

EDINBURGH LEARNS

CLOSING THE GAP TEACHERS



August 2020

Closing the Gap (COVID)

Introduction

Scottish Government has provided funding for additional staff, to provide support for young people's learning, following school closures. This document details the arrangements in place in Edinburgh to deploy, manage and report on the progress and impact of this additional resource.

Summary

The impact of school closures on children will be have a variety of positive and negative effects. These won't be fully known until teachers complete wellbeing and attainment assessments. Once these are grouped together each school will have a fuller understanding of the needs arising in their context. Thereafter addressing barriers to learning will be best planned out at local level, by staff who know learners best, and who have the requisite skills and experience.

Teaching staff will support learners to close the gap in literacy, numeracy and/or health and wellbeing. They will be deployed to schools, or clusters of schools, (working in accordance with Health Protection Guidance) and managed by Headteachers. Duties may include direct teaching of literacy, numeracy or health and wellbeing, or to provide cover for other staff for these purposes.

Schools will be asked to set out their Needs Analysis and Plan, clearly stating how the additional staffing will be used to close the gap, with measures and impact. This will form part of the School Renewal Plan (Theme 4: Teaching Learning and Assessment)

Identifying the Gap

Individuals and groups of young people who are in need of additional support with learning, as a result of school closures should be identified as soon as possible. This needs analysis can be carried out in a range of ways, including standardised tests and high-quality assessment opportunities using a blend of formative and summative approaches. This will provide a wide range of evidence of pupils' current levels of attainment. Teachers should use their knowledge of young people, gained through assessment and tracking prior to school closures, including attainment predictions gathered in February, together with recent assessment information gained. They should plan school-based programmes, with associated in-home learning activities, to recover any ground lost.

Please refer to stage 3 within the process map of the "What Edinburgh Learns" Curriculum Guidance (issued previously) to support with this.

Closing the Gap in Learning

What were the attainment levels of pupils before lockdown?
What was their expected progress? (February predictions may be helpful)
What is my approach to assessment of pupils' progress? Are AFL strategies central to this approach?
What are the gaps in learning for H&W, Literacy and Numeracy?
What is my strategy to ensure pupils close identified gaps in their learning, including the deployment of additional staff?

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Primary children will focus on Health and Wellbeing, Literacy and Numeracy, throughout the first term. Secondary pupils will continue to study all curriculum areas in the BGE, with a focus on Literacy, Numeracy, Health and Wellbeing as responsibilities of all.

Allocation of additional resource

Primary Schools

An initial allocation has been made on a Cluster basis (see attached) with staff allocated to one school within the cluster for Term 1 (Primary staff). **Staff should attend this school week commencing 17th August.** Thereafter, Head Teachers should allocate staff, on the basis of their needs analysis, ensuring equity for learners and adherence to Health Protection Guidance. A Head Teacher, within the Cluster, should be identified to be the designated line manager for the member(s) of staff within Mypeople. Please advise Claire Thompson who this is. Please note that additional staffing allocations will be made, as Secondary recruitment is undertaken, including an allocation to Special Schools.

Enhanced Staffing Capacity (PE & Sport)

Active Schools Coordinators and Sports Development Officers have also been allocated to Primary schools, to support young people's health and wellbeing, including physical activity and outdoor learning. (See attached)

An initial priority list has been identified considering the following criteria:

- Schools with FSM > 30%
- SIMD profile
- Other barriers which may have limited young people's engagement in physical activity, during school closures.

This allocation will be reviewed at the end of Term 1 following an analysis of impact and need.

Head Teachers have already been advised of the allocation of swimming instructors on the basis of their existing school engagement.

School Renewal Planning- Teaching, Learning and Assessment

Details of each school's plan, for the deployment of these cohorts of staff as part of their Closing the Gap strategy, should be clearly defined within the Renewal Plan for Teaching, Learning & Assessment (submission date 16th September). Please be aware that there will be a requirement to provide Scottish Government with data to evidence the use, and impact, of the funding provided. Therefore, it is essential that this impact is tracked and monitored closely. More information regarding this will be provided at the Equalities & Equity HT briefing on Tuesday 18th August. (Invite to follow)