scot>; DG Health & Social Care <DGHSC@gov.scot>; Minister for Children and Young People <MinisterCYP@gov.scot>; Minister for Further Education, Higher Education and Science <MinisterFEHES@gov.scot>

Subject: RE: Advisory sub-group on education and children's issues: note following meeting this morning

Sam

On further thought, do we not need to say we are aiming for a full-time return after Easter holidays?

Kind Regards

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | Deputy Private Secretary to John Swinney MSP, Deputy First Minister and Cabinet Secretary for Education and Skills | The Scottish Government | Web: www.gov.scot |

[redacted – section 38(1)(b) personal data]

5N.07 St Andrew's House | Regent Road | Edinburgh | EH1 3DG

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From: [redacted – section 38(1)(b) personal data] **On Behalf Of** Deputy First Minister and Cabinet Secretary for Education and Skills

Sent: 01 March 2021 18:23

To: Anson S (Sam) <Sam.Ansan@gov.scot>; Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>

Cc: Cabinet Secretary for Health and Sport <CabSecHS@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; DG Communities <DGCommunities@gov.scot>; DG Education & Justice <dgej@gov.scot>; Kleinberg D (Daniel) <Daniel.Kleinberg@gov.scot>; COVID-19 Education & Children's Sub-Group Secretariat <C19E&C_Secretariat@gov.scot>; Wilson M (Mick) <Mick.Wilson@gov.scot>; Covid-19 Advisory Group Secretariat <C19AG_Secretariat@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; [redacted – section 38(1)(b) personal data]; MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; [redacted – section 38(1)(b) personal data]; Chief Medical Officer <CMO@gov.scot>; Caesar DH (David) <David.Caesar@gov.scot>; DCMO Health COVID19 <DCMOHealth.COVID19@gov.scot>; Rowan S (Sheila) <Sheila.Rowan@gov.scot>; Sadler E (Elizabeth) <Elizabeth.Sadler@gov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; Thomson KAL (Ken) (Director-General) <Ken.Thomson@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; Logan G (Graeme) <Graeme.Logan@gov.scot>; Ingebrigtsen R (Ross) <Ross.Ingebrigtsen@gov.scot>; Lloyd E (Elizabeth) <Elizabeth.Lloyd@gov.scot>; McAllister C (Colin) <Colin.McAllister@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; McIntosh A (Alisdair) <Alisdair.McIntosh@gov.scot>; [redacted – section 38(1)(b) personal data]; Cooper P (Penelope) <Penelope.Cooper@gov.scot>; Director of Outbreak Management <Directorofoutbreakmanagement@gov.scot>; Lamb C (Caroline) <Caroline.Lamb@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>; Leitch J (Jason) <Jason.Leitch@gov.scot>; DG Health & Social Care <DGHSC@gov.scot>; Minister for Children and Young People <MinisterCYP@gov.scot>; Minister for Further Education, Higher Education and Science <MinisterFEHES@gov.scot>

Subject: RE: Advisory sub-group on education and children's issues: note following meeting this morning

Hi Sam

Thanks for this – DFM has said that this is ok but do we not also need to make reference to the fact that P4-7 are proposed to return as well. DFM knows that was covered last week but thinks for completeness it is necessary to include in the section.

DFM does not need to clear any revised wording on that.

Kind Regards

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | Deputy Private Secretary to John Swinney MSP, Deputy First Minister and Cabinet Secretary for Education and Skills | The Scottish Government | Web: www.gov.scot |

[redacted – section 38(1)(b) personal data]

5N.07 St Andrew's House | Regent Road | Edinburgh | EH1 3DG

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Scottish Ministers, Special advisers and the Permanent Secretary are covered by the terms of the Lobbying (Scotland) Act 2016. See www.lobbying.scot

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

Sent: 01 March 2021 17:25

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

Cc: Cabinet Secretary for Health and Sport <CabSecHS@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; DG Communities <DGCommunities@gov.scot>; DG Education & Justice <dgej@gov.scot>; Kleinberg D (Daniel) <Daniel.Kleinberg@gov.scot>; COVID-19 Education & Children's Sub-Group Secretariat <C19E&C_Secretariat@gov.scot>; Wilson M (Mick) <Mick.Wilson@gov.scot>; Covid-19 Advisory Group Secretariat <C19AG_Secretariat@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; [redacted – section 38(1)(b) personal data]; MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; [redacted – section 38(1)(b) personal data]; Chief Medical Officer <CMO@gov.scot>; Caesar DH (David) <David.Caesar@gov.scot>; DCMO Health COVID19 <DCMOHealth.COVID19@gov.scot>; Rowan S (Sheila) <Sheila.Rowan@gov.scot>; Sadler E (Elizabeth) <Elizabeth.Sadler@gov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; Thomson KAL (Ken) (Director-General) <Ken.Thomson@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; Logan G (Graeme) <Graeme.Logan@gov.scot>; Ingebrigtsen R (Ross) <Ross.Ingebrigtsen@gov.scot>; Lloyd E (Elizabeth) <Elizabeth.Lloyd@gov.scot>; McAllister C (Colin) <Colin.McAllister@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; McIntosh A (Alisdair) <Alisdair.McIntosh@gov.scot>; [redacted – section 38(1)(b) personal data]; Cooper P (Penelope) <Penelope.Cooper@gov.scot>; Director of Outbreak Management <Directorofoutbreakmanagement@gov.scot>; Lamb C (Caroline) <Caroline.Lamb@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>; Leitch J (Jason) <Jason.Leitch@gov.scot>; DG Health & Social Care <DGHSC@gov.scot>; Minister for Children and Young People <MinisterCYP@gov.scot>; Minister

for Further Education, Higher Education and Science <MinisterFEHES@gov.scot>

Subject: RE: Advisory sub-group on education and children's issues: note following meeting this morning

PS / DFM,

Further to the below, please find attached the proposed education section for this week's Cabinet paper. It includes material on schools - as per recent discussions and the note from Graeme Logan on Saturday – plus confirmation of proposals regarding school-aged childcare and colleges.

This version also follows further engagement earlier today with local government colleagues, the Chief Examiner (ref related update from Malcolm Pentland) and, more recently, the 4 Harms group. At the latter, clinicians emphasised the need for the 11th March checkpoint to compromise a comprehensive and meaningful review of the evidence, and for the 15th March 'go-live' date to be treated as indicative until that stage.

I've copied colleagues who are coordinating the full Cabinet paper to this note for ease.

Regards,

Sam

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

Ref 7

From: [redacted – section 38(1)(b) personal data] **On Behalf Of** Covid-19 Advisory Group Secretariat

Sent: 26 February 2021 15:10

To: First Minister <firstminister@gov.scot>; Chief Medical Officer <CMO@gov.scot>; Cabinet Secretary for Health and Sport <CabSecHS@gov.scot>

Cc: Bruce A (Andrew) <Andrew.Bruce@gov.scot>; Chief Financial Officer <cfo@gov.scot>; [redacted – section 38(1)(b) personal data]; DG Communities <DGCommunities@gov.scot>; DG Constitution and External Affairs <dgcea@gov.scot>; DG Corporate <dgcorporate@gov.scot>; DG Economy <DGEconomy@gov.scot>; DG Education & Justice <dgej@gov.scot>; DG Health & Social Care <DGHSC@gov.scot>; DG Scottish Exchequer Mailbox <DGScottishExchequer@gov.scot>; Director for Equality, Inclusion and Human Rights <directorEIHR@gov.scot>; ET SGO <ETSGO@gov.scot>; Fraser L (Lesley) <Lesley.Fraser@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Lamb C (Caroline) <Caroline.Lamb@gov.scot>; Macniven R (Ruaraidh) <Ruaraidh.Macniven@gov.scot>; Mcguinness L (Lisa) <Lisa.Mcguinness@gov.scot>; Permanent Secretary <PermanentSecretary@gov.scot>; Richards N (Nicola) <Nicola.Richards@gov.scot>; Solicitor to the Scottish Government <solicitor@gov.scot>; Thomson KAL (Ken) (Director-General) <Ken.Thomson@gov.scot>; Tynte-Irvine C (Claire) <Claire.Tynte-irvine@gov.scot>; [redacted – section 38(1)(b) personal data]; DG Health & Social Care <DGHSC@gov.scot>; Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>; Permanent Secretary <PermanentSecretary@gov.scot>; Covid-19 Director <covid-19.director@gov.scot>; DCMO Health COVID19 <DCMOHealth.COVID19@gov.scot>; Leitch J (Jason) <Jason.Leitch@gov.scot>; Chief SA

Environment Natural Resources and Agriculture <csaenra@gov.scot>; Gillespie G (Gary) <Gary.Gillespie@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Millar A (Andrew) <Andrew.Millar@gov.scot>; Chief Scientific Adviser for Scotland <ChiefScientificAdviser@gov.scot>; Crossman D (David) <David.Crossman@gov.scot>; Halliday R (Roger) <Roger.Halliday@gov.scot>; Head of HSCA <HeadofHSCA@gov.scot>; ZZZHead of COVID Analysis <ZZZHeadofCOVIDAnalysis@gov.scot>; Kleinberg D (Daniel) <Daniel.Kleinberg@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; COVID-19 Education & Children's Sub-Group Secretariat <C19E&C_Secretariat@gov.scot>; [redacted – section 38(1)(b) personal data]; Covid-19 Advisory Group Secretariat <C19AG_Secretariat@gov.scot>; Chief Nursing Officer <CNO@gov.scot>
Subject: Weekly Note: Covid-19 Advisory Group

First Minister,
Cabinet Secretary for Health and Sport,
Chief Medical Officer

Copy list: As above.

SG Covid-19 Advisory Group

The SG Covid-19 Advisory Group did not meet this week. At their next meeting on 4th March it is anticipated that the group will discuss the state of the pandemic and waste water testing.

The C-19 Advisory Group and the Education Subgroup Secretariat are coordinating with members of the Norwegian Public Health Agency to organise a joint-learning session covering:

1. Schools policy in response to covid-19;
2. The use of lateral flow tests in schools;
3. The Scottish experience of the B.1.1.7 variant.

This session is expected to be held next week.

C-19 Advisory Group – Commissions/Deep-dives

- Joint Learning Session on Schools with the Norwegian Institute of Public Health – date TBC, likely w/c 1st March.
- Informal briefings for business

Education and Children's Issues Subgroup

The subgroup met on Tuesday to undertake a detailed review of the evidence and data available at the current time on the state of the pandemic, and to consider the approaches that would enable the subgroup to monitor the impacts of the phase 1 return to in-person learning. The subgroup also heard about the experiences in Denmark, where schools had been open for the youngest children from pre-school to fourth grade for over two weeks (from 8 February) but where there had been outbreaks of the new variant in schools and daycare centres in 2 regions, forcing the closure of some schools. The subgroup will continue to review the international evidence, alongside data from Scotland and the rest of the UK, in order to provide updated advice on the next phase of school reopening.

The subgroup is scheduled to meet next on 1st March and 8th March.

Kind regards,

[redacted – section 38(1)(b) personal data]

Scottish Government Covid-19 Advisory Group Secretariat | Scottish Government | 1E.09, St Andrew's House, Regent Road, Edinburgh EH1 3DG
[redacted – section 38(1)(b) personal data]

Ref 8

From: [redacted – section 38(1)(b) personal data]

Sent: 25 February 2021 17:01

To: Director of Learning <DirectorofLearning@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>

Cc: Anson S (Sam) <Sam.Ansongov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; [redacted – section 38(1)(b) personal data]; COVID-19 Education & Children's Sub-Group Secretariat <C19E&C_Secretariat@gov.scot>

Subject: RE: Paper summarising harms to children of being out of school/ ELC

Hi Graeme

I attach a, slightly longer than planned, paper which summarises the harms to CYP of being out of school or ELC, based on a variety of studies from across the UK and internationally. The Russell Viner paper is the most recent and comprehensive, and so I have attached that as an annex.

Let me know if you need anything more.

Cheers

[redacted – section 38(1)(b) personal data]

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

Sent: 18 February 2021 14:50

To: Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; [redacted – section 38(1)(b) personal data]; Tannahill C (Carol) <Carol.Tannahill@gov.scot>

Cc: Anson S (Sam) <Sam.Ansongov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>

Subject: Paper summarising harms to children of being out of school/ ELC

Elizabeth, [redacted – section 38(1)(b) personal data]

Joe has asked that we pull together a short paper summarising the harms to children and young people of being out of school/ ELC for an extended period, as per the current and previous lockdown. There will be material in a number of papers that we can draw from to produce this paper, eg the equity audit. We aim to use this paper to increase our influence on clinicians and others on returning more children to in-person learning as soon and as safely as possible, and to press for associated mitigations which would support this (eg possible priority of front line education staff in the under 50s phase of the vaccination programme).

Would you be able to pull this together, liaising with Carol from a sub-group perspective?

Happy to discuss further.

Thanks

Graeme.

COVID-19 IMPACTS

WIDER HARMS TO CHILDREN AND YOUNG PEOPLE OF BEING OUT OF SCHOOL AND ELC SETTINGS

Context

Evidence suggests that children and young people are one of the groups most affected by the restrictions in place to reduce transmission of COVID-19. The well documented links between education and health mean that school and ELC closures are likely to be associated with significant health harms to children and young people. In addition to education, schools and ELC settings also play an essential role in safeguarding vulnerable children.

The [UK Chief Medical Officers](#) (CMOs) have been clear that school attendance is very important for children and young people, and is critical to reduce inequality, improve life chances, and enhance physical and mental health.

A children's rights approach is being embedded into the Scottish Government's response to COVID-19, and the approach to recovery and renewal. So there is a need to ensure that we pay particular attention to the needs and rights of children and young people, when considering the potential adverse impacts of the measures to drive down transmission.

Overall, there appears to be a continuing trend of young people reporting lower wellbeing as the pandemic progresses. There is a fairly consistent finding that the mental wellbeing of girls, particularly older girls has fared worse than that of boys during the pandemic. UK and international research shows a general worsening of mental wellbeing (especially anxiety, loneliness and depression), particularly for young people with pre-existing mental health problems, those living in poverty, and other disadvantaged groups such as care experienced children, LGBT+, and BME young people.

It is difficult to establish a baseline for some of the harms set out in this paper, as the questions in the COVID-19 related studies are not directly comparable to the main pre-pandemic sources on young people's health and wellbeing i.e. the Scottish Schools Adolescent Lifestyle and Substance Use Survey ([SALSUS](#)) which covers S2 and S4, and the [Health Behaviours in School Aged Children Survey](#), which looks at 11,13 and 15 year olds. However, the [Teen Covid Life 2](#) survey of young people aged 12-18 does include a comparison with pre-lockdown levels of loneliness. It found that 29% of young people reported feeling lonely most or all of the time during lockdown, this fell to 20% following the reopening of schools in August 2020, but was still substantially higher than pre-lockdown levels of 9%. Girls were more likely to say that they felt lonely than boys.

Summary of evidence

Evidence about the impact of the pandemic and the related public health control measures on children and young people's physical and mental health continues to grow.

Viner et al carried out a systematic review of the impacts on physical and mental health of children and young people (attached as **Annex A**). This was published on 12 February 2021, and is the first comprehensive systematic review of the effects of school closures on the health and wellbeing of children and young people. It found that almost all of the 72 studies it looked at, from 20 countries, documented harms to children and young people that occurred during school closures

and social lockdown, the vast majority during the first wave of the COVID-19 pandemic. Available data suggested likely higher harms in children and young people from more deprived populations.

It concluded that:

“School closures as part of broader social distancing measures are associated with considerable harms to CYP health and wellbeing. Available data are short-term and longer-term harms are likely to be magnified by further school closures. Data are urgently needed on longer-term impacts using strong research designs, particularly amongst vulnerable groups. These findings are important for policy-makers seeking to balance the risks of transmission through school-aged children with the harms of closing schools.”

Mental and physical health and wellbeing

Children and young people’s mental health and wellbeing has consistently been identified as at risk of being negatively impacted by school closure, both during closures and/or in the arrangements for return. Viner et al showed the largest number of studies (27) concerned mental health and wellbeing. Whilst the strength of evidence was mixed, evidence for impacts upon mental health and wellbeing was substantial and consistent.

On 25 May 2020, the Royal College of Paediatrics and Child Health (RCPCH) issued a [statement](#) on the re-opening of schools. It said that:

“There is little doubt that the balance of risks for children and young people is that a return to school is in their best interests. Children and young people are the part of the population least affected by COVID-19 and their risks of contracting serious illness from COVID-19 are very low. Keeping children away from school brings significant risks to their health and wellbeing.”

Young Scot, the Scottish Youth Parliament, and YouthLink Scotland carried out a survey of young people (aged 11-25) which ran from 3-17 April 2020. The [Lockdown Lowdown](#) showed that almost two fifths of respondents (39%) stated that they felt moderately or extremely concerned about their own mental wellbeing. When asked about the mental wellbeing of others, 46% stated that they felt moderately or extremely concerned about the wellbeing of others. It also showed that 42% of respondents were concerned about school closures.

An updated [Lockdown Lowdown](#) was published in November 2020, which surveyed over 6,000 young people from across Scotland asking what they thought about their lives as lockdown restrictions changed. It showed that two in five (38%) of young people remained worried about their mental health, and that over two thirds (67%) of those who had returned to in-person learning were happy to be back.

Overall, the analysis shows that older young people, young people with a disability or long term illness and young carers had worse outcomes than other groups across most questions. This includes lower self-assessed physical and mental wellbeing; lower satisfaction with educational arrangements; lower percentages reporting good relationships with family and friends; lower levels of optimism about both current and future employment; and higher levels of concern about catching and transmitting Covid-19. Girls and young women had worse outcomes across most questions with the exception of perceptions of education. In particular, female survey respondents were almost half as likely to say they felt good about their mental health than male respondents. Respondents who identified as non-binary had substantially worse outcomes across all questions, although the sample was very small making findings less reliable.

Research among children aged 8 to 14 carried out over April, May and June ([Children's Parliament survey](#)) found that over a quarter (26-28%) of young people often felt lonely. Across the three months, around a third of respondents indicated that there are lots of things to worry about, while more than half expressed a general worry about the future. Around a quarter reported being worried about five or more things. Other measures showed a fall in mental wellbeing between April and June - in June, 59% felt in a positive mood, compared with 65% in April, and 67% felt resilient, compared with 72% in April. Girls, particularly older girls had consistently worse mental wellbeing outcomes. Mental wellbeing also declined with age.

The surveys for 8-14 year olds found that during lockdown around three quarter of children surveyed indicated that they thought they made healthy choices and got enough exercise. A large majority also said that they had plenty of energy, although this decreased slightly between April (80%) and June (77%). Older age groups (12+) were less likely to agree with these statements. Almost half (47%) of children were less physically active than before lockdown, although almost a quarter (24%) were more physically active.

The NSPCC published a [briefing](#) based on insights from (UK wide) Childline counselling sessions and message boards from the beginning of April to the end of October 2020, to highlight the experiences of children and young people of being away from and returning to school during the pandemic. Children talked about missing the social interaction, support and security that school offered. Learning during lockdown had been a challenge for some children as they had struggled to adapt to new routines. Some children were concerned about falling behind in their school work. Others had found it hard to take part in online lessons as it had brought back distressing memories of online abuse. As restrictions were lifted, some children were looking forward to going back to school, catching up with work and getting back into a routine.

The [COVID-19 Early Years Resilience and Impact Survey](#) (CEYRIS) of parents of children aged 2 to 7 highlights a range of impacts on children during the period when ELC settings and schools were closed – including: social and emotional development; wellbeing; behaviours; and social interaction with peers. The survey found a worsening of behaviours among ELC and early primary aged children compared with pre-lockdown, including in relation to behaviour overall, mood, amount of physical activity and eating behaviours.

Attainment and equity

The [equity audit](#) of the impact COVID-19 and school building closures had on children from socio-economically disadvantaged backgrounds in Scotland identified that both the mental and physical health and wellbeing of pupils had been impacted negatively. Of particular importance to children and young people was the loss of face-to-face teaching and the inability to socialise with friends. Children in the early years of primary, or those starting secondary, were most likely to have seen a negative impact on their progress, with literacy more often cited as being affected negatively than numeracy. Children for whom English was an additional language often had to revisit skills they had developed prior to the closure of school buildings, in both their mother tongue and in English. During and after school building closure, schools reported food insecurity as an emerging issue.

The NSPCC published a [briefing](#) based on insights from Childline counselling sessions and message boards from the beginning of April to the end of October 2020, to highlight the experiences of children and young people of being away from and returning to school during the pandemic. Children talked about missing the social interaction, support and security that school offered. Learning during lockdown had been a challenge for some children as they had struggled to adapt to new routines. Some children were concerned about falling behind in their school work. Others had found it hard to take part in online lessons as it had brought back distressing memories

of online abuse. As restrictions were lifted, some children were looking forward to going back to school, catching up with work and getting back into a routine.

We also know that the opportunity to intervene in the early years is a cornerstone to closing the poverty-related attainment gap. This is borne out by CEYRIS which found that the impact of closure appears to be more severe for less well-off households. Closure has also been assessed as having a disproportionate impact on other social groups – including children in single-adult households, and households where children had long-term health conditions.

The nature of play-based pedagogy provided in ELC means that it is not possible to provide this support remotely

The [Education Endowment Foundation](#) has published a study on the impact of school closures and subsequent support strategies on attainment and socio-emotional wellbeing. The study, which looks at pupils in Key Stage 1 in England (age 5-7) confirms that children in this age group have fallen behind and that disadvantage gaps have widened. In particular, the disadvantage gap in reading and maths was around seven months progress.

Primary and secondary school leaders in [England](#) felt that pupils' learning losses had been extensive. In primary schools, younger pupils were said to be more adversely affected. In some cases, pupils had regressed in their skills, for example returning to school unable to hold a pencil when they had been able to do so previously. In both primary and secondary school, more undesirable behaviours were being seen.

A paper looking at the impact of COVID-19 on families, children and young people in [South Lanarkshire](#) highlights that the pandemic has exacerbated the social and economic vulnerabilities of families, with those living in areas with the highest level of poverty most affected. It emphasises the increased isolation and reduced access to services for those in rural areas, where areas of high poverty may be masked by current measurement approaches.

Vulnerable children and young people

The SG children, young people, and families monthly evidence [summaries](#) show that, throughout the first lockdown, services received reports of children being exposed to increased levels of abuse. There were some reports of children who had fled domestic abuse experiencing severe isolation and digital exclusion, with remote engagement with younger children being reported as very difficult. The most consistent finding throughout lockdown and Phases 1 to 3 related to domestic abuse perpetrated via child contact.

The newly formed UK Trauma Council has published a [report](#) which sets out how the pandemic is impacting on children's experiences of trauma in terms of increasing the risk of Adverse Childhood Experiences ACEs (e.g. domestic abuse, bereavement, family mental illness, extreme poverty etc.) and limiting the ability of adults and services to identify children and mitigate the impact of trauma. More evidence is needed on the extent to which children have been exposed to ACEs during the pandemic, and how those with prior experience of childhood adversity and/or trauma have been impacted.

There is some emerging UK evidence of an increase in online bullying during lockdown ([YMCA survey](#)). There are also indications of increases in online sexual abuse during the pandemic (based on data on UK-wide Childline and NSPCC helpline data). A NSPCC briefing suggests that this may be aggravated by children and young people using online platforms to counter loneliness without sufficient understanding of online risks.

The [TIE](#) report on mental wellbeing, bullying and prejudice provides some insight into the experiences and impact of the pandemic on LGBTQ+ young people, in particular their experience of online bullying and prejudice. LGBTQ+ respondents reported higher rates of negative mental wellbeing as a result of not being in school/further education compared to heterosexual young people (53% compared to 34% respectively).

Learning Directorate
February 2021

Annex A

Journal Title: “Impacts of school closures on physical and mental health of children and young people: a systematic review” – external publisher [Exempted under FOISA Section 25 – information otherwise accessible – this is the verbatim title of the journal and can be searched online]

Ref 9

From: [redacted – section 38(1)(b) personal data] **On Behalf Of** Deputy First Minister and Cabinet Secretary for Education and Skills

Sent: 01 March 2021 09:22

To: [redacted – section 38(1)(b) personal data]

Cc: CERG <CERG@gov.scot>; [redacted – section 38(1)(b) personal data]; Drought A (Andrew) <Andrew.Drought@gov.scot>; Anson S (Sam) <Sam.Anon@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; DG Education, Communities & Justice <DGECJ@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; McAllister C (Colin) <Colin.McAllister@gov.scot>; First Minister <firstminister@gov.scot>; SGLD School Education <SGLDSE@gov.scot>; [redacted – section 38(1)(b) personal data]; Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>

Subject: RE: NASUWT letter : Phased Re opening of Schools

Sensitivity: Confidential

Hi [redacted – section 38(1)(b) personal data]

Many thanks for this. I can confirm that the letter has now been issued. I have attached a copy, for your information. DFM made no adjustments.

Best wishes,

[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]

Sent: 26 February 2021 15:29

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

Cc: CERG <CERG@gov.scot>; [redacted – section 38(1)(b) personal data]; Drought A (Andrew) <Andrew.Drought@gov.scot>; Anson S (Sam) <Sam.Anon@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; DG Education, Communities & Justice <DGECJ@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; McAllister C (Colin) <Colin.McAllister@gov.scot>; First Minister <firstminister@gov.scot>; SGLD School Education <SGLDSE@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: NASUWT letter : Phased Re opening of Schools

Importance: High

Sensitivity: Confidential

Good morning [redacted – section 38(1)(b) personal data]

Thank you for the extension for drafting a reply to this letter from NASUWT. Please find attached draft for DFM's consideration. I have cleared this through SGLD, including litigation colleagues.

Best wishes

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | Education Recovery | Improvement, Attainment and Wellbeing Division | Learning Directorate | Scottish Government |

[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data] **On Behalf Of** Deputy First Minister and Cabinet Secretary for Education and Skills

Sent: 16 February 2021 18:16

To: [redacted – section 38(1)(b) personal data]; Drought A (Andrew)

<Andrew.Drought@gov.scot>; Anson S (Sam) <Sam.Anon@gov.scot>; Director of Learning

<DirectorofLearning@gov.scot>; [redacted – section 38(1)(b) personal data]

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

DG Education, Communities & Justice <DGECJ@gov.scot>; Griffin J (Joe)

<Joe.Griffin@gov.scot>; McAllister C (Colin) <Colin.McAllister@gov.scot>; First Minister

<firstminister@gov.scot>

Subject: FW: Phased Re:opening of Schools

Sensitivity: Confidential

Folks,

Please see a letter addressed to the FM from NASUWT. I would appreciate advice and an early response to consider in the DFMs name please.

Thanks

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] Interim Private Secretary to John Swinney MSP, Deputy First Minister and Cabinet Secretary for Education and Skills | The Scottish Government | Web: www.gov.scot | [redacted – section 38(1)(b) personal data] | Email: DFMCSE@gov.scot

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From: [redacted – section 38(1)(b) personal data]

Sent: 16 February 2021 17:24

To: First Minister <firstminister@gov.scot>

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

Subject: Re: Phased Re:opening of Schools

Sensitivity: Confidential

Dear First Minister

Please find attached copy of a letter from Dr Patrick Roach, General Secretary, NASUWT. We have copied the Deputy First Minister and Cabinet Secretary for Education and Skills in to this email.

Kind regards

[redacted – section 38(1)(b) personal data]

National Official (Legal and Casework), NASUWT

Hillscourt Education Centre, Rose Hill, Rednal, Birmingham, B45 8RS

[redacted – section 38(1)(b) personal data]

Ref 9 – Attachment 1 – letter from NASUWT to FM

16 February 2021
Nicola Sturgeon MSP
First Minister of Scotland
Scottish Government
St Andrew's House
Regent Road
Edinburgh
EH1 3DG

Email Only: firstminister@gov.scot

Covid-19 – Phased Reopening of Schools from 22 February 2021

Dear First Minister

I am writing to you on behalf of members of the NASUWT (The Teachers' Union) in relation to the announcement by the Scottish Government regarding the staged reopening of schools from 22 February 2021 involving preschool, Primary 1 to Primary 3 pupils and some pupils in the senior phase of secondary schools.

The purpose of my letter is to ask you to not require schools to resume face to face teaching whilst mainland Scotland and some islands remain at Protection Level 4 (very High Risk) with stay at home guidance, pending further evidence of virus suppression and the introduction of additional workplace and public health mitigations to minimise the spread of the virus amongst teachers. It is also the Union's contention that any wider reopening of schools must also be subject to the satisfaction by the individual employer of its health and safety duties to its staff.

It is also worth mentioning that the extension of the Level 4 restrictions on 2 January underscores the high level risk on contracting Covid-19. In fact, the 'Stay at home guidance which came into effect on 5 January 2021 (as last updated on 11 February) states:

"Working from home protects the NHS and saves lives. If you are able to work from home, you must do so wherever possible ... By law, employers must take all reasonable steps to minimize the risk of the incidence of the spread of coronavirus. This includes supporting staff to work from home for those roles that can be undertaken remotely".

The position was reinforced in the statutory guidance published on 19 January 2021 (as last updated on 2 February), which states *"Organisations should make every reasonable effort to make working from home the default position".*

Although the Scottish Government has it within its power to require schools to be reopened, it must exercise its powers consistently with Article 2 (Right to Life) and Article 8 (Right to Respect for Private and Family Life) of the European Convention on Human Rights (ECHR). The NASUWT's position on its members' Convention Rights is clear and unambiguous, namely:

1. If any of its members died from contracting Covid-19 having been required to return to school pre-vaccination, his or her **Article 2** rights would be infringed. This is particularly the case since the Scottish Government has it within its power to provide early vaccination to teachers, including NASUWT members.

2. Having its members placed at risk of catching and transmitting a serious disease to their families/support bubble is a material infringement of their right to family and private life.

Factual Basis

The risks posed to teachers, including NASUWT members, by the resumption of classroom teaching are greater than those faced by most of the rest of the public. In the case of early years teaching this is because of the difficulties of ensuring effective social distancing. In the case of younger pupils, such a risk is greater because of the likelihood of non-compliant behaviour outside of the classroom.

In rare, but realistic instances, a teacher could die and/or contract debilitating long Covid-19. This is not an exaggeration or hyperbole.

Additionally, it is unnecessary to expose teachers to this risk at the present time. The vaccine programme is going well and the government has it in its power to provide vaccinations to teachers in short order. In addition, online learning has proven to be highly effective and can be continued for all children with the exception for vulnerable children and the children of key workers.

Legal Basis

It is undisputed that the Scottish Government has it within its power to require schools to be reopened (Coronavirus (Scotland) Act 2020). However, it must exercise its powers consistently with Article 2 and Article 8 of the European Convention on Human Rights (ECHR).

Article 2 of the ECHR

Right to life

1. Everyone's right to life shall be protected by law. No one shall be deprived of his life intentionally save in the execution of a sentence of a court following his conviction of a crime for which this penalty is provided by law.

2. Deprivation of life shall not be regarded as inflicted in contravention of this Article when it results from the use of force which is no more than absolutely necessary:

- a) in defence of any person from unlawful violence;
- b) in order to effect a lawful arrest or to prevent the escape of a person lawfully detained;
- c) in action lawfully taken for the purpose of quelling a riot or insurrection.

The NASUWT contends that if any of its members died from contracting Covid-19 having been required to return to school pre-vaccination, his or her **Article 2** rights would be infringed. This is particularly the case since the Government has it within its power to provide early vaccination to teachers.

Article 8 of the ECHR

Right to respect for private and family life

1. Everyone has the right to respect for his private and family life, his home and his correspondence.

2. There shall be no interference by a public authority with the exercise of this right except such as is in accordance with the law and is necessary in a democratic society in the interests of national

security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others.

It is also the Union's case that placing its members at risk of catching and transmitting a serious disease to their families/support bubble is a material infringement of the right to family and private life. For the reasons set out this inference is not proportionate.

Primacy of Employers Duty of Care – Health and Safety

As you will be aware, primary legislation merely sets out a statutory power, which cannot abrogate the duty placed on employers by section 2 of the Health and Safety at Work Act 1974.

The material provisions of section 2 of the Health and Safety at work Act 1974 say:

General duties of employers to their employees.

- (1) It shall be the duty of every employer to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all his employees.
- (2) Without prejudice to the generality of an employer's duty under the preceding subsection, the matters to which that duty extends include in particular—
 - (a) the provision and maintenance of plant and systems of work that are, so far as is reasonably practicable, safe and without risks to health;
 - (b) ...
 - (c) the provision of such information, instruction, training and supervision as is necessary to ensure, so far as is reasonably practicable, the health and safety at work of his employees;
 - (d) ...
 - (e) the provision and maintenance of a working environment for his employees that is, so far as is reasonably practicable, safe, without risks to health, and adequate as regards facilities and arrangements for their welfare at work.
- (3) Except in such cases as may be prescribed, it shall be the duty of every employer to prepare and as often as may be appropriate revise a written statement of his general policy with respect to the health and safety at work of his employees and the organisation and arrangements for the time being in force for carrying out that policy, and to bring the statement and any revision of it to the notice of all of his employees.
- (4) Regulations made by the Secretary of State may provide for the appointment in prescribed cases by recognised trade unions (within the meaning of the regulations) of safety representatives from amongst the employees, and those representatives shall represent the employees in consultations with the employers under subsection (6) below and shall have such other functions as may be prescribed.
- (5) ...
- (6) It shall be the duty of every employer to consult any such representatives with a view to the making and maintenance of arrangements which will enable him and his employees to co-operate effectively in promoting and developing measures to ensure the health and safety at work of the employees, and in checking the effectiveness of such measures.
- (7) In such cases as may be prescribed it shall be the duty of every employer, if requested to do so by the safety representatives mentioned in [F2subsection (4)] above, to establish, in accordance with regulations made by the Secretary of State, a safety committee having the function of keeping under review the measures taken to ensure the health and safety at work of his employees and such other functions as may be prescribed.

Firstly, it is important to note that breach of these duties is a criminal offence. Secondly, it is for the employer to satisfy itself (and its liability insurer) that there is no unreasonable risk to the health

and safety of staff, including NASUWT members, and it cannot be absolved from this duty, which is found in primary legislation by an order, made or action taken, under the Coronavirus (Scotland) Act 2020: *R v Secretary of State for Social Security, Ex p Joint Council for the Welfare of Immigrants* [1997] 1 WLR 275, which was cited with approval and applied by the Supreme Court in *R (on the application of Unison (Appellant) v Lord Chancellor (Respondent)* [2017] 3 WLR 409 at paragraph 103.

Equality Impact Assessment

The NASUWT wrote to you in August 2020 to emphasise the evidence-based consensus that the risk of injury to health and of death from Covid-19 is significantly higher for those from BAME backgrounds. To date, you have provided not the slightest explanation as to why there is to be no impact assessment either now or before your decision to announce the wider reopening of schools from 22 February 2021.

The NASUWT is very concerned about this and considers it to be inconsistent with scientific evidence of the impact of Covid-19 on the BAME group and for other teachers with protected characteristics.

You will be well aware that the public sector equality duty in section 149 of the Equality Act 2010 applies to you and your Department. The NASUWT considers that the failure to carry out an impact assessment of the decision to reopen schools on 22 February 2021 is unlawful and irrational.

Requested Action

It is our view that you continue the suspension of face-to-face teaching pending further evidence of virus suppression and the introduction of additional workplace and public health mitigations to minimise the spread of the virus amongst teachers.

Given the importance and immediacy of these issues, I trust that this matter will be given your immediate attention and that you will reply as a matter of urgency to the point set out above. Failing which, the NASUWT will consider taking proceedings in the Court of Session, for appropriate declaratory or other relief.

Yours faithfully

Dr Patrick Roach
General Secretary

Cc: John Swinney MSP
Deputy First Minister and Cabinet Secretary for Education and Skills

Ref 9 – Attachment 2 – letter from DFM to NASUWT

Dr Patrick Roach
General Secretary,
NASUWT
Hillscourt Education Centre
Rose Hill
Rednal
Birmingham
B45 8RS

01 March 2021

Thank you for your letter of 16 February about phased return to school.

Firstly, I would like to reiterate the points I made in my reply of last week on phased reopening of schools. I will not repeat those here in detail but please be reassured that the wellbeing and safety of all school staff is a key consideration in all of Scottish Ministers' decision making.

The Scottish Government is committed to taking a balanced, transparent approach in response to all aspects of this pandemic and I hope our actions to date emphasise again our shared ambition to take a measured, informed and sustainable approach to safely maximise the number of children and young people who are learning in schools as long as it remains low-risk.

European Convention on Human Rights

In response to the specific legal issues you raise, it is correct to say that the Scottish Ministers must carry out their functions in a manner that is consistent with the European Convention on Human Rights (ECHR). Put simply – we have. Throughout our response to this pandemic the Scottish Government has worked relentlessly, and in consultation with partner organisations, to develop and publish a suite of comprehensive guidance documents and additional materials to support effective and practical implementation of necessary protections measures including use of face coverings, distancing and the enhanced testing programmes. This is to ensure that we do all that we can to protect the health of both learners and school staff and reduce the ways COVID-19 can be transmitted.

As part of our continuing and long standing partnership approach, all guidance relating to schools has been developed in consultation with the NASUWT and other education union partners, alongside members of the Covid-19 Education Recovery Group (CERG). The guidance covers a range of mitigations, such as use of face coverings and distancing requirements in schools and on school transport, which have been reviewed and approved by experts. Where required, these measures have been enhanced to ensure that this first phase of the return to education settings is as safe as possible for all, including for your members. We have received advice, we have taken advice and we have acted upon that advice.

I have also previously signposted the Joint Statement from Public Health Scotland and the Scottish Directors of Public Health on the return to schools and childcare, which was published on 15 February. This statement sets out several valuable points for consideration as part of supporting the safe, sustainable return to full time in-school education.

Among the public in general, we have taken unprecedented steps to prevent infection, including wide-ranging restrictions on the lives of individuals. The objective of those measures is virus suppression; keeping the R-number below 1. The Scottish Government is now deliberately taking a cautious, gradual approach to a return to full-time in-person learning. Ministers have also made clear that population-level restrictions will remain tighter and in place for longer than they otherwise may have, *in order to* enable Early Learning and Childcare (ELC) settings and schools to return sooner and more safely. This is set out in more detail in the updated [Strategic Framework](#) published this week.

I hope you will agree that significant progress being made with vaccination across Scotland. We, like all parts of the UK, are following the guidelines and prioritisation laid down by the Joint Committee on Vaccination and Immunisation. Furthermore, as part of the suite of measures in place to ensure all staff and pupils get back to school in a safe way, we have worked and continue to work with schools & partners on a programme of voluntary asymptomatic COVID-19 testing for staff, including those working in early learning settings, and young people in S4 – S6. I am proud to say that test kits were delivered to all schools last week and asymptomatic testing is now available to all relevant groups including the ones you have mentioned. If that is not the case in respect of any individuals of which you are aware then please could that individual contact schoolscovidtesting@gov.scot so that this can be remedied. This programme will help further reduce risks in school and ELC settings, and enhance the confidence of school communities.

Health & Safety

In addition to school employers' continuing duties under health and safety law, you are aware that all our guidance for schools and ELC has been updated regularly since it was first published and has been updated regularly in light of the latest evidence on the risks posed by coronavirus, and on the effectiveness of mitigations that must be put in place. All of this has been done in consultation with stakeholders, experts and informed by data and evidence.

You refer to the latest Direction given by Ministers to education authorities under the Coronavirus Act 2020. The Direction does not provide, nor does it imply, that it overrides the statutory duties of education authorities in relation to health and safety. In fact, the Direction requires education authorities to have regard to guidance issued by the Scottish Ministers. That guidance expressly and repeatedly refers to the education authority's duties under health and safety law, including the general duty cited in your letter and the specific duty relating to risk assessments. This original content was informed by input from the Health and Safety Executive, the statutory regulator, who are also contributing to the work currently underway to update the guidance on reducing risks in schools.

Equality Law

Your letter says that no equality impact assessments have been carried out in relation to the August reopening of schools and the current reopening. A full [EQIA](#) was undertaken in conjunction with the development of the return to schools guidance and published alongside it on the Scottish Government website. The original content reflected input from experts from a range of fields, including our Expert Reference Group on COVID-19 and Ethnicity. As you may know, the Reference Group made a number of recommendations to the Scottish Government which were accepted and are currently being progressed. Officials are working across Government to ensure that, where recommendations have implications for minority ethnic school staff, those will be reflected in the guidance by developing actions to help mitigate any disproportionate effects.

On the phased return, we will shortly publish a document incorporating Equalities Impact Assessment, Island Communities Impact Assessment, Fairer Scotland Duty Assessment and

Business Regulatory Impact Assessment. These will be accompanied by a separate Child Rights and Wellbeing Impact Assessment.

From this response I hope that any of your misunderstandings of the factual position have been resolved. I hope that you can see that the Scottish Ministers have acted lawfully and proportionately and I can assure you that they shall continue to do that.

As always, I want to be absolutely clear, all decisions taken on the phased return of learners will continue to be guided by the latest scientific, medical advice and data. I sincerely hope that you will continue to work with the Scottish Government to ensure that both children and school staff have all that they need to benefit from a safe and sustainable return to in-school learning.

JOHN SWINNEY

Ref 10**From:** Anson S (Sam) <Sam.Ansan@gov.scot>**Sent:** 25 February 2021 20:43**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>; DG Communities <DGCommunities@gov.scot>; DG Education & Justice <dgej@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Director of Advanced Learning and Science

<DirectorofAdvancedLearningandScience@gov.scot>; Director for Children and Families <DirectorforChildrenandFamilies@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Wilson M (Mick) <Mick.Wilson@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Armstrong A (Alan)

<Alan.Armstrong@educationscotland.gov.scot>; Bray O (Ollie)

<Ollie.Bray@educationscotland.gov.scot>; McManus J (Janie)

<Janie.McManus@educationscotland.gov.scot>; Clement C (Craig)

<Craig.Clement@educationscotland.gov.scot>; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>;

MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; [redacted – section 38(1)(b) personal data]; Bain MB (Marion) <Marion.Bain@gov.scot>; DCMO Health COVID19

<DCMOHealth.COVID19@gov.scot>; Caesar DH (David) <David.Caesar@gov.scot>; McAllister C (Colin) <Colin.McAllister@gov.scot>; Communications DFM & Education

<CommunicationsDFM&Education@gov.scot>

Subject: Phase 2 of the schools return

PS / DFM,

Further to this morning's CERG meeting, please find a note that looks to progress thinking further regarding phase 2 of the school return. I'm grateful for the input of many colleagues who have helped to develop this.

The note includes:

- Additional detail regarding the respective educational merits of including the SP only vis-à-vis also expanding to S1 – S3 pupils
- An overview of renewed entitlements for remote learning for S1-S3
- An additional proposition for a bespoke, in-person wellbeing offer for S1-S3 through outdoor learning
- A recap of the position regarding school-aged childcare
- A recommendation from ALS colleagues regarding college provision within the next phase

It also highlights that much of this will need to be the subject of further discussions tomorrow with LG colleagues as well as clinicians. Meetings have been arranged accordingly.

Marion / Dave – re that final point, I understand you are speaking with Carol and Liz tomorrow. We would greatly appreciate your initial feedback on the various proposals contained here at the earliest possible stage.

Regards,

Sam

Sam Anson

Improvement, Attainment and Wellbeing Division
Learning Directorate
Scottish Government
[redacted – section 38(1)(b) personal data]

Ref 10 Attachment

From: Sam Anson
Learning Directorate
25th February 2021

Deputy First Minister and Cabinet Secretary for Education and Skills

Phase 2 of the schools return

Purpose

1. This note provides further advice regarding the next phases of the reopening of schools. It also draws attention to decisions regarding school-aged childcare and senior phase pupils who attend college.

Background

2. This note builds on recent advice (including that sent you by Elizabeth Morrison and myself yesterday), as well as associated discussions. It also takes account of feedback from the CERG meeting earlier today.

3. As with that previous advice, our aim here has been to strike a balance between a small number of guiding principles as follows:

- Maximize the number of children and young people who are receiving in-school learning (within health and operational considerations)
- Maximise equity of provision, across each of: i) age cohorts; ii) geographies; and iii) individual schools
- Protect certification of senior phase pupils and ensure that they have a secure foundation and course coverage prior to formal assessment.
- Protect continuity of learning and teaching, including the quality of remote learning
- Maintain existing provision for key worker children and extend, as necessary, provision for vulnerable learners
- Maintain 2m physical distancing within secondary schools in alignment with current clinician advice. We anticipate this this will need to be in place until the Easter holidays and will be subject to review by clinicians.

Potential options for phase 2

4. Focus has been on three main options for phase 2 as follows:

- a) All P4 – P7 (full-time) + S1-6 (part-time)
- b) All P4 – P7 (full-time) + S4-6 (part-time)
- c) All P4 – P7 (full-time) + S4-6 (full-time)

5. Drawing from the principles in para 3, existing advice has highlighted the respective pros and cons of these options. In short, the first option provides a degree of age-related equity as a result of all secondary school pupils receiving some in-person learning, but carries risks regarding: i) the impact on the existing remote learning offer, ii) in protecting the consolidated learning required for the senior phase to enable assessment of the ACM, and iii) introducing geographical inequity as different schools will need to

make different arrangements for the amount of face-to-face teaching and the related impact on range and quality of remote learning.

6. While emphasising the desire to return as many young people as possible to schools in short order, feedback from CERG colleagues largely favoured a model that prioritised a senior phase return this side of the Easter holidays. LG colleagues have developed their own assessment of the benefits, challenges and enablers of competing models. This includes highlighting operational challenges with moving to a blended model across all secondary pupils, including transport capacity constraints and the limited time that may be allocated to in-person learning as a result of physical distancing requirements. While much of this is consistent with our own assessment of those same issues, it is attached as Annex A for completeness. It is worth drawing attention, in particular, to the suggestion that an all of secondary blended model could, in reality, mean some pupils receive only one or two days of in-person learning over the two week period prior to Easter holidays

7. To progress this decision, officials have since been working on a number of fronts, including specifically to:

- a) produce key points and issues associated with the various scenarios
- b) develop a proposition regarding renewed entitlements for remote learning for S1-S3, including HWB
- c) develop a proposition for a bespoke, in-person wellbeing offer for S1-S3 through outdoor learning.

8. Detail on the second and third of these is provided below. Further information on the first will come to you tomorrow following ES engagement with headteachers earlier today.

Renewed entitlements for remote learning for S1-S3, including HWB

9. The following entitlements for S1-S3 within a blended learning situation build on the entitlements for remote learning set out in Education Scotland’s remote learning guidance published on 8 January 2021. That guidance was well received.

10. In order to ensure ongoing, high-quality provision for remote learning across S1-3, schools will need to allocate sufficient teaching time and identify staff to prepare and oversee that provision. Headteachers note that this will have a knock-on effect on the percentage of senior phase learners that they can cater for given the numbers of staff required to be in school for that purpose (NB Further information on what this will mean for S4-S6 learners will be provided tomorrow).

11. The table below shows what young people are entitled to originally and in a revised model:

| Original entitlements | Revised entitlements for S1-S3 learners |
|--|---|
| <p>due regard for their well-being and safeguarding.</p> <p>daily registration/check in for every learner, recognising that the format for this may vary depending on the age and stage of learners</p> <p>learning opportunities which reflect the principles of Curriculum for Excellence, allowing learners to develop their knowledge, skills and attributes in a variety of relevant contexts and across curriculum areas</p> | <p>a high level of regard for their well-being and safeguarding and access to high quality targeted resources which support their wellbeing</p> <p>daily registration/check in for every learner</p> <p>weekly contact with a member of staff, through for example, personal and social education, to check in and support their wellbeing where appropriate</p> <p>learning opportunities which reflect the principles of Curriculum for Excellence, allowing learners to develop their knowledge, skills and attributes in a variety of relevant contexts and across curriculum areas</p> |

| | |
|--|---|
| | <p>access to regular physical education/activity on a weekly basis in-person</p> <p>access to in-person activities to support peer engagement, wellbeing and outdoor learning, delivered by education staff, partner agencies and third sector organisations.</p> |
| <p>access to appropriate physical resources where needed – this might include learning materials, textbooks and / or digital devices</p> | <p>access to appropriate physical resources where needed – this might include learning materials, textbooks and / or digital devices</p> |
| <p>regular high quality interactive learning and teaching using technology or other remote methods</p> | <p>regular high quality interactive learning and teaching using technology or other remote methods that engage and motivate learners</p> |
| <p>a balance of live learning and independent activity</p> | <p>a balance of live learning and independent activity that meets the needs of learners</p> |
| <p>access to key learning which is available for learners to revisit as often as necessary</p> | <p>access to key learning which is available for learners to revisit as often as necessary</p> |
| <p>ongoing dialogue, reflection and feedback with practitioners in relation to their own learning</p> | <p>ongoing dialogue, reflection and feedback with practitioners that enables learners to reflect on their progress</p> |
| <p>on-line resources that will be consistently used across learning to aid interaction, assessment and feedback</p> | <p>high quality on-line resources that will be consistently used across learning to aid interaction, assessment and feedback</p> |
| <p>regular opportunities for engagement with other pupils to support learning, as well as informal engagement</p> | <p>frequent opportunities for engagement with other pupils to support learning, as well as informal engagement to support their wellbeing</p> |

A bespoke, in-person wellbeing offer for S1-S3 through outdoor learning

Aims

12. This initiative responds to the perception that learners in S1-S3 are ‘deprioritised’ in plans for return to in school learning, as well as concerns about the mental health and well-being of this age group. The need goes beyond academic learning; the social and wellbeing impacts on this age group are becoming more pronounced. The working principles of the initiative would, therefore, be to:

- Re-connect with S1-S3 learners
- Support readiness to return to in-school learning
- Nurture and re-build relationships
- Provide experiences to support learning and wellbeing
- Reduce anxiety about a return to school

Outline

13. As a starting point, we believe an offer could be made by LAs and schools to all S1-3 pupils of:

- weekly outdoor activity time with peers,
- a weekly in-person check-in with trusted adult
- a continually evolved remote learning offer

14. We are considering options which could be progressed from the 15th March and possibly extending through the school holidays to the anticipated return to school following the Easter break. Initially the S1-S3 in-person wellbeing offer would involve sports/games (on schools grounds or the school's regular outdoor space). We anticipate that the programme would need to be coordinated by local authorities working with schools, and that a national approach is not practical in the timeframe. So overall, S1-3 would receive an enhanced offer from 15 March including remote learning, in-personal wellbeing and outdoor learning activities which could potentially continue over the Easter break.

Alignment with strategic ambitions

15. The proposal would be consistent with recent discussions and initial work to develop cross-directorate proposals for a summer activities programme. That would enable multi-agency partnerships to deliver enhanced local activity and play programmes for young people over the summer holidays - for example access to nutritious food, activities (including sporting and cultural activities), family support, financial inclusion and childcare (where required), outdoor activities and sport. We would be keen, therefore, to position this short term work as the beginning of a longer term programme to support wellbeing, which would also align closely with findings from multiple pieces of research. The work further relates to existing CLD programmes, including the Youthwork recovery fund, and we would want to build on the interest this generated.

Issues to work through

16. Further, rapid work would be required to develop this if there was political appetite. We would certainly need to engage further with LA stakeholders and, while we anticipate that they would support the aim, the logistical ask in the timeframe may cause concern. A key issue may be who can develop and deliver programmes at school level. School staff who are not directly supporting certification is one option, as are Active Schools staff, CLD staff, outdoor education specialists and others varying from school to school. Given the timeframe, schools and local authorities will need to draw on existing relationships rather than create new ones. There is also the risk that the nature and extent of the offer may vary significantly from school to school or in different local authorities. Technical guidance to secondary schools would seek to set out principles and high level expectations, as well as the enhanced entitlements for S1-3 during the period from 15 March.

17. Regarding the budget more broadly, we have announced several funding pots recently to LAs to support education recovery, including a further £60m a fortnight ago. A proportion of this - £20 million, for example – could be deployed to ensure this represented a meaningful initiative. We anticipate that the primary barriers would be logistical - i.e. the challenge for schools to timetable, arrange and provide the necessary programme in consultation with partners by 15 March, as well as provision over the holiday period – and, while additional funding won't be sufficient to overcome these in and of itself, it has the potential to help.

18. Other issues to work through include the need to secure support from clinicians. Within that, consideration will need to be given to the possibility of non-school staff entering school grounds, whether testing for any such 'official visitors' might help, and the ability for schools to take young people offsite to outdoor education centres. Any use of partners would require them to be classified as 'education providers' for the purposes of the prioritisation as stated within the Strategic Framework. Local authorities and schools would be responsible for ensuring that all statutory duties, including child protection and other safeguarding and safety measures were in place as part of the in-person wellbeing and outdoor learning offer. We will also seek urgent legal views from SGLD on Friday morning if you wish us to pursue this option.

19. Education Scotland will provide technical guidance to secondary schools on the S1-3 enhanced remote learning offer and entitlements, as well as the in-person wellbeing and outdoor learning provision. This can be provided next week following the FM's announcement.

Timing / sequencing

20. By way of planning for next steps, key milestones are as follows:

- Fri 26th Feb
 - SG/ES meeting with LG colleagues
 - Policy discussions with clinicians
 - Draft input to Cabinet paper
- Mon 1st March
 - Additional meeting of the Advisory sub-group
- Tues 2nd March
 - Cabinet decision and FM announcement
- Mon 8th March (tbc)
 - Full meeting of the Advisory sub-group
- Mon 8th March (tbc)
 - Publication of updated schools guidance
- Thurs 11th March (tbc)
 - Checkpoint including clinician advice
- Mon 15th March
 - Provisional day 1 of phase 2 return (plus the enhanced remote learning and in-person wellbeing offer for S1-3 if relevant).

21. As with phase 1, the announcement on 2nd March should be treated as a planning assumption by way of providing advance notice to the sector to begin necessary preparations. Final confirmation will need to follow a checkpoint during the week-commencing 8th March, with clinician engagement at this stage to ensure any decision remains consistent with wider efforts to manage infection levels.

22. Yesterday's submission also referenced the process for developing evidence to inform that checkpoint. In particular, it highlighted that there will not at that stage there will not be data showing the full effects of Phase 1 reopening (given the three-week cycle from exposure through to infection, cases and hospitalisation). Therefore, advice will be based on information available about the incidence, prevalence and clustering of cases reported since the 22 February return, as well as modelling of the likely impacts of additional return options.

School-aged childcare

23. In addition to the above, and as per the Cabinet paper of 16th February, we continue to believe it would be appropriate to include a return to school aged childcare for those primary pupils returning to school. We know that if public health mitigations are in place, childcare settings catering to primary aged children are low risk environments, and that there are significant harms of continuing to restrict such access.

School pupils attending college

24. Previous submissions have also outlined the significant harm being caused by continuing restrictions on access to in-person learning within colleges. Pupils attending college are more likely to be from disadvantaged backgrounds, and to study practical subjects that are more at risk from Covid-related disruption. This causes a potentially significant risk around equity of provision for these young people.

25. Cabinet agreed previously (Tuesday 23rd February) that senior phase school pupils will be allowed to attend college in very small numbers once senior phase pupils commence a limited return to school for essential practical course work. This would initially only comprise approximately 425 students on FA Level 6 engineering and scientific technologies courses. The return of further senior phase pupils to college is subject to the review aligned to the phasing of the return of school pupils.

26. If it is confirmed that all senior phase pupils to return to in-person learning in this next phase, we recommend that colleges are allowed to prioritise senior phase pupils within the existing 5% limit. We estimate there are approximately 30,000 senior phase pupils studying at college. However, following intensive discussion with Colleges Scotland and sector representatives over the course of today, we understand that colleges will find it difficult to accommodate a very large number of these senior phase pupils within the existing 5% limit without deprioritising other college learners for whom in-person teaching is critical. We also understand that progress agreeing alternative assessment arrangements for HNVQ students mean that only a very small additional proportion of senior phase pupils may need to return to college before Easter in order to complete their qualification or progress (and would be included within the

5% limit). Under this scenario, colleges would prioritise those students most at risk of suffering socio-economic harm of COVID.

27. We know from previous discussion with clinicians that there is concern about bridges of transmission to schools. In addition to 2m distancing requirements, and face coverings worn indoors, senior phase school pupils will also be eligible for regular home testing – this would also apply to school pupils studying at college. Officials will seek further advice from clinicians and testing colleagues on the best time for school pupils at college to undergo testing in order to minimise the risk of transmission. In addition, most school pupils are timetabled to be in college for half a day to a full day and there are only limited circumstances in which a pupil would go from school to college and back to school in a single day.

Recommendation

28. It is recommended that you confirm you are content for phase 2 to include:

- a) a full-time return for all primary school children
- b) a return to school aged childcare for those primary pupils returning to school
- c) colleges being allowed to prioritise senior phase pupils within the existing 5% limit

29. It is further recommended that you:

- a) indicate whether you wish for phase 2 to include either the remainder of the senior phase only or all secondary pupils (on a part-time basis to allow for physical distancing)
- b) if the former, whether you are content for officials to continue to explore the potential for the enhanced offer for S1-3 from 15 March, which will include increased entitlements to remote learning and an in-person wellbeing and outdoor learning offer.
- c) Indicate if you are content that, in addition to phase 2 announcements on 2nd March, we indicate our ambition for all pupils to return to school full-time after the Easter break, subject to the latest data.

30. As highlighted above, It is recognised that all of the above remain contingent upon input from clinicians. I have copied them into this submission accordingly and would invite any feedback at the earliest possible opportunity.

31. We would be happy to discuss further with you as desired.

Sam Anson

25th February 2021

| Copy List: | For Action | For Comments | For Information | | |
|--|------------|--------------|--------------------|-------------------------|-------------------|
| | | | Portfolio Interest | Constitutional Interest | General Awareness |
| Minister for Children and Young People Minister for Further Education, Higher Education and Science | | | X X | | |
| DG Communities DG Education 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 Andrew Drought Malcolm Pentland Alan Armstrong Ollie Bray Janie McManus Craig Clement Linda Pooley Audrey MacDougall [redacted – section 38(1)(b) personal data] [redacted – section 38(1)(b) personal data] [redacted – section 38(1)(b) personal data] [redacted – section 38(1)(b) personal data] [redacted – section 38(1)(b) personal data] [redacted – section 38(1)(b) personal data] [redacted – section 38(1)(b) personal data] [redacted – section 38(1)(b) personal data] [redacted – section 38(1)(b) personal data] DCMO Marion Bain DCMO Dave Caesar Colin McAllister Comms DFM & Education | | | | | |

Annex A: LG assessment of models (NB remains provisional at this stage)

| 15th March Phase 2 return | | |
|---|---|--|
| Model | S1-S6 return on a blended/part-time basis | S4-S6 on a blended/part-timebasis |
| Benefits | <ul style="list-style-type: none"> Equality of access for all children from ensuring that they all return to in person learning and teaching. | <ul style="list-style-type: none"> Already planned for this upscaling in schools and will reduce HT workload Allows for schools to monitor who return for qualifications and for those not engaging with remote learning LA, schools and parents are already commenting that remote learning is working well Gives more time for the R rate to reduce and gives the opportunity to bring back all yp after Easter Allows a focus on the senior phase and best opportunity to ensure that all pupils are supported through the ACM and qualifications which are key for young people leaving school. Will ensure a greater continuity for all children and young people in both S1-S3 and senior pupils |
| Challenges | <ul style="list-style-type: none"> There would be a diversity of the models available to children and young people depending on: <ul style="list-style-type: none"> School estate Transport availability Many of these models will include fewer days that set out under current blended learning plans (as there isn't time to put in place additional space through temporary accommodation etc). This could mean all pupils receive only 1 or 2 days over the 2 week period prior to Easter holidays Will limit the remote learning offer for all secondary pupils, with teachers focused on in person learning. Insufficient time for all schools to get in place additional appropriate staffing across the country to meet any remote learning gaps. Supply staff are not available in all local authorities Senior pupils could miss out on valuable input for practical subjects nad could jeopardise their qualifications. | <ul style="list-style-type: none"> Will make it harder to enable an effective and coherent offer of remote learning for S1-3. Possible impact on motivation for young people in S1-3. Questions of parity and equity across the secondary school pupils for face to face learning. (we are not getting this asked just now- parents understand) Challenge on school transport will remain, but more leeway with only the senior phase returning and a good response by parents so far to this approach |

| | | |
|-------------------|---|---|
| | <ul style="list-style-type: none"> • Implications on the ability of schools to complete the alternative certification model if staff are re-focussed on in-school provision for all of BGE pupils • Significant resource implications which may outsize logistic funding provided to date | |
| Possible enablers | <ul style="list-style-type: none"> • Subgroup review of 2 meters distancing to 1m (as with public transport across the school estate), to allow greater numbers to return. • No physical distancing in place to allow for less re-organising of timetables | <ul style="list-style-type: none"> • Education Scotland review of National Learning expectations for BGE, pathways for teachers to follow through the national e-learning offer • National 'challenge' event (linked to COP26?) • A national outdoor learning offer focused on wellbeing but would be minimal and not able to cover all S1-3 pupils. |

Ref 11

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

Sent: 26 February 2021 13:45

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>; DG Communities <DGCommunities@gov.scot>; DG Education & Justice <dgej@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>;

Director of Advanced Learning and Science

<DirectorofAdvancedLearningandScience@gov.scot>; Director for Children and Families

<DirectorforChildrenandFamilies@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>;

Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Wilson M (Mick)

<Mick.Wilson@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Pentland MK

(Malcolm) <Malcolm.Pentland@gov.scot>; Armstrong A (Alan)

<Alan.Armstrong@educationscotland.gov.scot>; Bray O (Ollie)

<Ollie.Bray@educationscotland.gov.scot>; McManus J (Janie)

<Janie.McManus@educationscotland.gov.scot>; Clement C (Craig)

<Craig.Clement@educationscotland.gov.scot>; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>;

MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; [redacted – section 38(1)(b) personal data]; Bain MB (Marion) <Marion.Bain@gov.scot>; DCMO Health COVID19

<DCMOHealth.COVID19@gov.scot>; Caesar DH (David) <David.Caesar@gov.scot>; McAllister C

(Colin) <Colin.McAllister@gov.scot>; Communications DFM & Education

<CommunicationsDFM&Education@gov.scot>

Subject: RE: Phase 2 of the schools return

[redacted – section 38(1)(b) personal data]

Thanks for the response. As requested, we have engaged further with partners. To inform our discussion this afternoon a readout of key points below:

Graeme, Gayle and I (+ others) spoke with LG colleagues

- A very strong representation that they believed a return for SP only would deliver a learning offer that was better for all pupils as well as being more equitable. As an example, in [local authority name – redacted under Section 30(b)(ii)– free and frank exchange of views], an S1-6 return would mean 30% in school and 70% at home, with the remote learning offer reducing significantly to homework and extension tasks with no live learning. So overall, a significantly reduced experience in terms of quality to achieve 3 days in school out of the available 15 between 15 March and Easter.
- Concerned about credibility (government and professional) if we announce a S1-S6 return and then the delivery on the ground does not meet expectations.
- Reinforced that one day per week in school would be the reality for many pupils. For some BGE this would be 'childcare' as their usual teachers would be occupied with the SP. For those learning at home, support would be significantly reduced.
- Reiterated that asymptomatic testing would not be in place for S1 - S3, which would be challenging from a communications perspective.
- Very concerned that they would not be able to take the professional associations with us, with a risk of local industrial dispute.

- Also concerned of the professional backlash if we announced a S1-S6 return, extensive mobilisation was done at pace to prepare for that, and then the checkpoint determined that we could not proceed. [redacted - **Section 30(b)(ii) – free and frank exchange of views**]
- In conclusion, ADES said they would (of course) commit to deliver whatever model is decided upon [redacted - **Section 30(b)(ii) – free and frank exchange of views**]. **Overall, this approach plus additional funding for local authorities to offer further in-person wellbeing and outdoor learning experiences, working with partners and services such as CLD and active schools, to maximise in-person experiences for S1-3 up to and during the Easter holidays where possible** might be the most that could be achieved without diminishing the S4-6 provision for national qualifications or facing very significant resistance and opposition from local government and teacher unions.

In addition to the above:

- [redacted - **Section 30(b)(ii) – free and frank exchange of views**]
- As per the note of last night, Ollie and ES colleagues have now collated further material from engagement with HTs. To help illustrate some of the opportunities and challenges, they have prepared examples from four schools with different school rolls and urban/rural locations. HTs were asked to consider scenarios where they were able to bring back up to 10%, 30% and 50% of their school roll at any time, given physical distancing. That note is attached.
- I have also attached three similar HT representations shared with me by Sheena.

Discussion with clinicians

- Initial discussions between Carol, Marion and Elizabeth were positive towards the emerging approach towards an outdoor learning experience to support wellbeing (subject to appropriate mitigations being put in place).
- There are some important issues that need to be discussed further in relation to school transport and 2m distancing, particularly when public transport is 1m distancing. This will be discussed at the sub-group meeting on Monday 1st March.
- Clinicians and sub-group members are clear that to make fully informed decisions three weeks of data are required and the timescales being suggested do not fully support this.

To note, Graeme is also due to speak with [redacted – section 38(1)(b) personal data] before 1530 and can provide a verbal update.

[Attachments redacted under Section 30(b)(ii) – free and frank exchange of views – information related to specific schools provided by local authority colleagues in confidence, to assist in policy development]

Sam

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data] **On Behalf Of** Deputy First Minister and Cabinet Secretary for Education and Skills

Sent: 26 February 2021 08:37

To: Anson S (Sam) <Sam.Anon@gov.scot>; 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>; DG Communities <DGCommunities@gov.scot>; DG Education & Justice <dgej@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Director for Children and Families <DirectorforChildrenandFamilies@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Wilson M (Mick) <Mick.Wilson@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>; Clement C (Craig) <Craig.Clement@educationscotland.gov.scot>; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>; MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; [redacted – section 38(1)(b) personal data]; Bain MB (Marion) <Marion.Bain@gov.scot>; DCMO Health COVID19 <DCMOHealth.COVID19@gov.scot>; Caesar DH (David) <David.Caesar@gov.scot>; McAllister C (Colin) <Colin.McAllister@gov.scot>; Communications DFM & Education <CommunicationsDFM&Education@gov.scot>
Subject: RE: Phase 2 of the schools return

Good morning Sam

Please see feedback below from the Deputy First Minister:

[Redacted - **Section 30(b)(ii) – free and frank exchange of views**]

DFM is happy to discuss this later today once some more feedback has been obtained.

Kind Regards

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] Deputy Private Secretary to John Swinney MSP, Deputy First Minister and Cabinet Secretary for Education and Skills | The Scottish Government | Web: www.gov.scot |

[redacted – section 38(1)(b) personal data] | Email: DFMCSE@gov.scot | [redacted – section 38(1)(b) personal data]

5N.07 St Andrew's House | Regent Road | Edinburgh | EH1 3DG

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

Sent: 25 February 2021 20:43

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>; DG Communities <DGCommunities@gov.scot>; DG Education & Justice <dgej@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Cumming A (Alison) Early Learning & Childcare

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Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Wilson M (Mick)
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MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; [redacted – section 38(1)(b) personal
data]; Bain MB (Marion) <Marion.Bain@gov.scot>; DCMO Health COVID19
<DCMOHealth.COVID19@gov.scot>; Caesar DH (David) <David.Caesar@gov.scot>; McAllister C
(Colin) <Colin.McAllister@gov.scot>; Communications DFM & Education
<CommunicationsDFM&Education@gov.scot>
Subject: Phase 2 of the schools return

PS / DFM,

Further to this morning's CERG meeting, please find a note that looks to progress thinking further regarding phase 2 of the school return. I'm grateful for the input of many colleagues who have helped to develop this.

The note includes:

- Additional detail regarding the respective educational merits of including the SP only vis-à-vis also expanding to S1 – S3 pupils
- An overview of renewed entitlements for remote learning for S1-S3
- An additional proposition for a bespoke, in-person wellbeing offer for S1-S3 through outdoor learning
- A recap of the position regarding school-aged childcare
- A recommendation from ALS colleagues regarding college provision within the next phase

It also highlights that much of this will need to be the subject of further discussions tomorrow with LG colleagues as well as clinicians. Meetings have been arranged accordingly.

Marion / Dave – re that final point, I understand you are speaking with Carol and Liz tomorrow. We would greatly appreciate your initial feedback on the various proposals contained here at the earliest possible stage.

Regards,

Sam

Sam Anson

Improvement, Attainment and Wellbeing Division
Learning Directorate
Scottish Government
[redacted – section 38(1)(b) personal data]

Ref 12

From: [redacted – section 38(1)(b) personal data] **On Behalf Of** Minister for Further Education, Higher Education and Science

Sent: 26 February 2021 10:16

To: Anson S (Sam) <Sam.Ansongov.scot>; Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSEgov.scot>

Cc: Minister for Children and Young People <MinisterCYPgov.scot>; Minister for Further Education, Higher Education and Science <MinisterFEHESgov.scot>; DG Communities <DGCommunitiesgov.scot>; DG Education & Justice <dgejgov.scot>; Director of Learning <DirectorofLearninggov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumminggov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandSciencegov.scot>; Director for Children and Families <DirectorforChildrenandFamiliesgov.scot>; Tannahill C (Carol) <Carol.Tannahillgov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2gov.scot>; Wilson M (Mick) <Mick.Wilsongov.scot>; Drought A (Andrew) <Andrew.Droughtgov.scot>; Pentland MK (Malcolm) <Malcolm.Pentlandgov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>; Clement C (Craig) <Craig.Clement@educationscotland.gov.scot>; Pooley L (Linda) Dr <Linda.Pooleygov.scot>; MacDougall A (Audrey) <Audrey.MacDougallgov.scot>; [redacted – section 38(1)(b) personal data]; Bain MB (Marion) <Marion.Baingov.scot>; DCMO Health COVID19 <DCMOHealth.COVID19gov.scot>; Caesar DH (David) <David.Caesargov.scot>; McAllister C (Colin) <Colin.McAllistergov.scot>; Communications DFM & Education <CommunicationsDFM&Educationgov.scot>

Subject: RE: Phase 2 of the schools return

Sam,

Mr Lochhead has noted your email below and commented:

My view is that the harms on pupils not being able to socialise and attained schools especially for outdoors are building up and I'd welcome all pupils being able to return to school at least part time and with a focus on the outdoors and social activities.

[redacted – section 38(1)(b) personal data]

**Private Secretary to Minister for Further Education, Higher Education and Science –
Richard Lochhead**

Mr Lochhead's preferences can be found here - [Ministerial Preferences](#)

[redacted – section 38(1)(b) personal data] St Andrews House, Regent Road, Edinburgh, EH1 3DG

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From: Anson S (Sam) <Sam.Anson@gov.scot>
Sent: 25 February 2021 20:43
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>; DG Communities <DGCommunities@gov.scot>; DG Education & Justice <dgej@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Director for Children and Families <DirectorforChildrenandFamilies@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Wilson M (Mick) <Mick.Wilson@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>; Clement C (Craig) <Craig.Clement@educationscotland.gov.scot>; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>; MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; [redacted – section 38(1)(b) personal data]; Bain MB (Marion) <Marion.Bain@gov.scot>; DCMO Health COVID19 <DCMOHealth.COVID19@gov.scot>; Caesar DH (David) <David.Caesar@gov.scot>; McAllister C (Colin) <Colin.McAllister@gov.scot>; Communications DFM & Education <CommunicationsDFM&Education@gov.scot>
Subject: Phase 2 of the schools return

PS / DFM,

Further to this morning's CERG meeting, please find a note that looks to progress thinking further regarding phase 2 of the school return. I'm grateful for the input of many colleagues who have helped to develop this.

The note includes:

- Additional detail regarding the respective educational merits of including the SP only vis-à-vis also expanding to S1 – S3 pupils
- An overview of renewed entitlements for remote learning for S1-S3
- An additional proposition for a bespoke, in-person wellbeing offer for S1-S3 through outdoor learning
- A recap of the position regarding school-aged childcare
- A recommendation from ALS colleagues regarding college provision within the next phase

It also highlights that much of this will need to be the subject of further discussions tomorrow with LG colleagues as well as clinicians. Meetings have been arranged accordingly.

Marion / Dave – re that final point, I understand you are speaking with Carol and Liz tomorrow. We would greatly appreciate your initial feedback on the various proposals contained here at the earliest possible stage.

Regards,

Sam

Sam Anson

Improvement, Attainment and Wellbeing Division
Learning Directorate
Scottish Government
[redacted – section 38(1)(b) personal data]

Ref 13

From: Head SFIO <HeadSFIO@gov.scot>
Sent: 25 February 2021 12:29
To: [redacted – section 38(1)(b) personal data]
Subject: RE: re-opening top lines

OK, will use that for now. Can also say this will be confirmed 2nd March? Thanks both.

From: [redacted – section 38(1)(b) personal data]
Sent: 25 February 2021 12:28
To: [redacted – section 38(1)(b) personal data]; Head SFIO <HeadSFIO@gov.scot>
Subject: RE: re-opening top lines

Yes, I agree with that [redacted – section 38(1)(b) personal data]. Dates are very sensitive – I think the main one that is public is that no more kids will return to school before 15 March. Also happy to look at a draft.
[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]
Sent: 25 February 2021 12:25
To: Head SFIO <HeadSFIO@gov.scot>; [redacted – section 38(1)(b) personal data]
Subject: RE: re-opening top lines

Hi
I think best to only use dates if they have been said by FM or DFM in the recent announcements. Even those may be subject to change. Do you agree [redacted – section 38(1)(b) personal data]?
Sorry that is not terribly helpful but very happy to look at the draft.
Thanks
[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | Education Recovery | Improvement, Attainment and Wellbeing Division | Learning Directorate | Scottish Government |
[redacted – section 38(1)(b) personal data]

From: Head SFIO <HeadSFIO@gov.scot>
Sent: 25 February 2021 12:22
To: [redacted – section 38(1)(b) personal data]
Subject: RE: re-opening top lines

That's really helpful thanks. I'm assuming we can use the dates included publically?

I will copy you into a draft this afternoon and would appreciate if what I'm suggesting is consistent wrt phase 2 re-opening and beyond,

[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]
Sent: 25 February 2021 12:13
To: Head SFIO <HeadSFIO@gov.scot>; [redacted – section 38(1)(b) personal data]
Subject: RE: re-opening top lines

[redacted – section 38(1)(b) personal data]
I'm on a call but, off the top of my head I'm sharing the current FMQ
Click on the link to open 'School Safety - updated - 24February 2021' -
<https://erdm.scotland.gov.uk:8443/documents/A32168359/details>

Also, I think you might find the following paper from the recent CERG working Group on phased return, which Sam wrote for today's CERG.
Hopefully helpful but shout if not and be really happy to clarify/expand on anything
[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | Education Recovery | Improvement, Attainment and Wellbeing Division | Learning Directorate | Scottish Government |
[redacted – section 38(1)(b) personal data]

From: Head SFIO <HeadSFIO@gov.scot>
Sent: 25 February 2021 12:05
To: [redacted – section 38(1)(b) personal data]
Subject: re-opening top lines

Hi both,

I'm doing more advice to DFM on boarding pupils. Could you share with me the top lines on future re-opening so I get this right in the advice, and also in the suggested correspondence to the sector that will follow? I will copy you in too when I circulate in draft later today if that's OK.

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | The Scottish Government | Head, School Funding, Infrastructure and Organisation [redacted – section 38(1)(b) personal data] | Email: HeadSFIO@gov.scot

Ref 14

From: Head SFIO <HeadSFIO@gov.scot>
Sent: 03 March 2021 08:02
To: CERG <CERG@gov.scot>
Cc: [redacted – section 38(1)(b) personal data]
Subject: RE: Phase 2 of school re-opening & independent schools

Thank [redacted – section 38(1)(b) personal data]. Happy to feed in tomorrow, would also be useful for our correspondence with the sector so helpful to understand if it's a message we can share now or need to wait until guidance is published. [redacted – section 38(1)(b) personal data]

Sent with BlackBerry Work (www.blackberry.com)

From: CERG <CERG@gov.scot>
Sent: 2 Mar 2021 20:37
To: Head SFIO <HeadSFIO@gov.scot>
Cc: [redacted – section 38(1)(b) personal data]
Subject: RE: Phase 2 of school re-opening & independent schools

[redacted – section 38(1)(b) personal data]– I added this Q&A to a brief for FM's statement , which might be a useful starting point

Will independent schools be allowed to return full time?

- All secondary provision must observe 2m distancing and other mitigations to control transmission.
- There will be local variations with most pupils experiencing a mix of in school and remote learning.

'FM announcement - QandA - 2 March 2021' -
<https://erdm.scotland.gov.uk:8443/documents/A32260202/details>

[redacted – section 38(1)(b) personal data]
The answer is that it hasn't been written yet. Once I have some text, I will share with you/[redacted – section 38(1)(b) personal data]for input, hopefully during the course of tomorrow.
[redacted – section 38(1)(b) personal data]

From: Head SFIO <HeadSFIO@gov.scot>
Sent: 02 March 2021 10:17
To: Anson S (Sam) <Sam.Aanson@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>; [redacted – section 38(1)(b) personal data]
Cc: McLean L (Liza) <Liza.McLean@gov.scot>
Subject: RE: Phase 2 of school re-opening & independent schools

Thanks Sam, I agree. [redacted – section 38(1)(b) personal data]– please point me to any parts of the guidance you need input to or checking.

[redacted – section 38(1)(b) personal data] Head of School Funding, Infrastructure & Organisation Unit [redacted – section 38(1)(b) personal data] Learning Directorate | Scottish Government | Victoria Quay | Edinburgh | EH6 6QQ
[redacted – section 38(1)(b) personal data]
Email: HeadSFIO@gov.scot

From: Anson S (Sam) <Sam.Aanson@gov.scot>
Sent: 02 March 2021 09:41
To: Head SFIO <HeadSFIO@gov.scot>; Morrison E (Elizabeth) (Education Scotland)

<Elizabeth.Morrison2@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>; [redacted – section 38(1)(b) personal data]

Cc: McLean L (Liza) <Liza.McLean@gov.scot>

Subject: RE: Phase 2 of school re-opening & independent schools

Morning [redacted – section 38(1)(b) personal data],

I've just relayed this to Liza, but I think the reality is that a cap would be arbitrary and v difficult to defend. So it will need to be a maximalist approach with local variation.

Adding [redacted – section 38(1)(b) personal data] too as this will need to be reflected in both pieces of guidance.

Sam

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

From: Head SFIO <HeadSFIO@gov.scot>

Sent: 01 March 2021 22:02

To: Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Anson S (Sam) <Sam.Anon@gov.scot>

Cc: McLean L (Liza) <Liza.McLean@gov.scot>; Head SFIO <HeadSFIO@gov.scot>

Subject: FW: Phase 2 of school re-opening & independent schools

Hello – a question about how tomorrow's decisions on secondary pupils, if it does permit a return for S1-6 pupils, will apply to independent schools? This is likely to be raised immediately by the sector.

Are we permitting a maximalist approach, where it is left to individual schools (as to local authorities) to decide what pupils they can accommodate while maintaining 2m distancing in all secondary provision? Are they permitted to do as much as they can?

This would lead to substantial variation, and likely greater proportions of pupils returning than in LA schools. Some of the more rural independent schools with large school estate are likely to be able to manage a 100% return, proportions of pupils will be closer to LA averages for the large city independent schools. But unless we have a cap (of 20% say like the 5-8% cap) in mind, it will be difficult to defend any other approach.

This may also bring forward some but not all independent schools' plans for their boarders to return to schools, and I will email separately to seek updated clinical advice.

Grateful for any thoughts,

[redacted – section 38(1)(b) personal data] | Head of School Funding, Infrastructure & Organisation Unit [redacted – section 38(1)(b) personal data] | Learning Directorate | Scottish Government | Victoria Quay | Edinburgh | EH6 6QQ

[redacted – section 38(1)(b) personal data]

Email: HeadSFIO@gov.scot

From: McLean L (Liza) <Liza.McLean@gov.scot>
Sent: 01 March 2021 09:59
To: [redacted – section 38(1)(b) personal data]; Head SFIO <HeadSFIO@gov.scot>
Subject: FW: Phase 2 of school re-opening

Morning all, apologies if you have this already - am aware some of the team have been contributing to advice.

Kind regards

Liza

From: [redacted – section 38(1)(b) personal data] **On Behalf Of** Director of Learning
Sent: 01 March 2021 09:20
To: Wilson M (Mick) <Mick.Wilson@gov.scot>; McLean L (Liza) <Liza.McLean@gov.scot>; Taylor A (Alison) <Alison.Taylor@gov.scot>
Subject: FW: Phase 2 of school re-opening

From: [redacted – section 38(1)(b) personal data] **On Behalf Of** Deputy First Minister and Cabinet Secretary for Education and Skills
Sent: 28 February 2021 14:16
To: Director of Learning <DirectorofLearning@gov.scot>; Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>; McAllister C (Colin) <Colin.McAllister@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Anson S (Sam) <Sam.Ansongov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>
Subject: RE: Phase 2 of school re-opening

Hi all,

DFM has spoken with the CMO regarding the return to school plans. He was supportive of the approach we intend to take and will discuss with Dave Caeser. He accepted the damage to young people from the loss of social interaction and felt it was logical and appropriate to take action to remedy it as we propose.

He feels reluctant to signal any change yet in 2m physical distancing which might limit the ability to confirm a full-time return after Easter. We should explore this point further.

DFM is happy to discuss further if that would help.

Many thanks

[redacted – section 38(1)(b) personal data]

From: Director of Learning <DirectorofLearning@gov.scot>
Sent: 27 February 2021 18:35
To: Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>; McAllister C (Colin) <Colin.McAllister@gov.scot>; Gorman G (Gayle)

<Gayle.Gorman@educationscotland.gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Anson S (Sam) <Sam.Anson@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>

Subject: Phase 2 of school re-opening

DFM

Following our discussion at 1600 today, please find attached a note on phase 2 school re-opening, as requested.

Thanks
Graeme.

Ref 15

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

Sent: 25 February 2021 07:34

To: Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>

Subject: RE: Urgent: Phase 2/3? - decision about modelling included in this email - update position re HE/FE

[redacted – section 29(1)(a) – development of policy]

S.

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate
[redacted – section 38(1)(b) personal data]

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

Sent: 24 February 2021 20:14

To: Anson S (Sam) <Sam.Anson@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>

Subject: FW: Urgent: Phase 2/3? - decision about modelling included in this email - update position re HE/FE

Hi both

Would be grateful for your advice as to what modelling we should request be carried out in advance of Monday. I'll pick this up again in the morning to confirm for Audrey what we need.

Meantime, dinner!

Carol

Prof Carol Tannahill | Chief Social Policy Adviser | Scottish Government

[redacted – section 38(1)(b) personal data]

carol.tannahill@gov.scot

Office of the Chief Social Policy Adviser | OCSPA

From: MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>

Sent: 24 February 2021 20:05

To: Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam) <Sam.Anon@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>

Cc: Director of Advanced Learning and Science

<DirectorofAdvancedLearningandScience@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>;
[redacted – section 38(1)(b) personal data]

Subject: RE: Urgent: Phase 2/3? - decision about modelling included in this email - update position re HE/FE

Apologies I forgot to mention. If there are any changes planned for HE/FE over the same period we'll need to know about those tomorrow morning before the start any modelling work as we need to take account of these in our work.

Happy to discuss

Audrey

Dr Audrey MacDougall FAcSS

Scottish Government Chief Social Researcher

Head of C-19 Analysis Division

Email: audrey.macdougall@gov.scot

[redacted – section 38(1)(b) personal data]

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

Sent: 24 February 2021 18:39

To: MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam) <Sam.Anon@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>

Cc: Director of Advanced Learning and Science

<DirectorofAdvancedLearningandScience@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>;
[redacted – section 38(1)(b) personal data]

Subject: RE: Urgent: Phase 2/3? - decision about modelling included in this email - update

Hi Audrey

There's a call with DFM this evening, when I'm sure we'll hear more about the options he'd like considered, and the timescales over which he's requesting further advice.

Can I confirm the modelling asks with you thereafter? I think it's likely that we'll need to call an additional sub-group meeting on Monday morning, and will be looking for modelling outputs to consider then. Will that be feasible in principle?

Thanks as always,
Carol

Prof Carol Tannahill | Chief Social Policy Adviser | Scottish Government
[redacted – section 38(1)(b) personal data]

carol.tannahill@gov.scot

Office of the Chief Social Policy Adviser | OCSPA

From: MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>

Sent: 24 February 2021 09:39

To: Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Johnston P (Paul)

<Paul.Johnston@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam)

<Sam.Anson@gov.scot>; Morrison E (Elizabeth) (Education Scotland)

<Elizabeth.Morrison2@gov.scot>

Cc: Director of Advanced Learning and Science

<DirectorofAdvancedLearningandScience@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>;

[redacted – section 38(1)(b) personal data]

Subject: RE: Urgent: Phase 2/3? - decision about modelling included in this email - update

That's fine Carol, I'll be around if you want to discuss.

Audrey

Dr Audrey MacDougall FAcSS

Scottish Government Chief Social Researcher

Head of C-19 Analysis Division

Email: audrey.macdougall@gov.scot

[redacted – section 38(1)(b) personal data]

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

Sent: 24 February 2021 09:37

To: MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; Johnston P (Paul)

<Paul.Johnston@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam)

<Sam.Anson@gov.scot>; Morrison E (Elizabeth) (Education Scotland)

<Elizabeth.Morrison2@gov.scot>

Cc: Director of Advanced Learning and Science

<DirectorofAdvancedLearningandScience@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>;

[redacted – section 38(1)(b) personal data]

Subject: RE: Urgent: Phase 2/3? - decision about modelling included in this email - update

Thanks Audrey

I want to take a little time to set out what evidence we'll have over the next couple of weeks. Is it OK to clarify the modelling ask this afternoon?

Carol

Prof Carol Tannahill | Chief Social Policy Adviser | Scottish Government
[redacted – section 38(1)(b) personal data]

carol.tannahill@gov.scot

Office of the Chief Social Policy Adviser | OCSPA

From: MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>
Sent: 24 February 2021 09:32
To: Johnston P (Paul) <Paul.Johnston@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam) <Sam.Anson@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Cc: Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; [redacted – section 38(1)(b) personal data]
Subject: RE: Urgent: Phase 2/3? - decision about modelling included in this email - update
Importance: High

Good morning.

It would be very helpful if someone could feed back to me today confirmation of the scenarios you want modelled this week.

[redacted – section 29(1)(a) – development of policy]

Audrey
Dr Audrey MacDougall FAcSS
Scottish Government Chief Social Researcher
Head of C-19 Analysis Division
Email: audrey.macdougall@gov.scot
[redacted – section 38(1)(b) personal data]

From: MacDougall A (Audrey)
Sent: 23 February 2021 13:39
To: Johnston P (Paul) <Paul.Johnston@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam) <Sam.Anson@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Cc: Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; [redacted – section 38(1)(b) personal data]
Subject: RE: Urgent: Phase 2/3? - decision about modelling included in this email.

Great, thanks Paul.

Audrey
Dr Audrey MacDougall FAcSS
Scottish Government Chief Social Researcher
Head of C-19 Analysis Division
Email: audrey.macdougall@gov.scot
[redacted – section 38(1)(b) personal data]

From: Johnston P (Paul) <Paul.Johnston@gov.scot>
Sent: 23 February 2021 13:38

To: MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam) <Sam.Anson@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Cc: Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; [redacted – section 38(1)(b) personal data]
Subject: RE: Urgent: Phase 2/3? - decision about modelling included in this email.

Audrey

One tweak below – otherwise I think this is what we need. However, we are speaking to DFM later, and can confirm after that.

Thanks

Paul

Paul Johnston
Director General
Education, Communities and Justice
Scottish Government

[redacted – section 38(1)(b) personal data]

I am sending this at a time that works for me. I'm not expecting a reply at a time that doesn't work for you.

From: MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>
Sent: 23 February 2021 13:23
To: Johnston P (Paul) <Paul.Johnston@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam) <Sam.Anson@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Cc: Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; [redacted – section 38(1)(b) personal data]
Subject: RE: Urgent: Phase 2/3? - decision about modelling included in this email.

[redacted – section 29(1)(a) – development of policy]

Audrey
Dr Audrey MacDougall FAcSS
Scottish Government Chief Social Researcher
Head of C-19 Analysis Division
Email: audrey.macdougall@gov.scot
[redacted – section 38(1)(b) personal data]

From: Johnston P (Paul) <Paul.Johnston@gov.scot>
Sent: 23 February 2021 12:59
To: Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam)

<Sam.Anson@gov.scot>; Morrison E (Elizabeth) (Education Scotland)
<Elizabeth.Morrison2@gov.scot>
Cc: Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Director of Advanced Learning and Science
<DirectorofAdvancedLearningandScience@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>;
MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; Tannahill C (Carol)
<Carol.Tannahill@gov.scot>
Subject: RE: Urgent: Phase 2/3?

[redacted – section 29(1)(a) – development of policy]

Paul

Paul Johnston
Director General
Education, Communities and Justice
Scottish Government

[redacted – section 38(1)(b) personal data]

I am sending this at a time that works for me. I'm not expecting a reply at a time that doesn't work for you.

From: Director of Learning <DirectorofLearning@gov.scot>
Sent: 23 February 2021 11:42
To: Anson S (Sam) <Sam.Anson@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>;
Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Cc: Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Director of Advanced Learning and Science
<DirectorofAdvancedLearningandScience@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>
Subject: RE: Urgent: Phase 2/3?

Hi Sam

[redacted - **Section 30(b)(ii)– free and frank exchange of views**]

Graeme.

From: Anson S (Sam)
Sent: 23 February 2021 11:37
To: Johnston P (Paul) ; Director of Learning ; Morrison E (Elizabeth) (Education Scotland)
Cc: Tannahill C (Carol) ; Director of Advanced Learning and Science ; Griffin J (Joe)
Subject: RE: Urgent: Phase 2/3?

[redacted - **Section 30(b)(ii)– free and frank exchange of views**]

“Provided that we are confident that the virus continues to be suppressed, we will then look to open up more of the education system starting with the rest of Primary school and more senior phase secondary pupils back in the classroom for part of their learning.”

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate |
[redacted – section 38(1)(b) personal data]

From: Johnston P (Paul) <Paul.Johnston@gov.scot>
Sent: 23 February 2021 11:25
To: Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam) <Sam.Anon@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Cc: Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>
Subject: RE: Urgent: Phase 2/3?

Graeme

[redacted – section 29(1)(a) – development of policy]

Thanks

Paul

Paul Johnston
Director General
Education, Communities and Justice
Scottish Government

[redacted – section 38(1)(b) personal data]

I am sending this at a time that works for me. I'm not expecting a reply at a time that doesn't work for you.

From: Director of Learning <DirectorofLearning@gov.scot>
Sent: 23 February 2021 09:41
To: Anson S (Sam) <Sam.Anon@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Cc: Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>
Subject: Urgent: Phase 2/3?

Moring Sam and Elizabeth

[redacted – section 29(1)(a) – development of policy]

Thanks
Graeme.

Ref 16

From: Anson S (Sam) <Sam.Anon@gov.scot>
Sent: 25 February 2021 09:04
To: [redacted – section 38(1)(b) personal data]; Morrison E (Elizabeth) (Education Scotland)

<Elizabeth.Morrison2@gov.scot>

Subject: C-19 Education Recovery Group - Meeting - CERG 46 - 2021-02-25 - Chair's brief (002)

Some edits here but I've run out of time to do more

**C-19 Education Recovery Group - Chair's Brief
1000 – 1100, Thursday 25 February 2021**

1. Welcome and updates from DFM

Apologies/Attendance

Apologies received from Gillian Hamilton and Jane Brumpton. Simon Cameron will also be in attendance from COSLA.

2. For agreement: Minutes of previous meeting [Paper 1]

Minutes from CERG 45 have been circulated ahead of the meeting. We recommend asking for the group's collective sign-off ahead of the secretariat publishing the minutes online. As usual, the secretariat can pick up directly any issues raised by members.

3. Weekly data monitoring and Feedback Summary [approx. 15 mins]

This agenda item is in two parts:

MI data [Paper 2a]

Invite [SG official - redacted – section 38(1)(b) personal data] to summarise the data.

Diane Stockton will give an update on testing figures so far and the extra surveillance planned over the coming weeks to assess the impact of return to schools/ELC. Diane will also take any questions on the PHS COVID-19 Antibody Survey of Education Staff (CASS) report, which was published on Wednesday. A link to the publication will be shared to CERG members on Thursday (after CERG).

Member feedback [Paper 2b]

The main themes in the feedback from members this week are positive response to return of pupils and the testing programme. Some mention of need to encourage school staff to undergo the testing, which is unpleasant but important.

[NB: DFM to be aware that **[redacted – section 38(1)(b) personal data]** have highlighted some local issues around training, compliance and the lack of defined timelines in FM announcement.

Some of these were picked up in the CERG working Group on phased return and you spoke about this with Cllr McCabe on pre-meet call.]

Mitigations will be picked up in Agenda item 5.

Any issues arising will be passed to officials for follow up and action.

The feedback paper also includes an annex, setting out the key actions (previously agreed by CERG) and where those actions are being progressed.

4. Return to in-person learning

(i) Feedback from members on first few days of phased return

Invite CERG members to provide their reflections on the return of some pupils to schools and ELC settings.

(ii) Feedback from CERG sub group on phased return meeting on 24 February [Paper 3]

Invite Sam Anson to feedback the highlights from the most recent meeting on Wednesday 24 February set out in Paper 3.

(iii) Short readout from SG on Advisory Sub Group meeting on 23 February

Invite Elizabeth Morrison to feedback the highlights from the most recent meeting on Tuesday 23 February.

5. Update on actions to promote and support compliance with mitigations in ELC/schools [Paper 4]

Invite Elizabeth Morrison to update on the first meeting on Monday to discuss mitigations and promoting compliance

Invite Cllr McCabe to give a view on compliance with mitigations ahead of others.

You'll know that concerns have been expressed by **SNCT** in relation to compliance with mitigations – the letter has now been circulated to members this morning.

DFM may take the opportunity to make sure LG colleagues explain how they are monitoring the implementation of the guidance and mitigations at local level. This will be important in the absence of a formal programme of HSE inspections. HSE have indicated that they consider schools as 'high profile but low risk' so they do not intend to focus efforts on schools. Similar themes are identified through local Incident Management Teams (IMTs):

- Physical distancing – particularly in staffroom areas
- Car-sharing
- House parties and household gatherings
- Level of community prevalence

6. AOB & Next meeting

The next meeting of the CERG is scheduled for Thursday 4 March 2021.

Proposed Agenda items for future meetings to be confirmed

Ref 17

From: Anson S (Sam) <Sam.Ansongov.scot>

Sent: 25 February 2021 11:25

To: [redacted – section 38(1)(b) personal data]; Director of Learning

<DirectorofLearning@gov.scot>; Morrison E (Elizabeth) (Education Scotland)

<Elizabeth.Morrison2@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: CERG follow-up call

All,

I read from CERG that DFM remains concerned about the S1- S3 gap – not just 'education', but also MHWB. Liam reinforced that as an issue.

However, I continue to get representation from LG colleagues advocating against. They've offered to help if / where they can.

Sheena's point was also really insightful – if it's a day a week for some S1 – S3, that could be as little as 2 days in total before Easter for some. Are we really willing to risk the current model for that?

But we need to address the equity point, which came through prominently. Gayle talked about ES developing a bespoke remote learning proposition, which I think would be welcomed.

[redacted – section 38(1)(b) personal data] also suggested a programme of pre-Easter outdoor activities – this would address lots of mental health issues, and would support the outdoor sector too. It's not massively out of kilter with what [official name redacted – section 38(1)(b) personal data] has been asking [official name redacted – section 38(1)(b) personal data] about. Could we urgently develop a proposition here over the next day or two (and put some budget behind it)?

...I think that might (just) be enough that everybody could buy into it?

Sam

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

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

From: [redacted – section 38(1)(b) personal data]

Sent: 25 February 2021 10:08

To: [redacted – section 38(1)(b) personal data]; Director of Learning; Morrison E (Elizabeth) (Education Scotland); Anson S (Sam); Drought A (Andrew)

Subject: CERG follow-up call

When: 25 February 2021 11:30-12:00 (UTC+00:00) Dublin, Edinburgh, Lisbon, London.

Where: Microsoft Teams Meeting

Hi All,

Graeme has asked me to set up a CERG follow-up call for 11:30. Grateful if you could accept this into your diaries.

Regards, [redacted – section 38(1)(b) personal data]

Ref 18

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

Sent: 25 February 2021 13:27

To: [redacted – section 38(1)(b) personal data]

Subject: RE: S1-3

Perhaps later

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]

Sent: 25 February 2021 13:24

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

Subject: RE: S1-3

Can I/should I send my email to Carrie?

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | National Improvement Framework Unit| Learning Directorate | Scottish Government | Area 2C North | Victoria Quay, Edinburgh EH6 6QQ | [redacted – section 38(1)(b) personal data]

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

Sent: 25 February 2021 13:20

To: Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Carrie Lindsay <Carrie.Lindsay@fife.gov.uk>; Matthew Sweeney <matthew@cosla.gov.uk>; Eddie Follan <eddie@cosla.gov.uk>; Sheena Devlin <SDevlin@pkc.gov.uk>; Logan G (Graeme) <Graeme.Logan@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: S1-3

Just to add from my perspective that this is really helpful too.

We're going to put some further advice to DFM later – if there was an early version of that pros and cons table we could draw from it would be great to do so (I can caveat it is provisional).

Obviously we can discuss more during our meeting tomorrow too.

Sam

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

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

Sent: 25 February 2021 12:51

To: Carrie Lindsay <Carrie.Lindsay@fife.gov.uk>; Anson S (Sam) <Sam.Anson@gov.scot>; Matthew Sweeney <matthew@cosla.gov.uk>; Eddie Follan <eddie@cosla.gov.uk>; Sheena Devlin <SDevlin@pkc.gov.uk>; Logan G (Graeme) <Graeme.Logan@gov.scot>

Subject: RE: S1-3

Thanks Carrie

Will ring you later today to discuss, we are taking forward many of these options and approaches and appreciate ADES support.

Gayle Gorman

Her Majesty's Chief Inspector of Education
Chief Executive

Education Scotland

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

0131 244 4131

From: Carrie Lindsay <Carrie.Lindsay@fife.gov.uk>
Sent: 25 February 2021 12:27
To: Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Anson S (Sam) <Sam.Anon@gov.scot>; Matthew Sweeney <matthew@cosla.gov.uk>; Eddie Follan <eddie@cosla.gov.uk>; Sheena Devlin <SDevlin@pkc.gov.uk>; Logan G (Graeme) <Graeme.Logan@gov.scot>
Subject: S1-3

Hi G – copy passed to Alan and Ollie. C

Gayle/Sam

Looking to see what we can do to help fully inform the DFM about the choices being made and their implications regarding S1-3 return to school part time or to remain remote learning until after the Easter holidays.

Between COSLA and ADES we are starting a pros and cons of the two models to show for LG perspective what the issues are. We'll try to pull that together by the end of the week.

Gayle's suggestion of expectations for S1-3 remote learning for the period prior to easter we would support and happy to be involved if helpful.

At the Remote Learning group Ollie talked about pathways for teachers to follow through the national e-learning offer, could a focus for a pathway for S1-3 be created as part of the support to the expectations paper that includes BBC etc. That might help to show the support for schools in keeping the S1-3 remote learning of a good quality prior to Easter.

At the Remote Learning group we also talked about a 'project' to capture S1-3 attention. Maybe something on that could also help here?

Sam, you mentioned Outdoor education and we could probably put our minds to that if we have to bring S1-3 in. This would be a wellbeing offer rather than a learning and teaching offer.

Happy to think about anything else that might help inform the DFM/FM on this.

Thanks

Carrie Lindsay
Executive Director for Education & Children's Services
Fife Council
4th Floor
Fife House
North Street
Glenrothes
KY7 5LT

03451 55 55 55 Ext 480218

Ref 19

From: Anson S (Sam) <Sam.Ansongov.scot>
Sent: 25 February 2021 14:14
To: [redacted – section 38(1)(b) personal data]
Subject: FW: ES activity to support DFm paper and school return work
Importance: High

I gather Alan and Ollie were going to contact you – have they?

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

From: Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>
Sent: 25 February 2021 14:12
To: Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam) <Sam.Ansongov.scot>
Cc: EdS Leadership Team <DLLJPEDSET@gov.scot>
Subject: ES activity to support DFm paper and school return work
Importance: High

Sam

Graeme and I discussed approach earlier on the phone so just conforming what we are doing - so we don't duplicate.

ES are now developing the following:

- Renewed entitlements for remote learning for S1-S3, including HWB (Janie)
- Contacting small no HTs to develop timetable models for options to return, including 100% SP, All sec part time, reduced number of sec return, e.g. 30%, 50% (Alan/Ollie)
- Models for supporting S1-S3 remote learning as part of above (Ollie /Alan)
- Liaising with Carrie and ADES re LA modelling approaches (Craig)

Thanks for the call Sam

Gayle

Gayle Gorman

Her Majesty's Chief Inspector of Education
Chief Executive

Education Scotland

NOTE new email address - gayle.gorman@educationscotland.gov.scot
0131 244 4131

Ref 20

From: Anson S (Sam) <Sam.Anon@gov.scot>
Sent: 25 February 2021 15:28
To: [redacted – section 38(1)(b) personal data]
Subject: RE: Phase 2 - Return to in-person learning

Yes, do so. Tell people I asked you to set it up if there is any grumbling (I have already told Gayle). Carrie asked us to do also.

There'll be value in it regardless.

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]
Sent: 25 February 2021 15:07
To: Anson S (Sam) <Sam.Anon@gov.scot>
Subject: FW: Phase 2 - Return to in-person learning

I fear I may be walking into a knuckle wrapping situation as I tread on ES toes again. I got your email about ES taking forward this work after I sent the invite to the timetabling group. I think I probably have to go ahead at this point anyway?

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | National Improvement Framework Unit| Learning Directorate | Scottish Government | Area 2C North | Victoria Quay, Edinburgh EH6 6QQ | [redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]
Sent: 25 February 2021 15:04
To: Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>
Subject: RE: Phase 2 - Return to in-person learning

Hi Alan,

Sam has sent it on, thanks. I very much agree with the sentiments about avoiding repeating work J

I assume you saw the submission that went ahead of yesterday's meeting with information from [school names – redacted under Section 30(b)(ii)– free and frank exchange of views]? Ahead of tomorrow's meeting, would you be able to share some headline info from your intel gathering today?

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | National Improvement Framework Unit| Learning Directorate | Scottish Government | Area 2C North | Victoria Quay, Edinburgh EH6 6QQ | [redacted – section 38(1)(b) personal data]

From: Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>
Sent: 25 February 2021 15:00
To: [redacted – section 38(1)(b) personal data]; Bray O (Ollie)

<Ollie.Bray@educationscotland.gov.scot>

Subject: RE: Phase 2 - Return to in-person learning

Thanks [redacted – section 38(1)(b) personal data]

You may have seen the email Gayle sent to Sam and following CERG. Ollie and I are thinking over some scenarios and will arrange a meeting with a few HTs later this afternoon hopefully (once we decide on which schools) for some very quick thinking to include in a DFM submission Learning Dir is preparing tomorrow.

Might involve a couple of HTs in the list for this group tomorrow. It will all feed in to what happens next.

A

Ref 21

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

Sent: 25 February 2021 19:29

To: McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>

Subject: RE: ES activity to support DFm paper and school return work

Thanks Janie.

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate
[redacted – section 38(1)(b) personal data]

From: McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>

Sent: 25 February 2021 19:19

To: Anson S (Sam) <Sam.Anon@gov.scot>; Gorman G (Gayle)

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

<Alan.Armstrong@educationscotland.gov.scot>; EdS Leadership Team

<DLLJPEDSET@gov.scot>

Cc: Director of Learning <DirectorofLearning@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: ES activity to support DFm paper and school return work

Sam

Information re S1-3 entitlements

Best wishes / Dùrachdan

Janie McManus

Janie McManus
Her Majesty's Inspector of Education

Strategic Director Scrutiny

Education Scotland/Foghlam Alba

Tel: 0131 244 5814 / Mob: [redacted – section 38(1)(b) personal data]

Please note my new email address: Janie.McManus@educationscotland.gov.scot

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

Sent: 25 February 2021 18:34

To: Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; McManus J (Janie)

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

<Alan.Armstrong@educationscotland.gov.scot>; EdS Leadership Team

<DLLJPEDSET@gov.scot>

Cc: Director of Learning <DirectorofLearning@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: ES activity to support DFm paper and school return work

Janie - hoping to have it done in the next hour.

Gayle – will send a version to folk and then text you as suggested (Graeme – will do likewise),

S.

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

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

Sent: 25 February 2021 18:31

To: McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>; Anson S (Sam)

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

EdS Leadership Team <DLLJPEDSET@gov.scot>

Cc: Director of Learning <DirectorofLearning@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: ES activity to support DFm paper and school return work

Can I see whole paper before it goes up please?

Just text me if easier Sam

Gayle

Gayle Gorman

Her Majesty's Chief Inspector of Education
Chief Executive

Education Scotland

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

0131 244 4131

From: McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>

Sent: 25 February 2021 18:27

To: Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Anson S (Sam) <Sam.Aanson@gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; EdS Leadership Team <DLLJPEDSET@gov.scot>

Cc: Director of Learning <DirectorofLearning@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: ES activity to support DFm paper and school return work

Sam

What time is the advice going at tonight And we will aim to get the entitlements to yo.

Best wishes

Janie

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

Sent: 25 February 2021 18:03

To: Anson S (Sam) <Sam.Aanson@gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; EdS Leadership Team <DLLJPEDSET@gov.scot>

Cc: Director of Learning <DirectorofLearning@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: ES activity to support DFm paper and school return work

Janie?

Gayle Gorman

Her Majesty's Chief Inspector of Education
Chief Executive

Education Scotland

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

0131 244 4131

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

Sent: 25 February 2021 18:02

To: Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; EdS Leadership Team <DLLJPEDSET@gov.scot>

Cc: Director of Learning <DirectorofLearning@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: ES activity to support DFm paper and school return work

That's great- thanks for confirming that Gayle.

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

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

Sent: 25 February 2021 18:01

To: Anson S (Sam) <Sam.Anson@gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; EdS Leadership Team <DLLJPEDSET@gov.scot>

Cc: Director of Learning <DirectorofLearning@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: ES activity to support DFm paper and school return work

The entitlements stuff will be ready though

Gayle Gorman

Her Majesty's Chief Inspector of Education
Chief Executive

Education Scotland

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

0131 244 4131

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

Sent: 25 February 2021 17:59

To: Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; EdS Leadership Team <DLLJPEDSET@gov.scot>

Cc: Director of Learning <DirectorofLearning@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: ES activity to support DFm paper and school return work

Ok - can I get a holding para for advice that is going tonight then?

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

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

Sent: 25 February 2021 17:58

To: Anson S (Sam) <Sam.Anson@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; EdS Leadership Team <DLLJPEDSET@gov.scot>

Cc: Director of Learning <DirectorofLearning@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: ES activity to support DFm paper and school return work

Sam

Headteachers getting back to us, hopefully overnight...

We need to bring together, add surround to it etc..

We could perhaps have something to you mid-to-late morning?

A

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

Sent: 25 February 2021 17:49

To: Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; EdS Leadership Team <DLLJPEDSET@gov.scot>

Cc: Director of Learning <DirectorofLearning@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: ES activity to support DFm paper and school return work

Janie / Ollie / Alan,

V grateful for you all working on this material at such short notice.

When do you think you might get input to me? As much so I can plan my own time as anything.

Thanks,

Sam

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

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

Sent: 25 February 2021 14:12

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

Cc: EdS Leadership Team <DLLJPEDSET@gov.scot>

Subject: ES activity to support DFm paper and school return work

Importance: High

Sam

Graeme and I discussed approach earlier on the phone so just conforming what we are doing - so we don't duplicate.

ES are now developing the following:

- Renewed entitlements for remote learning for S1-S3, including HWB (Janie)
- Contacting small no HTs to develop timetable models for options to return, including 100% SP, All sec part time, reduced number of sec return, e.g. 30%, 50% (Alan/Ollie)
- Models for supporting S1-S3 remote learning as part of above (Ollie /Alan)
- Liaising with Carrie and ADES re LA modelling approaches (Craig)

Thanks for the call Sam

Gayle

Gayle Gorman

Her Majesty's Chief Inspector of Education
Chief Executive

Education Scotland

NOTE new email address - gayle.gorman@educationscotland.gov.scot
0131 244 4131

Ref 22

From: Anson S (Sam) <Sam.Anon@gov.scot>
Sent: 25 February 2021 19:43
To: Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Director of Learning <DirectorofLearning@gov.scot>
Cc: McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; EdS Leadership Team <DLLJPEDSET@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; [redacted – section 38(1)(b) personal data]
Subject: RE: ES activity to support DFm paper and school return work

Graeme / Gayle,

For final comments from you guys.

I'm going to proof read myself it in parallel.

[attachment redacted – Section 29(1)(a) formulation of policy. Attachment is a draft version of the submission at Ref 10]

Sam

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

Ref 23

From: Anson S (Sam) <Sam.Anon@gov.scot>
Sent: 26 February 2021 11:52
To: Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Subject: RE: schools modelling

Yes for me

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate |
[redacted – section 38(1)(b) personal data]

From: Tannahill C (Carol) <Carol.Tannahill@gov.scot>
Sent: 26 February 2021 11:49
To: Anson S (Sam) <Sam.Anson@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Subject: FW: schools modelling
Importance: High

This looks Ok to me from schools perspective. Happy I confirm?

Prof Carol Tannahill | Chief Social Policy Adviser | Scottish Government
[redacted – section 38(1)(b) personal data]
carol.tannahill@gov.scot
Office of the Chief Social Policy Adviser | OCSPA

From: MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>
Sent: 26 February 2021 11:45
To: [redacted – section 38(1)(b) personal data]; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>
Cc: Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; [redacted – section 38(1)(b) personal data]; Anson S (Sam) <Sam.Anson@gov.scot>
Subject: schools modelling
Importance: High

Hi

[redacted – section 29(1)(a) – development of policy]

Audrey
Dr Audrey MacDougall FAcSS
Scottish Government Chief Social Researcher
Head of C-19 Analysis Division
Email: audrey.macdougall@gov.scot
[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]
Sent: 25 February 2021 18:02
To: [redacted – section 38(1)(b) personal data]; MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; [redacted – section 38(1)(b) personal data]; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>
Cc: Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; [redacted – section 38(1)(b) personal data]; Anson S (Sam) <Sam.Anson@gov.scot>
Subject: RE: Request for schools modelling for tomorrow URGENT

Hi [redacted – section 38(1)(b) personal data] and team,

[redacted – section 29(1)(a) – development of policy]

Thanks,

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | Scottish Government | [redacted – section 38(1)(b) personal data] | www.gov.scot

From: [redacted – section 38(1)(b) personal data]

Sent: 25 February 2021 10:49

To: [redacted – section 38(1)(b) personal data]; MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; [redacted – section 38(1)(b) personal data]; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>

Cc: Director of Advanced Learning and Science

<DirectorofAdvancedLearningandScience@gov.scot>; Tannahill C (Carol)

<Carol.Tannahill@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: Request for schools modelling for tomorrow URGENT

I will confirm HEFE shortly.

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | Scottish Government | [redacted – section 38(1)(b) personal data] | www.gov.scot

From: [redacted – section 38(1)(b) personal data]

Sent: 25 February 2021 10:32

To: MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; [redacted – section 38(1)(b) personal data]; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>; [redacted – section 38(1)(b) personal data]

Cc: Director of Advanced Learning and Science

<DirectorofAdvancedLearningandScience@gov.scot>; Tannahill C (Carol)

<Carol.Tannahill@gov.scot>

Subject: RE: Request for schools modelling for tomorrow URGENT

Thanks Audrey.

[redacted – section 29(1)(a) – development of policy]

Thanks,

[redacted – section 38(1)(b) personal data]

From: MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>

Sent: 25 February 2021 10:22

To: [redacted – section 38(1)(b) personal data]; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>; [redacted – section 38(1)(b) personal data]

Cc: Director of Advanced Learning and Science

<DirectorofAdvancedLearningandScience@gov.scot>; Tannahill C (Carol)
<Carol.Tannahill@gov.scot>

Subject: Request for schools modelling for tomorrow URGENT
Importance: High

Hi

[redacted – section 29(1)(a) – development of policy]

Thanks everyone.

Audrey
Dr Audrey MacDougall FAcSS
Scottish Government Chief Social Researcher
Head of C-19 Analysis Division
Email: audrey.macdougall@gov.scot
[redacted – section 38(1)(b) personal data]

From: Tannahill C (Carol) <Carol.Tannahill@gov.scot>
Sent: 25 February 2021 09:53
To: MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam) <Sam.Ansan@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>; [redacted – section 38(1)(b) personal data]
Cc: Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; [redacted – section 38(1)(b) personal data]
Subject: RE: Urgent: Phase 2/3? - decision about modelling included in this email - update position re HE/FE

Hi Audrey

[redacted – section 29(1)(a) – development of policy]

Thanks again
Carol

Prof Carol Tannahill | Chief Social Policy Adviser | Scottish Government
[redacted – section 38(1)(b) personal data]
carol.tannahill@gov.scot
Office of the Chief Social Policy Adviser | OCSPA

From: MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>
Sent: 24 February 2021 20:05
Subject: RE: Urgent: Phase 2/3? - decision about modelling included in this email - update position re HE/FE

[For continuation of this email chain please see Ref 15]

Ref 24

Email chain: Views of headteachers on an S1-6 and S4-6 blended return to school

[redacted – Section 30(b)(ii) – free and frank exchange of views]

Ref 25

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

Sent: 27 February 2021 18:15

To: Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>

Subject: RE: Phase 2 summary 270221

...reading Liz's comments, on PD in school transport (and specifically her scepticism on this "in order to deliver this we need the group (and subsequently the CMO) to relax the need for 2m distancing on school buses") I wonder if we might reference that there remains an option to recognise their advice but decide that, for reasons related to the 4H, we can't adopt that particular piece.

We've not done that before, but it would ultimately be a ministerial call.

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate |
[redacted – section 38(1)(b) personal data]

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

Sent: 27 February 2021 18:00

To: Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam) <Sam.Anon@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>

Subject: Phase 2 summary 270221

Hi Graeme

A few comments/suggestions for your consideration.

Hope this is helpful.

Elizabeth

Ref 26

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

Sent: 28 February 2021 11:00

To: Munro D (Dominic) <Dominic.Munro@gov.scot>
Cc: Director of Learning <DirectorofLearning@gov.scot>
Subject: FW: Phase 2 of school re-opening

For info re recent emails

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate |
[redacted – section 38(1)(b) personal data]

From: Director of Learning <DirectorofLearning@gov.scot>
Sent: 27 February 2021 18:35
To: Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>; McAllister C (Colin) <Colin.McAllister@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Anson S (Sam) <Sam.Anon@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>
Subject: Phase 2 of school re-opening

DFM

Following our discussion at 1600 today, please find attached a note on phase 2 school re-opening, as requested.

Thanks
Graeme.

Ref 26 – Attachment

[Return to in-school learning: enhancing phase 2 \(from 15 March 2021\)](#)

Section 1 – introduction

Intense discussions have taken place with the Covid-19 Education Recovery Group (CERG) and subsequently with local government colleagues, with the aim of maximising the number of pupils returning to some form of in-person learning from 15 March 2021.

CERG originally agreed that the next phase would be P4-7 (full-time) and the senior phase (S4-6) (part-time). Given progress with the vaccination programme and reducing prevalence of the virus, as well as twice-weekly testing for staff and senior pupils, we are keen to extend this further so that S1-3 are not left behind or feel disillusioned. There is a wide range of evidence on the harms experienced by children and young people through a prolonged absence from school.

Section 2 – proposed model

Local government colleagues were initially reluctant to go beyond the original agreement on phase 2 (P4-7 and S4-6) for a range of reasons, including significant operational challenges. This is despite us having committed a total of £375m to local authorities to date to support education recovery, which includes funding to support the recruitment of additional staff as well as invest in

necessary logistics to support a safe return. Following further robust discussion, local government have provided the proposal in annex A today. Our view is that this as far as they can go at this stage.

DFM has also discussed this with Cllr Stephen McCabe today.

The revised proposal for phase 2 can be summarised as follows:

- Full time return for P4-7.
- A combination of some in-school learning and continued high quality remote learning for S1-6. S4-6 pupils completing national qualifications, particularly courses where practical learning and teaching can only be done in-school, will continue to be prioritised for in-school time. Local authorities and schools will be empowered to determine the balance between in-school and remote learning at individual school level, based on local circumstances, to meet the needs of different groups of learners.
- When S1-6 pupils are not in school, we expect all young people to continue to experience high quality remote learning. We do not want the return of some pupils in person to be to the detriment of those learning remotely. Our expectations and the entitlements that we set out for young people since schools have been closed for most pupils, will continue. The evidence, including weekly inspection reports, suggests that the remote learning offer is significantly better during this phase of the pandemic than during the original lockdown last year.
- All S1-6 vulnerable children and the children of key workers will continue to attend school as required.
- The phase 2 return will be announced on 2 March (to enable required time for planning and preparation), and will be subject to a final checkpoint on 11 March (equivalent to the checkpoint used to confirm phase 1).
- Following a high level announcement of this enhanced phase 2 on 2 March, Education Scotland will provide practical guidance to schools and we will set out important principles to underpin phase 2 plans at local level. These include the need for equity, fairness and high quality learning for all children and young people.

We suggest that this next phase, which we anticipate to last for just two or three weeks (15 March until the Easter school holidays) will be followed by a full-time return to school for all pupils after the Easter holidays (the return date varies between 12 – 20 April in different local authorities). Phase 2 will provide young people with an important opportunity to reconnect with their peers and prepare for a full return to school after Easter, whilst continuing to progress most of their learning remotely. The full return after Easter would be contingent on continued progress with reducing the prevalence of the virus, the vaccination programme and crucially the relaxation of the need for 2m physical distancing in secondary schools. Signalling our aim of this full return after Easter in the statement on Tuesday, subject to a final checkpoint, will be important in giving children and families hope and setting the phase 2 return in context.

Section 3 – risks

There are a number of risks associated with this revised phase 2 return, which can be summarised as follows:

- The current focus of in-school provision for senior phase pupils studying practical courses could diminish. This could put certification at risk and increase pressure on the period after Easter in terms of the completion of courses, completion of assessment, and quality assurance work at school, local and national level. Urgent further engagement with the Chief Examiner will take place on Monday on this point.
- Teacher unions could react negatively to the move to include S1-3 in phase 2. This may include increasing their calls for early vaccination, improved ventilation and FFP2 grade face masks in secondary schools. They may also publically state that this approach risks

the alternative certification model/ achievement of qualifications, which could undermine the confidence of S4-6 young people and their parents. In response we can explain that this is not a large scale return to school for S1-6 from 15 March; schools will continue high quality remote learning but will also provide some level of in-school provision for all young people S1-6 between 15 March and Easter, which is in the best interests of young people educationally, developmental, socially and for their health and wellbeing. We will also need to continue existing efforts to ensure that our school safety guidance is being implemented comprehensively in all schools.

- The advisory sub-group on children's issues is holding an additional meeting on Monday 1 March at 0900. There is a risk that they will not support this enhanced phase 2, or they may emphasise the need for further modelling first. We will reassure them that schools will limit the numbers of young people in at one time in order to deliver 2m distancing. In some schools, this will mean only up to a maximum of 20% of pupils in at a time, although there will be a degree of variability depending upon the school (we are currently allowing up to 8% plus key worker and vulnerable children which is on average a further 3-4%).
- There is a risk that this revised model does not satisfy either the S4-6 cohort or the S1-3 cohort. There is likely to be significant local variability, particularly on the time spent in school (see annex A) which we will need to manage.

We will of course work with partners and with clinicians to mitigate these risks.

It is also important to recognise that there are risks in all directions. Keeping S1-3 fully remote runs further risks to their health and wellbeing, and also runs the risk that they have a diminished remote offer due to the focus of schools on S4-6.

Section 4 – clinical and scientific considerations

On Monday the advisory sub-group on children's issue will meet to consider the clinical, scientific and educational issues in relation to this revised proposal. There are very clear educational and developmental benefits to P4-7 returning and to all S1-6 having some form of in-school experience before Easter. However, in order to deliver this we need the group (and subsequently the CMO) to relax the need for 2m distancing on school buses, otherwise only very small numbers will be able to return. We hope that the group will suggest adopting the same restrictions which exist on public buses (1m distancing plus face coverings) as some young people use public buses to get to school and it would seem odd to have tighter restrictions on school buses than public buses.

There is a risk that the sub-group advice, which we should receive on Monday afternoon, will not support our revised approach. Further, any approval is likely to be heavily caveated as any increase of in-school provision, including P4-7, needs to be subject to the final checkpoint on 11 March. The worst-case scenario might be that clinicians decree it is too soon to make a judgement at this stage, and then advise against going ahead at the checkpoint. We will need to publish the sub-group's latest advice over the course of next week.

Achieving a full-time return after Easter for all children and young people, is contingent on the 2m physical distancing in secondary schools being relaxed.

Previous guidance August – December 2020 stated that secondary pupils should distance where possible and face that coverings should be worn. Mitigations have been updated in the latest version of the school safety guidance published in February and twice-weekly testing introduced for school staff and senior pupils.

Annex A – local government proposal for phase 2 (as of Saturday 28 February)

Throughout this pandemic, it has been clear that both spheres of government are committed to achieving the best outcomes possible for children and young people in these difficult circumstances. This included the massive efforts to support a full return last summer as well as the offer of remote learning that has been put in place since January.

In line with the strong partnership approach that has been fundamental to supporting children and young people since last March, we have been working closely with you and colleagues for some weeks as part of the sub-group of CERG looking at the possible models for a return to full time in-school learning for all. The advice and recommendations from this group have then been considered by the COVID-19 Advisory Subgroup for Education and CERG. Our intention has been, and continues to be to provide advice that is based on professional experience, informed and realistic while meeting the challenges we as a system are facing.

As we stated yesterday, Local Government will continue to work with the Scottish Government, in line with the clinical and scientific advice, to maximise the number of young people learning in school.

In your email sent yesterday, you were clear that the Government's priority is for S1-S6 to return on the 15th March. Our role is to provide professional advice and work with SG colleagues to develop workable approaches. It is not the role of ADES, SOLACE or COSLA to provide a model within such a short timescale and without the support of SG colleagues. However, please consider this email to be our best attempt in the time we have to outline the principles of a workable and deliverable model. We are keen to maximise the opportunity you have to consider our advice internally and with the COVID-19 Advisory Subgroup on Education and Children's issues.

The following advice is predicated on the basis that the partial return to school for S1-S6 has full clinical support and agreement, and that the decision to return from 15th March is based on the most update to date clinical and scientific advice.

There are a number of areas that we consider should underpin any planned return for all S1-6 on a part-time basis for 2 or 3 weeks, these are as follows:

Flexibility

Any blended model will not be uniform across Scotland. Variation is inevitable based on the shape of school estates, availability of staff willing to work in schools and geographical factors. The contingency plans drafted at pace last year (such as arranging local transport with limited coach numbers and the use of temporary additional accommodation) will not be able to be enacted by 15th March. These plans were prepared in a different context and on the basis of timetabling at that time.

We will continue, of course, look to achieve a balance in prioritising the needs and time in school of S4-S6 pupils who need to be in school in these crucial years and the learning and well-being needs of those pupils in S1-S3.

We are unable, at this stage, to provide a figure on what a minimum offer would look like for the reasons set out above. To achieve what is being asked of us, we will require maximum flexibility in terms of when children and young people will be in school and when they will not. We know that in some areas this may be as little as one day per week whilst others may be able to offer more in school depending on local circumstances, geography and other constraints,

Our advice is that any statement next week provides the maximum level of flexibility for local decision-making. It would be helpful if this was framed in such a way that sets out that schools will be 'providing in-school learning experiences for as many children as possible whilst adhering to 2m physical distancing'. This will allow us all to be led by the clinical and scientific advice and recognise the likely infrastructure challenges that will be encountered.

Maximising the remote learning offer and other provision

As noted previously, the remote learning offer has improved significantly as a result of the joint efforts, both locally and nationally. It is of course inevitable that a pre-Easter return for all secondary school pupils on a blended (part-time) basis will mean that time in school will be limited for all pupils. At the same time, there will be reduced capacity to support remote learning locally with a greater number of pupils in school. As such we suggest that many of the options that have been discussed over the course of this week are enacted to bolster the remote learning offer. This was raised at CERG a couple of weeks ago.

We believe the following would be key to this expanded offer:

- Education Scotland enhance the national offer for remote learning across the S1-3 part of the BGE, this could include:
 - Expanded content through the national e-learning offer
 - More targeted content for S1-S3 on BBC Scotland for the weeks leading up to Easter
 - A national IDL 'challenge' event, perhaps this could be focused on sustainability and linked to COP26.
- A national effort to provide additional in-person wellbeing experiences focusing on the outdoors. We would look to maximise all our resources locally but would be looking for co-ordinated national support from the Third Sector.

Communications and expectations

It is important that we avoid the experience last summer where there was a disconnect between parental expectation and what was possible to deliver locally.

We would suggest that in your public comments, and subsequent parental communications, the Scottish Government should:

- be very clear that this is not a full return to school and factors beyond the control of Scottish and Local Government mean that in some areas it will be a more limited in school experience.
- articulate that this is not a full scale 'return to school' but a 'phased transition' to provide young people some experience of in school learning before a full return after the holidays.

Workforce

As I'm sure you will agree, school staff have gone above and beyond expectations over the last year. We also have to be very sensitive to the fact that the current situation will have had an impact on their morale and wellbeing.

From indications at CERG and the CERG Subgroup on the return, we know that the short timescales between phases and the S1-S6 return will be likely be met with strong opposition from our colleagues in the trade unions.

As you are aware, in many local authority areas unions are in formal dispute processes with employers, largely due to our shared commitment for schools to be the 'last to close and the first to re-open' during lockdowns. We are committed to recognising and responding to concerns but are conscious that discussion of many of the same issues in 32 local areas can be resource intensive.

To ensure that local resources are able to focus as far as possible on the logistics of the return, we would hope that agreement with the Trade Unions representing all school staff could be reached at a national level. We would ask that the Scottish Government engage intensively both politically and at official level with Trade Unions, represented on both the SNCT and the SJC, in tandem with national effort on the part of Local Government.

Over the next week, we look forward to working side by side to publish clear guidance for the system as soon as possible, ensure our workforce are confident of the chosen model of return and coordinate communications to Scotland's young people and their families in these difficult times.

| | | |
|----------------------|------------------|---------------|
| Eddie Follan | Carrie Lindsay | Grace Vickers |
| Chief Officer, COSLA | President – ADES | SOLACE |

Ref 27

From: Anson S (Sam) <Sam.Anson@gov.scot>
Sent: 01 March 2021 09:15
To: [redacted – section 38(1)(b) personal data]
Subject: Document1

[no text in email, attachment follows in line]

Education section for the Cabinet paper on Covid (2nd March 2021)

Education

Schools

Recap of current situation (one para)

- State of the pandemic
- Phase 1 – format but too early to ascertain impacts
- Known ongoing harm to CYP
- Prev said outline phase 2 on 2nd March

Phase 2 (3 – 4 paras)

- 'principles'
- Engagement LG
- Permissive approach with local flex
- Outline "Remote learning will cont with all s1-s6 getting some in-person learning experience, incl outdoor wellbeing-based activity" ...
- Recognise some risks

Clinician perspective (one para)

- Ok in principle
- Want three week lag to see impact
- Checkpoint 11th March

Mitigations / guidance (one para)

- Update guidance
- Cont to assess need for e.g. face coverings etc
- Get something from Andy on testing (incl risk of EIS kickback)

Phase 3 (one para)

- Working to get all back / subject to...

School-aged childcare

[redacted – section 38(1)(b) personal data] will provide

Colleges

May need to reduce this but have been given...

1. Pupils attending college are more likely to be from disadvantaged backgrounds, and to study practical subjects that are more at risk from COVID-related disruption. This causes a potentially significant risk around equity of provision for these young people. Cabinet agreed previously (23 February) that senior phase school pupils be allowed to attend college in very small numbers once senior phase pupils commence a limited return to school for essential practical course work. This would initially only comprise approximately 425 students on FA Level 6 engineering and scientific technologies courses. The return of further senior phase pupils to college is subject to the review aligned to the phasing of the return of school pupils.
2. If a broader return of school pupils is confirmed, we recommend that colleges are allowed to prioritise senior phase pupils within the existing 5% limit for learners on college campus at any given time. We estimate there are approximately 30,000 senior phase pupils studying at college. However, following intensive discussion with Colleges Scotland and sector representatives, we understand that colleges will find it difficult to accommodate a very large number of these senior phase pupils within the existing 5% limit without deprioritising other college learners for whom in-person teaching is also critical. We also understand that progress agreeing alternative assessment arrangements for HNVQ students means that only a very small additional proportion of senior phase pupils may now need to return to college before Easter in order to complete their qualification or progress (and would be included within the 5% limit). Under this scenario, colleges would prioritise those students most at risk of suffering socio-economic harm of COVID.
3. Clinicians have previously raised concerns about bridges of transmission to schools. In addition to 2m distancing requirements, and face coverings worn indoors, senior phase school pupils will also be eligible for regular home testing – this would also apply to school pupils studying at college. Officials will seek further advice from clinicians and testing colleagues on the best time for school pupils at college to undergo testing in order to minimise the risk of transmission. In addition, most school pupils are timetabled to be in college for half a day to a full day and there are only limited circumstances in which a pupil would go from school to college and back to school in a single day

In conclusion, I recommend:

- ...
- ...
- .

Ref 28 – this was duplicate information fully contained at reference 32

Ref 29

From: Anson S (Sam) <Sam.Anon@gov.scot>
Sent: 01 March 2021 11:14
To: [redacted – section 38(1)(b) personal data]
Subject: 210301 - FM statement

[no text in email, attachment follows inline]

Education section for the Cabinet paper on Covid (2nd March 2021)

[Redacted - Developmental draft of Cabinet paper exempted under Section 29(1)(a) – formulation of government policy]

Ref 30

From: Anson S (Sam) <Sam.Anon@gov.scot>
Sent: 01 March 2021 15:29
To: Director of Learning <DirectorofLearning@gov.scot>; DG Education & Justice <dgej@gov.scot>; Griffin J (Joe) <Joe.Griffin@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>
Subject: RE: Hold: Four Harms

Graeme / Joe,

[redacted - Section 30(b)(ii)– free and frank exchange of views]

Sam

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

From: Anson S (Sam)
Sent: 01 March 2021 15:26
To: Thomson KAL (Ken) (Director-General) <Ken.Thomson@gov.scot>; Director of Outbreak Management <Directorofoutbreakmanagement@gov.scot>; Munro D (Dominic) <Dominic.Munro@gov.scot>; Rogers D (David) (Constitution and Cabinet Director) <David.Rogers@gov.scot>; Logan G (Graeme) <Graeme.Logan@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Leitch J (Jason) <Jason.Leitch@gov.scot>; Chief Medical Officer <CMO@gov.scot>; Gillespie G (Gary) <Gary.Gillespie@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; [redacted – section 38(1)(b) personal data]; [redacted – section 38(1)(b) personal data]; Chief Nursing Officer <CNO@gov.scot>; MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; Foggo R (Richard) <Richard.Foggo@gov.scot>; [redacted – section 38(1)(b) personal data]@cosla.gov.uk; [redacted – section 38(1)(b) personal data] (PUBLIC HEALTH SCOTLAND); Covid-19 Director <covid-19.director@gov.scot>
Cc: DG Health & Social Care <DGHSC@gov.scot>; DG Communities <DGCommunities@gov.scot>; DG Education & Justice <dgej@gov.scot>; DG Economy <DGEconomy@gov.scot>; DG Scottish Exchequer Mailbox <DGScottishExchequer@gov.scot>
Subject: RE: Hold: Four Harms

Colleagues,

To support this discussion later, please find attached a draft of the education section for the Cabinet paper. This is aligned with advice from this morning's sub-group meeting, which many of you will have seen but I've reattached here for ease of reference.

Please note that DFM has not yet seen the proposed material for the Cabinet paper, but it is based upon multiple discussions we have had with him in recent days.

Sam

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

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

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

Sent: 01 March 2021 11:26

To: Thomson KAL (Ken) (Director-General); Director of Outbreak Management; Munro D (Dominic); Rogers D (David) (Constitution and Cabinet Director); Logan G (Graeme); Director of Learning; Leitch J (Jason); Chief Medical Officer; Gillespie G (Gary); Tannahill C (Carol); Anson S (Sam); [redacted – section 38(1)(b) personal data]; Chief Nursing Officer; MacDougall A (Audrey); Foggo R (Richard); [redacted – section 38(1)(b) personal data]@cosla.gov.uk; [redacted – section 38(1)(b) personal data] (PUBLIC HEALTH SCOTLAND); Covid-19 Director

Cc: DG Health & Social Care; DG Communities; DG Education & Justice; DG Economy; DG Scottish Exchequer Mailbox

Subject: Hold: Four Harms

When: 01 March 2021 16:00-17:00 (UTC+00:00) Dublin, Edinburgh, Lisbon, London.

Where: Microsoft Teams Meeting

Good Morning

Apologies for sending this invite at such short notice.

Please hold this slot in your diaries for a Four Harms Meeting at **16:00 – 17:00 today**.

We will be in touch to confirm the agenda shortly.

Please note – **today's** Four Harms meeting is going ahead with a slightly reduced invitee list.

Kind regards

[redacted – section 38(1)(b) personal data] | Assistant Private Secretary to Ken Thomson | DG Constitution and External Affairs | Room 1E 16, St Andrew's House | 01312440243 | Email: dgcea@gov.scot

Microsoft Teams meeting

Ref 31

From: Anson S (Sam) <Sam.Ansongov.scot>
Sent: 01 March 2021 15:35
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>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Wilson M (Mick) <Mick.Wilson@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>; [redacted – section 38(1)(b) personal data]; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>
Cc: DG Education & Justice <dgej@gov.scot>; DG Communities <DGCommunities@gov.scot>
Subject: Education section for the 2nd March Cabinet Paper - 210301

All,

Many of you have already contributed to this in one guise or another (thank you!).

Can I now ask for final edits etc over the next hour or two before I put to DFM.

Graeme / Gayle / Alison / Lorna / Carol – I'm going to work on the basis that you're all content unless I hear to the contrary.

For info, I have also sent this to the 4H group ahead of a call with them at 4pm.

Thanks,

Sam

Sam Anson

Improvement, Attainment and Wellbeing Division
Learning Directorate
Scottish Government
[redacted – section 38(1)(b) personal data]

Ref 31 – Attachment

Education section for the Cabinet paper on Covid (2nd March 2021)

[Redacted - Draft section of Cabinet paper exempted under Section 29(1)(a) – formulation of government policy]

Ref 32

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

Sent: 01 March 2021 15:52

To: Director of Learning <DirectorofLearning@gov.scot>; [redacted – section 38(1)(b) personal data]; McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>; [redacted – section 38(1)(b) personal data]; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>

Cc: McAllister C (Colin) <Colin.McAllister@gov.scot>; Lloyd E (Elizabeth) <Elizabeth.Lloyd@gov.scot>

Subject: RE: Education section of FM statement

£375m is fine.

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

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

Sent: 01 March 2021 15:48

To: [redacted – section 38(1)(b) personal data]; McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>; Anson S (Sam) <Sam.Anon@gov.scot>; [redacted – section 38(1)(b) personal data]; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>

Cc: McAllister C (Colin) <Colin.McAllister@gov.scot>; Lloyd E (Elizabeth) <Elizabeth.Lloyd@gov.scot>

Subject: RE: Education section of FM statement

Thanks [redacted – section 38(1)(b) personal data] – please see my changes below.

Sam – please confirm the £375m figure.

From: [redacted – section 38(1)(b) personal data]

Sent: 01 March 2021 14:55

To: Director of Learning <DirectorofLearning@gov.scot>; McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>; Anson S (Sam) <Sam.Anon@gov.scot>; [redacted – section 38(1)(b) personal data]; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>

Cc: McAllister C (Colin) <Colin.McAllister@gov.scot>; Lloyd E (Elizabeth) <Elizabeth.Lloyd@gov.scot>

Subject: RE: Education section of FM statement

This is a further draft.

Draft speech redacted under Section 29(1)(a) – Formulation of Government policy.

Speech is as delivered: [Coronavirus \(COVID-19\) update: First Minister's statement - 2 March 2021 - gov.scot \(www.gov.scot\)](https://www.gov.scot/Coronavirus-COVID-19-update-First-Minister-s-statement-2-March-2021)

From: Director of Learning <DirectorofLearning@gov.scot>
Sent: 01 March 2021 14:13
To: McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>; [redacted – section 38(1)(b) personal data]; Anson S (Sam) <Sam.Anson@gov.scot>; [redacted – section 38(1)(b) personal data]; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Cc: McAllister C (Colin) <Colin.McAllister@gov.scot>; Lloyd E (Elizabeth) <Elizabeth.Lloyd@gov.scot>
Subject: RE: Education section of FM statement

Colleagues – thanks for the comments for [redacted – section 38(1)(b) personal data] so far (if you have not commented yet please do so).

[redacted – section 38(1)(b) personal data] – Ministers will shortly receive a note from the advisory sub-group on children's issues, which met this morning. We should build a couple of key points from their advice in to the FM's statement along with making a commitment to publish the scientific evidence and advice, which has informed the decision Cabinet has taken, later this week (as we did with phase 1 and assuming that cabinet accepts DFM's recommendation).

I think we also need to be very clear that all secondary school pupils will experience a combination of remote learning and in-school provision in the 2 or 3 weeks between the 15th of March and the start of the Easter holidays.

I will provide further comments when I see the next draft.

Thanks
Graeme.

From: McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>
Sent: 01 March 2021 13:45
To: [redacted – section 38(1)(b) personal data]; Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam) <Sam.Anson@gov.scot>; [redacted – section 38(1)(b) personal data]; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>
Cc: McAllister C (Colin) <Colin.McAllister@gov.scot>; Lloyd E (Elizabeth) <Elizabeth.Lloyd@gov.scot>
Subject: RE: Education section of FM statement

[redacted – section 38(1)(b) personal data]

Some amends from me.

Best wishes

Janie

From: [redacted – section 38(1)(b) personal data]
Sent: 01 March 2021 12:22
To: Director of Learning <DirectorofLearning@gov.scot>; Anson S (Sam) <Sam.Anson@gov.scot>; [redacted – section 38(1)(b) personal data]; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>

Cc: McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>; McAllister C (Colin) <Colin.McAllister@gov.scot>; Lloyd E (Elizabeth) <Elizabeth.Lloyd@gov.scot>
Subject: Education section of FM statement

This is a first shot at the school education part of FM's statement – it's pp5-9 of the attachment, and also pasted below.

[redacted – section 38(1)(b) personal data].

Draft speech redacted under Section 29(1)(a) – Formulation of Government policy.
Speech is as delivered: [Coronavirus \(COVID-19\) update: First Minister's statement - 2 March 2021 - gov.scot \(www.gov.scot\)](https://www.gov.scot/Content/relateddocuments/Coronavirus_COVID-19_update_First_Minister_s_statement_-_2_March_2021.pdf)

From: Director of Learning <DirectorofLearning@gov.scot>
Sent: 01 March 2021 10:11
To: Wilkins R (Richard) <Richard.Wilkins@gov.scot>; Anson S (Sam) <Sam.Anson@gov.scot>; [redacted – section 38(1)(b) personal data]; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>
Subject: Steer on FM statement

Development of draft speech redacted under Section 29(1)(a) – Formulation of Government policy.

Speech is as delivered: [Coronavirus \(COVID-19\) update: First Minister's statement - 2 March 2021 - gov.scot \(www.gov.scot\)](https://www.gov.scot/Content/relateddocuments/Coronavirus_COVID-19_update_First_Minister_s_statement_-_2_March_2021.pdf)

Ref 33

From: Anson S (Sam) <Sam.Anson@gov.scot>
Sent: 01 March 2021 16:05
To: Nicholson J (John) <John.Nicholson@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>
Subject: RE: Education section for the 2nd March Cabinet Paper - 210301

Both – if contentious, I will keep out.

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

From: Nicholson J (John) <John.Nicholson@gov.scot>
Sent: 01 March 2021 16:04
To: Drought A (Andrew) <Andrew.Drought@gov.scot>; Anson S (Sam) <Sam.Anson@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>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Wilson M (Mick) <Mick.Wilson@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Armstrong A (Alan)

<Alan.Armstrong@educationscotland.gov.scot>; Bray O (Ollie)
<Ollie.Bray@educationscotland.gov.scot>; McManus J (Janie)
<Janie.McManus@educationscotland.gov.scot>; [redacted – section 38(1)(b) personal data];
Pooley L (Linda) Dr <Linda.Pooley@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG
<CERG@gov.scot>; O'Connor N (Niamh) <Niamh.O'Connor@gov.scot>; McLaughlin C (Christine)
<Christine.McLaughlin@gov.scot>; Covid-19 Director <covid-19.director@gov.scot>; [redacted –
section 38(1)(b) personal data]
Cc: DG Education & Justice <dgej@gov.scot>; DG Communities <DGCommunities@gov.scot>
Subject: RE: Education section for the 2nd March Cabinet Paper - 210301

Andy

I think that I would prefer to put the advice to Ministers first and get their views, rather than trail the essence of a proposal with Cabinet in parallel. Nothing wrong with the text itself, would just like to get the order/consideration of this right.

Thanks,

John

John Nicholson

Deputy Director
Testing and Contact Tracing Policy Division
COVID Public Health Directorate
Scottish Government

Tel: 0131 244 2873

[redacted – section 38(1)(b) personal data]

E-mail: john.nicholson@gov.scot

[redacted – section 38(1)(b) personal data]

P Please consider the environment before printing this e-mail

From: Drought A (Andrew) <Andrew.Drought@gov.scot>

Sent: 01 March 2021 15:56

To: Anson S (Sam) <Sam.Ansongov.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>; Director of Advanced Learning and Science

<DirectorofAdvancedLearningandScience@gov.scot>; Tannahill C (Carol)

<Carol.Tannahill@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Wilson M

(Mick) <Mick.Wilson@gov.scot>; Morrison E (Elizabeth) (Education Scotland)

<Elizabeth.Morrison2@gov.scot>; Armstrong A (Alan)

<Alan.Armstrong@educationscotland.gov.scot>; Bray O (Ollie)

<Ollie.Bray@educationscotland.gov.scot>; McManus J (Janie)

<Janie.McManus@educationscotland.gov.scot>; [redacted – section 38(1)(b) personal data];

Pooley L (Linda) Dr <Linda.Pooley@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG

<CERG@gov.scot>; Nicholson J (John) <John.Nicholson@gov.scot>

Cc: DG Education & Justice <dgej@gov.scot>; DG Communities <DGCommunities@gov.scot>

Subject: RE: Education section for the 2nd March Cabinet Paper - 210301

Thanks, Sam.

Not sure if we need anything additional on testing in this (it may be better simply to cover it off under the advice I will send to Ministers this afternoon, and the briefing pack), but in case helpful I have drafted some text in the attached. Copying to John Nicholson who would need to be comfortable with this given impact on wider testing programme and allocations, etc. If easier to leave this out at this stage then I'm perfectly happy with that.

Thanks,

Andy.

Andy Drought

Deputy Director, Workforce, Infrastructure and Reform
Learning Directorate
2B North Victoria Quay
Edinburgh
[redacted – section 38(1)(b) personal data]
Email: andrew.drought@gov.scot

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

Sent: 01 March 2021 15:35

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>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Wilson M (Mick) <Mick.Wilson@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>; [redacted – section 38(1)(b) personal data]; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>
Cc: DG Education & Justice <dgej@gov.scot>; DG Communities <DGCommunities@gov.scot>
Subject: Education section for the 2nd March Cabinet Paper - 210301

All,

Many of you have already contributed to this in one guise or another (thank you!).

Can I now ask for final edits etc over the next hour or two before I put to DFM.

Graeme / Gayle / Alison / Lorna / Carol – I'm going to work on the basis that you're all content unless I hear to the contrary.

For info, I have also sent this to the 4H group ahead of a call with them at 4pm.

Thanks,

Sam

Sam Anson

Improvement, Attainment and Wellbeing Division
Learning Directorate
Scottish Government
[redacted – section 38(1)(b) personal data]

Ref 34

From: Anson S (Sam) <Sam.Anon@gov.scot>
Sent: 01 March 2021 16:47
To: [redacted – section 38(1)(b) personal data]
Subject: RE: Phase 2 of the schools return

That would be great – thanks.

Sam Anson | Improvement, Attainment and Wellbeing Division | Learning Directorate |
[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]
Sent: 01 March 2021 16:38
To: Anson S (Sam) <Sam.Anon@gov.scot>; [redacted – section 38(1)(b) personal data]
Subject: RE: Phase 2 of the schools return

Hi both
Happy to draft a letter based on previous formats.
[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | Education Recovery | Improvement, Attainment and Wellbeing Division | Learning Directorate | Scottish Government |
[redacted – section 38(1)(b) personal data]

From: Anson S (Sam) <Sam.Anon@gov.scot>
Sent: 01 March 2021 12:35
To: [redacted – section 38(1)(b) personal data]
Subject: RE: Phase 2 of the schools return

Would it be worth thinking about that correspondence this pm to get ahead of the curve tomorrow?

Sam Anson | Improvement, Attainment and Wellbeing Division | Learning Directorate |
[redacted – section 38(1)(b) personal data]

From: Anson S (Sam)
Sent: 01 March 2021 12:34
To: [redacted – section 38(1)(b) personal data]
Cc: [redacted – section 38(1)(b) personal data]
Subject: RE: Phase 2 of the schools return

I'll be finalising the paper in the next couple of hours and will share for final sign-off.

Advice from the sub-group will also circulate shortly.

Please could you offer some high-level briefing to [redacted – section 38(1)(b) personal data] to add to the FM's pack for tomorrow. There'll be the usual in terms of NR, a letter to LA etc.

Sam

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]
Sent: 01 March 2021 12:20
To: Anson S (Sam) <Sam.Anon@gov.scot>
Cc: [redacted – section 38(1)(b) personal data]
Subject: FW: Phase 2 of the schools return

Hi Sam,

Following Friday, just checking if a cabinet paper has gone to DFM or is likely to go. Also, in anticipation of a possible announcement, just looking to check if any additional mitigation measures are likely to be included in guidance for senior phase pupils returning to school. Also helpful to know if anything relevant has come out of discussions with clinicians – particularly if any views have been expressed on the timing of testing for senior phase pupils returning to school/college.

Not sure if you have anything planned yet, but how will tomorrow's announcement be communicated to schools? If you can let me know, we can factor that in to our plans to communicate to colleges.

Thanks,

[redacted – section 38(1)(b) personal data]

From: Anson S (Sam) <Sam.Anon@gov.scot>
Sent: 26 February 2021 13:45

For continuation of email chain SEE REF 11 above

Ref 35

From: Anson S (Sam) <Sam.Anon@gov.scot>
Sent: 01 March 2021 16:51
To: Wilson M (Mick) <Mick.Wilson@gov.scot>
Subject: RE: Education section for the 2nd March Cabinet Paper - 210301

[Redacted - Section 29(1)(a) – formulation or development of government policy]

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

From: Anson S (Sam)
Sent: 01 March 2021 16:50
To: Wilson M (Mick) <Mick.Wilson@gov.scot>
Subject: RE: Education section for the 2nd March Cabinet Paper - 210301

[Redacted - Section 29(1)(a) – formulation or development of government policy]

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate |
[redacted – section 38(1)(b) personal data]

From: Wilson M (Mick) <Mick.Wilson@gov.scot>
Sent: 01 March 2021 16:35
To: Anson S (Sam) <Sam.Ansongov.scot>
Subject: RE: Education section for the 2nd March Cabinet Paper - 210301

Think the bullet (towards foot of Page 2) should reads:

- Acceptance that evidence of significant community transmission or a sustained increase in cases in the lead-in to the checkpoint should result in plans for phase 2 being postponed; and that action should also be taken post-hoc on the basis of lag data of concern

There, that's value added for you....

M

Mick Wilson
Deputy Director, Education Analysis
[redacted – section 38(1)(b) personal data]

From: Anson S (Sam) <Sam.Ansongov.scot>
Sent: 01 March 2021 15:35
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>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Wilson M (Mick) <Mick.Wilson@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>; [redacted – section 38(1)(b) personal data]; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>
Cc: DG Education & Justice <dgej@gov.scot>; DG Communities <DGCommunities@gov.scot>
Subject: Education section for the 2nd March Cabinet Paper - 210301

All,

Many of you have already contributed to this in one guise or another (thank you!).

Can I now ask for final edits etc over the next hour or two before I put to DFM.

Graeme / Gayle / Alison / Lorna / Carol – I'm going to work on the basis that you're all content unless I hear to the contrary.

For info, I have also sent this to the 4H group ahead of a call with them at 4pm.

Thanks,

Sam

Sam Anson

Improvement, Attainment and Wellbeing Division

Learning Directorate

Scottish Government

[redacted – section 38(1)(b) personal data]

Ref 36 – Attachment – same as Ref 31 attachment

Ref 37

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

Sent: 02 March 2021 07:46

To: [redacted – section 38(1)(b) personal data]

Cc: [redacted – section 38(1)(b) personal data]

Subject: RE: Advisory sub-group on education and children's issues: note following meeting this morning

Thanks [redacted – section 38(1)(b) personal data], and a mea culpa on the late sight (apologies).

Is there anything we can / should be doing here? Happy to get a quick chat this morning if that would be useful,

Sam

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate |
[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]

Sent: 01 March 2021 20:47

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

Cc: [redacted – section 38(1)(b) personal data]

Subject: RE: Advisory sub-group on education and children's issues: note following meeting this morning

Hi Sam,

[legal advice redacted under Section 36(1) – confidentiality of communications]

Thanks,

[redacted – section 38(1)(b) personal data]

PS: Copying [redacted – section 38(1)(b) personal data], but please note that she is away until later this week.

[redacted – section 38(1)(b) personal data] | Solicitor | School Education Branch | Children, Families & Education Division | Scottish Government Legal Directorate | Area 1-H (North) | Victoria Quay | Edinburgh | EH6 6QQ | [redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data]

This correspondence is from the Scottish Government Legal Directorate. To the extent that it may contain legal advice, it is legally privileged and therefore may be exempt from disclosure under the Freedom of Information (Scotland) Act 2002 or the Environmental Information (Scotland) Regulations 2004.

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

Sent: 01 March 2021 18:54

To: [redacted – section 38(1)(b) personal data]

Subject: FW: Advisory sub-group on education and children's issues: note following meeting this morning

Sam Anson | Improvement, Attainment and Wellbeing Division| Learning Directorate | [redacted – section 38(1)(b) personal data]

From: Anson S (Sam)

Sent: 01 March 2021 18:53

For continuation of email chain SEE REF 6 ABOVE

Ref 38

From: [redacted – section 38(1)(b) personal data]

Sent: Wed 03/03/2021 13:31

To: Morrison E (Elizabeth) (Education Scotland) Elizabeth.Morrison2@gov.scot

Subject: RE: URGENT

Yes, but the safer schools guidance may be a further reducing risks paper with the full refresh to be done over Easter, I think.

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] National Improvement Framework Unit| Learning Directorate | Scottish Government | Area 2C North | Victoria Quay, Edinburgh EH6 6QQ | [redacted – section 38(1)(b) personal data]

From: Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>
Sent: 03 March 2021 13:13
To: [redacted – section 38(1)(b) personal data]
Subject: URGENT

Is this what we agreed?

GL wants update to go to DFM re what and when we are proposing
Sub-group advice today
ES advice with one pager as annex as we discussed today
Safer schools guidance next week
OK with this and i will send DFM an email

Kindest regards,
Elizabeth

Elizabeth Morrison | Deputy Director (Interim) | Learning Directorate | Scottish Government

[redacted – section 38(1)(b) personal data]

Ref 39

From: [redacted – section 38(1)(b) personal data]
Sent: Mon 01/03/2021 12:56
To: [redacted – section 38(1)(b) personal data]
Subject: FW: next version

Attachment: 210301 – DFM Submission – FM statement draft.docx

For info, will be drafted again this afternoon

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | National Improvement Framework Unit| Learning Directorate | Scottish Government | Area 2C North | Victoria Quay, Edinburgh EH6 6QQ |
[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]
Sent: 01 March 2021 11:59
To: Anson S (Sam) <Sam.Ansongov.scot>
Subject: next version

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | National Improvement Framework Unit| Learning Directorate | Scottish Government | Area 2C North | Victoria Quay, Edinburgh EH6 6QQ | [redacted – section 38(1)(b) personal data]

Ref 39 - Attachment

Education section for the Cabinet paper on Covid (2nd March 2021)

[Redacted - Developmental draft of Cabinet paper exempted under Section 29(1)(a) – formulation of government policy]

Ref 40

Email chain: Phased return

[redacted – Section 30(b)(ii) – free and frank exchange of views]

Ref 41

From: [redacted – section 38(1)(b) personal data]

Sent: 04 March 2021 06:53

To: [redacted – section 38(1)(b) personal data]; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; [redacted – section 38(1)(b) personal data]

Cc: [redacted – section 38(1)(b) personal data]; First Minister FMQs

<FirstMinisterFMQs@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; [redacted – section 38(1)(b) personal data]; Wilson M (Mick) <Mick.Wilson@gov.scot>

Subject: RE: School safety FMQ - Updates by asap

Good morning [redacted – section 38(1)(b) personal data]

Please find attached updated FMQ. I have refreshed the lines to make sure all references are to the appropriate published evidence, added more detailed summary of 3 March publication (as per my note last night) to the very end of the Note and highlighted one reference on page 1; I do not think we have said publically that the checkpoint will be 11 March. I believe it was removed from the FM announcement on Tuesday and I do not think it has been referenced anywhere else since. I'm around until 9am then offline in training until 12 noon but have copied Elizabeth and Judith in to this in case there are any last minute changes required to the Adv Sub Gp references.

Thanks

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | Education Recovery | Improvement, Attainment and Wellbeing Division | Learning Directorate | Scottish Government | [redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]
Sent: 03 March 2021 20:00
To: [redacted – section 38(1)(b) personal data]; Wilson M (Mick) <Mick.Wilson@gov.scot>
Cc: [redacted – section 38(1)(b) personal data]; First Minister FMQs <FirstMinisterFMQs@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; [redacted – section 38(1)(b) personal data]
Subject: RE: School safety FMQ - Updates by asap

Hi [redacted – section 38(1)(b) personal data],

Thanks for this. I can actually get an update to FM first thing, so if you can edit the attached version of the FMQ and get it back to me for 08:00 latest in the morning I can swap it back into the pack.

Let me know if that works.

[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]
Sent: 03 March 2021 19:11
To: [redacted – section 38(1)(b) personal data]; Wilson M (Mick) <Mick.Wilson@gov.scot>
Cc: [redacted – section 38(1)(b) personal data]; First Minister FMQs <FirstMinisterFMQs@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; [redacted – section 38(1)(b) personal data]
Subject: RE: School safety FMQ - Updates by asap
Importance: High

Hi [redacted – section 38(1)(b) personal data]
Please find attached 2pg summary of the Sub Gp advice published today. If possible I would like to re-edit the FMQ to incorporate this properly.
[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | Education Recovery | Improvement, Attainment and Wellbeing Division | Learning Directorate | Scottish Government |
[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]
Sent: 03 March 2021 18:18
To: Wilson M (Mick) <Mick.Wilson@gov.scot>; [redacted – section 38(1)(b) personal data]
Cc: [redacted – section 38(1)(b) personal data]; First Minister FMQs <FirstMinisterFMQs@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; [redacted – section 38(1)(b) personal data]
Subject: RE: School safety FMQ - Updates by asap

Thanks for acknowledging. FM has the wider school safety brief so it will need to be a scalp of the publication from today

[redacted – section 38(1)(b) personal data]

From: Wilson M (Mick) <Mick.Wilson@gov.scot>
Sent: 03 March 2021 18:14
To: [redacted – section 38(1)(b) personal data]
Cc: [redacted – section 38(1)(b) personal data]; First Minister FMQs <FirstMinisterFMQs@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; [redacted – section 38(1)(b) personal data]
Subject: RE: School safety FMQ - Updates by asap

I'm around [redacted – section 38(1)(b) personal data]

We'll try and sort something asap, [redacted – section 38(1)(b) personal data]
M

Mick Wilson
Deputy Director, Education Analysis
[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]
Sent: 03 March 2021 18:10
To: [redacted – section 38(1)(b) personal data]; Wilson M (Mick) <Mick.Wilson@gov.scot>; [redacted – section 38(1)(b) personal data]
Cc: [redacted – section 38(1)(b) personal data]; First Minister FMQs <FirstMinisterFMQs@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; [redacted – section 38(1)(b) personal data]
Subject: RE: School safety FMQ - Updates by asap

Adding [redacted – section 38(1)(b) personal data] as per Mick's out of office

[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]
Sent: 03 March 2021 18:09
To: [redacted – section 38(1)(b) personal data]; Wilson M (Mick) <Mick.Wilson@gov.scot>
Cc: [redacted – section 38(1)(b) personal data]; First Minister FMQs <FirstMinisterFMQs@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; [redacted – section 38(1)(b) personal data]
Subject: RE: School safety FMQ - Updates by asap

Hi [redacted – section 38(1)(b) personal data], (also adding Mick as OoH cover),

I have just seen that we have published further recommendations this afternoon - <https://www.gov.scot/publications/coronavirus-covid-19-advisory-sub-group-on-education-and-childrens-issues---phased-return-to-in-person-learning-in-schools-and-elc-settings---next-steps/>

I'm not seeing us reference this in the brief. I'm about to go into prep so don't have time to update now. However, can you provide some additional briefing on this publication as a standalone note.

Ideally we'll need this for later on this evening please. Can you also acknowledge receipt?

Many thanks

[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]

Sent: 03 March 2021 15:34

To: [redacted – section 38(1)(b) personal data]

Cc: [redacted – section 38(1)(b) personal data]; First Minister FMQs

<FirstMinisterFMQs@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG

<CERG@gov.scot>

Subject: FW: School safety FMQ - Updates by 15:30

Hi [redacted – section 38(1)(b) personal data]

I have updated the FMQ brief on a couple of issues and included reference to the PHS publication in the issues box. This is part of a weekly publication by PHS so I have not added any additional lines – but definitely can do if you think they are needed for FMQs?

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | Education Recovery | Improvement, Attainment and Wellbeing Division | Learning Directorate | Scottish Government |

[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]

Sent: 03 March 2021 12:50

To: [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>

Cc: First Minister FMQs <FirstMinisterFMQs@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: School safety FMQ - Updates by 15:30

Hi [redacted – section 38(1)(b) personal data],

I am aware that Cab Sec health referred to some PHS stats on the first couple of weeks of the return to school. Please could you update the attached version of the school safety brief to include these and return to us for 15:30?

Many thanks

[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]

Sent: 02 March 2021 10:35

To: [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>

Cc: First Minister FMQs <FirstMinisterFMQs@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: School safety FMQ - Updates by 10am tomorrow

Importance: High

Dear All

With apologies for the delay. I think this should be up to date re media coverage and the main points in FM statement today but please let me know if there's anything you want me to expand on or clarify.

Thanks

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | Education Recovery | Improvement, Attainment and Wellbeing Division | Learning Directorate | Scottish Government |

[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]

Sent: 02 March 2021 10:10

To: [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>

Cc: First Minister FMQs <FirstMinisterFMQs@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: School safety FMQ - Updates by 10am tomorrow

No problem – keep us posted. Understand we have a decision from Cabinet now too

[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]

Sent: 02 March 2021 10:07

To: [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>

Cc: First Minister FMQs <FirstMinisterFMQs@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: School safety FMQ - Updates by 10am tomorrow

Hi there

FMQ on its way but it is stuck on eRDM for the moment

Going to log off/on again

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | Education Recovery | Improvement, Attainment and Wellbeing Division | Learning Directorate | Scottish Government |

[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]

Sent: 02 March 2021 08:54

To: [redacted – section 38(1)(b) personal data]; CERG <CERG@gov.scot>; [redacted – section 38(1)(b) personal data]

Cc: First Minister FMQs <FirstMinisterFMQs@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: School safety FMQ - Updates by 10am tomorrow

Morning [redacted – section 38(1)(b) personal data],

Sorry to add to the chain again, but could you also cover the UKG's testing announcement of last night? I think Andy put a paper to Ministers on it so you can hopefully quarry from that.

Many thanks

[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]

Sent: 02 March 2021 08:20

To: CERG <CERG@gov.scot>; [redacted – section 38(1)(b) personal data]

Cc: First Minister FMQs <FirstMinisterFMQs@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: School safety FMQ - Updates by 10am tomorrow

Morning [redacted – section 38(1)(b) personal data],

Sorry to add to the updates but can you cover this from the EIS please:

Metro (Scotland) 5 **Union calls for teachers to get jab as 5k sign petition** ALMOST 5,000 people have signed a petition calling for Scotland's teachers to be prioritised for the vaccine's. The petition was launched on Friday by the EIS teaching union, with a letter sent to Nicola Sturgeon yesterday calling for a rethink after 'The Scottish government announced it did not intend to prioritise school staff. EIS general secretary Larry Flanagan wrote: 'In omitting to vaccinate teachers, the government will have failed to

Thanks,

[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]

Sent: 01 March 2021 15:54

To: CERG <CERG@gov.scot>; [redacted – section 38(1)(b) personal data]

Cc: First Minister FMQs <FirstMinisterFMQs@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: School safety FMQ - Updates by 10am tomorrow

Hi [redacted – section 38(1)(b) personal data], colleagues,

Thanks for sending up the draft school safety FMQ. Conscious this will continue to be updated around cabinet decisions but meantime just wanted to come back with some initial comments as attached. Could you also update to cover press coverage below:

- Daily Record 8 **Fury on the frontlines TEACHERS**, police and shop workers were last night fuming at the decision not to prioritise them for the next phase of Covid jabs. The UK's Joint Committee on Vaccination and Immunisation (JCVI) yesterday announced the next phase of the roll-out should continue to target people by age. Unions had hoped the Scottish Government would ignore the JCVI advice and prioritise occupations most at risk of catching and spreading the (Saturday)
- Daily Record 28 **Pupils sent home in Covid outbreak PRIMARY** one and two classes at a city school have been told to self-isolate just days after they were given the green light to return. Staff and pupils at Gylemuir, in Corstorphine, have been sent home for 10 days after multiple cases were confirmed. It comes after a P1 class at Gilmerton were forced into isolation, along with a Carrick Knowe nursery class. A source said: "A P1 class including (Saturday)
- The Herald 4 **Four in five parents 'confident' schools can manage Covid risks** NEARLY 80 per cent of Scots parents are confident schools can manage Covid infection control safely, according to a study. Research carried out by Public Health Scotland (PHS) involving thousands of families also found that one-third of parents and

carers of children aged two to seven had wanted to access a health visitor or family nurse during lockdown but couldn't, while 13% would have liked to have seen a GP (Friday)
And the attached ONS study published today?

It would be helpful to get a further version back by 10am tomorrow with these updates – will that be doable?

Thanks,
[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] FM Covid Briefing Unit | Scottish Government |
5N.02 St Andrew's House, Edinburgh, EH1 3DG [redacted – section 38(1)(b) personal data]

All e-mails and attachments sent by a Ministerial Private Office to any other official on behalf of a Minister relating to a decision, request or comment made by a Minister, or a note of a Ministerial meeting, must be filed appropriately by the recipient. Private Offices do not keep official records of such e-mails or attachments.

ISSUE (3 March) - PHS publishing data today showing results from the first two weeks of lateral flow tests for school staff and S4-6 pupils in school.

- During that time, more than 36,000 staff and 3,000 pupils took tests.
- Very few positive tests. Confirmed cases – which were all among school staff
- Highlights benefit of testing even when there are no symptoms

ISSUE (2 March) – You announced the re-opening of schools in your parliamentary statement.

ISSUE (1 March) - Herald quotes Larry Flanagan of EIS as saying “it seems short-sighted ... not to utilise the vaccination tool to ensure continuity of education – an action at odds with the political rhetoric about the importance of education to the lives of our young people”

ISSUE (1 March) - COVID-19 School Infection Survey of pupils and staff in 121 schools in 15 Local Authorities in England. Key findings corroborate previous study: there is no evidence of any difference between school staff and the wider workforce in terms of risk of infection from COVID-19

ISSUE (1 March) - Daily Record reports teachers, police and shop workers ‘fuming’ at the decision not to prioritise them for the next phase of Covid jobs.

ISSUE (1 March) - Daily Record reports P1&2 staff and pupils at Gylemuir, in Corstorphine, sent home for 10 days after previous P1 class at Gilmerton and Carrick Knowe nursery.

ISSUE (1 March) - The Herald covers PHS study showing nearly 80 per cent of Scots parents are confident schools can manage Covid infection control safely.

Our aim is for all children and young people to be back in school full-time after the Easter holidays

- This remains subject to ongoing monitoring of data and evidence.
- P4-P7 pupils will return full-time from 15 March, ahead of Easter.
- High quality remote learning will continue, as will in-school practical work for qualifications and in-school provision for keyworker and vulnerable young people across S1-S6.
- S4-6 pupils completing national qualifications will be prioritised for in-school time in order to deliver the Alternative Certification Model that has been developed. Course content with practical learning and teaching that can only be done in-school will be prioritised.
- Local approaches will vary, and schools are empowered and encouraged to put in place the arrangements which best meet the needs of the young people in their care. Guidance will be published on 8 March.
- They will be asked to maximise the time provided in-school whilst adhering to the current need for 2m physical distancing on each secondary school campus.
- This is, as ever, subject to checkpoints [first on 11 March – not in public domain] to ensure data is supportive ahead Phase 2 and full return following the Easter holidays

- Scientific advice on which this decision was published on 3 March.

The phased approach to return reflects the balance of harms and the latest clinical and scientific advice from Advisory sub Group (3 March)

- This phased approach is consistent with the priorities agreed with C-19 Education Recovery Group (CERG) and reflects advice from the Advisory Sub-Group on Education and Children's Issues.
- Our aim remains to safely maximise the number of children and young people who are learning in schools as long as it remains low-risk.
- We must continue minimising the wider social activity when schools and early learning settings are open.
- We look at transmission and wider impacts of the current restrictions on children and families to inform fortnightly reviews.
- The sub-group has considered evidence from SAGE and the New and Emerging Respiratory Virus Threats Advisory Group (NERVTAG).
- It also examines evidence from Public Health Scotland and Public Health England, wider published evidence and international experience.
- We work with partners, including the Education Recovery Group – which includes a range of key stakeholders - to ensure schools have the advice and guidance they need to ensure they operate safely.

The decision not to return all pupils immediately reflects the cautious approach advised by the Advisory Sub Group on education and children's issues (3 March)

- Given the potential for transmission in the community, the sub-group advice is to remain cautious.
- This decision reflects a necessary balance between the benefits of children and young people being able to attend school and the critical need to continue to suppress the virus.
- PHS data, published every week shows that children make up 17% of the population but comprise 10% of Covid cases, including of the new variant.
- To date, only around 1% of children aged 2-17 years have tested positive

We published data yesterday showing how low the prevalence of the virus is in schools.

- This data drew on results from the first two weeks in which lateral flow tests were available for teachers, and the small number of secondary school students who were in school.
- During that time, more than 36,000 staff and 3,000 pupils took tests.
- Very few of these tests were positive.
- The additional cases which were identified – which were all among teachers – show once again how testing can help people to find out if they have Covid, even when they do not have symptoms.

Children continue to show comparatively lower rates of positive infection

- Current evidence is that children and adolescents have lower susceptibility to COVID-19.
- They have an odds ratio of 0.56 for being an infected contact compared with adults.
- Contact tracing studies indicate that the risk of a child being infected from a case in their household is approximately half the risk for an adult.
- Asymptomatic cases can still be infectious, but they are generally significantly less likely to transmit the virus than symptomatic cases.
- We will continue to keep the scientific evidence under review.

The decision to ask secondary pupils to maintain a 2 metre distance reflects advice from the advisory sub-group on education (3 March)

- The group recommended this physical distancing for secondary-aged pupils and that this should continue to be in place for staff in secondary schools.
- In line with guidance for public transport, it is not necessary to have 2 metre distancing on school transport for secondary pupils, but distancing between pupils should be encouraged wherever possible.
- Physical distancing in primary schools remains unchanged.
- Primary school staff should continue to observe 2 metre distancing with adults not from the same household.
- There should also be 2 metre distancing between adults and primary aged children, wherever possible.

The Advisory Sub Group on Education and Children's Issues updated advice on school transport, outdoor learning, community transmission, the impact of school closures and staff safety and well-being

ISSUE: 3 MARCH: Advisory sub-group publishes advice on Phase 2. Key points: Advise a cautious, staged approach to the easing of restrictions with sufficient time to assess the impacts of each phase
It is too soon to say anything about the impact of Phase 1 return (22 February) on case numbers and transmission
Planning for Phase 2 should proceed subject to a final decision checkpoint as close to the indicative date of 15 March as is feasible.

Should a Phase 2 return take place from 15 March the sub-group's advice is:

- to include pupils in primaries 4 to 7 on a full-time basis, and a mixture of limited part-time return and remote learning for all secondary age pupils.
- to support the wider health and wellbeing of all pupils, while maintaining the continuity of learning and teaching, including the quality of remote learning for secondary age pupils.

- Dependent on continued progress in reducing incidence, prevalence and test positivity; rapid roll-out of vaccination;
- continued reinforcement of compliance with physical distancing, hand and respiratory hygiene, face coverings and zero-tolerance to symptoms, remain crucial.

The sub-group advises that the following principles should be applied to underpin the decision

- a commitment to retaining R below 1
- plans for phase 2 should be postponed if there is evidence of significant community transmission or a sustained increase in cases in the lead-in to the checkpoint; action should also be taken post-hoc on the basis of lag data on concern
- if rates plateau, consider the level in relation to the SG Strategic Framework and the WHO position that indicates a country has the epidemic under control
- an ongoing commitment to an approach that addresses and minimises inequalities.

Advice published on 12 Feb on mitigations remains in place on distancing, face coverings, ventilation and compliance with all mitigations

- 2 metre physical distancing should continue to be applied within school buildings, between secondary-aged pupils, between pupils and staff, and between staff.
- Face coverings should continue to be worn throughout the day by secondary age pupils and staff.
- Greater emphasis should be placed on ventilation, by keeping windows and doors open as much as possible
- Continued emphasis on hand and respiratory hygiene, and on thorough daily cleaning of the school environment will be required.
- Clear communication about the importance of wider compliance with restrictions (including around and beyond the school estate), and about the criticality of being alert to symptoms and being tested and isolating as per guidance.
- There may be value in extending lateral flow device (LFD) testing to all secondary age pupils, in some circumstances, for example in areas of higher prevalence.
- The sub-group advises no change to the current mitigations as they apply to ELC and primary school settings
- The sub-group advises that school aged childcare provision may recommence at the same time as schools move to phase 2.
- Schools, ELC settings and Local Authorities/Boards should place very high priority on reinforcing the mitigations.

School transport has not been cited as a significant source of transmission so some relaxation of 2m distancing requirements can be supported

- Importance of ventilation and regular effective cleaning was emphasised
- Face coverings should be worn on school transport (as on public transport) and an approach whereby pupils sit on staggered seating would be sufficient mitigation

- Car sharing should continue to be discouraged.

The Advisory sub group supports an emphasis on outdoor learning

- outdoor activity should be undertaken as much as possible as we progress through the phases of return.
- physical distancing should be maintained where possible, but that the requirement for strict 2 metre distancing could be relaxed when young people are outdoors for the purpose of outdoor activities and learning.

Ref 42

From: [redacted – section 38(1)(b) personal data]

Sent: 03 March 2021 19:11

To: [redacted – section 38(1)(b) personal data]; Wilson M (Mick) <Mick.Wilson@gov.scot>

Cc: [redacted – section 38(1)(b) personal data]; First Minister FMQs

<FirstMinisterFMQs@gov.scot>; [redacted – section 38(1)(b) personal data]; CERG

<CERG@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; [redacted – section 38(1)(b) personal data]

Subject: RE: School safety FMQ - Updates by asap

Importance: High

Hi [redacted – section 38(1)(b) personal data]

Please find attached 2pg summary of the Sub Gp advice published today. If possible I would like to re-edit the FMQ to incorporate this properly.

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | Education Recovery | Improvement, Attainment and Wellbeing Division | Learning Directorate | Scottish Government |

[redacted – section 38(1)(b) personal data]

The Advisory Sub Group on Education and Children’s issues publishes updated advice on 3 March to inform Phase 2

ISSUE: 3 MARCH: The updated sub group:

- Advise a cautious, staged approach to the easing of restrictions with sufficient time to assess the impacts of each phase
- State it is too soon to say anything about the impact that the Phase 1 return (from 22 February) will have on case numbers and transmission
- Planning for Phase 2 should proceed subject to a final decision checkpoint as close to the indicative date of 15 March as is feasible.

Should a Phase 2 return take place from 15 March the sub-group’s advice is:

- to include pupils in primaries 4 to 7 on a full-time basis, and a mixture of limited part-time return and remote learning for all secondary age pupils.
- This advice reflects the need to support the wider health and wellbeing of all pupils, while maintaining the continuity of learning and teaching, including the quality of remote learning for secondary age pupils.
- Ongoing progress in reducing incidence, prevalence and test positivity; rapid roll-out of vaccination; and continued reinforcement of compliance with physical distancing, hand and respiratory hygiene, face coverings and zero-tolerance to symptoms, remain crucial.

At the checkpoint, the sub-group advises that the following principles should be applied to underpin the decision:

- a commitment to retaining R below 1
- plans for phase 2 should be postponed if there is evidence of significant community transmission or a sustained increase in cases in the lead-in to the checkpoint; action should also be taken post-hoc on the basis of lag data on concern
- if rates plateau, consider the level in relation to the SG Strategic Framework and the WHO position that indicates a country has the epidemic under control
- an ongoing commitment to an approach that addresses and minimises inequalities.

Mitigations

The sub-group published updated advice on 12 February on the mitigations required to ensure a safe return to in-person learning for staff and pupils. That advice remains relevant and is summarised as follows:

- 2 metre physical distancing should continue to be applied within school buildings, between secondary-aged pupils, between pupils and staff, and between staff.
- Face coverings should continue to be worn throughout the day by secondary age pupils and staff.
- Greater emphasis should be placed on ventilation, by keeping windows and doors open as much as possible
- Continued emphasis on hand and respiratory hygiene, and on thorough daily cleaning of the school environment will be required.
- Clear communication about the importance of wider compliance with restrictions (including around and beyond the school estate), and about the criticality of being alert to symptoms and being tested and isolating as per guidance.
- There may be value in extending lateral flow device (LFD) testing to all secondary age pupils, in some circumstances, for example in areas of higher prevalence.

- The sub-group advises no change to the current mitigations as they apply to ELC and primary school settings
- The sub-group advises that school aged childcare provision may recommence at the same time as schools move to phase 2.
- Schools, ELC settings and Local Authorities/Boards should place very high priority on reinforcing the mitigations.

School Transport

- school transport has not been cited as a significant source of transmission so some relaxation of 2m distancing requirements can be supported
- importance of ventilation and regular effective cleaning was emphasise
- Face coverings should be worn on school transport (as on public transport) and an approach whereby pupils sit on staggered seating would be sufficient mitigation
- Car sharing should continue to be discouraged.

Outdoor learning

- the sub-group was very supportive of an increased emphasis on as much outdoor activity as possible as we progress through the phases of return and into sustained recovery.
- physical distancing should be maintained where possible, but that the requirement for strict 2 metre distancing could be relaxed when young people are outdoors for the purpose of outdoor activities and learning.

Ref 43

Relates to summary of February Strategic Framework – final version published at

[Coronavirus \(COVID-19\): Strategic Framework update - February 2021 - gov.scot \(www.gov.scot\)](https://www.gov.scot/Coronavirus-(COVID-19):-Strategic-Framework-update-February-2021)

From: [redacted – section 38(1)(b) personal data]

Sent: 03 March 2021 15:07

To: [redacted – section 38(1)(b) personal data]

Cc: [redacted – section 38(1)(b) personal data]

Subject: RE: Schools return-checking text

Hi [redacted – section 38(1)(b) personal data]

Thanks- some edits in the text below

Hopefully helpful

[redacted – section 38(1)(b) personal data] | [Education Recovery | Improvement, Attainment and Wellbeing Division](#) | [Learning Directorate](#) | [Scottish Government](#) |

[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data]

Sent: 03 March 2021 13:53

To: [redacted – section 38(1)(b) personal data]

Cc: [redacted – section 38(1)(b) personal data]

Subject: Schools return- checking text

Afternoon [redacted – section 38(1)(b) personal data],

We are producing a summary for APS to translate in to other languages/ formats, of the recently refreshed Coronavirus Strategic Framework. We added some text to this on yesterday's schools update- I just wanted to double check this summary was ok?

Thank you for your help.

Kind regards,

[redacted – section 38(1)(b) personal data]

- The Scottish Government has always made it clear that we will prioritise education and a phased return for Early Learning and Childcare and schools. That has already started **plans for** the next phase of **returning to in-school learning** will take place **from** 15 March. From that date - unless new evidence or new circumstances force us to reconsider - all children in primary 4 to 7 will go back to school on a full-time basis and all primary school children will be able to return to regulated childcare, **including breakfast and after-school clubs**.
- From 15 March, all secondary pupils will receive both high quality remote learning and some in-school teaching - with a clear expectation that all secondary school pupils will be back in school on a full-time basis after the Easter holidays.
- The phased approach to school return is firmly based on the expert advice that we have received. It is the best and also the most sustainable and enduring way to get as many children back to school as possible, as safely as possible

Ref 44

From: [redacted – section 38(1)(b) personal data]

Sent: 02 March 2021 08:09

To: Anson S (Sam) <Sam.Anon@gov.scot>; CERG <CERG@gov.scot>; [redacted – section 38(1)(b) personal data]

Cc: Learning Management Team <DLJUSTPLMT@gov.scot>

Subject: FM announcement on schools- Q&A and updated FMQ

Dear All

Please find attached draft Q&A to support the FM announcement today. Can colleagues please have a look at this ASAP and add any relevant Q&A on the most pressing issues likely to come up this afternoon/week.

'FM announcement - QandA - 2 March 2021' -

<https://erdm.scotland.gov.uk:8443/documents/A32260202/details>

I have also updated the FMQ on school safety if anyone has anything relevant from today's media to add before it goes back to ET/FMQ team at 10am

'School Safety - updated draft - 2 March 2021' -

<https://erdm.scotland.gov.uk:8443/documents/A32259667/details>

Thanks

[redacted – section 38(1)(b) personal data]

[redacted – section 38(1)(b) personal data] | Education Recovery | Improvement, Attainment and Wellbeing Division | Learning Directorate | Scottish Government |

[redacted – section 38(1)(b) personal data]

You've stressed the importance of equity, but surely this local variation will lead to a postcode lottery of provision?

- Aiming to maximise quality of learning dependent upon local circumstances
- Variation in estate, staff availability, capacity levels
- Quality of remote learning
- All will get some in-school time

How can you justify keeping schools closed to many pupil in communities with extremely low level of infection (e.g. some of the islands)?

- Need to remain prudent – not throw away hard work now
- Seen local levels of community transmission can increase quickly

Last time round blended learning models suggested pupils may only get one day a week in schools? How many days will secondary school pupils be in this time?

- Depend upon local circumstances
- Max time available, but also ensure high-quality remote learning
- Plus outdoor wellbeing programme

You've advocated 'data not dates', but this announcement comes just one week after phase 1 of schools being open. How do you know it will be safe?

- Checkpoint 11th
- Advanced planning notice to schools and LAs

With schools in England reopening fully from 8th March, why are we depriving Scottish CYP of a proper education?

- Need to remain cautious – clinician advice
- Doing as much as we can *safely*
- Quality remote learning – HMIE reports

Why aren't there any new safety mitigations?

[redacted – section 38(1)(b) personal data]

Why are we not prioritising school staff for the vaccine if reopening schools remains the number one priority?

[redacted – section 38(1)(b) personal data]

The UKG is rolling out LFD testing to all secondary school pupils and their families? why aren't we doing this?

- We are talking to the UK government about their plans for extending testing in school communities, and we are keeping the scope of our offer under review.
- We have noted the UK Government approach of allowing households/bubbles of school children and staff to order at-home testing kits.
- We are already adopting a targeted approach to asymptomatic testing in the wider community.

- We have already made asymptomatic PCR testing available to close contacts of confirmed cases, which will apply to the households of any pupils who are identified as cases in schools – this is not currently available in England.
- Asymptomatic testing is being made available via the community testing programme in areas of higher prevalence. We will encourage people (including those in school communities in relevant areas) to take advantage of this offer.
- Our programme of asymptomatic testing in schools focuses on senior pupils because the evidence suggests they are more likely to be infected with Covid than younger age groups.
- This was also what the Scottish Parliament voted for last year.
- We are discussing with the UK Government its approach to the S1-3 cohort, and the extent to which Scotland's allocation under the UK Testing programme would support testing for that group, if we judge it appropriate to do so.

You want all schools to reopen fully after Easter, but say that is contingent upon physical distancing requirements being relaxed. What happens if they can't be?

- We have a model that allows all CYP to be in schools for some of the time
- Quality remote learning
- But continue to review that, and work with clinicians to understand their advice

With the phase 3 checkpoint scheduled over the Easter holidays, does that mean another disrupted holiday period for hard-working and exhausted school staff?

- Look to offer as much notice as possible
- Recognise hard work etc
- Two in-service days

Will the phase 3 checkpoint allow the schools that return on 12th April to be given enough notice to do so?

Will independent schools be allowed to return full time?

- All secondary provision must observe 2m distancing and other mitigations to control transmission.
- There will be local variations with most pupils experiencing a mix of in school and remote learning.

Will there be enough schools buses to enable secondary pupils to travel to school?

- The relaxation of the physical distancing requirements to bring them in line with public transport will mean that more secondary school pupils will be able to travel using school buses. We will be working closely with local authorities and bus operators to ensure plans are in place for 15 March.

Ref 44 – Attachment 2 - 'School Safety - updated draft - 2 March 2021'

Included in Ref 41 Attachment

Ref 45 – attachment – same as Ref 5

Ref 46

From: Bain MB (Marion) <Marion.Bain@gov.scot>
Sent: 25 February 2021 12:56
To: Director of Learning <DirectorofLearning@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Anson S (Sam) <Sam.Akson@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>
Cc: Griffin J (Joe) <Joe.Griffin@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>; Caesar DH (David) <David.Caesar@gov.scot>; DCMO Health COVID19 <DCMOHealth.COVID19@gov.scot>; Sadler E (Elizabeth) <Elizabeth.Sadler@gov.scot>; Kleinberg D (Daniel) <Daniel.Kleinberg@gov.scot>
Subject: RE: Clinical advice on re-opening schools

Thank you Graeme

Carol and I have also spoken and as you know the Advisory Group will consider the additional questions that are being raised and provide advice based on the information and evidence that is available.

The extant clinical advice includes the need to carefully assess the impact of the initial decisions on partial school opening in order to inform further decisions, including any changes to the mitigations. We will of course be happy to continue to work with you and colleagues on providing our best clinical advice to facilitate further safe school opening.

On the question around R, you will also have seen that Gregor has responded to Paul's question on this in a separate email.

For your awareness, I will be on leave from the weekend for the next fortnight. My fellow DCMO Dave Caesar (copied in) will therefore be covering clinical advice in this area. I have also copied in Liz Sadler from the public health policy perspective.

Kind regards
Marion

Professor Marion Bain

**Interim Deputy Chief Medical Officer
Scottish Government**

[redacted – section 38(1)(b) personal data]

From: Director of Learning <DirectorofLearning@gov.scot>
Sent: 24 February 2021 17:15
To: Bain MB (Marion) <Marion.Bain@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Anson S (Sam) <Sam.Akson@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>
Cc: Griffin J (Joe) <Joe.Griffin@gov.scot>; Johnston P (Paul) <Paul.Johnston@gov.scot>
Subject: Clinical advice on re-opening schools

Marion, Carol

Firstly many thanks for everything you are continuing to do to provide us with expert advice and support on re-opening schools for children and young people. I know that this continues to be very intense. Following last night's call with DFM, I know that Carol is carefully considering what evidence and advice can be available to Ministers as per the timescales set out in Paul's email.

Please find below part of a note of a Ministerial meeting that I joined today (and in particular the highlighted text) and attached an extract from the UKG press conference on Monday. This provides evidence that the CMO in England supports the full re-opening of schools to all pupils on 8 March. Whilst guidance in England states that physical distancing should be observed where possible, the enhanced mitigations in secondary schools of twice weekly testing and use of face coverings at all times (at least until Easter) appear to have the support of clinical advisors, and strict 2m distancing is therefore not required.

The issue of strict 2m distancing in secondary schools in Scotland is probably the biggest single inhibitor of having more children back, more quickly.

Given that prevalence in Scotland is significantly lower in England overall, we are keen to understand why there is a difference in the clinical advice we are getting on these issues. Why is the addition of twice-weekly testing for staff/ senior phase pupils and potentially increased use of face covering not enough to enable a fuller return of secondary pupils in Scotland?

The note below suggests that the full return in England on 8 March could increase R by 10-50%, although I understand the some modelling done to support SAGE 81 suggests that this could be lower.

[Redacted – Section 28(1) – relations between UK administrations]

Ministers have asked us to consider ways of accelerating the phased re-opening of schools, and we will share a submission we are sending to Ministers, including potential options, so that we can get a clinical view. This is likely to include the following option:

15 March P4-7 full time and S1-6 part-time (so adding S1-3 part time to the model already discussed with education stakeholders, Cabinet and yourselves) followed by the aim of returning all pupils full-time after Easter, subject to continued reduction in the prevalence of the virus.

The above model would enable some degree of social distancing in secondary schools in the immediate period following the return on 15 March. Our ambition would be that post-Easter holidays, progress would be such that distancing would not be required (although still advisable where possible) to enable a full-time return for all secondary pupils.

Ultimately the decision on any acceleration of the phased return will be one for Cabinet.

I look forward to hearing your views.

Thanks again, Graeme.

Graeme Logan
Director of Learning

Scottish Government

[redacted – section 38(1)(b) personal data]

[Redacted - Summary of call with UK and Welsh Governments – Section 28(1) – relations between UK administrations]

Ref 47

From: Bain MB (Marion) <Marion.Bain@gov.scot>

Sent: 26 February 2021 14:23

To: Anson S (Sam) <Sam.Ansongov.scot>

Cc: DG Communities <DGCommunities@gov.scot>; DG Education & Justice <dgej@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Director for Children and Families <DirectorforChildrenandFamilies@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Wilson M (Mick) <Mick.Wilson@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; Tracey J (Judith) <Judith.Tracey@gov.scot>; DCMO Health COVID19 <DCMOHealth.COVID19@gov.scot>; Caesar DH (David) <David.Caesar@gov.scot>; Chief Medical Officer <CMO@gov.scot>; Smith G (Gregor) <Gregor.Smith@gov.scot>; Leitch J (Jason) <Jason.Leitch@gov.scot>; Chief Nursing Officer <CNO@gov.scot>; [redacted – section 38(1)(b) personal data]; DG Health & Social Care <DGHSC@gov.scot>; Sadler E (Elizabeth) <Elizabeth.Sadler@gov.scot>; Covid-19 Director <covid-19.director@gov.scot>

Subject: RE: Phase 2 of the schools return

Thanks Sam

Just following up in terms of the option which DFM has indicated he prefers for all S1-S6 to return on 15 March on a part time model including outdoor activities plus some in school education, with a check point ahead of final decision probably late in w/c 8 March.

Making decisions on this will of course be informed by further planned and more rounded discussions, but I am sharing some additional initial thoughts around the clinical advice to a reduced copylist, and including my senior clinical and public health colleagues.

There are several key factors here that will inform the clinical and public health advice:

- The importance of understanding and considering the impact on R and Covid-19 prevalence of this option (through modelling etc), alongside the importance of the final review of actual data and up to date evidence close to return date of 15 March before final decisions are made.
- Ensuring the above includes an understanding of the broader impact of return of more pupils on the activities of parents and others in society, beyond just children and young people attending school.
- Having assurance on the range of effective mitigations that we know reduce spread, and their effective delivery in schools to minimise risks of transmission.

- Ongoing appreciation by the senior clinicians of the wider health and well-being aspects for children and young people, and strong support for that, alongside needing to find safe and sustainable options given the threat the virus continues to present.

I hope that is useful and happy as always to clarify and discuss further where that would be helpful.

Kind regards
Marion

Professor Marion Bain

**Interim Deputy Chief Medical Officer
Scottish Government**

[redacted – section 38(1)(b) personal data]

From: Anson S (Sam) <Sam.Anson@gov.scot>
Sent: 26 February 2021 13:45
Subject: RE: Phase 2 of the schools return

For continuation of this email chain SEE REF 11 ABOVE

Ref 48

From: Director for Children and Families <DirectorforChildrenandFamilies@gov.scot>
Sent: 26 February 2021 10:01
To: Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>; Anson S (Sam) <Sam.Anson@gov.scot>
Cc: Minister for Children and Young People <MinisterCYP@gov.scot>; Minister for Further Education, Higher Education and Science <MinisterFEHES@gov.scot>; DG Communities <DGCommunities@gov.scot>; DG Education & Justice <dgej@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Cumming A (Alison) Early Learning & Childcare <Alison.Cumming@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Director of Advanced Learning and Science <DirectorofAdvancedLearningandScience@gov.scot>; Tannahill C (Carol) <Carol.Tannahill@gov.scot>; Morrison E (Elizabeth) (Education Scotland) <Elizabeth.Morrison2@gov.scot>; Wilson M (Mick) <Mick.Wilson@gov.scot>; Drought A (Andrew) <Andrew.Drought@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Armstrong A (Alan) <Alan.Armstrong@educationscotland.gov.scot>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; McManus J (Janie) <Janie.McManus@educationscotland.gov.scot>; Clement C (Craig) <Craig.Clement@educationscotland.gov.scot>; Pooley L (Linda) Dr <Linda.Pooley@gov.scot>; MacDougall A (Audrey) <Audrey.MacDougall@gov.scot>; [redacted – section 38(1)(b) personal data]; Bain MB (Marion) <Marion.Bain@gov.scot>; DCMO Health COVID19 <DCMOHealth.COVID19@gov.scot>; Caesar DH (David) <David.Caesar@gov.scot>; McAllister C (Colin) <Colin.McAllister@gov.scot>; Communications DFM & Education

<CommunicationsDFM&Education@gov.scot>

Subject: RE: Phase 2 of the schools return

Sam -

Some very quick feedback from the Children's Commissioner from last night which is relevant here. He was positive about the start of school return, but when we discussed his response to the refreshed framework he pushed the concern that "things remain really unclear" for kids in the S1-S4 age groups, because of the combination of restrictions on socialising, what he said was lack of clarity about what is "non-contact sport" (I'll pick up with colleagues separately) along with the fact that not everyone is interested in sport and, finally, that they don't know what's happening about schools return for them. He also raised, as we would expect, the mental health harms and whether we are giving this sufficient consideration in our decision-making.

I've attached for ease of reference a paper he provided in draft in advance of the framework refresh which may helpful for the socialisation/developmental points.

Michael

Michael Chalmers

Director for Children and Families
Scottish Government

0131 244 7852

[redacted – section 38(1)(b) personal data]

From: [redacted – section 38(1)(b) personal data] **On Behalf Of** Deputy First Minister and Cabinet Secretary for Education and Skills

Sent: 26 February 2021 08:37

Subject: RE: Phase 2 of the schools return

For continuation of this email chain SEE REF 11 ABOVE

Ref 48 – Attachment

Possible Revision of Covid Protection Level Guidance 17 February 2021

Draft Briefing Note from the Children and Young People's Commissioner Scotland.

[redacted – Section 30(b)(ii) – free and frank exchange of views. Draft briefing note shared in confidence]

ELC and Childcare Sector Recovery – Working Group (Excerpt)

Extraordinary Meeting 6 (EM6) – Microsoft Teams – 11:30 hours, 25 February 2021

Attendees

| | |
|---|---------------------------------|
| Representative Bodies | Scottish Government |
| CALA – Redacted under Section 38(1)(b) | Redacted under Section 38(1)(b) |
| EYS - Apologies | Redacted under Section 38(1)(b) |
| NDNA - Redacted under Section 38(1)(b) | Redacted under Section 38(1)(b) |
| SCMA - Redacted under Section 38(1)(b) | Redacted under Section 38(1)(b) |
| SOSCN - Redacted under Section 38(1)(b) | Redacted under Section 38(1)(b) |
| Care Inspectorate | Secretariat |
| Redacted under Section 38(1)(b) | Redacted under Section 38(1)(b) |
| COSLA | |
| Redacted under Section 38(1)(b) | |

1. Welcome and Apologies

Apologies from:

- EYS - Redacted under Section 38(1)(b)
- NDNA, Redacted under Section 38(1)(b)
- Care Inspectorate, Redacted under Section 38(1)(b) , although a note of welcome was extended to Redacted under Section 38(1)(b) who was attending for Redacted under Section 38(1)(b) on this occasion.
- Redacted under Section 38(1)(b)

2. Reflections on reopening of the ELC sector

- 2.1. Redacted under Section 38(1)(b) provided a brief update on the lifting of restrictions for the ELC and under school age childcare sector, and the continuation of the restricted availability of childcare in SAC settings for children of keyworkers and vulnerable children only. (The only setting in which other school-aged children can currently access formal childcare is with a childminder caring for fewer than 12 children.)
- 2.2. The COVID-19 Advisory Sub-Group on Education and Children’s reviewed the evidence on transmission and infection in Scotland at its meetings on 26 January and on 1 February, including the impact of the new variants of the virus. The decision to reopen was based on a very careful consideration of the risks and benefits. The sub-group also considered our risk mitigations in ELC at its meeting on 8 February but didn’t recommend any significant changes to the core package of mitigations. The approach remained cautionary, recognising amongst other matters the need for vigilance through compliance and the continuing need to strengthen approaches through mitigations and risk assessments.
- 2.3. The guidance for the childcare sector has been redrafted to reflect this and to strengthen some of the mitigations in response to feedback from the sector and on outbreaks in other sectors. Changes include, for example:

- An emphasis on the need for clearly defined training sessions for staff on the risk mitigations and a requirement that inductions for new staff include guidance on the setting's infection prevention and control measures
 - Further guidance on risk assessments and a requirement that these be reviewed regularly and in the context of the re-opening of ELC to all children
 - A new section to encourage settings to maintain as much consistency as possible in the staff who work in close proximity when planning working patterns
 - A reminder that the requirement to physically distance applies during breaks and outside of the work environment - that's in response to learning from outbreaks in other sectors.
 - There's also a new section to make clear that visits to the setting should be avoided unless necessary
 - And a requirement that use of blended placements be reviewed on a case-by-case basis
- 2.4. Members were again thanked for their contributions to the guidance, particularly given the need for the quick turnaround. The guidance would be supported by revisions to the FAQ and we are also developing an animation to help settings to train staff. Questions had been raised about SVQ and student placements in settings and discussions were continuing about how best to support those. This is something that could be addressed in the FAQ. Any further thoughts on where further clarity may be needed would be welcome.
- 2.5. In discussion it was felt:
 - While the indicative date of 15 March has been given for the reopening of schools more fully, it would be helpful to strengthen the messages that this would include consideration of lifting restrictions on the OOSC sector. A great deal of frustration in the OOSC sector that they appear to have been forgotten about when announcements etc. are made.
 - SG recognise the importance of communicating as early as possible the confirmed opening date as the sector needs time to prepare. As soon as confirmation can be obtained it will be communicated without delay.

ELC and Childcare Sector Recovery - Working Group
 Secretariat
 February 2021

FM ANNOUNCEMENT – RETURNING TO SCHOOL (excerpt)

ISSUE (2 March) – FM announces proposal for phase 2 of return to school from 15 March and subject to a final checkpoint on 11 March:

- Full time return for P4-7
- School aged childcare will resume
- All S1-S6 pupils will return to some in-school

The existing provision that is in place for the children of key workers and S1-S6 vulnerable children and young people will continue so they can attend school as required.

ISSUE (22 Feb) – PM announces all pupils in England's schools to return to class from 8 March; mass testing and wider use of face masks in secondary.

Phase 2 reopening (2 March announcement)

- Our aim is for all children and young people to be back in school full-time after the Easter holidays, but that remains subject to ongoing monitoring of data and evidence.
- P4-P7 pupils will return full-time return from 15 March.
- We are keen to do as much as possible to support S1-6 in the weeks leading up to Easter.
- High quality remote learning will continue, as will in-school practical work for qualifications and in-school provision for keyworker and vulnerable young people across S1-S6.
- In addition, we are pleased to announce that all young people S1-S6 will have some meaningful in-school contact time from 15 March too.
- This will give them much needed opportunities to re-connect with their peers and teachers in-school, continue to progress their learning and support their social development and wellbeing.
- Local approaches will vary, and schools are empowered and encouraged to put in place the arrangements which best meet the needs of the young people in their care. They will be asked to maximise the time provided in-school whilst adhering to the current need for 2m physical distancing on each secondary school campus.
- We will maintain the focus on study towards Senior Phase qualifications
- This is, as ever, subject to checkpoints – first on 11 March ahead of the phase 2 return, and we will ensure data is supportive ahead of a return following the Easter holidays
- We will be publishing the scientific advice on which this decision is based in due course.

The phased re-opening of education reflects the balance of harms and the latest clinical and scientific advice

- This decision is consistent with views sought from C-19 Education Recovery Group (CERG).
- It also reflects advice from the Advisory Sub-Group on Education and Children's Issues (1 March).
- Our aim remains to safely maximise the number of children and young people who are learning in schools as long as it remains low-risk.

The phased return to schools reflects published advice from the advisory sub group (3 Feb) regarding transmission

- We must continue minimising the wider social activity when schools and early learning settings are open.
- We look at transmission and wider impacts of the current restrictions on children and families to inform fortnightly reviews.
- In recent weeks the sub-group considered evidence from SAGE and the New and Emerging Respiratory Virus Threats Advisory Group (NERVTAG).
- It also examined evidence from Public Health Scotland and Public Health England, wider published evidence and international experience.
- We work with partners, including the Education Recovery Group – which includes a range of key stakeholders - to ensure schools have the advice and guidance they need to operate safely.

Ref 51

MINISTERIAL ENGAGEMENT BRIEFING: MR HEPBURN (excerpt)

| | |
|-------------------------------|--|
| Engagement title | STUC COVID-19 ROUNDTABLE |
| Engagement timings | 11:00 – 12:00 12 March 2021 |
| Venue and full address | Microsoft Teams Meeting |
| Meeting attendees | <p>STUC Secretariat: Redacted under Section 38(1)(b) , STUC Redacted under Section 38(1)(b) , STUC Redacted under Section 38(1)(b) , STUC</p> <p>STUC General Council/Covid Group: Redacted under Section 38(1)(b) , UCU Redacted under Section 38(1)(b) , EIS Redacted under Section 38(1)(b) , Disabled Workers Committee Redacted under Section 38(1)(b) , SSTA (other attendee's TBC)</p> |
| Official Support | <p>Redacted under Section 38(1)(b) , Fair Work Redacted under Section 38(1)(b) , Fair Work Redacted under Section 38(1)(b) , Manufacturing Policy Redacted under Section 38(1)(b) , Vaccination Policy Redacted under Section 38(1)(b) , National Improvement Framework Unit Redacted under Section 38(1)(b) , Strategy & Co- ordination Unit Redacted under Section 38(1)(b) , Strategy & Co- ordination Unit Redacted under Section 38(1)(b) , MH Wellbeing Redacted under Section 38(1)(b) , MH Wellbeing</p> |
| Briefing contents | <p>ANNEX B Opening Lines for Agenda Items</p> <p>[other annexes out of scope]</p> |

Ref 51 – Annex B

Review dates (To lead: Redacted under Section 38(1)(b) , UCU & Redacted under Section 38(1)(b) (EIS)

Supporting official: Redacted under Section 38(1)(b) , National Improvement Framework Unit

Background: Decision making framework for review dates and impact on sectors and trade union engagement in the context of education.

You may wish to say

Our aim is for all children and young people to be back in school full-time after the Easter holidays

- This remains subject to ongoing monitoring of data and evidence. High quality remote learning will continue.
- P4-P7 pupils will return full-time from 15 March, ahead of Easter.
- From 15th March, all S1-S6 should have face to face learning experiences each week until Easter.
- S4-6 pupils completing national qualifications are prioritised for in-school time in order to deliver the Alternative Certification Model that has been developed.
- Local approaches will vary, and schools are empowered and encouraged to put in place the arrangements which best meet the needs of the young people in their care. Guidance was published on 8 March.

The phased approach to return reflects the balance of harms and the latest clinical and scientific advice from Advisory sub Group

- This phased approach is consistent with the priorities agreed with C-19 Education Recovery Group (CERG) and reflects advice from the Advisory Sub-Group on Education and Children's Issues. The decision to return all pupils in a phased approach reflects the cautious approach advised by the Advisory Sub Group on education and children's issues.
- Our aim remains to safely maximise the number of children and young people who are learning in schools as long as it remains low-risk.
- We must continue minimising the wider social activity when schools and early learning settings are open.
- We look at transmission and wider impacts of the current restrictions on children and families to inform regular reviews of the data.
- We work with partners, including the Education Recovery Group (CERG) – which includes a range of key stakeholders including professional associations - to ensure schools have the advice and guidance they need to ensure they operate safely.
- Ministers make decisions about the return, and when.

Ref 52

School Safety FMQ Briefing – 2 March (Excerpt)

ISSUE (22 Feb) – PM announces all pupils in England's schools to return to class from 8 March; mass testing (including for all secondary pupils and on-demand home test kits for families of school pupils) and wider use of face masks in secondary.

ISSUE (19 Feb) – Welsh pupils aged 3 to 7 back at school and secondary pupils preparing for exams should return by March 15; other years set for face-to-face teaching after Easter.

Phase 2 return to school (2 March announcement)

- Our aim is for all children and young people to be back in school full-time after the Easter holidays, but that remains subject to ongoing monitoring of data and evidence.
- P4-P7 pupils will return full-time from 15 March.
- We are keen to do as much as possible to support S1-6 in the weeks leading up to Easter including opportunities to re-connect with their peers and teachers in-school, continue to progress their learning and support their social development and wellbeing.
- High quality remote learning will continue, as will in-school practical work for qualifications and in-school provision for keyworker and vulnerable young people across S1-S6.
- S4-6 pupils completing national qualifications will be prioritised for in-school time in order to deliver the Alternative Certification Model that has been developed. Course content with practical learning and teaching that can only be done in-school will be prioritised.
- Local approaches will vary, and schools are empowered and encouraged to put in place the arrangements which best meet the needs of the young people in their care. Guidance will be published on 8 March.
- They will be asked to maximise the time provided in-school whilst adhering to the current need for 2m physical distancing on each secondary school campus.
- This is, as ever, subject to checkpoints – first on 11 March ahead of the phase 2 return, and we will ensure data is supportive ahead of a return following the Easter holidays
- Scientific advice on which this decision was published on 3 March.

The phased return reflects the balance of harms and the latest clinical and scientific advice

- On 22 February Early Learning and Childcare, and Primary 1 to Primary 3 returned full-time from 22 February. A very limited number of senior phase learners also returned part-time for essential in-school practical work.

- There were also small increases in provision for children and young people with additional support needs.
- This phased approach is consistent with the priorities agreed with C-19 Education Recovery Group (CERG) and reflects advice from the Advisory Sub-Group on Education and Children's Issues.
- Our aim remains to safely maximise the number of children and young people who are learning in schools as long as it remains low-risk.

The phased return to schools reflects published advice from the advisory sub group (3 Feb) regarding transmission

- We must continue minimising the wider social activity when schools and early learning settings are open.
- We look at transmission and wider impacts of the current restrictions on children and families to inform fortnightly reviews.
- The sub-group considered evidence from SAGE and the New and Emerging Respiratory Virus Threats Advisory Group (NERVTAG).
- It also examined evidence from Public Health Scotland and Public Health England, wider published evidence and international experience.
- We work with partners, including the Education Recovery Group – which includes a range of key stakeholders - to ensure schools have the advice and guidance they need to ensure they operate safely.

The decision not to return all pupils immediately reflects current advice from the Advisory Sub Group on education and children's issues

- Given the high number of cases and levels of transmission in the community, the sub-group advice is to remain cautious.
- This decision reflects a necessary balance between the benefits of children and young people being able to attend school and the critical need to continue to suppress the virus.
- PHS data, published every week shows that children make up 17% of the population but comprise 10% of Covid cases, including of the new variant.
- To date, only around 1% of children aged 2-17 years have tested positive