

# OUR CHILDREN...



# THEIR FUTURE...

Education Service

Primary Area Report:  
Oban, Lorn and the Isles

## Introduction

Within the Oban, Lorn and the Isles area there are 26 Primary Schools, five on Mull and 21 across the rest of the islands and mainland area. Nursery provision is provided within several of these schools and Gaelic Medium Education is provided at Salen PS, Bunessan PS, Rockfield PS and Strath of Appin PS. There is secondary school provision at Oban, Tobermory and Tiree High Schools. OLI Primary school rolls vary considerably ranging from 6 pupils (Kilchattan PS) to over 300 (Rockfield PS).

The Education Performance Data Analysis Report to Community Services Committee on 8<sup>th</sup> December 2020 asked elected members to agree the recommendation that important information on the progress made in relation to attainment, achievement and progression to positive destinations across Argyll and Bute would be considered further when the data from Insight was made available. Due to school closures, from Mar 2020 – August 2020 and again, from January 2021 – current time, the Community Services Committee paper – The National Improvement Framework for Scottish Education, which provides elected members with an overview of the Argyll and Bute Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7 has not been delivered since this data was not collected nationally in June 2020. This report therefore provides a range of key information about school provision during the period of initial lockdown (March – June 2020), return to school, (August – December 2020) and subsequent move to remote learning delivery/ blended delivery models (January – March 2021) and reports the last National collection of attainment and achievement data from June 2019.

Additional and more detailed information about each school can be found in the schools' Standards and Quality Reports. In addition each school's Improvement Plan outlines their main priorities for improvement. Most schools have an active website where these documents can be accessed and further links or information can be obtained from the Head Teacher.

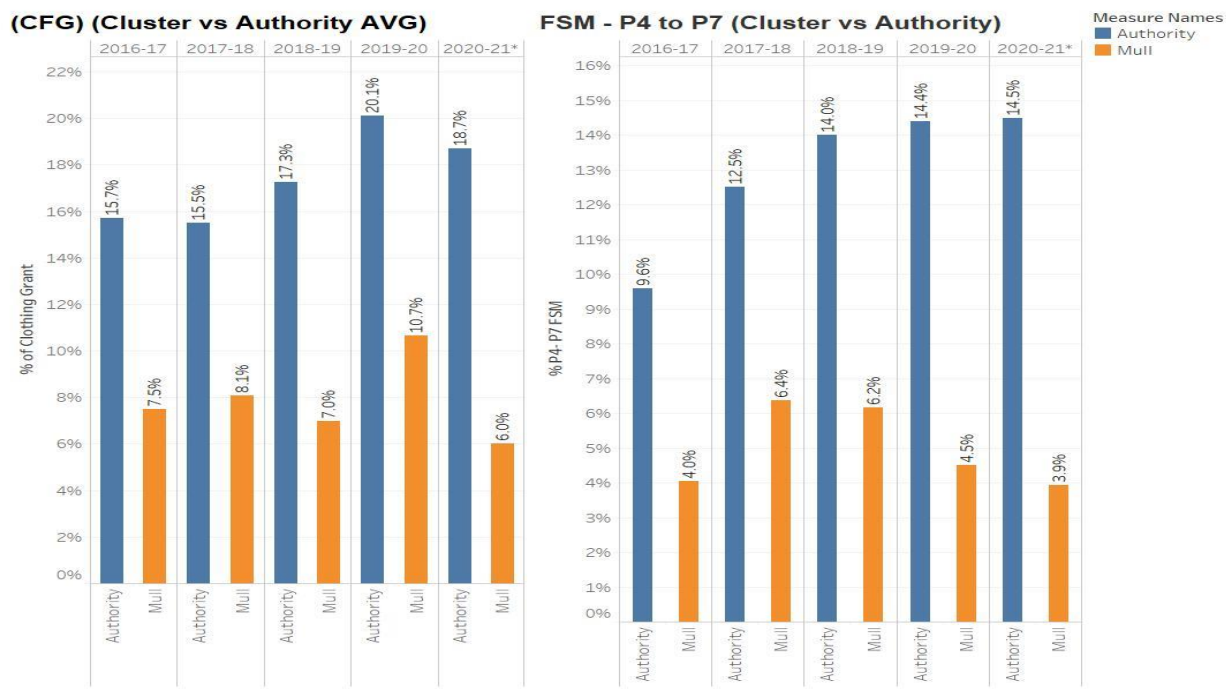
## Mull Cluster Primary School Profile 2020-2021

Primary School Roll (as at census) *						
Cluster Primary Schools	16/17	17/18	18/19	19/20	20/21	% change in Roll over 5 years <sup>1</sup>
Dervaig Primary School	19	24	30	25	22	15.79%
Lochdonhead Primary School	9	5	4	10	10	11.11%
Salen Primary School	27	30	34	35	29	7.41%
Salen Gaelic Primary School	45	49	51	48	45	0.00%
Tobermory Primary School	63	58	61	62	62	-1.59%
Ulva Primary School	10	7	9	8	8	-20%
<b>Total Roll for cluster</b>	<b>173</b>	<b>173</b>	<b>189</b>	<b>188</b>	<b>176</b>	<b>1.73%</b>

\* Data for rolls provided at Census each year

<sup>1</sup> Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2016/2017 to 2020/2021 and is not an average.

# Footwear and Clothing Grant and Free School Meal Information for Mull



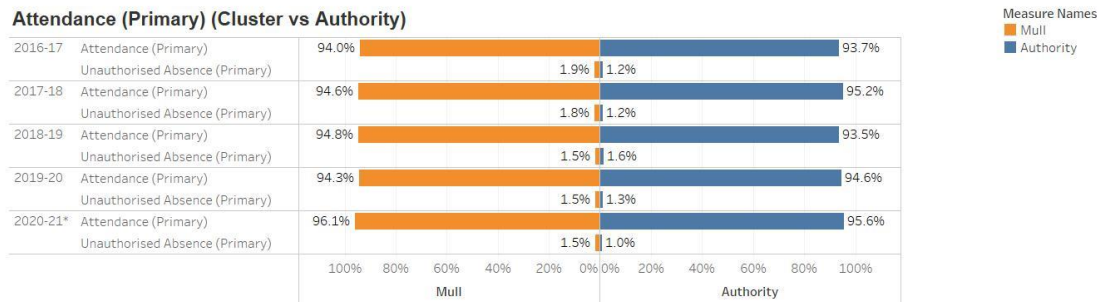
<sup>2</sup> Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2019-2020 data for CFG and Free School Meals (FSM) is to date (end February 2021) and therefore may change as the year progresses.

In May 2018 the Scottish Government introduced a School clothing grant minimum set at £100. The school clothing grant now has a minimum level of £100 in all local authorities.

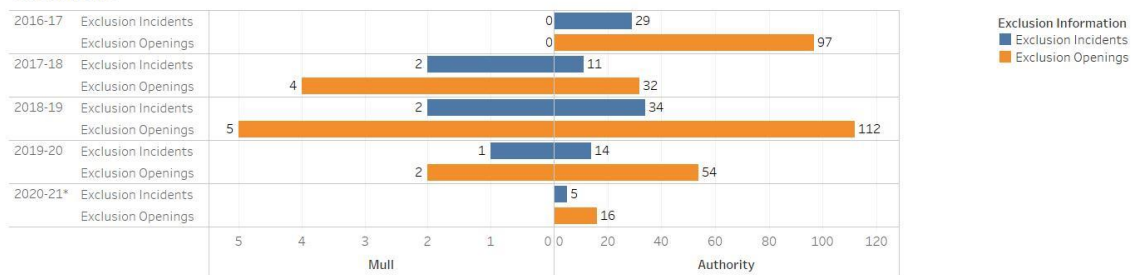
For Academic Session 2019-2020 Education Service worked with Revenue and Benefits to implement 'Auto-enrol' for CFG where a recipient on Council Tax or Housing Benefit. If the applicant was on a passported benefit (Income Support, Jobseekers Allowance (Income Based) or Employment and Support Allowance (Income Related)) they were also awarded FSM.

# Exclusion and Attendance Information for Mull

## Attendance (Primary) (Cluster vs Authority)



## Exclusions



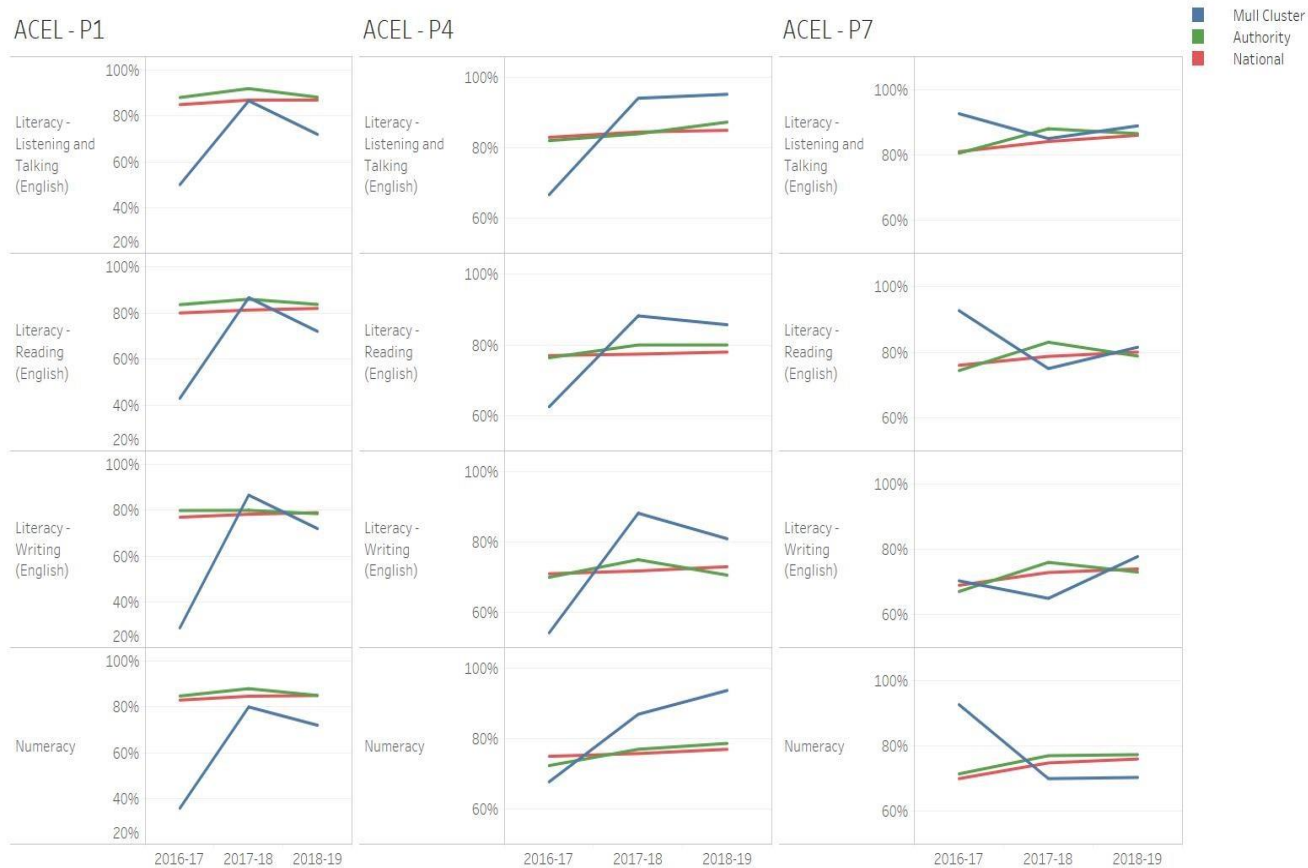
<sup>4</sup> Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

<sup>5</sup> Attendance, Absence and Exclusion information is now collected on a biennial basis and was **not** collected for 2013/2014, 2015/2016, 2017/18 academic years. It was collected at the start of 2019/2020 session for 2018/2019.

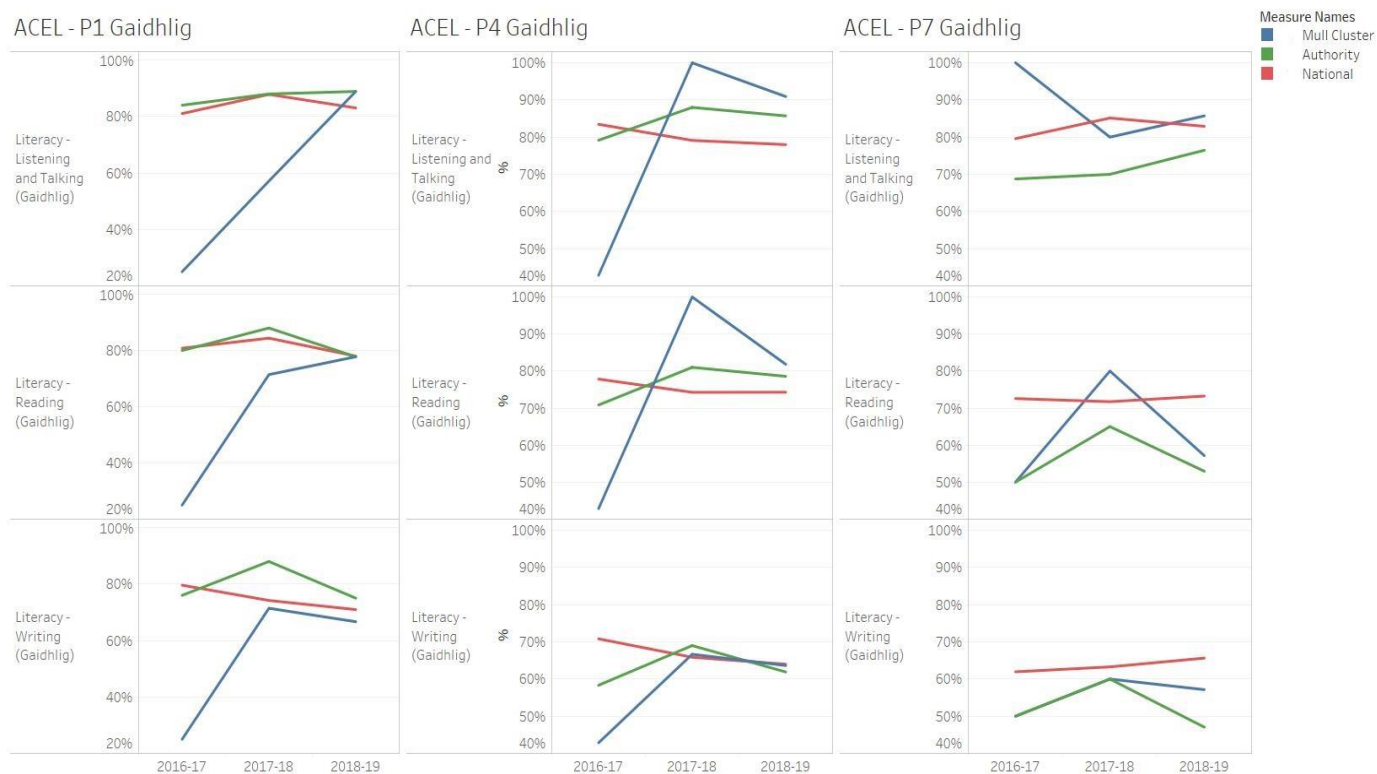
<sup>6</sup> Please note that attendance data for 2020-2021 is for the year to date and not a complete year. It is therefore subject to change.

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# Achievement of level June 2019 for Mull Cluster



# Achievement of level June 2019 for Mull - Gaidhlig



**NOTES:**

ER English reading, EW English writing, ELT English Listening and talking N Numeracy

GR Gaelic reading, GW Gaelic writing, GLT Gaelic Listening and talking.

The table below outlines the National expectations of when most children and young people may achieve each level

<b>CfE Level</b>	<b>Stage</b>
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and fourth	S1-S3, but earlier or later for some.

**Further information: National Improvement Framework for Scottish Education –**  
<https://www.gov.scot/policies/schools/national-improvement-framework/>

## Oban, Lorn and the Isles Cluster Primary School Profile 2020-2021

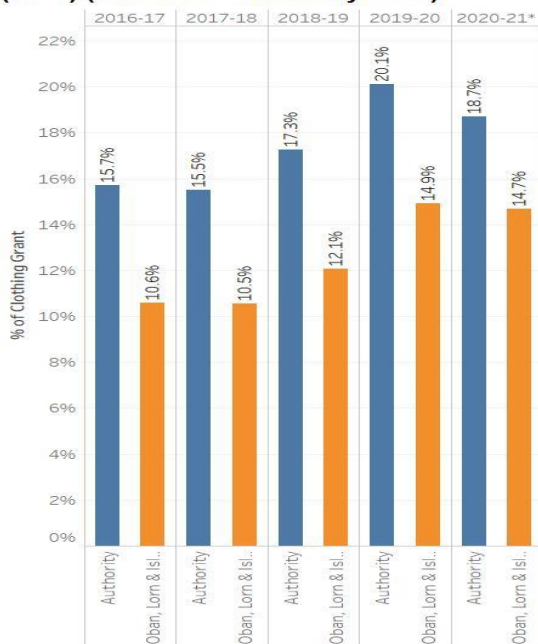
Primary School Roll (as at census) *						
Cluster Primary Schools	16/17	17/18	18/19	19/20	20/21	% change in Roll over 5 years <sup>1</sup>
Achaleven Primary School	12	9	13	9	7	-41.67%
Arinagour Primary School	18	7	7	8	6	-66.67%
Barcaldine Primary School	8	10	9	10	10	25%
Bunessan Primary Gaelic Unit	-	-	4	4	3	0%
Bunessan Primary School	34	36	23	19	21	-38.24%
Dalmally Primary School	37	35	38	35	31	-16.22%
Dunbeg Primary School	78	99	88	98	90	15.38%
Easdale Primary School	21	14	14	16	17	-19.05%
Iona Primary School	19	20	20	18	17	-10.53%
Kilchattan Primary School	5	5	4	6	8	60%
Kilchrenan Primary School	9	6	7	8	12	33.33%
Kilninver Primary School	23	25	26	22	29	26.09%
Lismore Primary School	8	8	9	12	11	37.5%
Lochnell Primary School	124	130	124	114	112	-9.68%
Luing Primary School (mothballed)	8	14	10	7	0	-100%
Park Primary School	245	253	250	252	240	-2.04%
Rockfield Gaelic Primary School	51	48	49	58	61	19.61%
Rockfield Primary School	318	320	321	308	276	-13.21%
St Columba's Primary School	96	99	109	103	132	37.5%
Strath of Appin Primary School	31	24	17	17	17	-45.16%
Strath of Appin Gaelic Primary School	5	5	7	7	11	120%
Taynuilt Primary School	82	79	72	69	67	-18.29%
Tiree Primary School	23	32	32	31	27	17.39%
Tiree Primary School Gaelic Unit	29	31	34	38	36	24.14%
<b>Total Roll for cluster</b>	<b>1284</b>	<b>1309</b>	<b>1287</b>	<b>1269</b>	<b>1241</b>	<b>-3.35%</b>

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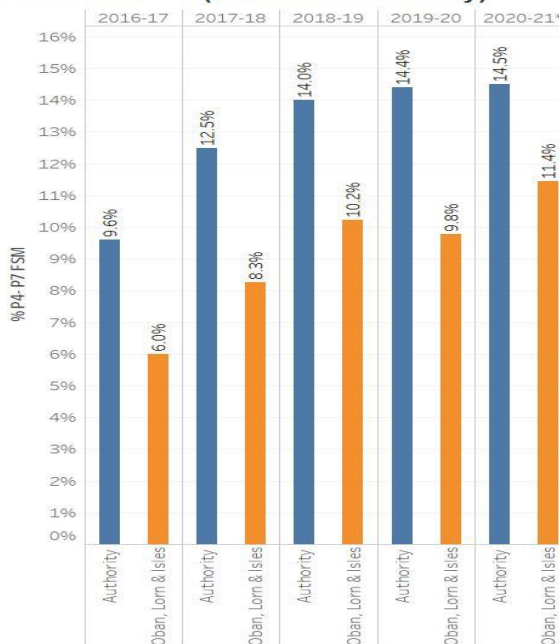
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# Footwear and Clothing Grant and Free School Meal Information for Oban, Lorn and the Isles

**(CFG) (Cluster vs Authority AVG)**



**FSM - P4 to P7 (Cluster vs Authority)**



Measure Names  
 Authority  
 Oban, Lorn & Isles

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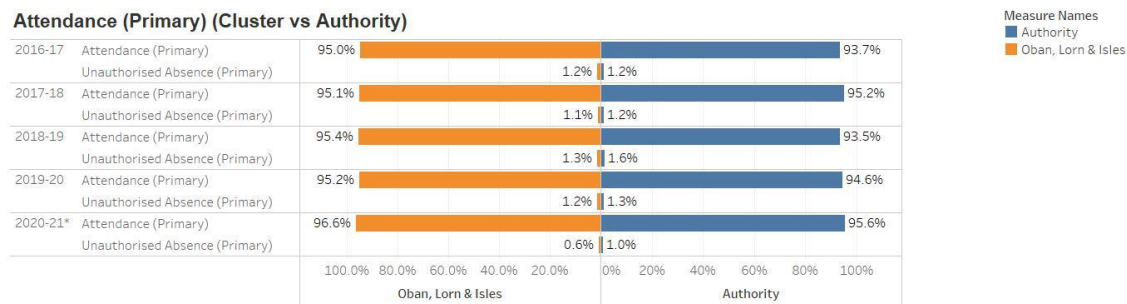
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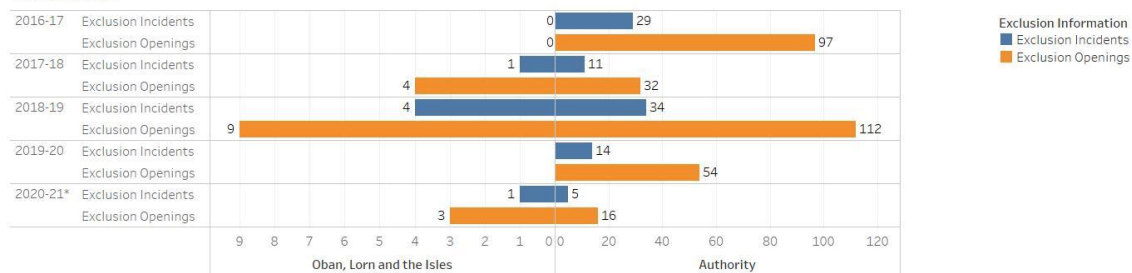


# Exclusion and Attendance Information for Oban, Lorn and the Isles

## Attendance (Primary) (Cluster vs Authority)



## Exclusions



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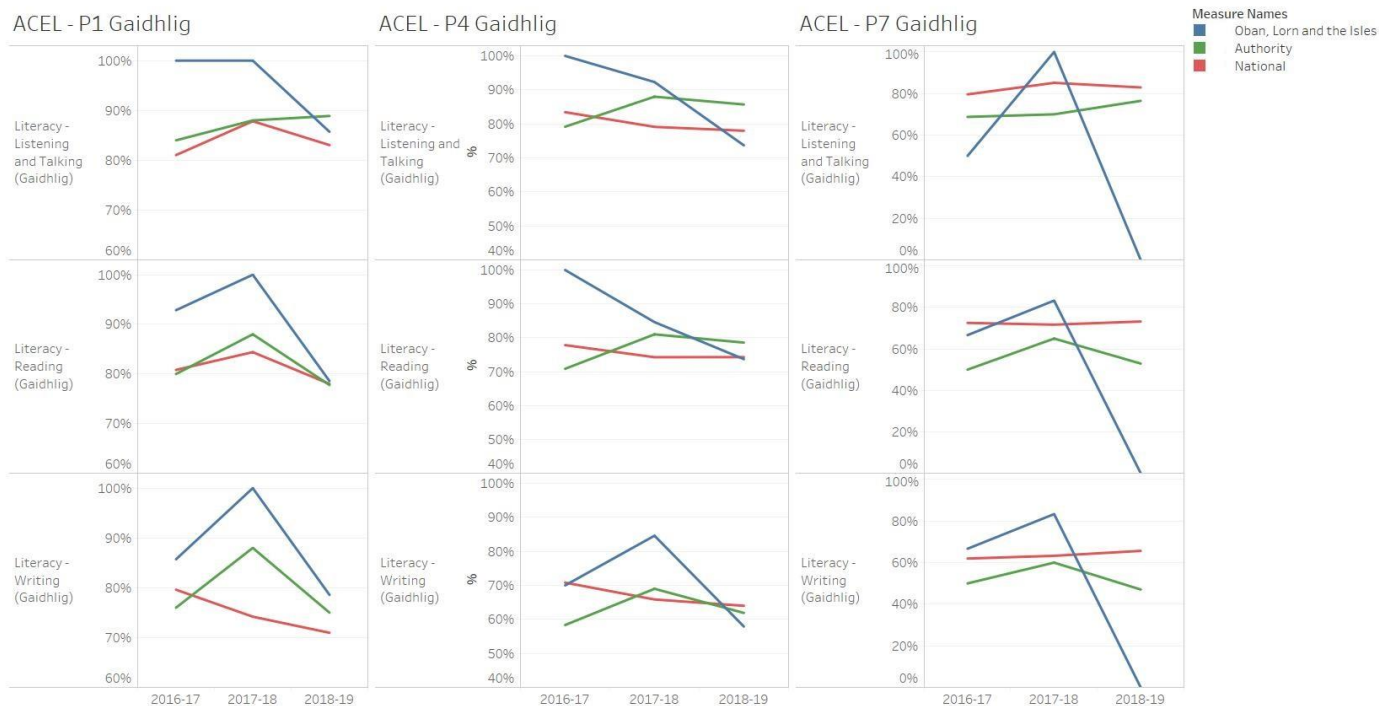
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## Wellbeing, Transitions and Safeguarding

<u>Timescale</u>	<u>Action</u>
<p>Mar 2020– June 2020</p>	<p><b>AIM - Ensure effective transitions for all learners to enhance wellbeing</b></p> <p>A separate subgroup considered all aspects of transition. The Inclusion and Equality Team and Educational Psychology Team have carried out significant work to identify good practice from within and out with Argyll and Bute as we moved in to the protection phase and staff and learners returned to school buildings. A working group developed documentation supporting transition back in to school.</p> <p><b>AIM - Support schools to build resilience in their communities</b></p> <p>School staff, EPs, ESOs, Education Officers and the Youth Services team and partners are worked together to consider and respond to the needs within our communities in ways that built resilience and included careful consideration of how other processes such as the delivery of meals support this task. This subgroup submitted a draft version for the supporting schools to build resilience section of the guidance from this work stream.</p> <p><b>AIM - Support the wellbeing of school leaders, teachers and support staff</b></p> <p>Much work has been considered to ensure that the wellbeing of all our staff is at the heart of developments. The resource Hub associated with <i>Our Children, Their Mental Health</i> has been kept up to date and promoted for staff within Education, the HSCP and third sector.</p> <p>The trauma training modules, as well as ensuring appropriate support for children and young people, focus on all relationships and acknowledge that many staff will have experienced recent events and the move to the next phase as traumatic.</p> <p>The subgroup made a range of recommendations including checking in with staff daily, finding opportunities to laugh and trauma training for themselves and others. There is a need to signpost supports for staff who may be in need of specific intervention. This subgroup submitted a draft version for the supporting of school leaders, teachers and support staff section of the guidance from this work stream. This subgroup referred to the corporate health and well-being support services available across the council.</p> <p><b>AIM - Signpost and deliver appropriate professional learning resources to support wellbeing</b></p> <p>Links were been made to existing training that will be central to ensuring the positive mental health and wellbeing of all as we move forward. This includes:</p> <ul style="list-style-type: none"> <li>Training on nurture and resilience, building on the work of the nurture strategy group.</li> <li>E-learning trauma training to ensure a trauma informed workforce. Links to appropriate modules have now been sent to all staff working within our educational establishments.</li> </ul>

	<p>Evidence based interventions in relation to Promoting Alternative Thinking Strategies (PATHS) and Living Life to the Full. Dan Hughes training on PACE (Playfulness, Acceptance, Curiosity and Empathy).</p> <p>Training specifically related to mental health and wellbeing issues to be considered as children and young people return to school buildings. The subgroup have developed an excel spreadsheet with a brief outline of a range of evidence based materials with age and stage information included. The document has a key word search capacity to make this a user friendly resource. The group has suggested that schools could have wellbeing teams to help coordinate the strategies and approaches to support wellbeing. It will be important that establishments are encouraged to focus initially on wellbeing developments that are already being implemented such as nurture approaches and PATHS.</p>
<p>Aug 2020 – Dec 2020</p>	<p><b>Aim - Ensure effective transitions for all learners to enhance wellbeing</b></p> <p>Transitions and wellbeing training sessions have now been delivered by the EPS to staff from primary and secondary schools with a session for ELC practitioners also taking place. Sessions for Education Officers and further sessions for schools took place week beginning 10 August 2020. The Equality and Inclusion team worked with the psychological services team to ensure new guidance and support was in place for establishments for children and young people that need a phased return to school after lockdown.</p>
<p>Jan 2021 – Mar 2021</p>	<p>Due to the new government restrictions the safeguarding and vulnerability assessments and guidance were updated and reissued to education staff. They were also shared with HSCP partners.</p> <p>There have been many individual discussions about establishing the most vulnerable across the authority. The additional vulnerability risk assessment has been a key multi-agency tool in establishing a consistent threshold and ensuring those that need support can access it.</p> <p>The EPs and Inclusion and Equality ESOs continued to provide robust support during this lockdown period to children, young people and their families and education establishments.</p> <p>The PT Nurture started on 3 February 2021 to support the development of nurturing relationships across our schools, in conjunction with the Educational Psychology Service.</p> <p>The procedures for considering the need for substantially enhanced provision within schools or external day placements was reviewed as levels of vulnerability increased. This ensured a rigorous and consistent approach to meeting needs across Argyll and Bute.</p>

	<p>There was strong uptake for the coaching support offered to our school leaders with positive feedback on impact. This intervention was put in place following discussion with head teachers about measures that would support the continuation of effective leadership in uncertain times. There was a lot of activity based on establishing demand for Learning Centres for those in Early Years and those in the P7 to S1 transition phase for session 2021-22. A projection paper and recommendations was prepared for Head of service information and discussion.</p> <p>Community Services committee paper was prepared for consideration of a 7<sup>th</sup> year being possible for those pupils with severe and complex needs. The proposal was developed for consideration due the exceptional circumstances of the pandemic and the resulting lack of positive experiences that will be available at this point in time post school for this particular group of young people within Argyll and Bute.</p>
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**Education Recovery/ Supporting learners from disadvantaged backgrounds /Remote learning and teaching**

<b><u>Timescale</u></b>	<b><u>Action</u></b>
Mar 2020– June 2020	<p>Between March and June 2020, Argyll and Bute Education Recovery Workstream 2 comprised 14 members from across education sectors, roles and areas of expertise. It addressed 10 areas identified by different Scottish Government’s COVID-19 Education Recovery Group (CERG) Workstreams: SG Workstream 1 – Term 4 Learning; Workstream 3 – Curriculum and Assessment; Workstream 4 – Supporting Learners from Disadvantaged Backgrounds; Workstream 5 – Pastoral Care for Children and Young People.</p> <p>Following the closure of schools on 23<sup>rd</sup> March 2020, across the authority, teachers were effective in engaging with pupils at home and in the area hubs which were set up for vulnerable children and the children of key workers. Teachers provided and assessed online learning via a number of online platforms, such as Google Classroom, Microsoft Teams and SeeSaw. Many pupils were identified who had no or insufficient digital devices at home to allow engagement with online learning. Schools were responsive by lending out hundreds of devices to pupils and their families, and ensuring that learning materials were available in the formats that individual families required, including paper-based formats when necessary. Feedback to schools from parents and carers on provision during this period of school closure was positive.</p> <p>The key aim of Workstream 2 was to build on such successes, and support the building of further capability and expertise in online provision in advance of the expected Blended Learning model which was being suggested for August 2020 by the Scottish Government. The workstream made a series of recommendations relating to the following key areas:</p>

	<ul style="list-style-type: none"> <li>• Ensuring the learning and teaching provision to all learners during the period of school closure and any future periods of Blended Learning was of the highest possible quality;</li> <li>• Ensuring coherence and progression between learning at home and face-to-face learning in schools during anticipated periods of Blended Learning;</li> <li>• Tracking and monitoring the health and wellbeing of pupils during school closure or Blended Learning, and associated appropriate interventions to address issues;</li> <li>• Supporting learning in the home or Hubs for pupils with Additional Support Needs;</li> <li>• Ensuring effective support for and communication with parents and carers during periods of home learning;</li> <li>• Maximizing the usefulness of GLOW, the online portal which staff and pupils use to provide and access online learning;</li> <li>• Updating Curriculum for Excellence Guidance to reflect the context of home learning;</li> <li>• Reporting on pupils' progress in Broad General Education and Senior Phase during school closure;</li> <li>• Supporting disadvantaged learners through term 4 and into the new school session;</li> <li>• Addressing the long-term impact of school closure on learner progress and attainment, with particular focus on disadvantaged children and young people;</li> <li>• Delivering Equity in provision during term 4 and into the 2020-21 session, including the key focus on digital equity, through provision of digital devices and connectivity solutions to all pupils who required them to engage effectively with online learning at home;</li> <li>• Developing the skills and confidence of teaching staff in the provision of high quality and engaging online learning experiences.</li> </ul> <p>In early August 2020 the Scottish Government announced the full-time return of all pupils to school on 17<sup>th</sup> August, thus negating the need for blended or home learning for almost all pupils at that time. However, the work of Workstream 2 continued between August and December 2020 as described below, and the above recommendations were implemented during the period of school closure between January and March 2021.</p>
<p>Aug 2020 – Dec 2020</p>	<p>On 17<sup>th</sup> August 2020, all pupils in Argyll and Bute returned to school for full-time education. The work of Argyll and Bute COVID-19 Recovery Workstream 2 continued, and encompassed two key areas:</p> <p><b>Planning and delivery in Argyll and Bute of the Scottish Government Digital Inclusion Programme</b></p> <p>In August 2020 Argyll and Bute Council received £447,000 from the Scottish Government to address digital inequity. The funding was to be directed to ensuring that all pupils were able to engage effectively with online learning through having an appropriate digital device in the home. The funding was also designed to address issues with digital connectivity for pupils across the authority.</p>

	<p>As a result of such funding, Argyll and Bute purchased 800 Chromebooks and 517 iPads, all of which were distributed to the households individual schools had identified as experiencing digital inequity. The knowledge each school had of disadvantage among its own pupils and families was central to ensuring the devices were equitably distributed.</p> <p>As well as the above devices, 254 mini digital routers with associated SIM cards were purchased and delivered to households across the authority where household internet bandwidth was preventing engagement with online learning.</p> <p>In November 2020, a survey was carried out of all schools in the authority to identify the number of devices still required to ensure digital equity for all pupils. A total of around 600 devices was identified and planning is at an advanced stage to procure these remaining devices, using further emergency COVID-19 funding from the Scottish Government.</p> <p><b>Professional learning for teachers in the use of digital platforms for learning, teaching and assessment</b></p> <p>A second key focus for Workstream 2 between August and December 2020 was to continue and develop the programme of professional learning for teachers in providing high-quality learning and teaching to pupils via online platforms, particularly Google Classroom, Google Meet and Microsoft Teams. The authority Digital learning Team provided weekly webinars for staff in key areas of online provision across different platforms, catering for different degrees of confidence and expertise, and ensuring learning progression. To supplement such sessions, formal training events were held for staff on November In Service Training Days, covering both Google and Microsoft platforms, and delivered by our authority partners at Google and Microsoft.</p> <p>During this period, the authority Digital Learning Depute head Teacher – appointed in conjunction with the Northern Alliance Regional Improvement Collaborative and e-Sgoil – was effective in sharing further local and national learning opportunities with teachers, organising and leading such training, promoting and facilitating engagement with the Scottish Government’s National e-Learning Offer and ensuring Argyll and Bute’s voice was prominent at regional and national level in relation to developing digital learning and policy.</p>
Jan 2021 – Mar 2021	<p>In December 2020, the Scottish Government announced that, on account of high levels of COVID-19 infection, schools would not reopen in January 2021, and a further period of remote learning would be introduced for all pupils in Scotland.</p> <p>Subsequently, a return to school for primaries 1-3 was implemented on 22<sup>nd</sup> February.</p> <p>On 15<sup>th</sup> March, primaries 4-7 also returned to school full-time, resulting in the entire primary pupil cohort being back in school for face-to-face learning. Over this period, Workstream 2’s work focused on three areas:</p>



### **Ensuring high quality learning and teaching for all children learning at home or in school hubs,**

In December 2020 and early January 2021, discussions with all Head Teachers resulted in the commitment across all schools to ensure regular, high-quality and meaningful engagement between teachers and individual pupils as the key element of provision of online learning. Drawing on experience gained and lessons learned during school closure between March and June 2020, it was agreed that teachers posting work online to be completed independently by pupils, while an important part of provision, must be underpinned by regular personal interaction between pupils and teachers. Educational research also confirmed this to be a key element in maintaining high levels of pupil engagement with their learning. Across the authority, parental and pupil feedback confirmed that such aspects of provision were in place, and were creating a more rich and engaging learning environment for pupils learning from home or in school hubs. During January and February 2021, 16 schools in Argyll and Bute engaged with Education Scotland to share and discuss their provision to children during school closure. Such engagement contributed to a series of reports published by Education Scotland detailing provision to children across Scotland.

### **Communicating effectively with parents and carers**

In order to ensure parents'/carers' understanding of the form of remote learning provision they could expect for their children, the intention to provide regular, high-quality personal interaction as a central part of remote online learning was clearly communicated to parents/carers. Also issued to parents/carers were guidelines on how they could support their children's learning at home, how they could contact schools to address any issues arising from home learning, and a set of guidelines/protocols for adults and children to ensure appropriate behaviours and environments for home learning.

### **Continuing support and training for teachers in delivering high-quality online provision**

Weekly online training sessions for teachers continued throughout the period of school closure and beyond. In total, over 1000 staff engaged with and were supported by online training in digital learning provision between August 2020 and March 2021. Feedback from teachers has confirmed the important role such professional development has had in developing confidence and expertise, and ensuring high-quality learning experiences to children during the period of school closure.

## Wellbeing of pupils, families and staff

<u>Timescale</u>	<u>Action</u>
Mar 2020– June 2020	<p>The Educational Psychology Service (EPS) continued to provide almost all services, with an increase in remote access to children and families. In addition the EPS provided a parent / carer support line during the period of the initial lockdown to provide help and advice on supporting children during these difficult circumstances.</p> <p>The EPS provided online interactive sessions on wellbeing for children, families and staff when children and young people returned to schools, which was well attended and received.</p> <p>Trauma training at informed and skilled levels were made available for all education staff through e-learning modules.</p>
Aug 2020 – Dec 2020	<p>The EPS provided further online interactive sessions on wellbeing as children and young people returned to schools.</p> <p>Successful interviews took place for school counsellors to provide a service for primary children from age ten upwards. The Team Leader took up post in November 2020.</p> <p>A skilled and experienced principal teacher (PT) for Nurture was appointed to support the nurture developments in schools in line with the recommendations of the Nurture Strategy Group and the recovery workstream with representation from primary Head Teachers. Primary schools signed up for the initial phase of nurture developments to ensure effective early intervention to support primary age children, including those from disadvantaged backgrounds and those who may have experienced trauma.</p> <p>There was significant engagement with the trauma e-learning modules by staff across primary schools with an increase in discussion of how we can respond to trauma evident through head teacher and other meetings. Named persons engaged with facilitated on line trauma skilled training to support changes to practice to improve outcomes for all.</p>
Jan 2021 – Mar 2021	<p>Remote access to the educational psychology service continued with strong engagement across primary schools.</p> <p>7.5 fte school counsellors took up post and began a robust programme of training and induction regarding Argyll and Bute procedures. Information on the counselling service was circulated to schools and referrals began to be received. Robust evaluation of the service began from the outset with support from the EPS and research assistant.</p> <p>The PT Nurture was released from his substantive post and began engagement with schools to support the embedding of effective nurture practices, building in evaluation of impact from the outset.</p>

## FSM Contingency Planning

<u>Timescale</u>	<u>Action</u>
Mar 2020– June 2020	<p>Meal deliveries to doorsteps ran from lockdown commencing in March through until 17th April when the delivery of food parcels began on a phased basis by geographical area, starting with Dunoon and Cowal on 17th April, with full roll out achieved by end of April.</p> <p>The decision was taken by Leadership on 18th June to move to BACS and PayPoint payments for FSM entitled families for the summer holiday period, and first payments were made a fortnight in arrears on 10th July.</p> <p>Update of FSM in 2019-21 was 1,030, for the same period in 2020-21 it was 1,286, an increase of approximately 20%. This increase is directly linked to the pandemic.</p>
Aug 2020 – Dec 2020	Business as usual for FMS as pupils were all in school, however payments were made for the period over October and Christmas and there was a hardship payment made in December to all those in receipt of FSM of £120.
Jan 2021 – Mar 2021	FSM payments resumed during the second lockdown when pupils were receiving remote learning from home. A spring hardship payment was made to all families in receipt of FSM of £120.

## Early Years

<u>Timescale</u>	<u>Action</u>
Mar 2020– June 2020	<p>During this first period of lockdown in each locality an Early Years childcare hub was opened to provide care for Keyworker and vulnerable children under school age. A number of our very valuable partnership childminders also opened to provide care for our youngest children. The Early Learning and Childcare workstream (5), working from Scottish Government Guidance provided advice and support to open settings to ensure they operated safely whilst still providing quality care. Also, during this time the central Early Years Team completed the admissions process to allocate every eligible child a place of their choice in a setting or with a childminder. This process was made more challenging by restrictions on children not being able to attend two different settings, unless in exceptional circumstances. In addition, to all children successfully being allocated a place, we were one of only a few Local Authorities able to offer every eligible child 1140hours despite the delayed implementation date. Something we are extremely proud of.</p>

	<p>Due to restrictions none of the planned Capital works to prepare for 1140 hours were able to be delivered and contingency plans were put into place to allow all settings to operate.</p> <p>An Early Years Catalogue of professional learning opportunities was published as normal, moving completely online, with all training being offered virtually.</p> <p>One of the Early Years team’s successes in this period was on line transition programmes for children moving into Primary 1 that meant all children were able to access the same transition experience and parents were able to share and celebrate their work with settings and schools online. The transition into Primary 1 was based around the popular book The Gruffalo.</p> <p>A support pack on active and play based learning was developed to support P1 teachers to build on the ELC experience and this approach supported learners’ social and emotional needs.</p> <p>Early Years Childcare for Keyworker and Vulnerable children continued over the summer, provided totally by our partner providers, to whom we are extremely grateful.</p>
<p>Aug 2020 – Dec 2020</p>	<p>Guidance on safe opening was once again updated by the group in response to updated Scottish Government Guidance. One of the challenges from this point, in terms of workforce planning, was the introduction of maternity leave having to start from 29 weeks for the safety of both mother and child. In discussion with Care Inspectorate and Scottish Government we decided that blended placements between indoor settings and childminders and indoor settings and outdoor settings would be supported in Argyll and Bute and issued guidance to all managers. The central Early Years Team worked with parents who had blended placements with two indoor settings to agree a single or alternative blend.</p> <p>A cap of 30 was placed on the number of children who should be in an area at one time. This impacted particularly on our partner providers most of whom were operating at capacity. The Early Year’s team worked with partners to support planning.</p> <p>The Early Years Professional Learning opportunities had more signups than ever before and a week-long online conference with national and international speakers based on the themes of wellbeing, curriculum and Realising the Ambition was a resounding success.</p> <p>We continued to fund all qualifications for the workforce and recommenced our very valuable Foundation Apprenticeship training programme.</p> <p>Early Years commissioned bespoke webinars from a partner trainer that support P1 teachers with active and play based learning approaches. These sessions were also recorded to allow more staff to access and revisit them. The Early Years Team worked closely with Colleagues in property to plan the summer 2021 Capital Projects that will ensure quality learning environments for 1140 hours.</p>

<p>Jan 2021 – Mar 2021</p>	<p>Following the decision that school and most ELC buildings would not reopen again, the workstream, once again, amended planning.</p> <p>Registration for ELC and for Primary one was moved to an online virtual application that worked very well and will be retained and improved for use in future years.</p> <p>Guidance for settings and childminders open to deliver care to Key Worker and vulnerable children was updated.</p> <p>Advice and guidance was issued to all settings to ensure that materials and ideas were supplied to families to support play both on and off line during this lockdown period.</p> <p>One change for this period of time was that Key Worker and Vulnerable children were supported within their own settings- where they were open. The administrative challenges around these arrangements were not insignificant, but the Team coped extremely well with this and have been closely following Scottish Government guidance on entitlement. Our Foundation Apprentices were supported virtually during this period to work on their portfolios.</p> <p>All settings received regular welfare calls and support from members of the Early Years Team.</p> <p>Also in this period we agreed to participate in a Scottish Government pilot that ensures families who defer entry to Primary one for children of August-February birthdays automatically receive an additional year of funded early learning and childcare. This was very well received by parents especially in the context of interrupted learning provision.</p>
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## Digital Inclusion

<u>Timescale</u>	<u>Action</u>
Mar 2020 – March 2021	<p><b>Digital Inclusion (March 2020 – Mar 2021):</b>            In 2020, funding was provided by the Scottish Government to purchase devices (iPads and Chromebooks) and connectivity solutions (4G routers and SIMs). The purpose of these was to ensure digital inclusion by supporting learners without a device or sufficient Internet connection at home (such as where multiple learners are in the same household, there is a slow connection, a family has moved to a new provider, or there is a network fault).</p> <p>The Council procured 1356 devices. Almost all of these have been allocated and delivered (with this process being organised by the Digital Learning Team), with provision of the small amount remaining currently being co-ordinated. In addition to this, there are 39 iPads on back order which will also be provided to learners. Since January, the Digital Learning Team has also allocated 246 of the 254 connectivity solutions from the digital inclusion grant; only 8 of these remain to be allocated and will be distributed to learners as required.</p> <p><b>Glow:</b> Glow usage statistics are processed by the team monthly, and we have compared key data at three points - February 2020, September 2020 and January 2021. This data related to unique staff users, unique pupil users, and G Suite sessions (this was chosen due to G Suite being the most used Glow application).</p> <p>Between February 2020 and September 2020, 136% more staff and 158% more pupils used Glow, and G Suite sessions almost tripled. Between February 2020 and January 2021, unique staff users almost tripled, there were around 3.5 times more pupil users, and there was a 941% increase in G Suite usage, with nearly half a million sessions. The large numbers seen in January 2021 are believed to relate to lockdown and a greater uptake of Glow applications by staff (also reflected in the volume of staff support requests received by the Digital Learning Team in January 2021).</p> <p><b>Webinars:</b> The Digital Learning Team has been organising and offering webinars to support education staff with online learning and teaching since March 2020. These have since supported 800 staff (almost 1000 when including webinars co-ordinated with partners). In January 2021 alone, the team has directly supported 100 staff online via three digital skills webinars focusing on delivering remote learning and teaching, covering beginner-level introductions to Glow and Google Classroom as well as more advanced techniques such as creating virtual classrooms with avatars. The team will continue to offer more webinars across a range of subjects throughout the year.</p> <p><b>Modern Apprenticeship:</b> The Digital Learning team is also currently advertising to recruit a Modern Apprentice, who will work with the team to support digital technologies in education, and will also undertake an SCQF Level 6 Diploma for IT and Telecoms, in addition to receiving on-the-job training as part of the modern apprenticeship. This apprenticeship is being funded by the Young Person’s Guarantee, which aims to deliver</p>

	<p>fairer and more inclusive communities where every young person has an opportunity to reach their potential</p> <p><b>Clyde Mission Fund and Rural Growth Deal:</b> Argyll and Bute Council has been awarded £490,000 of funding from the Clyde Mission Fund, which aims to repurpose buildings close to the Clyde; the Council has identified a building in Dunoon to be repurposed to consist of both a STEM hub and a community hub. The STEM hub is being designed, and will be run, by the Digital Learning Team. The concept of the STEM hub is to establish both a venue in Dunoon which learners can attend, and also offer a mobile element where a van with STEM equipment is used to deliver learning to learners across Argyll and Bute.</p> <p>The Clyde Mission Fund also ties in to the Rural Growth Deal, through which it is hoped that five hubs will be established throughout Argyll and Bute, each with a theme that leveraged its location (for example, a focus on defence and engineering in a Helensburgh hub, and on marine sciences and aviation in an Oban hub). If the Council can secure more funding from the deal, it would help with establishing another hub in addition to the one in Dunoon; a business case has been produced for this, and the Council is awaiting a response</p>
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## Outdoor Learning

<u>Timescale</u>	<u>Action</u>
Mar 2020– June 2020	<p>This period was spent gathering information and creating an action plan for August 2020</p> <p>Preliminary planning work on Argyll and Bute’s own Outdoor Learning programme was taken forward. This work was necessarily delayed with the onset of COVID</p> <p>Work continued on creating an outdoor nursery site in Kilmory gardens and ACT Argyll were identified as delivery partners for ‘MAKI Pups’ outdoor nursery</p> <p>A janitor for the site was appointed in July 2020 and significant areas of the gardens were cleared and made safe for use.</p>
Aug 2020 – Dec 2020	<p>MAKI pups staff worked closely with the newly appointed janitor, contractors and the estates team to make the Kilmory site ready for children.</p> <p>Families were prepared for a January start, though this was then delayed due to the latest COVID enforced lockdown.</p> <p>Phase one of the site was completed in January and the janitor continued to work through the winter months, during lockdown to clear back foliage and improve the site further.</p> <p>The Argyll and Bute Outdoor Learning programme was taken to SQA for accreditation</p> <p>An online portal was created which brings together a range of support, opportunities for professional learning, resources and key documents to support outdoor learning. This was shared with staff across Argyll and Bute.</p>

	<p>In conjunction with Argyll and Bute Outdoor and Woodland Learning (OWLS) community, it was decided that a range of online workshops be designed and delivered in the spring term to support teachers, practitioners and partners in facilitating outdoor learning.</p>
<p>Jan 2021 – Mar 2021</p>	<p>MAKI Pups outdoor nursery opened at Kilmory with 13 children registered. This is a significant step forward for supporting outdoor learning in the early years and staff have already started supporting colleagues in other settings by sharing their expertise.</p> <p>In February, we hosted our first virtual outdoor learning festival. This took the form of three webinars over three nights. The first was entitled “Getting Started with Outdoor Learning” and was an entry level session hosted by head teachers and teachers in Argyll and Bute. The second was called, “Moving on with Outdoor Learning” and focused on developing whole school approaches and child led experiences. It was hosted by teachers, a Head Teacher and Early Years practitioners. The final session was “Developing Curricula in Partnership” and was hosted by a Head Teacher and third sector partners. It focused on developing curricular areas and accessing partners. Overall, 163 colleagues from Argyll and Bute attended across the three nights and 90% found the sessions to be either useful or extremely useful.</p>



# Outdoor Learning in Argyll and

## Bute

### Webinar Series

16<sup>th</sup> – 18<sup>th</sup> February 2020

Each webinar will be a balance of hearing our speakers and a Q+A discussion, so please come along with any questions you may have



**Wednesday 17<sup>th</sup> February: 4.00pm – 5.30pm**

#### Moving on with Outdoor Learning

- ☑ Finding and using wild spaces for learning
- ☑ Developing a whole school approach
- ☑ Letting learners lead the learning - the balance

#### Featuring:

Claire Bryden (Rockfield PS), Lisa Bulloch (Silverbirch Outdoor Nursery and Inveraray's OL Teaching Team).

Sign up to ED50 in the course catalogue

Google Meet link = [meet.google.com/yvx-rypc-ath](https://meet.google.com/yvx-rypc-ath)



**Tuesday 16<sup>th</sup> February: 4.00pm – 5.30pm**

#### Getting Started (or starting again) with Outdoor Learning

- Starting out with outdoor learning
- Making a Kit list
- Lessons from the Beach **Featuring:**

Carol Simpson (Cardross Primary School), Catriona Brown (Rhunahaorine PS) and Julie Watson (Barcaldine PS)

Sign up to ED49 in the [course catalogue](#)

Google Meet link = [meet.google.com/cny-ysvm-ujh](https://meet.google.com/cny-ysvm-ujh)

**Thursday 18<sup>th</sup> February: 4.00pm – 5.30pm**

#### Moving on with Outdoor Learning

- ☑ Running an OL award scheme
- ☑ Science, history, geography and nature
- ☑ Site visits and working with rangers
- ☑ Risk Assessing and 'on the day'

#### Featuring:

Jenny Holmes (John Muir Trust) Julia Hamilton (Kilmartin Museum), Ali Cush (Loch Lomond and the Trossachs National Park and Ben Appleby and Kerry McKay (GRAB Trust)

Sign up to ED51 in the course catalogue

Google Meet link = [meet.google.com/awe-xbtz-wha](https://meet.google.com/awe-xbtz-wha)



# Outdoor Learning in Argyll and Bute Webinar Series

16<sup>th</sup>-18<sup>th</sup> February 2021

3	Webinars
14	Presenters
163	Educators attended
90%	Of feedback said it was useful or very useful to their practice

**Getting Started (or starting again) with Outdoor Learning**

- Starting out with outdoor learning
- Making a Kit list
- Lessons from the Beach

**Featuring:**  
Carol Simpson (Cardross Primary School), Catriona Brown (Rhunahaorine PS) and Julie Watson (Barcaldine PS)

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- Finding and using wild spaces for learning
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**Featuring:**  
Claire Bryden (Rockfield PS), Lisa Bulloch (Silverbirch Outdoor Nursery and Inveraray's OL Teaching Team.

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- Running an OL award scheme
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- Risk Assessing and 'on the day'

**Featuring:**  
Jenny Holmes (John Muir Trust) Julia Hamilton (Kilmartin Museum), Ali Cush (Loch Lomond and the Trossachs National Park and Ben Appleby and Kerry McKay (GRAB Trust)



Legend	
Extremely Useful	
Useful	
Somewhat useful	
Not very useful	
Not at all useful	

*So Inspirational!  
Can't wait to get outside with my wee ones!*

*Brilliant session!  
Such a great variety of speakers with different experiences which really helps!*

*Great week. 3 sessions over the 3 days were packed in with lots of interesting things. I definitely picked up some pointers to take.*

*Thank you to all involved, it was very informative and interesting and well presented.*

*Really enjoyed this. Thank you. Hearing you all share your experiences really inspires confidence to get on and do! Good communication and a shared vision between the adults involved is so important. Webinars like this really help.*



## Achaleven Primary School

In December, the pupils of Achaleven Primary school were delighted to have achieved the standard to maintain their Green Flag. This means that we can now proudly fly our 8<sup>th</sup> Green Flag. The children are very committed to the process and undertake many tasks and activities throughout the two years of working towards the flag, some activities are completed as part of the curriculum, some are developing the four capacities and some are fun!

To begin the process, the children have to audit the school's work towards learning for sustainability, looking at the different elements of the Eco School's process. For this Green Flag, they chose water, waste and litter

The water topic was carried out as part of the curriculum where in science, we investigated dissolving and solutions, leading us to think about water pollution and trying to clean dirty water. Litter is tackled through our beach clean activity in connection with the Marine Conservation Society and waste, due to lockdown was an investigation of waste at home, food, recycling etc. The final idea the pupils had was to create a Christmas banner using unused clothes from home and with this banner they decorated the school.



The feedback from Eco School Scotland was very encouraging and we are delighted with our achievement: 'A massive congratulations on achieving your 8th Eco-Schools Green Flag Award! It is a joy to read how the pupils, the school, and the local community have been getting involved with your Eco-Schools Journey.'

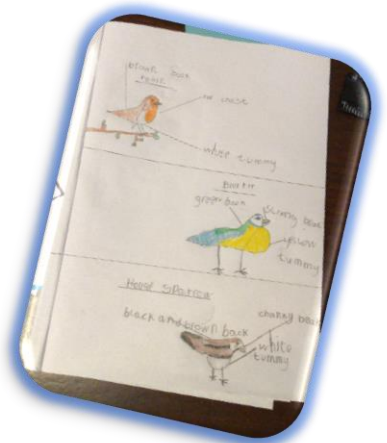
## Barcaldine Primary School

### RSPB Big Birdwatch

All pupils and families took part in this project in January 2021.

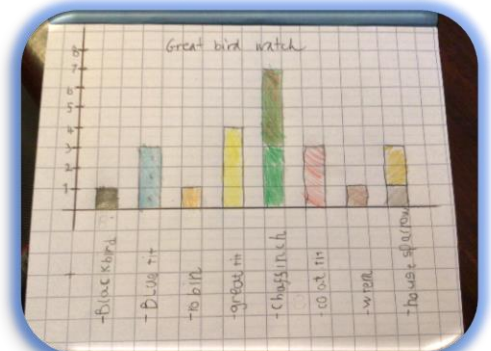
Before the actual birdwatch pupils carried out several learning activities via online learning:

- Watching, listening and finding information about different garden bird species.
- Drawing garden bird species.
- Choosing and labelling 3 distinguishing features on each species.
- Creating a bird feeding area or bug hotels in their gardens
- Making bird cake.



On a specified day and time, all pupils recorded the birds in their garden for 1 hour. We then met on-line, and shared and discussed our results. P7 pupils gathered all the results from everyone.

All pupils created a bar chart of their own results. Older children learnt about averages and created charts with this information. Pupils also wrote a report about the birdwatch.



There are links with priorities of raising attainment in numeracy and literacy. Positive health and wellbeing was promoted through Outdoor Learning and connections with nature.

## Dalmally Primary School

During the spring term the whole school took part in an Interdisciplinary Learning topic with the theme of Ancient Egypt. For P4-7 learners this was mainly delivered via the online learning platform Google Classroom and covered aspects of Literacy, Social studies and Expressive arts.

The main aim of the project was for children to create their own project book in which to record their learning. Children were introduced to each aspect of the project during a weekly live teaching session via google meet and were then directed to additional sources of information such as websites and videos for further research.

Children were given a clear set of success criteria for each chapter and encouraged to present their information in as interesting and creative way as possible, giving lots of scope for personalisation and choice, opportunities to challenge more able pupils while providing a clear





structure for younger or less able learners. Children were also encouraged to find and share their own resources

Which led to lots of collaboration and children leading the learning through suggesting podcasts or videos that others might find helpful.

This activity was successful in promoting children's independence as learners while also encouraging family learning as children with younger siblings could learn together and parents found it easier to support home learning with everyone working on the same theme. On return to school each child was able to continue working at their own pace. Most children demonstrated that they had embraced the

opportunity to add additional information and present their project in an interactive and engaging way with everyone having created a unique piece of work.

## Easdale Primary School

As a whole school learning activity we worked towards the Wild Challenge Gold award with the RSPB. We completed this as part of our live learning assemblies on a weekly basis.

The children had previously undertaken the Silver award at school, with the help of a teacher from the high school. We continued this partnership by inviting the teacher to join our live learning and she helped introduce the new challenges to the children.

These learning activities included taking part in the Big Bird watch, making a mini pond, making a compost, and doing a wild writing activity. P1 through to P7 took part in these challenges and shared their work by posting photos on google classroom or feeding back at our live learning. Each activity encouraged the children to take part in nature based learning, and gave them the opportunity to experience their local environment and wildlife.



The challenges promoted pupil engagement and the pupils particularly enjoyed seeing all classes at our live learning. Children continue to be motivated to encourage wildlife and nature to thrive as they explore their responsibilities as positive citizens. Partnerships across Primary and Secondary sector continue to be part of our contribution to Broad General Education in Argyll and Bute

## Lismore Primary School

Our Google Meet HWB sessions were well received; pupils appeared engaged and happy. During these daily sessions we would check-in with pupils, play games, read stories, partake in quizzes etc. The children would also have time to ask one another questions. All children in our multi-composite primary classroom were asked to take part. The main impact was the noticeable change in attitudes and demeanor towards/during our Google Meet sessions. Unfortunately, we have no photographs.



As part of our literacy work we asked children to learn and recite a Burns' poem.

The children recorded their recitals and uploaded them to Google Classrooms to share with others. All children in our multi-composite primary classroom were asked to take part. The activity allowed children to build confidence in their ability to recite; this was demonstrated through their willingness to share with others. Photographs below.



## Iona Primary School

Outside my window I see...

The children in P5-7 Iona Primary joined up online with Artist Alice Cooper who made a short film that combines the voices, stories and artworks of young people from the Isle of Iona and Kolkata, India and Edinburgh.

As part of the collaborative film-making process, she spoke to twelve young people (over the phone) and recorded their answer to the question 'What do you see outside your window?'

She then paired up the young people and asked them to draw or paint an image based on what the children in another area had described (so for example, a child in Iona would draw the view described by a child in Kolkata).

The resulting film can be seen following the link below.

<https://www.imaginate.org.uk/artists/projects/ideas-fund-inside-out-window/>

OCTF: Ensure high quality partnership working and community engagement

## **Dunbeg Primary School**

- 1) We decided that all new concepts – in numeracy in particular- should be taught live via Google Classroom from P1-P7. We use an approach called Big Maths which lends itself well to being able to teach remotely and track progress online. There are quality resources online for teachers to work with as well as online assessment and tracking opportunities.

Teachers used 'visualiser' cameras to film themselves demonstrating concepts close up and live so that children could see and interact with the processes. For the children who took part in the lessons, most remained on track with the progress that we had hoped for. For the others, using these resources, we have been quickly able to ascertain 'gaps' in learning and are currently working on teaching to specifically address them.

- 2) Light-hearted and unexpectedly successful activity in our Hub each afternoon was a 'competition' that had an amazing impact on focus, concentration, note-taking and improvement in awareness of world events. We watched children's Newsround daily from Week 1 of lockdown. Each day we aimed to remember one more fact than the day before as a group. By the last day we had moved from 10 facts on the first day to 60 facts from the last programme watched. Children came into the Hub each afternoon keen to get started and more and more came with whiteboards and pens to take notes. Considering that several of our children were 'vulnerable' this was remarkable engagement. Several classes have continued the Newsround tradition

No photos included as we did not photograph online learning or the Hub children.

## **Kilchrenan Primary School**

The teaching head teachers of Kilchrenan and Barcaldine worked collaboratively, using Google Meet and WhatsApp, to plan IDL (Interdisciplinary Learning) between the two schools.

Using the initial question, Were the Luddites Right? the p4-7 worked on understanding what they needed to know to answer the question, and explored ways to research. Historical research was linked to Literacy (writing/ reading) through work on supplied factual paragraphs. In this way, students not only discovered the information they needed, but also learned how paragraphs are written, and how to extract notes from them. This will later support improvement in their own writing of paragraphs and structuring writing.

During this time younger students in Kilchrenan explored the timelines of their lives and of mobile phones.



Together, the children looked at Harris Tweed as a way to learn about Scottish heritage and industry, but also be introduced to the concept of cottage industry (which the Luddites enjoyed). Both schools used the opportunity to make weaving and fabric, the topic for Art and Design, and the teaching of over and under.

Schools went on to explore, in practical ways, the 6 areas of technology, then choose one area to consider the impact of technology on people, society and the environment, aiming to answer the question- Where The Luddites Right?, and is all technological change good. The work is ongoing.



## Kilniver Primary School

Lockdown Learning? For the pupils of Kilniver it was a real mixture of live lessons and creative tasks. Many of the children enjoyed completing the outdoor learning tasks in the woods and on the beaches around where they lived. Now we are all back in school, the learning and creativity is continuing with our topic about the seashore. P4-P7 are learning with the Royal Navy learning about communication at sea and P1-3 are having fun learning with Mr Grinling, the Lighthouse Keeper



## Lochnell Primary School

### Health and Wellbeing

*Mental, emotional, social and physical wellbeing are essential for successful learning.*  
Screen Free Wednesday afternoons

The pupils had access to a range of live and recorded lessons on google classroom, they regularly used online activities in their learning, e.g. Sumdog and following a discussion with pupils and a survey with parents it was felt that screen use for many was high (screen time also used in a lot of pupils leisure activities). As a result Screen Free Wednesday afternoons were started. All pupils at home and in hubs were invited to attend weekly meeting in whole school classroom (google) and new challenges were set each week to encourage outdoor learning, creativity, and establishing school clans to reinforce school values. Slides of each weeks' challenges were shared on google classroom for pupils to refer back to, or for those who could not attend the meeting.



There was regular attendance of over half of the pupils at home and all the pupils in the hub. Pupils were engaged with activities and many posted the results of their challenges onto the whole school google classroom page, e.g. pictures of outdoor mazes, clan shields which they had designed, baking they had done with family. Some now on walls in school. Priorities – emotional wellbeing relationships and response to pupil/parent voice. OCTF – partnerships working, inclusion. Impact – continued pupil engagement and reduction in screen time.



## Park Primary School

### World Book Day Bake Off

Earlier this month our Primary 7 clan captains organised World Book Day activities for all pupils to take part in whether they were learning in school or at home. Clan captains held virtual discussions on Google Meet to share their ideas and agree on challenges for P1-3 and P4-7 pupils. Primary 7 pupils voted on the activities to take forward and settled on a dress up challenge for P1-3 and virtual baking competition for P4-7.



Primary 7 pupils then recorded a video message to share their World Book Day challenges with the rest of the school and nursery. Our children in ELC and P1-3 along with any pupils attending the hub dressed up as a character from their favourite book. Primary 4-7 pupils took part in the virtual World Book Day Bake Off. All pupils were also encouraged to share photos of themselves reading in cosy corners and unusual places.

Primary 7 pupils were inundated with photo and video entries of cakes and costumes inspired by favourite books. The standard was incredibly high and judges had very difficult decisions to make. The judging took place remotely and the winners were announced online. Prizes were awarded when pupils returned to school this week.

## Rockfield Primary School

Our children at Rockfield ELC very well in online learning which weekly Google Meets during the of school closure. All of our youngest learners participated in literacy and numeracy play based activities related to a “story of the week” each week.

In ELC early numeracy and literacy experiences are delivered through play. Our children are delighted to be back in ELC and our focus in numeracy has been learning about patterns within the environment. We have made best use of our community by accompanying the children in a walk around the surrounding area to see what patterns they could spot. The children collected sticks and took their learning further by using the sticks to make the letters of their first names. This demonstrates how responsive we are to children’s curiosity and interests- what started as a numeracy a literacy learning opportunity! Literacy and numeracy remain key drivers both within our own School Improvement Plan as well as the National Improvement Framework



engaged  
included  
period



we  
focus embraced

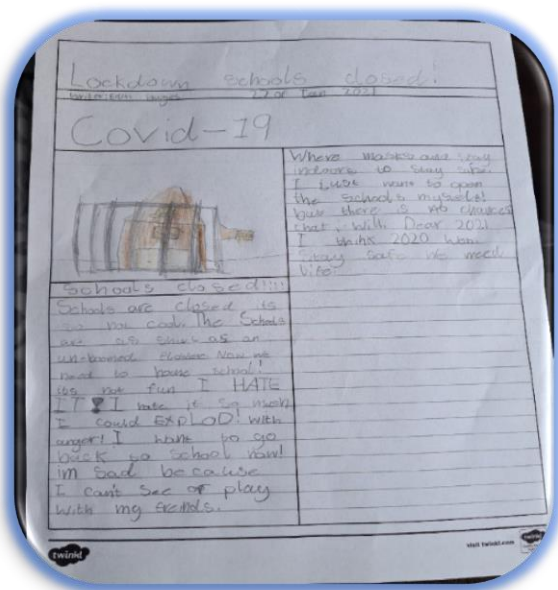


Meanwhile in our Gaelic ELC (Sgoil Araich) we have been focusing on developing key Gaelic vocabulary through numeracy. The total immersion approach within Sgoil Araich promotes understanding of the Gaelic language through play centred on investigation and curiosity as our pictures show. This is an important element of the Education Scotland key document “Advice for Gaelic Education”



# St Columba's Primary School

## Primary 4 /3



As part of online learning in literacy this year our P4/3 class took part in a lesson in which each pupil created their own newspaper report based on the schools being shut due to COVID-19. As part of this lesson pupils were required to think about their feelings about the schools being shut, which encouraged discussion on our feelings and emotions during this time. We also engaged in discussion about important features that we would need to include within a newspaper report which improved their knowledge of functional writing. After the lesson each pupil produced their own newspaper reports.

This lesson ties in with our school priorities as we are focusing on improving attainment in writing and throughout the lesson the pupils were developing their knowledge of functional writing and discussing ways in

which they could express their feelings appropriately through writing.

The impact of the lesson for the pupils was that they were able to discuss what was going on in their lives at the moment with their peers, which allowed them to see that they were not alone with how they were feeling and helped them to find ways to express themselves within their writing. As a teacher it was very interesting to hear how pupils were feeling and it has helped me to see the lockdown from their point of view and developed effective discussion between myself and my pupils on feelings and emotions

## Primary 6/5

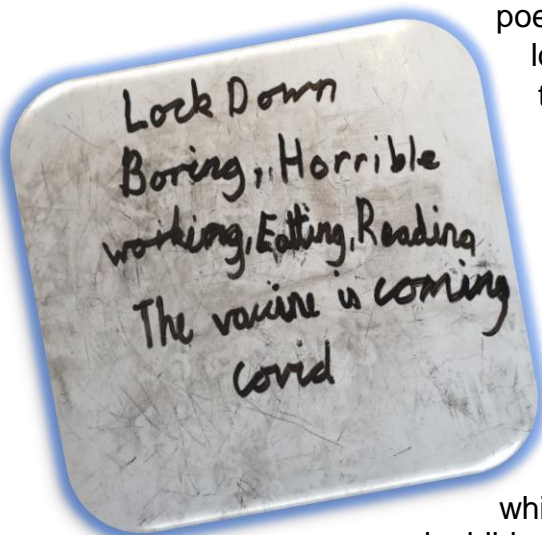
One example of delivering literacy through remote learning was writing cinquain poetry using Meet. Expectations of the live lesson were discussed and pupils remained engaged. We worked together as a class to

create a cinquain poem about

lockdown, using the rules of the poem which was delivered

through a PowerPoint

presentation. We then wrote each line of the poem as a class; we discussed examples and how to improve word choice. This group work online facilitated a shared experience while learning remotely.



Individual targets were also communicated to children while on the Meet and reminders could be posted individually to each child on their own stream. Based on what we learned as a group,

we then created our own cinquain poem on a topic of our choice.

Accessing Google Classrooms through the Meet app has allowed us to have in depth conversations, similar to those we would enjoy in class. Pupils who were comfortable speaking would raise their hand and wait to make their contribution, while those who were less comfortable speaking would be encouraged by the chat function to still make their points. A choice of starter activities was provided to ensure that the skills required were warmed up before the lesson started. Thus, facilitating pupil choice and increasing engagement. The continued use of this kind of learning also encouraged children to make more contributions the next time. I feel that there may be some scope to utilise a similar chat function in class for plenaries.

## **Strath of Appin Primary School**

Following the school closure due to the first national lockdown in 2020, our Parent Council worked hard to raise funds to provide Chromebooks for every pupil in the school. A shortage of digital equipment and inconsistencies in ability to access materials had been identified as barriers to learning for pupils during this period.

Unfortunately, due to national supply shortages, we were only able to purchase 10 Chromebooks (hopefully further devices will become available in the coming months). We, therefore, were not able to provide every pupil with a device but were able to allocate them based on individual needs.



Parents were asked to contact the school if their child (ren) did not have access to devices to support remote learning at home. Fortunately, we had enough devices to meet the needs of all pupils in this category. This helped us to address the issue of digital inequality which was a barrier to learning during the first lockdown.

The pupils who used the Chromebooks gave very positive feedback on the impact of them on their remote learning:

“It was much easier to access Google Slides and Documents using the Chromebook.”

“I could take and upload photographs of my work.”

“It was easier to get into my daily Meets.”

“I could connect it to my printer to print work.”

The Chromebooks have, therefore, made remote learning much more accessible for these pupils. They have had a very positive impact on their ability to access tasks and Meets and to share their work.

## **Taynuilt Primary School**

The children of Taynuilt Primary have been sowing wildflower seeds on the embankment of the local cemetery to create a meadow of remembrance. The school is very well supported by the local community and we are encouraging the children to think of meaningful ways that they can give something back that will help to engender a sense of partnership and will be of practical benefit to the village.

The children often pass this spot during their daily mile and thought that it would enhance a section of grass that could be left uncut. Following consultation with the amenities department and the Local Community Council we were given the green light, some children prepared the ground by running up and down the incline in rugby boots and golf shoes others followed spreading handfuls of seed. Now we wait to see the butterflies and bees that attracted to the area.



This activity was designed to help children: appreciate their local environment, plan for positive change while considering the opinions and requirements of others, cycles of nature, while being physically active.

## **Bunessan Primary School**

During school closure our Gaelic Medium Class at Bunessan Primary School took part in the Languages Week Scotland Storytelling Competition in order to celebrate all the languages that are spoken within our communities across Scotland. The children's task was to re-tell the story of Goldilocks and the Three Bears in their home language or in a language that they are learning.





Our Gaelic Medium teacher took this opportunity to turn the competition into a block of learning in Literacy for her class, concentrating on the Talking and Listening aspect of Literacy to help her children develop their use of the Gaelic language. Over a period of a couple of weeks the children worked on their re-telling of the story at home with their class teacher supporting them online via Seesaw and face to face teaching Google Meets.



The resulting stories were excellent, told through use of stop motion, lego, drawings, and sets and narrated in Gaelic.

Our small Gaelic Medium class won 2<sup>nd</sup> prize, 3<sup>rd</sup> prize and four Special Merit Awards for their hard work, excellent storytelling and for showcasing development of their use of oral Gaelic language.

## **Dervaig Primary School**

Dervaig Primary School introduces The Poetry Spine

Following the start of the implementation of the 'Talk for Writing' pedagogy, staff at Dervaig Primary have undertaken training in Pie Corbett's Poetry Spine.

Both pedagogies aim to liberate creative children's minds and establish a solid foundation, and confidence in, imaginative, figurative writing.

The Poetry Spine provides, as its name suggests, a backbone of poetry appreciation and creation throughout the Curriculum for Excellence levels. From P1 to P7 children learn famous poems off by heart and learn how to write poetry from a broad spectrum of styles, from humorous limericks to serious classical style, sonnets and Japanese Haiku.

### **Two Kennings ()P5 Pupil**

Mud digger  
Bone biter

Antler fighter  
Fence jumper

### **When The Wind Blows ( P6 Pupil)**

When the wind blows  
the flowers sway  
and dance together  
as one.

When the wind blows  
the people shiver  
time of the sun has passed

When the wind blows  
the wolves howl  
although clouds cover the moon.

Recently children have been creating Kenning Poetry. Originally from the Anglo Saxon and Viking culture, Kennings have kept our ancestors entertained long before Netflix and computer games.

There are rules of pattern and rhythm to certain styles of poetry. The Kenning is particularly strict and great fun.

The impact of the training the staff have undertaken, is that they have grown in confidence and learned strategies and techniques that bring the classroom alive with literary richness and depth.

During one training session Pie Corbett commented on one of our P6's poems – 'the phrasing in this poem is magical' He thought it was a great way to teach fronted adverbials, developing a skill which could then transfer

into prose writing. It was also really helpful to have his feedback to share with the young poet about thoughts on possible improvements.

All this works just as well in the virtual classroom as it does in a real-life classroom.

The impact on the children is evidenced by the fact they enjoy playing with words and up-levelling their work. The confidence in wordsmithing has paid dividends in their prose writing too.

The children have loved writing poetry during lockdown. It has proved a great channel for expressing feelings and frustrations. Being able to express yourself through poetry is an emotional regulatory tool that will be of use to the children of Dervaig Primary School throughout their whole lives.

### **Iona Primary School**

Outside my window I see...

The children in P5-7 Iona Primary joined up online with Artist Alice Cooper who made a short film that combines the voices, stories and artworks of young people from the Isle of Iona and Kolkata, India and Edinburgh.

As part of the collaborative film-making process, she spoke to twelve young people (over the phone) and recorded their answer to the question 'What do you see outside your window?'

She then paired up the young people and asked them to draw or paint an image based on what the children in another area had described (so for example, a child in Iona would draw the view described by a child in Kolkata).

The resulting film can be seen following the link below.

OCTF: Ensure high quality partnership working and community engagement

## Lochdonhead Primary School

Personal Based Learning (Skills based) “Pebble” Project

Delivered through Google Classrooms during lockdown as live lessons and sharing examples of work through Seesaw app.

All pupils, parents and teachers took part.

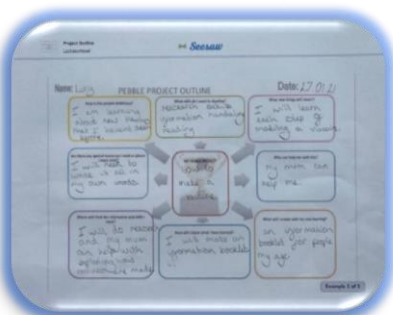
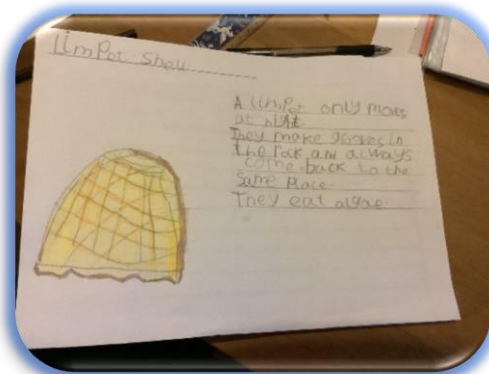
Parents were sent a letter and an outline of the learning intentions and some examples.

Each pupil, in discussion with their parent, chose an area of personal interest to explore. This was then shared back to teacher for further discussion of next steps

Parents then worked with their child to fill in the planning questions, titles and records of lessons. An ambitious outcome was selected for each project.

There were various areas of research chosen. These included: Famous Scientists; Recreating the Battle of Dunkirk; Researching how vaccines are made; Beach Exploration; Wildlife Explorers; Pandas; Dinosaurs; Food from around the world; Creating a calendar

This tied in with all four capacities, developing the school ethos, inclusion of the underlying curriculum design principles. It promoted interdisciplinary learning; literacy and health and wellbeing, excellence, equality and ambition. It promoted higher order thinking skills suitable for learning and employment.



The impact was positive and inclusive; the children and parents were engaged and motivated. It was something that was chosen to suit their environment and their learning needs. The learning was visible throughout to all involved and next steps apparent. It was easily transferred into school.



Partners gave feedback to the children. These included Gordon Buchanan - Wildlife Filmmaker, a member of the SAS, an Art Teacher, Head Chef and a Clinical Supply Manager.



## Salen Primary School

During the second period of school closure pupils and staff from across the school worked together to gain points for their 'house.' Everyone was encouraged to take part in a Step and Photo Challenge.

Each child and staff member across the school and ELC were put into a house. Our house system is based around the castles we have on Mull – Duart, Moy, Torosay and Aros.

Staff and pupils were to send in a photo of the steps they had taken via Seesaw and would earn points for their castle. In school each 5 000 steps would earn a point for your Castle and in ELC each 1 000 steps earned a point for your Castle. Each week our PE specialist would tally up the points and send an update via Seesaw.



The children in school at the hub also clocked up their steps in their daily mile and added it to the total.

Children were also encouraged to send in a photo from their walks and each week a winner was chosen and shared across the school and ELC via Seesaw.

### FINAL POINTS

Aros Castle - 1,950 points

Duart Castle - 1,720 points

Moy Castle - 1,567 points

Torosay Castle - 1,295 point

Everyone had fun while getting out and about in the fresh air which is so important for our Health and Wellbeing

## Ulva Primary School



Throughout the latest lockdown we were able to provide a high level of remote learning and live interaction on a daily basis with all of our children. All our pupils had been well equipped with the digital skills necessary while still in school, meaning they were very confident in using Seesaw, Google Classroom and Google Meets.



Before Lockdown we explored our local history, incorporating a novel study of Kathleen Fidler's 'The Desperate Journey'. We completed this remotely, through rich tasks at home.

The children were read the story aloud during live lessons, completing follow on tasks at home. These involved a range of differentiated activities including, imaginative writing, designing equipment and one of the most effective activities, which incorporated outdoor learning, was creating their own Inuit Art.

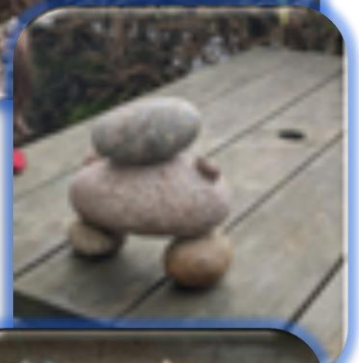


The children learned that the Inuit People create sculptures from stone called Inukshuks, which have different meanings. The children were asked to create their own using stones in their own gardens.



This was an extremely equitable activity. It did not need any special craft supplies and all ages could create a sculpture as there were specific requirements. It encouraged the children to get outside with their family to find suitable stones and create Inukshuks that represented their own loving homes. The children were all very proud to share their creations on Seesaw, with positive

comments left by family members from across the country.



## **Tiree Primary School**

All of our primary classes, both English Medium and Gaelic Medium, completed a variety of learning and teaching experiences through the theme 'Living Things – Plants'. This unit of work has covered a variety of experiences and outcomes in Numeracy, Literacy and Health and Wellbeing, along with other appropriate curricular areas including Science, Expressive Arts and Technology.

When returning to school after a second period of extensive lockdown, we had a 'new beginning' all together at school at last! Health and Wellbeing was our priority in order to support and develop our children's mental and emotional wellbeing after they had experienced a great deal of change and uncertainty.



The theme 'new beginnings' related significantly to our IDL topic on living things and plants. Children learned about the importance of looking after living things, providing nurture and caring for their own living plant – this was compared to humans as living things, and children learned about what humans need to be healthy.

All classes have carried out experiments to grow plants including Cress, Sunflowers, and Runner Beans. This has developed pupils' skills in measure and data handling, while also giving them opportunities to work collaboratively with their peers.

Investigations were carried out to experiment with growing seeds without different variables such as without water and without light.

Children predicted, monitored the growth daily and completed recording sheets. This was mirrored in relation to what they needed to grow and develop and discuss what they had experienced in lockdown.



## Arinagour Primary School

### British Sign Language

All of our pupils engaged very enthusiastically with the learning of British Sign Language with the assistance of their teachers, a British Sign Language teacher and her pupils.

The sessions began remotely while schools were closed and our pupils accessed their daily live lessons through Google Classroom.

Parents were very enthusiastic about this as a remote learning experience and some learned BSL from their children.

The sessions continued when the pupils returned to school and they will incorporate what they have learned into their video submissions in their John Muir Award application.

### **HGIOS 4**

3.1 Ensuring wellbeing, equality and inclusion

2.7 Partnership

### **Argyll and Bute Education Key Objectives**

- Ensure high quality partnership working and community engagement.

### **National Improvement Framework Key Priorities**

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing;

### **Impact**

- All learners were fully engaged and enthusiastic in their learning.
- Increased opportunities for pupils to lead learning.
- Increased pace and challenge in Literacy and ICT.
- Increased opportunities for all children to participate in a range of online learning activities.
- Increased attainment for all learners.
- Increased confidence in use of Google Classroom and accessing and participating in live lessons.
- Opportunity for family involvement in children's learning



*This is a photo of the pupils signing. Their signs mean "I'm learning BSL"*



Jac is showing the children his cochlear implant

## Kilchattan Primary School

During Lockdown we provided 90 minutes of live literacy and numeracy lessons to differentiated groups of children on a daily basis, through Google Classroom, with 100% attendance.



During these live lessons, we delivered teaching input and gave the children time to complete activities in real time, providing support where needed. Because of this, we had a very clear understanding of children's learning and attainment. This enabled the pupils to make progress at the same rate as if they had been in the school environment, which was validated upon return to school. Staff were also available for one hour each afternoon for individual tutorials for anyone needing additional support with their learning.

Pupils in the upper stages created a digital profile using Google Slides, showcasing their learning throughout Lockdown. They were given key questions to help them reflect on their learning and the skills they developed. This provided pupils with a profiling platform in which to recognise and celebrate their achievements.

Activities were provided on a daily/weekly basis to support children's health and well-being, including: making a puppet show, making a stop motion animation movie, flying a kite, having a silent disco, a stroll of discovery, star and constellation spotting, making and testing paper airplanes, cooking and baking. Children's lockdown activities and the skills they developed with their families, were celebrated. We had weekly assemblies in which children shared their 'Wins of the Week,' sharing art work, videos, photos of activities, presentations and stories.

## School Contacts

School	Contact	Position	Address	Phone No.
Achaleven Primary	Claire Bryden	Acting Head Teacher	Achaleven, Connel PA37 1PH	01631 710529
Arinagour Primary	Aileen Cook	Head Teacher	Arinagour, Isle of Coll, PA78 6TA	01879 230376
Barcaldine Primary	Julie Watson	Head Teacher	Barcaldine, Connel, PA37 1SG	01631 720391
Bunessan Primary	Kate Petrie	Head Teacher	Bunessan, Isle of Mull, PA67 6DL	01681 700283
Dalmally Primary	Lynn Sinclair	Head Teacher	Dalmally, Argyll PA33 1BE	01838 200359
Dervaig Primary	Tricia Evans	Head Teacher	Dervaig, Isle of Mull, PA75 6QW	01688 400227
Dunbeg Primary	Marny McCulloch	Head Teacher	Dunbeg, Connel, PA37 1QF	01631 564781
Easdale Primary	Judith Frost	Head Teacher (Joint Headship with Luing)	Easdale, Oban, PA34 4RF	01852 300243
Iona Primary	Stephen Glen- Lee	Head Teacher	Isle of Iona, PA76 6SJ	01681 700348
Kilchattan Primary	Kim Bentley	Head Teacher	Isle of Colonsay, Argyll, PA61 7YR	01951 200340
Kilchrenan Primary	Graham Dickie	Head Teacher	Kilchrenan, Taynuilt, PA35 1HD	01866 833312
Kilninver Primary	Sharon Burt	Head Teacher	Kilninver, Oban, PA34 4UT	01852 316236
Lismore Primary	Debbie Harris	Head Teacher	Isle of Lismore, Oban, PA34 5UG	01631 760258
Lochdonhead Primary	Susie Carmichael	Head Teacher (Joint Headship with Ulva Primary)	Lochdonhead, Isle of Mull, PA64 6AP	01680 812473
Lochnell Primary	Louise Chisholm	Head Teacher	Lochnell, Ledaig, Connel, Argyll PA37 1QS	01631 720300
Luing Primary	Judith Frost	Head Teacher (Joint Headship with Easdale)	Isle of Luing, PA34 4TY	01852 314245
Park Primary	Ruth Verner	Acting Head Teacher	Kerrera Terrace, Oban, PA34 5AU	01631 563941
Rockfield Primary	Caroline Fothergill	Head Teacher	Oban Primary Campus, Soro- ba Road, Oban, PA34 4SB	01631 568090/568091
Salen Primary	Mairi Maclean	Head Teacher	Salen, Isle of Mull, PA72 6JL	01680 300348
St Columba's Primary	Michaelina MacLellan	Head Teacher	Oban Primary Campus, Soro- ba Road, Oban, PA34 4SB	01631 568092/ 568090
Strath of Appin Primary	Marissa Melville	Head Teacher	Strath of Appin, Appin, PA38 4BG	01631 730345

Taynuilt Primary	Bernie McMillan	Head Teacher	Taynuilt, Argyll, PA35 1JE	01866 822343
Tiree HS Primary	Peter Bain	Head Teacher	Isle of Tiree, PA77 6XA	01879 220383/ 220790
Tobermory HS Primary Dept.	Richard Gawthorpe	Acting Head Teacher	Tobermory, Isle of Mull, PA75 6PB	01688 302062