



# **Evidence of Impact Report**

# **2022**

## Foreword

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e-Sgoil's Impact Report of June 2022 is an attempt to reflect on and learn from the experiences and challenges of providing online education for learners across Scotland. Continuing to develop a National e-Learning Offer (NeLO) is a hugely challenging undertaking, but the knowledge that we were merely supporting the excellent work being done by schools and parents/carers, and the fact that so many statutory and non-statutory organisations willingly collaborated with us to cater for learners' needs, made the task much less daunting.

The disruption to normal education over the past two years has inevitably forced educators to do things differently, and as with any change, there have been positive as well as negative outcomes. For us, who had been pursuing the digital / remote learning and teaching agenda through e-Sgoil for several years, it provided a real opportunity to implement some innovative approaches to learning and teaching, curriculum design, school day planning, etc. We enjoyed the experience of working with Education Scotland, Northern Alliance colleagues and representatives from other Regional Improvement Collaboratives, knowing there were mutual benefits in the shared work.

By detailing these initiatives in the body of the Impact Report and reflecting honestly on what worked, (and what didn't), we hope that we will encourage other educators to review their own experiences further and build on the positive developments, so that post-COVID, we continue to design an education system which is learner-centred, fit for the future, more equitable, and made more resilient through digital delivery.

It was a pleasure and a privilege for e-Sgoil to be invited to present at this year's World Education Summit. A team member has been invited to present at a seminar on preservation of minority languages in Sardinia as a result of our efforts to promote Gaelic. e-Sgoil staff continue to be asked to showcase their work across Scotland, nationally, and further afield.

Angus MacLennan,  
Head Teacher, e-Sgoil

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# Wheel

The e-Sgoil Wheel demonstrates an integrated and holistic approach to education.



All of our activities are encapsulated within the broad aim of enabling learners to overtake the four capacities of Scotland's Curriculum, by becoming: Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

We use digital technology to enhance equity and opportunity by:

- removing barriers to learning
- promoting equity for all learners in terms of subject choice, including applied learning options e.g. Foundation Apprenticeships
- facilitating wider access to Gaelic/Gàidhlig courses and cultural activities
- ensuring that the curricular offer is suited to the needs of the local economy and community
- adding value to what local schools are able to provide
- ensuring resilience in specialist teaching supply
- creating flexible job opportunities for staff, irrespective of their geographic location

# Early Years

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## Overview

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*Dug's Discovery Den* continues to engage our youngest learners, with a varied range of cross-curricular experiences, both online and offline. This teaching resource is the result of a collaboration between Education Scotland and e-Sgoil, using a platform called ThingLink. It offers young children, across Early Years and Primary One, an interactive collection of activities that are designed to inspire learning and exploration beyond the screen.

*Dug's Discovery Den* is available in both Gaelic and English. It is accessible for use within any learning setting, childcare provision or the home environment.

The activities encourage real-life play, movement, songs, stories, dance, outdoor interactions and experiences. It is underpinned by the principles of **Realising the Ambition**: Being Me – the national practice guidance for Early Years in Scotland.

Dug is also a real-life mascot, who travels around the country visiting children in a variety of settings, children's homes, schools and in different local authorities. To date, Dug has visited 19 of Scotland's 32 local authorities, and is hoping to complete the tour around the country this year. This real-life element has prompted many stories of impact and connection, both with Early Years learners and educators across Scotland.

Dug has a Twitter account to let followers track his adventures: [@BeingMeWithDug](https://twitter.com/BeingMeWithDug). The spaces constantly adapt to reflect the young learner's world and interests.

Dug's Discovery Den can be found at <https://e-Sgoil.com/early-years>

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## Quantitative data

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Dug has travelled to all Regional Improvement Collaborative in Scotland.

Dug has visited settings in 19 local authority areas.

Dug's Twitter account has 616 follower accounts.

Dug's Discovery Den in English has had 34,173 hits this reporting year.

Dug's Discovery Den in Gaelic has had 3,020 hits this reporting year.

## Qualitative data



## Next steps

The approach has been shaped by the suggestions and needs of the Early Years sector, across Early Years settings and schools. Currently we are working towards co-creating a transitions Dug's Discovery Den with Early Learning settings. This is following requests from educators for such a resource to support transitions from home to Early Learning and Childcare (ELC), and from ELC to Primary 1.

# Scotland's Assemblies

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## Overview

Scotland's Assembly is a fortnightly live schools assembly broadcast nationally on the e-Sgoil website. Each assembly is based around a theme and aims to bring a live guest from well-known locations across Scotland. It is supported by a first and second level "Learning Space" that collates a series of resources that are accessible to pupils themselves. These resources aim to provoke playful exploration of the given theme.

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## Quantitative data

Assemblies this session have had approximately 30,000 views to date.

Learning Space	Cumulative number of views to April 2022
First Level	34,127
Second Level	40,954

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## Qualitative data

We have a small group of teachers who regularly tune in to the assemblies whom we consult with, for feedback. Most feedback is positive, with teachers highlighting the guests and locations as a particular strength. One teacher from Aberdeenshire noted:

*"It's great to be able to virtually visit a windfarm on Lewis or the National Gallery [of Scotland] in an assembly – most of our pupils don't have the chance to do that regularly."*

During the assembly, we have a live text chat that staff/pupils can respond to and engage with. This has been a fruitful addition. A representative example of the chat generated is in the section "Other" below.

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## Next steps

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We are continuing to consult with schools from across the country, responding to their suggestions for themes and guests. This engagement has led to upcoming themes of dance and astronomy. We ultimately aim to involve pupils in not just the planning of assemblies, but in the production and delivery as well.

We also aim to address the issue of timely and accurate quantitative data. This may require a move to a new platform.

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## Other

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### **This Session's Scotland's Assemblies:**

**3rd September** - In our first live Scotland's Assembly for this session we were celebrating Scottish Food and Drink Fortnight and said, "Over to you!", with a creative activity to design your own events for COP26.

**17th September-Part 1 and Part 2** - The first of five special assemblies in the run up to COP26, we visited COAST Arran to explore nature, conservation and meet some real-life sea creatures.

**24th September** - Exploring social enterprise and reducing our impact on the planet with sustainable fashion.

**1st October** - Our theme was "Energy". We learned why it's so important to climate change and what Scotland can do to make a difference, with a guest from Point & Sandwick Trust Windfarm.

**8th October** - We were learning all about clean transport and the difference we can make by going green as we travel.

**22nd October** - We were joined by Olympic and Paralympic swimmers Duncan Scott and Toni Shaw, to get excited about swimming and outdoor water safety. You can find the digital learning space for Outdoor Water Safety [here](#).

**5th November** - We explored the key human behaviours needed when responding to climate change - adaptation and resilience.

**19th November** - We celebrated both BBC Children in Need and Scottish Careers Week and looked at how social enterprises and careers can make a difference to children and young people. Our special guests were the Highland Wildcats, who have benefited from funding from BBC Children in Need.



**3rd December** - For International Day of People with Disabilities & UK Disability History Month, we were joined by Peter Kerr from design and engineering firm [www.atelierten.com](http://www.atelierten.com). We learned about brilliant tech. that makes schools great for everyone!

**17th December** - Our theme was Christmas and we had a special guest appearance from Father Christmas.

**14th January** - Fun with Scots language and music.

**21st January** - We explored the Highland Wildlife Park and learned about some of the amazing animals that live there.

**28th January**- We discovered stories in art to celebrate Visit Scotland's Year of Stories in 2022. Our storyteller will take you on a virtual tour of the New Arrivals exhibition currently at the Scottish National Gallery of Modern Art. 31st January - REPEAT: Listen to and learn about some amazing jazz with Tommy Smith OBE, from Scottish National Jazz Orchestra.

**7th February** Join the hilarious Professor Balance and learn all about clean transport and the difference we can make by going green as we travel.

**10th February** - We visited Loch Lomond and the Trossachs National Park with Education and Inclusion Advisor, Alison Cush.

**4th March** - To Celebrate International Women's Day (8th March 2022), we were joined by Karen Darke and Iona, who told us more about their upcoming adventure to Antarctica.

**25th March** - To celebrate Seachdainn na Gàidhlig (World Gaelic Week), not only were we learning all about Scotland's national language, but we also learned how to speak some too!

# Core Delivery

## Overview

e-Sgoil provides online supply cover for schools where they have not been able to source specialist staff locally who are available to cover classes. This service is provided by e-Sgoil staff who have been recruited, trained and supported to be ready to deliver sessions into schools across Scotland. All staff are GTCS registered teachers.

## Quantitative data

The staff engaged with a total of 576 students. The table below shows where the teachers delivered sessions this past school year:

School	LA	Subject	Level	No of Pupils
Anderson High	Shetland Islands	Modern Studies	AH/H/N4-5	79
Forfar Academy	Angus	Gaelic	BGE S2	1
Monifieth High School	Angus	Gàidhlig	H	1
Hazlehead Academy	Aberdeen City	Gàidhlig	GME S1	5
Acharacle Primary	Highland	GME	Primary	20
Sir E Scott	CNES	Chemistry	N5	5
Dunvegan Primary	Highland	GME	Primary	10
Sgoil Lionacleit	CNES	Music	N5	6
Sandwick JHS	Shetland Islands	Maths	BGE/N4-5	122
Doon Academy	East Ayrshire	Chemistry	N4-H	14
Brae High School	Shetland Islands	Music	N5/H	8
Rothsay Academy	East Ayrshire	Spanish	BGE	116
Stromness Academy	Orkney Islands	Technical	N5/H	17
Doon Academy	East Ayrshire	Music	N5/H/AH	20
Sir E Scott	CNES	Chemistry	S3	1
Baltasound	Shetland Islands	Technical	S1	6
Kilmuir Primary	Highland	GME	Primary	16
Forres Academy	Moray	Maths	BGE S1/2/3	116
Trinity Academy	Edinburgh City	Physics	N5/H	40
Forres Academy	Moray	Geography	N4/5	12
Anderson High	Shetland Islands	Gàidhlig	N5	1
Sandbank Primary School	Argyll and Bute	Gàidhlig	P3/4	18
West Dunbartonshire Council CPD		Gaelic		10 Adults

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## Qualitative data

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Recent evaluations showed that:

- Most learners feel safe in this environment.
- Some pupils appreciate having a second online teacher to support their learning.
- Some pupils feel they are learning well and are enjoying the online classes.

Quotes from pupils were as follows:

- *"Learning at e-Sgoil is easier for me because I can work in a quiet environment."*
- *"I enjoy learning here more than learning in a classroom. For some reason I find it so much less stressful doing everything on a computer than in a classroom with jotters. It makes maths slightly better, as it is a subject I really dislike."*
- *"Good, because I haven't had a teacher in ages."*
- *"I feel like I have learnt a lot while doing the online lessons."*

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## Next steps

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The core supply service will continue to be developed over the next session. It can be invaluable for schools where there is pressure on them to deliver a course and they are unable to source supply cover, either through lack of availability, or due to their location.

e-Sgoil has a bank of over 150 supply teachers who are available for deployment across Scotland.

It is particularly gratifying to note that schools who have used e-Sgoil in the past very often return when they find themselves unable to cover a post.



# Evening and Easter Study Support Webinars

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## Overview

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- A programme of live, interactive, evening Study Support webinars was provided for Senior Phase learners across Scotland. Webinars ran each week during term time.
  - A programme of live, interactive, daytime Easter Study Support webinars was provided for Senior Phase learners across Scotland. Webinars ran over six days during the Easter holidays in 2022.
  - Pre-recorded flipped learning in the form of voice-over PowerPoints were uploaded and made available as legacy learning material.
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## Quantitative data

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- Registrations came in from all 32 Local Authority areas for Evening and Easter Study Support.
- There were 18,037 webinar registrations for Evening Study Support from 4,260 learners representing 328 schools.
- The evening Study Support offer comprised 42 webinar groups catering for different subjects/levels.
- The overall quality of the webinar experience in evening Study Support webinars was rated by learners at an average of 4.6 out of 5.
- For Easter Study Support there were 13,486 webinar registrations from 3,314 learners representing 313 schools.
- The Easter Study Support offer comprised 79 webinar groups catering for 67 different subjects/levels.
- A sample of 1,169 learners rated the overall quality of the Easter Study Support webinar experience at an average of 4.5 out of 5.
- 99% of 1,184 learners reported that Easter Study Support webinars had helped to improve their confidence ahead of the SQA final exams.

A full overview of data relating to Study Support programmes is available at the link below:

<https://e-Sgoil.com/media/2529/e-Sgoilay21-22allprogrammesrics020522>.

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## Qualitative data

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Selection of learner comments on Evening Study Support webinars:

- *"It has really helped to boost my confidence – thank you."*
  - *"Teachers are brilliant."*
  - *"The teacher is epic."*
  - *"This feels like I have the provision of a tutor when I normally wouldn't be able to afford one."*
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## Learner comments on a selection of individual Easter Study Support webinars:

- *"Very useful and high-quality teaching."*
- *"Really informative and a good addition to my studying, the teachers are helpful and looking to help you learn."*
- *"Amazing help from all teachers - helped me understand parts of the course I previously really struggled with. They are really involved and it is clear they want to help."*
- *"I love it so much. It has been so helpful."*
- *"It's been a very pleasant experience, getting to speak to other people from over the country in Gaidhlig isn't something I would have done outside of the webinars :)"*
- *"Absolutely love it."*

## Parent comment on Easter Study Support 2022:

- *"I can't thank you enough for your study support sessions. As both a teacher and a parent I have found your resources to be invaluable. It has helped me to structure meaningful study advice to students in school (I'm a PSE and guidance teacher) as well as helping me to direct my own son to resources/ how to study at home. It has helped me to understand some of the course work myself which has helped me to support students much more effectively. Regardless of whether students attended the 'live' sessions or not, the resources on the Teams pages that were made available were fantastic on the whole. ... Thank you thank you thank you! Really hope this continues to be available for future years."*

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## Next steps

- Analysis of registration data shows there is considerable variation in the numbers of youngsters signing up across different local authority areas. As we begin to promote the Study Support offer for 2022/23, we will seek to establish direct contact with the relevant digital officers/quality improvement officers across all local authorities to grow the overall number of youngsters accessing the programme, and develop equitable access to the programme across, and within, local authority areas.
- Content in the webinars is currently skills-based and generic and avoids course content where there may be a choice of options. Analysis of learner evaluations shows that young people would have valued input on optional course content in subjects such as, H Modern Studies or N5 or H English. For 2022/23, we will consider how best to provide some of this content without sacrificing momentum on the evening courses, or the Easter sessions.
- Further improve equity and inclusive access for youngsters who may have additional barriers to learning. We will begin to use caption.ed to make flipped learning/legacy materials accessible for deaf and blind learners, and to help with information processing for learners with other needs. Learner evaluation forms have been adapted to focus more closely on learners' additional support needs and learners' mental health and wellbeing – responses are being used to feed into future planning.

## Overview

In June 2021, e-Sgoil completed an SQA SEED Centre application to become an SQA-approved Presenting Centre. This application was successful and e-Sgoil became an SQA-approved Centre on 18th August 2021.

Becoming a Presenting Centre was a significant development and e-Sgoil did not want to be seen to be competing directly with schools for learners and tariff points. The main reason for applying for Presenting centre status was to allow e-Sgoil staff to access the wealth of resources and support materials available on the SQA Secure website. It also allowed e-Sgoil to appoint an SQA Coordinator who would be in regular communication with the SQA.

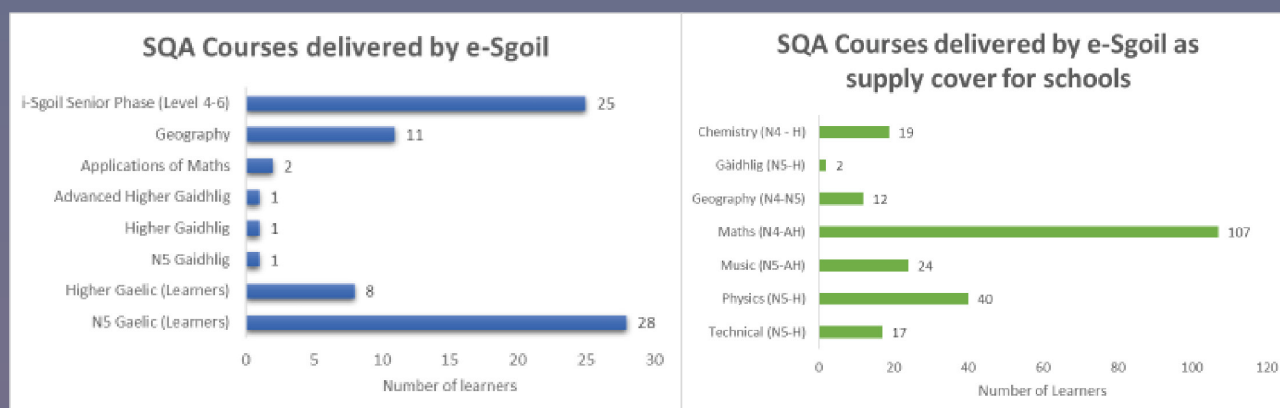
In most cases, the learner's home school remains the Presenting Centre when engaging in SQA courses delivered by e-Sgoil. The only exception to this is the National Progression Award (NPA) in Enterprise & Employability. This course is not auto-approved for Centres and it was necessary to go through the Qualifications Approval process to allow e-Sgoil to deliver this course. e-Sgoil is now the Presenting Centre for this cohort of learners.

SQA policies and procedures, including our [SQA Guidance document](#), have been updated to reflect our Presenting Centre status, with clear roles and responsibilities for our staff and learners' home schools.

## Quantitative data

As an SQA Presenting Centre, e-Sgoil has entered six learners for the NPA in Enterprise & Employability as part of the i-Sgoil Senior Phase provision.

e-Sgoil delivers a wide range of SQA courses both nationally and as cohorts for individual schools. e-Sgoil provides supply cover for schools where they have not been able to source staff locally who are available to cover the classes.





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## Qualitative data

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Many of the learners engaged in the SQA courses delivered by e-Sgoil have been able to access courses that were unavailable to them in their home school. This has maximised opportunities for learners, allowing them to complete courses that best fit their chosen career pathway.

The SQA courses have been delivered as part of e-Sgoil's Core Delivery, providing supply cover for schools, the National Offer for Gaelic (Learners) and Gàidhlig, and the Senior Phase provision of e-Sgoil's Interrupted Learners programme, i-Sgoil.

Learner testimony from Senior Phase i-Sgoil learners:

*"My teacher has been really helpful and supportive, and made the experience very positive."*

*"All the teachers are really nice and helpful. They are all really good at what they do."*

*"I feel like I have learnt a lot while doing the online lessons."*

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## Next steps

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e-Sgoil will continue its journey as a Presenting Centre. It will look at other SQA courses that may be difficult to deliver in school due to staffing constraints, completing the Qualifications Approval process where necessary. Extending the SQA provision in the Senior Phase of the i-Sgoil (Interrupted Learners), provision will play a key part in this.

e-Sgoil will continue to facilitate the home school as the Presenting Centre for learners where possible.



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## Other

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Regular communication between e-Sgoil and the home schools is a key element of e-Sgoil's [SQA procedure](#) to ensure that learner information is shared with the home school. This includes Alternative Assessment Arrangements, Estimate Grades, and any Alternative Centre (Sitting At) arrangements.

Tracking and monitoring for learners engaged in SQA courses is completed regularly and shared with the home school, including working grade, target grade and subject specific targets to support progress.

# i-Sgoil

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## Overview

The i-Sgoil provision for interrupted learners was further developed over the course of 2021-22. This provision drew upon learning from across e-Sgoil's experience of delivering live, interactive lessons to aggregated cohorts across all stages throughout the disrupted session of 2020-21. The i-Sgoil offer was extended to cater for learners from P2 – S6, with three distinct sections comprising BGE Primary, BGE S1-3 and Senior Phase S4-6. Each section had a broad curricular offer timetabled across Monday to Friday, allowing for learners to re-engage with learning in a manner which aimed to avoid 'anxiety triggers'.

All learners remain on their own local school roll. i-Sgoil's Guidance Teacher works closely with school contacts, parents/carers and the learners themselves, to ensure that each child is informed, supported and listened to throughout the process.

In addition to the standard curriculum, efforts have been made to provide learners with a range of extra-curricular experiences, as well as opportunities to build relationships and grow in confidence.

Further information can be found in these Nutshell guides'

- [Learner nutshell guide](#)
- [Parent/carer nutshell guide](#)

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## Quantitative data

### i-Sgoil data for session 2021-22:

- **198 referrals made**
  - **52 – Primary**
  - **146 – Secondary**
- **91 learners currently onboarded and engaged\***
  - **18 – BGE Primary**
  - **50 – BGE S1-3**
  - **23 – Senior Phase S4-6**
- **15 Local Authorities represented**
- **24 learners transitioned part-time/full-time back to school**
  - **3 – Primary**
  - **16 – BGE S1-3**
  - **5 – Senior Phase S4-6**



*\* The remainder of learners referred have either transitioned back to school, are yet to fully onboard, or have decided to pull out of the process. Onboarding of new i-Sgoil learners is currently paused and will restart ahead of next session.*

*\*Using the week beginning 21/03/22 as an example, 60 learners joined live i-Sgoil lessons across BGE & Senior Phase.*

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## Qualitative data

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### Learners

- Most learners highly rate their experience of i-Sgoil lessons so far.
- Most learners feel that they are progressing well with their learning through i-Sgoil.

*"I don't have to go into a classroom with lots of people. If I'm not coping I can leave and then re-join when I'm ready. Because the classes are small the teachers are able to provide more support and know my individual needs. Most of the time I can take things at my own pace." - i-Sgoil learner (BGE S1-3)*

[Learner video testimony 1](#)

[Learner video testimony 2](#)

### Schools

- All school key contacts view i-Sgoil as a highly valuable service.
- Almost all school key contacts highly rate their experience of working in collaboration with i-Sgoil.
- Almost all school key contacts highly rate the i-Sgoil learner experience.

*"It is a lifeline for a child who simply cannot attend school due to anxiety. I cannot imagine how our pupil, her family and we would manage without it." - PT Guidance*

### Parents/carers

- Almost all parents/carers highly rate their child's experience of learning through i-Sgoil.
- Almost all parents/carers view i-Sgoil as a highly valuable service.
- Most parents/carers feel that their child is progressing with their learning through i-Sgoil.

*"i-Sgoil was an absolute game changer for my son and I can't thank you enough, he was shielded for 22 months and as he was the only one at his school at home he didn't receive any online or interaction with teachers. This genuinely brought my son back to us" - i-Sgoil parent*



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## Next steps

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Planning is currently underway for 2022-23 i-Sgoil curricular models with learners being consulted around what the Senior Phase offer should contain. i-Sgoil is looking to timetable the Senior Phase cohort in ways which align with other providers, thus allowing young people greater choice and improved progression pathways. i-Sgoil plans to restructure the BGE S1-3 group so as to separate the S3 group and provide them with a bespoke provision to best prepare them for the Senior Phase.

i-Sgoil is looking to facilitate further partner inputs in order to enrich the learner experience and seek further opportunities for young people to be accredited in their learning at all stages.



# Gàidhlig and Gaelic

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## Overview

The provision is designed to support learners in their development of Gàidhlig/ Gaelic. It includes live teaching for learners at different stages, from nursery-aged learners to adults.

Teaching provision has been wide-ranging. It has included subjects through the medium of Gaelic at secondary, such as History, Spanish and RMPS, in addition to Art and Literacy programmes in primary schools. Individual pupils have been targeted to develop their skills and confidence through the Misneachd program, and specialist teachers have been deployed, both on a permanent and emergency basis, to fill gaps in school staffing. Gaelic Learners qualifications were delivered to Senior Phase pupils and adult learners nationally.

### **Eco-Travel & Tourism (Secondary BGE) Blended Delivery Model**

Uptake for our newly developed Gaelic interdisciplinary learning package has reached, to date, 7 schools across 6 local authorities. The course will be co-created with pupils and made relevant to their own locality.

As a secondary benefit there is a collaborative CLPL opportunity between primary and secondary colleagues. The breadth of content of this course ensures that pupils access a wide range of learning experiences such as Enterprise in Education, Geography, History and Sustainability, while using a range of technologies. The development of an English Medium translation has been requested.

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## Quantitative data

Further detailed quantitative data, including graphs, can be found here: [Detailed Quantitative Data - Gaelic - Evidence of Impact Report May 2022.docx](#)

### **National Offer Classes for Session 2021 – 2022**

incl. predicted A passes

- National 5 Gaelic Learners: 28 candidates. Predicated A passes: 22 (78.5%)
- Higher Gaelic Learners: 8 candidates. Predicated A passes: 4 (50%)
- National 5 Gàidhlig: 1 candidate. Predicated A Pass: 1 (100%)
- Higher Gàidhlig: 1 candidate. Predicted A Pass: 1 (100%)
- Advanced Higher Gàidhlig: 1 candidate. Predicated A Pass: 1 (100%)

## **Beairteas**

- Average number of pupils attending sessions as of 28/04/22: 116
- Average number of schools engaging with sessions as of 28/04/22: 7

## **Hazlehead Academy Gàidhlig Medium Subjects**

- 5 subjects delivered through the medium of Gàidhlig by subject specialists.
- We were able to offer History, Modern Studies, Geography, Spanish and RMPS.

## **Who Are YoungScot? Workshop**

Two schools from two different authorities took part in sessions about the services that YoungScot provides. This gave many pupils in these schools the opportunity to find out about YoungScot services through the medium of Gaelic.

## **Art**

- Reach across pupils at 1st and 2nd level throughout different Local Authorities, including Western Isles, Argyll and Bute and Ayr, Highland.
- More than 100 pupils took part in Term 2.
- 5/5 rating for teacher CLPL in Term 2.
- 5/5 rating for teacher knowledge in Term 2.

## **Online Drama Sessions**

- Average number of pupils per session in terms 1 & 2 as of 28/04/22: 130
- Average number of schools per session in terms 1, 2 & 3 as of 28/04/22: 8

## **Leugh 's Seinn le Linda and Ealain le Lorna**

- Over 60 classes signed up, with pupil numbers ranging from 10 – 30 per class.
- Reach of upwards of 1,000 pupils.
- 4.5/5 rating of learner experience in Term 3, as evaluated by class teachers.
- 4.78/5 rating of usefulness of service.  
Misneachd:
- Teacher feedback rated the service 4.8/5 and its usefulness 4.8/5 in Term 3.

## **An Deasbad Beag:**

- 4.67/5 rating on usefulness to pupils
- 4.83/5 rating on enjoyment of working alongside e-Sgoil

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## Qualitative data

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- Gaelic provision across e-Sgoil, on average, was rated at 4.55/5 by teachers of the schools involved.
- Strengths identified by staff/pupils include staff, the learning style and pace of lessons.

*"Can I just sincerely thank the team, as a whole, who are involved with Misneachd. As a Gaelic teacher working in isolation in a large school with no Gaelic, it has made me feel that I was supported and understood. It is the closest I can get to physically having someone with me in class. Mòran, mòran taing dhuibh uile. Tadhal oirnn uair sam bith!*

*Chòrd an ealain seo gu mòr ris na sgoilearan gu lèir a ghabh pàirt agus thug e buaidh mhòr air misneachd gach sgoilear ann an ealain. Bha e dìreach sgoinneil*

*We appreciated the YoungScot input through the medium of Gàidhlig. It's encouraging to see Gàidhlig so normalised in mainstream activities for pupils.*

*Taing a-rithist airson na cothroman air leth a tha seo. Chan eil sinn a' faireachdainn builich cho aonaranach!*

*e-Sgoil is an excellent resource. Both Lorna and Linda's lessons are excellent. Having e-Sgoil allows increased opportunities for learners in the class to interact using Gàidhlig with other fluent Gàidhlig speakers in the wider community. e-Sgoil lessons also allow the class teacher to observe and assess the progress learners are making in their Gàidhlig listening and talking skills. Tapadh leibh gu mòr sgioba e-Sgoil"*

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## Next steps

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- Continue to include evening provision for Gàidhlig Medium pupils alongside school day provision.
- Based on feedback from Misneachd, look at planning for year-long inputs with pupils/classes, maintaining small classes where possible.

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## Other

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- Gaelic management staff have been involved in the Sicilian Neapolitan dialect project, where they have shared good practice in relation to the delivery of minority language education using ICT and online platforms. This has led to an invite to a symposium in Catania in June 2022.
- In the region of 70 sign-ups for National 5 Learners qualifications next year (adults).

# DYW Live

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## Overview

- DYW live is a programme of live, interactive work-related learning sessions for learners from P1 to Senior Phase. It is delivered by a network of more than 60 partner organisations and employers.
- Delivery of most courses/sessions was via MS Teams in Glow, with themed days or weeks presented as open-access webinars, streamed via the e-Sgoil website.
- Provision was expanded to include delivery of certificated courses e.g. Young STEM Leaders at SCQF Level 5 and Personal Development.
- There was also an indirect opportunity for Career-Long Professional Learning (CLPL) at every session, which enabled teachers to join in along with their learners. The programme offers specific CLPL sessions for teachers.

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## Quantitative data

- Teachers from every local authority area registered on behalf of their learners for DYW Live sessions.
- A total of 1,112 course registrations have been received from teachers to date. 131 of these are registrations for CLPL sessions.
- Around 6,000 unique learners are expected to attend the Introduction to Personal Development and Introduction to Construction courses being piloted in May and June 2022.
- There have been more than 130,000 learner attendances at DYW Live sessions in academic year 2021/22.

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## Qualitative data

### Selection of learner comments on DYW Live:

Learners from Whitehill Secondary:

*"I think the DYW Live team are very friendly and are a lot of help...and I like that the sessions were very informative and interactive."*

*"The online lessons are helping me see my future career more clearly. I seem to now have a vision of the subjects I will need."*

## Selection of school/teacher comments on DYW Live:

Lochend Community High School: *"These sessions have been invaluable to our pupils. They have had the chance to consider subject choices and the pathways that they can take to their chosen careers. The lessons they have learned, especially with regard to managing money, are key life skills that will help them far beyond school. Pupils...can see that what they are learning is really relevant."*

Mrs Kavita Bhopal, Whitehill Secondary: *"DYW Live sessions inspire our young people and help guide them in understanding their skills, subjects and careers. There is so much offered, and our pupils have felt at ease and encouraged to join any sessions they are interested in."*

## Comments from Partners working with us to deliver DYW Live:

SCILT (Scotland's Centre for Languages): *"We want to take what we have learned from this great collaboration between ourselves and e-Sgoil to make sure that we can increase our offer, increase our reach to children and young people and to teachers even in very remote communities or island communities."*

Founders4Schools: *"The collaboration with e-Sgoil means that we can deliver our work at scale; the delivery network allows us to access schools throughout Scotland... We have been able to open their [young people's] eyes on a global scale and show them there are opportunities worldwide."*

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## Next steps

- Growing engagement – while registration and attendance numbers are high and continue to grow, and the geographic spread of learners is across Scotland, participation is still concentrated in certain local authorities.
- There is much that can be done to ensure that all teachers are aware of the offer and how it can enhance their learners' awareness and readiness for the world of work.
- Working with DYW regional groups, DYW Coordinators, learner focus groups, teachers and other stakeholders, to ensure that the programme is meeting the needs of young people.
- Programme planning – planning is underway for 2022/23, with development focussed on certificated courses, acquisition of skills, alignment with labour market opportunities, both national and local, to the learner.
- Ensuring Inclusion – we are working with specialist teachers, policy advisors and state-of-the-art software to ensure that sessions are as accessible and inclusive as possible. Both training and support are provided for all partners, with a focus on ensuring that tutors/presenters/role models are appropriately representative of minority and protected groups.
- Widening the network of partners and contributing employers, to ensure all key areas of economic growth are included in the programme.



# Inclusion

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## Overview

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e-Sgoil aims to:

- improve the accessibility of our learning resources and to put inclusion at the heart of our practice
- remove barriers to young people accessing learning at e-Sgoil
- support teachers to adopt inclusive practice as part of their online delivery

This session e-Sgoil employed a teacher of the deaf within CnES for one day a week, who worked in conjunction with experts at CALL Scotland, and supported staff by creating a Sway entitled '[Inclusive Pedagogy](#)'. This Sway aims to make learning sessions and resources more accessible for those with ASN.

CnES recently advertised for an English as an Additional Language teacher for 3 days a week. e-Sgoil has negotiated to employ the teacher for a further 2 days a week, making it a full-time post. It is hoped that this will attract applicants with a high level of expertise to the Western Isles.

e-Sgoil bought *Caption.Ed*, which is a real-time and pre-recorded captioning package that creates a fully accessible transcript from any learning sessions, which can be adapted to suit everyone's needs.

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## Quantitative data

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Learners who identified themselves as having additional support needs rated the overall experience of the Easter Study Support learning sessions as 4.5 out of 5. This is not only an extremely positive result, but it is also equal to those who did not identify themselves as having any additional support needs.

Most learners (96%) with an additional support need reported that they felt more confident in their final exam, having attended the Easter Study Support Webinars. This is also similar to those who do not have an additional support need.



## Qualitative data

Out of nearly 100 learners who specifically identified that they had an additional support need in their application for Easter Study Support, there were no reported accessibility issues highlighted in any of the evaluations from them.

*"I was feeling very uncertain but feel more positive in all my subjects now"*

- Learner with Dyslexia and processing difficulties

*"Joining the webinars has made me feel more confident about my final exam"*

- Learner with social anxiety

*"It was awesome we went over questions and how to answer them and the teacher was really nice and positive"* – Learner with Dyslexia and a visual impairment

## Next steps

Embed the inclusive practice, including the use of *Caption.Ed*, in all programmes within e-Sgoil.

Employ an EAL teacher.

Create a model of online family learning that would be useful for care-experienced young people and their families, particularly those isolated in island and rural communities.

Link deaf young people from different rural and Island locations in a pilot for online learning sessions. This can then be used as a model for other groups of learners with additional support needs.

## Other

Working alongside ADES and Education Scotland to offer a national online, conversational English, family learning package for Ukrainian families.



# Community-based Adult Learning (CBAL)

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## Overview

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In the summer of 2021, e-Sgoil's Adult Learning Team appointed five new Relief Gaelic Community tutors, who have varied interests and backgrounds, thereby greatly increasing capacity.

To date, seven courses, (detailed in Quantitative data section below), have been delivered, and another is scheduled to start in the near future. There has also been an online conversation circle, "Cothrom Cabadaich", ongoing since October 2021, which attracts an international audience (including Australia, Brazil and Argentina).

Since January 2022, all classes have been delivered by the new tutor cohort, thereby freeing up e-Sgoil's Gaelic Development Officer to be able to develop materials, coordinate courses and train tutors.

Significant work was undertaken on developing and standardising course materials which now enables e-Sgoil to offer the following courses online and in a classroom:

- *Conversational Gaelic* leading on to Structured Conversation
- *SpeakGaelic*

As a result of partnership working with UHI Outer Hebrides, a foundation course for Gaelic community tutors is being developed. There is national demand for such a course; UHI Outer Hebrides intends to expand its offer following the pilot. Every effort is being made to ensure that our respective Gaelic classes and sessions complement each other. We are also now able to offer classes for free for employees of the Comhairle, UHI Outer Hebrides and NHS WI, and, if funding is secured, expect to extend this offer to parents/carers of children in GME, from Summer 2022 onwards.



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## Quantitative data

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### Conversational Gaelic

- 2 courses/15 learners

Participants' evaluations:

- Enjoyment of the courses was rated as **4.7 out of 5**
- Expectations being met was rated as **4.8 out of 5**
- All participants reported feeling more confident in speaking basic Gaelic and were encouraged to continue learning and using the language

### Structured Conversation

Participants' evaluations:

- Enjoyment of the course was rated at **4.7 out of 5**
- Expectations being met was rated as **4.7 out of 5**
- Almost all participants reported feeling more confident in speaking basic Gaelic and were encouraged to continue learning and using the language

### SpeakGaelic

Participants' evaluations:

- Enjoyment of the course was rated at **4.2 out of 5**
- Expectations being met was rated as **4.2 out of 5**
- All participants have reported progression and enhancement their Gaelic skills

### Cothrom Cabadaich(CC)

Participants' evaluations:

- Almost all participants reported an increase in confidence in their spoken Gaelic
- Almost all reported an improvement in their understanding of informal spoken Gaelic
- All participants agreed that CC encouraged them to use Gaelic more often

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## Qualitative data

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### Conversational Gaelic:

- *The class was brilliant. Thanks so much for the opportunity to go along.*
- *It is well built-up, and it is good to have things that we learned in previous lessons come back in lessons later on to consolidate learning.*
- *Repetition of saying the words and sentences in the course, and using them in 'games' have made me more able to use the language.*

### Structured Conversation:

- *I really enjoy learning the language and feel that the pace and content of the course are right for the stage that we are at.*
- *Working towards a conversation goal was very motivating. The tutor's method of explaining grammar with boxes was helpful as another method of helping.*

### SpeakGaelic:

- *"Excellent to go back to the basics to be reminded how the language works. Good to practise saying things over and over until they stick."*
- *"[I have] much greater confidence in understanding and attempting to speak Gaelic."*

### Cothrom Cabadaich:

- *I find this hour on a Monday evening one of the best opportunities for really talking with different people in Gaelic. It is very well-organised and disciplined in an unobtrusive way!*
- *Thanks for inviting me to the group last night... I think my enthusiasm may be restored! It was so nice to hear some Gaelic again, and try and say something. Looking forward to next week.*

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## Next steps

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By increasing learner numbers and the pool of tutors, and further training the tutors already employed, e-Sgoil plans to develop a continuous offer that enables learners who complete one course to continue on to the next level without too much interruption.

e-Sgoil is hoping that several of its tutors will attend the Gaelic tutor training course once this becomes available.

*SpeakGaelic* materials will continue to be adapted for online learning, and additional support materials will be created e.g. soundfiles. Time permitting, efforts may also be made to develop new courses tailored towards specific groups, e.g. parents of young children, Gaelic in the workplace (although UHI Outer Hebrides already offers this topic).

e-Sgoil aims to strengthen its collaboration with UHI Outer Hebrides.

# CLPL and Digital Skills (Toolkit)

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## Overview

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To increase our staff confidence in using digital tools, a Digital Tools Training Manual was created. The skills in the manual are divided into three levels: Core, Enhanced and Advanced. Licenses have also been procured to allow access to full versions Kahoot, Thinglink and Caption Ed.

A needs analysis is used with all new staff to ascertain their capabilities and confidence in the use of digital tools. Bespoke training session(s) are then delivered by a member of the e-Sgoil team. Further support is also available via a weekly 'Drop-in Clinic'. Staff are advised to access a support team, scheduled training sessions, guidance and training videos, and SharePoint, where all resources are easily accessible.

The e-Sgoil Staff Room Team – CLPL channel is used to alert staff to resources, in-house training and CLPL opportunities that are offered on a regular basis.

New staff are encouraged to participate in team teaching with, and shadowing of, more experienced colleagues.

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## Quantitative data

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- 47 teachers delivered as First Teachers for Easter Study support, and a further 14 worked as Second Teachers. All staff received training as part of the engagement process.
- Of the 47 teachers, 13 teachers were new to e-Sgoil, and received training and support from the e-Sgoil team.
- All took part in a least one training session, with others requesting further bespoke support on specific applications.
- A few members of staff used these sessions for refreshment purposes.

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## Qualitative data

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### Selection of staff comments:

- *"I had no prior experience of Teams before starting the webinars. After a couple of sessions, I was up and running and fully confident with running my Team page."*
- *"I was trained on Teams when I started at e-Sgoil, and it was invaluable! We did a walkthrough, and I was shown so many of the functions."*
- *"I found the training sessions extremely helpful with his easy-to-understand lessons and explanations. Jim also offered me an extra lesson in preparation for the Easter Study Support sessions, for which I was very grateful."*
- *"The training I received was very helpful and informative. I'd never used Teams before, so I wasn't familiar with any of the functions or setting up meetings, etc. I was given the chance to practise until I felt confident using the app independently. It was also reassuring to know that help was available should I need any further assistance."*
- *"Training has been excellent. The tailored bespoke training to the needs of individual teachers - including myself. This has raised the overall confidence of staff delivering, and contributed significantly to the overall success of the programme."*
- *"I found my confidence in using Teams increased significantly owing to the level of individual support. From colleagues, I learned some useful strategies to support pupils' learning and was also introduced to the idea of 'flipped' learning which I plan to use in my own teaching."*
- *"It was really helpful to work online with teachers who are more advanced in their careers and to pick up hints and tips about how best to work in this way. What I learnt through this opportunity will be put to further use in my classroom-based teaching job."*



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## Next steps

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- Convert Digital Skills Training Manual to Canva to provide a more easily accessible document and share with all e-Sgoil staff.
- Audit e-Sgoil teaching staff to identify skills gaps that will inform further development of the training programme.
- Develop a More Advanced Digital Skills section for Digital Skills Training Manual. This will be determined by skills gap analysis.
- In-house trainers from e-Sgoil teaching staff will be encouraged to deliver Sharing Good Practice Sessions.
- Update SharePoint site as the central point for all training needs.
- Continue to provide access and links to external CLPL opportunities through the e-Sgoil Staff Room Team – CLPL channel.





# Work Stream: Quality Assurance

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## Overview

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### QI 1.1

- o The Management Team of e-Sgoil has worked collegiately to evaluate QA practice in relation to current e-Sgoil projects.
- o Evaluation against QI 1.1 Self –evaluation for self-improvement, evaluates both current position and also identifies next steps in relation to achieving aims.

### Learning Walk

- The 'Learning Walk' methodology was engaged to 'drop in' remotely on lessons, with the observer joining classes for periods of up to 20 minutes.
- Brief observations of this kind provide a snapshot of teaching and learning styles, as well as giving an insight in to the standard of self-evaluation by all stakeholders.

### Core Business

e-Sgoil core business consists of:

- Enhancing curriculum opportunities and facilitating equity across Scottish schools
- Providing supply teaching staff to schools across Scotland
- Facilitating remote learning and teaching
- Providing online teaching to interrupted learners
- Developing innovative approaches to remote teaching and learning
- Acting as a catalyst for change, in the delivery of CLPL opportunities for practitioners

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## Quantitative data

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e-Sgoil Quality assurance processes now cover all e-Sgoil programmes.

Details of ratings and key strengths are detailed within the evaluations of individual programmes and projects.

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## Qualitative data

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### QI 1.1

- o Almost all staff are good at celebrating learners' successes.
- o Effective approaches are being used to ensure that some stakeholders are actively involved in self-evaluation, e.g. online forms.

- o e-Sgoil SMT staff have regular meetings with external partners from the Northern Alliance and Education Scotland, to reflect on progress.
- o Learner evaluations are regularly captured from almost all different programmes. These are analysed and results fed into improvement planning.
- o Summaries of QA measures undertaken, and action plans, are shared at staff meetings.

## Learning Walk

- Almost all of the Learning Walk visits, that were observed, exhibited a nurturing, positive and appropriately challenging environment.
- Almost all staff were very affirming of pupils in their learning and made great efforts to ensure that all learners in the class were engaged.
- There is good evidence that some learners are confidently engaged in reviewing their own learning and the work of the school.
- Learners in almost all sessions receive high quality feedback and have a good understanding of their next steps in learning.
- Some teachers use a range of different assessments to measure pupils' progress across the curriculum.
- Most staff work effectively with colleagues across the learning community to moderate standards.
- Some documentation of planning is sufficiently detailed, evaluative and has a clear purpose.

## Next steps

- o School Quality Assurance Calendar is to be closely adhered to.
- o Planning, as an integral part of QA process, is to be shared with schools prior to lesson delivery.
- o Responsibility for analysis of evaluations, is to be undertaken by identified members of the Management Team
- o Continue to share and to use data from evaluations, as part of the improvement cycle.
- There is a need for further development of parent and partner evaluations.
- All members of the school community should have a shared understanding of the strengths and improvement needs of the school.
- All learners should be engaged in reviewing their own learning and the work of the school.
- There is a need for a unified approach to the documentation for planning, to ensure that it is sufficiently detailed, evaluative and has a clear purpose.



# Communications

## Overview

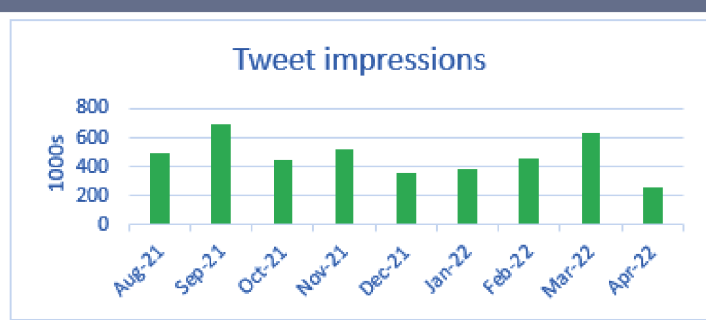
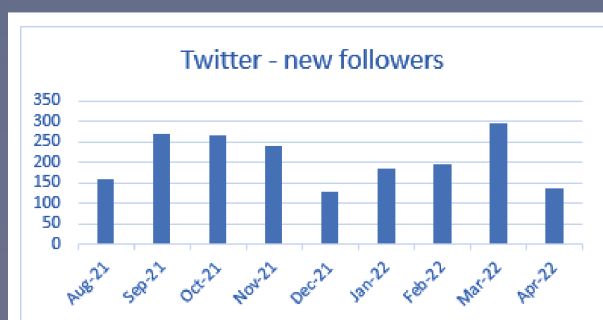
e-Sgoil has continued to build on its communications strategy during 2021-22 by:

- Developing our use of social media (Twitter, Facebook, Instagram)
- Introducing Linktree on Instagram for signposting users more easily to specific pages on the e-Sgoil website
- Expanding the e-Sgoil website, with content related to new programmes
- Creating five e-Sgoil newsletters
- Contributing to the fortnightly Education Scotland online publication "Scotland Learns"
- Contributing to several Northern Alliance publications
- Contributing to local and national press articles
- The creation of a video for a headline event at the World Education Summit
- The creation of a mailing list for disseminating information, with in excess of 300 contacts on the list

## Quantitative data

### Social Media

**Twitter** – e-Sgoil has approximately 7,900 followers.

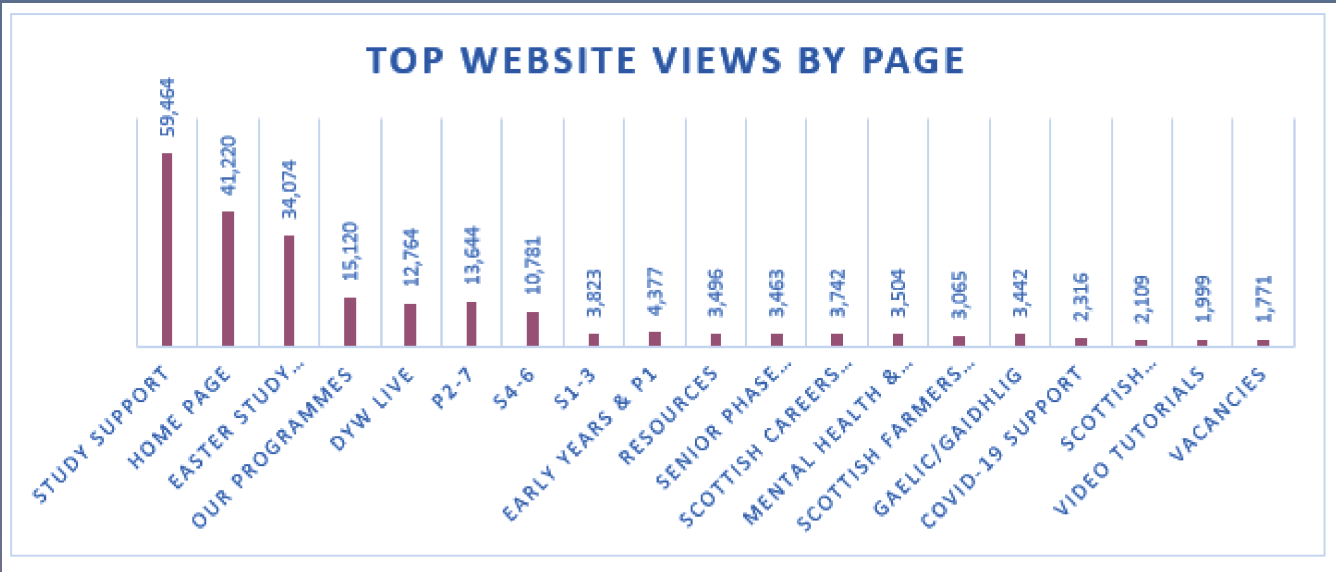


**Facebook** – e-Sgoil has in excess of 1,400 followers. The number of people that the page reached increased by 132% between August 2021 and May 2022.

**Instagram** – e-Sgoil has 361 followers. The number of people that the account reached increased by 128% between August 2021 and May 2022.

**Website**

Overall views August 2021-May 2022 was **279,849**



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## Qualitative data

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Our Twitter posts promoting our weekly timetables receive high numbers of impressions, retweets, quote tweets and shares.

Feedback from one post promoting Easter Study Support was as follows:

*"I really liked your tweet and video for e-Sgoil Easter study support offering. I am about to put out a SWAY to our LAs to share with Senior Phase learners and I thought it might have even more impact if I could include your video."* – Regional Improvement Collaborative (RIC) Lead.

Comment on Facebook from parent/teacher:

*"I can't thank you enough for your study support sessions. As both a teacher and a parent I have found your resources to be invaluable. It has helped me to structure meaningful study advice to students in school, (I'm a PSE and guidance teacher), as well as helping me to direct my own son to resources/how to study at home. It has also helped me to understand some of the coursework myself, which has helped me to support students much more effectively. Regardless of whether students attended the 'live' sessions or not, the resources on the Teams pages that were made available were fantastic on the whole. We did have some issues with registration/access with some of our students, (Glow does not seem to work easily for everyone), but we mostly got there in the end. Thank you thank you thank you! Really hope this continues to be available for future years."*

Feedback received from one RIC lead:

*"This reporting dashboard was excellent and really did help have those conversations with local authorities and schools."*

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## Next steps

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Twitter continues to be the social media platform on which most schools, practitioners, etc. engage with e-Sgoil. The majority of interactions are with teachers, parents and schools. Our next steps will be to:

- Develop our reach on the other main social media platforms, (Facebook and Instagram)
- Develop our interaction and engagement with learners on social media
- Develop a new website to enhance the user experience

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## Other

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All RICs were provided with a periodic report showing learner and school engagements for the live elements of the NeLO delivered by e-Sgoil, (Study Support, Easter Study Support, DYW Live and Gaelic offers), enabling them to follow up on this engagement, and allow for conversations at local levels.