

IMPACT REPORT

JUNE 2021



Foreword

e-Sgoil's Impact Report of June 2021 is an attempt to reflect on and learn from the experiences and challenges of providing online education for learners across Scotland during the COVID-19 pandemic.

Developing a National e-Learning Offer (NeLO) was 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 colleagues to do so and know 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 further review their own experiences and build on the positive developments so that post COVID, we continue to design an education system which is fit for the future, more equitable and more resilient through digital delivery.

Angus MacLennan
Head Teacher, e-Sgoil

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Introduction

This report offers reflection on, and evidence of, the impact of the contribution e-Sgoil made to the National e-Learning Offer (NeLO) during session 2020/21. NeLO was developed in response to requests from the Covid-19 Education Recovery Group (CERG) and designed to support the work of individual (Early Years) settings and schools as they navigated their way through the demands placed on them as a result of the pandemic. NeLO is a joint collaboration between the Association of Directors of Education (ADES), Scottish Government (SG), Education Scotland (ES) and e-Sgoil. The work of NeLO is managed by an Implementation Board and overseen by a Partnership Board. e-Sgoil provides the live element of NeLO with WestOS providing the recorded element and ES coordinating and managing the supported element. ES provides overall programme delivery support ensuring all elements of the programme are delivered together with tasks such as communications shared across the partners.

Education Scotland staff had a specific role in working directly in partnership with e-Sgoil from August 2020 to support the expansion, design and delivery of the 3-18 offer as requested by CERG. This included technical work to ensure Glow allowed the registration required for e-Sgoil delivery.

Section 1 outlines the work of e-Sgoil as it developed to being part of the National eLearning Offer (NeLO) during session 2020/21.

Section 2 provides summaries for each of the programmes developed by eSgoil working in partnership with relevant Education Scotland teams during session 2020/21 as part of NeLO. The summaries include a [rationale](#) for the initial design of the programme; [statements](#) reflecting how it was experienced by the users; a timeline showing development stages; the [strengths/benefits](#) noted and [data](#) on users over time. Further details on programmes can be seen on the e-Sgoil website.

Section 3 offers reflections on lessons learned and identifies next steps.

Appendices are included as needed to illustrate points made in the main body of the report.

SECTION 1: Context

e-Sgoil and its development

Since its inception in August 2016, e-Sgoil's main driver has been to enhance equity in terms of subject choice for all learners, irrespective of geographic location. It was also envisaged as a means of addressing teacher recruitment issues by allowing for flexible work opportunities in key subject areas. Once trained, teachers recruited onto a supply bank could engage remotely with schools across Scotland to either offer a wider range of subjects or provide emergency specialist cover. On receipt of funding from the Scottish Government and Bòrd na Gàidhlig, in 2016, e-Sgoil's remit took on a national dimension and it has since been tasked with supporting all local authorities experiencing staffing and timetabling challenges. e-Sgoil uses Glow as the main teaching platform for Scotland's learners, thus providing equity and ensuring safeguarding for all users. Teaching is undertaken by GTCS registered teachers and supported by partner agencies. e-Sgoil's geographic footprint and impact have grown year on year as it responds to need, and especially so during the COVID-19 pandemic.

e-Sgoil's core business consists of:

- enhancing curriculum opportunities and facilitating equity of choice across Scottish schools
- providing specialist supply teaching staff for schools across Scotland
- facilitating remote teaching and learning
- providing online teaching to interrupted learners
- developing innovative approaches to remote and online teaching and learning
- acting as a catalyst for change in the delivery of career long professional learning (CLPL) opportunities for practitioners

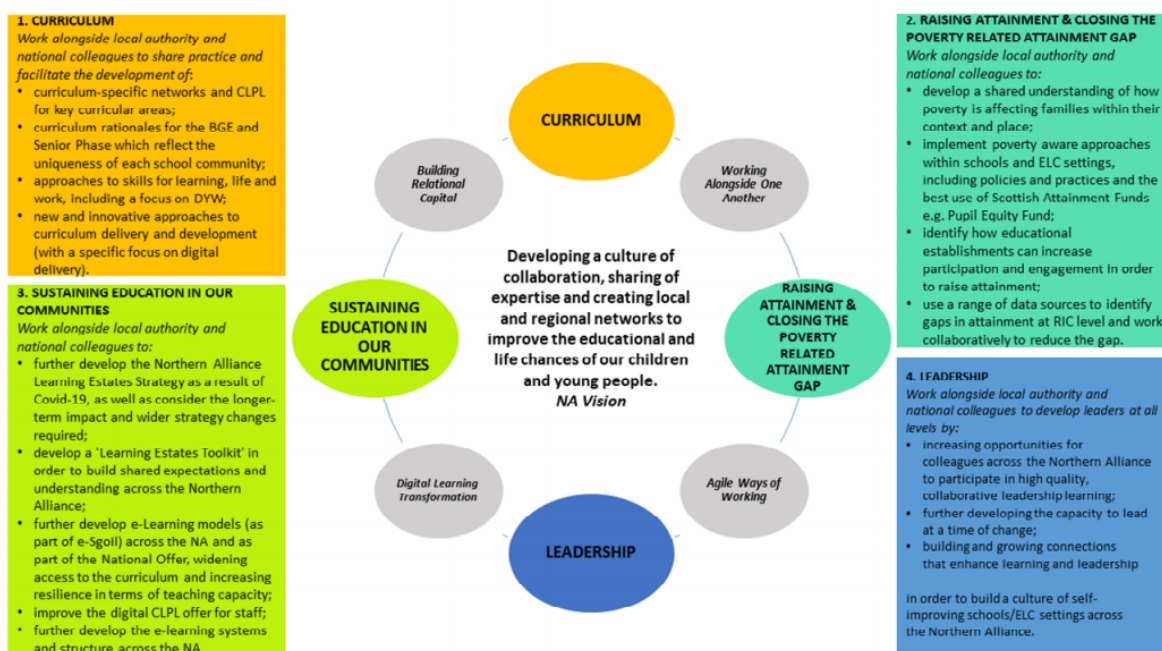


e-Sgoil aspires to embed UNCRC principles in all areas of its work. This is evidenced by a focus on:

- removing barriers to learning and allowing equitable access to experiences for all
- treating learners as partners to co-create learning experiences that are collaborative, meaningful, relevant and allow for high levels of personalisation and choice
- working with schools, local authorities, Regional Improvement Collaboratives (RICs), partner agencies and Scottish Government to create new, and complement existing, offers for learners
- recognising and giving parity of esteem to achievement at all levels (of learners and staff)
- providing opportunities to develop digital skills in a safe online community
- gathering feedback from all stakeholders at each stage of the planning, teaching and assessment process to inform future planning.

e-Sgoil and the Northern Alliance

NORTHERN ALLIANCE PRIORITIES AND DRIVERS: 2020-2021



The Northern Alliance is made up of eight local authorities. In 2019, each local authority agreed to fund a Digital Depute post as part of the Northern Alliance eLearning management structure. The structure was put in place in June 2020 with the e-Sgoil Head Teacher as the lead for e-learning across the Northern Alliance. There are currently Digital Deputy Head Teachers in post from Aberdeen City, Aberdeenshire, Argyle & Bute, Moray, Shetland and the Western Isles. The Orkney Deputy will be in post from August 2021. Each Digital DHT is linked to another RIC to facilitate collaboration.

As a group of eight local authorities, the Northern Alliance is committed to improving outcomes and closing the attainment gap which exists across its wide and varied communities and crucially, championing a child and family-centred approach to do so. The Regional Improvement Plan is in year 2 of Phase 3. Priorities have been developed collaboratively with local authority practitioners and national partners and aligned to the National Improvement Framework (NIF). The collaborative recognises the need to remain agile and make appropriate adjustments to priorities to reflect changes to national priorities and current circumstances. Within these workstreams, cognisance continues to be taken of the Scottish Government's commitment to a faster rate of growth for Gaelic.

Some evidence of collaboration includes:

- Digital DHT appointments and their alignment with all Northern Alliance workstreams
- CLPL offers in remote teaching pedagogy and use of IT for all staff
- Enhanced curricular offer and teaching workforce resilience across local authorities
- Provision of courses and programmes open to all learners both during and post Lockdown
- Northern Alliance contribution to NeLO through e-Sgoil activities

e-Sgoil and the National e-Learning Offer (NELO) May 2020

During the initial national lockdown, in Term 4, April -June 2020, e-Sgoil offered an innovative and exciting programme of online, real-time courses for learners from Scottish schools working remotely. Working in partnership with Scotland's National Centre for Languages (SCILT) and Keep Scotland Beautiful (KSB), the initial launch during week beginning 4th May 2020 comprised a wide range of language and environmental courses and activities. This initiative was set up to support and augment the work of class teachers with a rich and varied range of activities for learners during the period of school closure. The programme offered support for those about to start new National Qualification courses and also encouraged learners of all ages and stages to try something new. It included training opportunities for teachers. e-Sgoil also worked in partnership with SCHOLAR to provide live interactive sessions for learners preparing for SQA assessments.

During May and June 2020, Scotland's National Centre for Languages (SCILT) offered discrete classes for National 5, Higher and Advanced Higher candidates in French, German, Spanish, Italian, Mandarin and Gaelic in a six week's long course. They were designed to give young people a solid start to their NQ studies by building on prior learning and focussing on the skills required for success in the senior phase. The classes were led by experienced, GTCS registered secondary teachers.

Keep Scotland Beautiful (KSB) offered a range of activities drawn from their existing programmes to support home-based learning. The activities were adapted to be fun, practical, and suitable for families to do together and to provide a stimulus for creativity and imagination. They were also designed to encourage young people's curiosity to explore the environment and the challenges it presents. Examples included growing a Pop-Up Pocket Garden, developing an eco-plan for their homes, taking part in KSB's accredited Climate Ready Classrooms programme, or becoming a budding young reporter on a key issue.

Working in partnership with **SCHOLAR**, e-Sgoil initially launched a phase 1 teaching offer of English, Maths, Physics and Gaelic which included two 50 minute periods per week of real-time, interactive teaching along with high quality, online resources to consolidate learning. This was extended to include Chemistry, Physics, Spanish and RMPS.

Over June and July 2020, the National eLearning Partnership was established between e-Sgoil, ADES, Scottish Government and Education Scotland. In August 2020, an Implementation Board was set up to oversee the development of the three elements that came to form the **National eLearning Offer (NeLO)** – live, recorded and supported. CERG asked e-Sgoil to extend its pandemic support to cover all of 3 to 18 – early years to end senior phase – as the live element.

During the summer 2020 period, the West Partnership began building up a bank of recorded learning episodes to support national qualification courses in the Senior Phase in the first instance. This was known as West Online School – **WestOS**- and drew on teachers' inputs from across all RICs. At the same time Education Scotland began work to collate a range of resources as requested to, and on behalf of, subject networks.

Education Scotland teams worked alongside e-Sgoil and WestOS teams as they developed and expanded their offers. This report focuses on the role of e-Sgoil and will refer to the role of Education

Scotland teams in supporting the live element but will also refer to the working links between e-Sgoil, WestOS and the supported element of NeLO.

Three interdependent delivery requirements were constantly in play as the 3-18 live programmes were being developed and made available. These were: the design, content and pedagogy of the **curriculum** offer; the availability and skills of **staff**, and the **technical** capability to deliver via Glow.

Education Scotland worked in partnership with e-Sgoil to design and deliver the programmes. This involved staff from across the organisation. The Curriculum Innovation team worked specifically with the e-Sgoil team throughout session 2020/21, drawing on the wider skills and expertise of different ES staff as needed, to design and run the programmes along with members of the Glow support team. Many other members of Education Scotland staff were trained and on standby to teach when needed.

An overview of the programmes developed is summarised on page 8 and outlined in Section 2. All curriculum design was informed by national guidance, responsive to the needs of learners as they engaged online and developed collaboratively making best use of skills and resources.

Following the return to settings and schools in August 2020, CERG guidance worked with the principle that they - schools and settings – were best placed to respond to the needs of their own learners and communities. The national offer was there to complement their work and provide additional support and capacity as and when required. It was not clear how many settings and schools would want to access NeLO or choose to do so. e-Sgoil had to prepare for a number of potential eventualities which involved testing and trialling the capability offered by Glow. The initial model built on existing e-Sgoil practice with the formation of ‘conventional’ class groupings. The development of webinars with the use of ‘flipped learning’ resources and allowing for greater numbers of learners was trialled successfully for the senior phase study support programme. The use of Vimeo as an open access platform allowing for live interactions with even greater numbers was also trialled successfully during the second period of lockdown.

The pattern that emerged between August and December while schools and settings remained in buildings was regular week to week participation from varying groups of learners from Primary 2 to S3. Most required short- term provision (between 1 and 10 days) because they were isolating, or their schools were experiencing high levels of teacher absence. A smaller number of learners were in the ‘shielding’ category and were isolating longer-term. All requests for support from e-Sgoil were met.

This pattern changed in January 2021 when a second national lockdown was put in place. The ‘Lockdown Live’ programme was developed to support schools’ own plans. There was still a requirement for short and longer-term term provision, but numbers were lower than they had been before as schools were more able to deal directly with the remote learning needs of their learners.

SECTION 2: Programme Overviews

	Glow	Open access	Page number
Broad General Education			
Early Years: early level (ages 3 to end P1)		Dug's Discovery Den – Early Level Learning Space	8
Primary: first and second levels (p2 to P7)	BGE Primary Online school with 4 daily sessions for learners deployed from October 2020 to present	First Level Learning Space (P2 – 4) Second Level Learning Space (P5 -7) Live Interactive sessions linked to the Learning Spaces Scotland's Assembly	10
Secondary: third and fourth levels (S1 to S3)	BGE Secondary Online school with 3 daily sessions for learners deployed from September 2020 to present	Big Questions Sustainable Scotland	12
Senior phase (S4 to S6)			
Senior phase (S4 to S6)	BGE Secondary Online school with 3 daily sessions for learners ready from deployment from November 2020 Subject Drop-Ins	Help Desk – email support Help Desk Spotlight Sessions Learning Spaces	14
Senior Phase Study Support Webinars	Study Support webinars from September to present Daytime Study Support webinars during remote learning from January 2021 Easter Study Support webinars		16
DYW Live	Phase 1 pilot – January – March 2021 with 30 courses Phase 2 – April to June 2021	Pathways Week 18-24 th June 2021	18
i-Sgoil	Pilot with small cohort of National 4 and 5 learners		20
Gàidhlig agus Gàidhlig (Luchd-ionnsachaidh) (Gaelic and Gaelic Learners)	National 5 and Higher cohorts of Gaelic Learners and Gàidhlig delivered. Gàidhlig Bheò Leugh 's Cluich le Linda		22
e-Sgoil Core Business	Live lessons for schools requiring supply cover.		24

National e-Learning Offer



COVID-19 RESPONSE

e-Sgoil Timeline

This timeline represents the e-Sgoil programmes and provision put in place following the Covid-19 pandemic from March 2020 until the end of session 2020/21.



These are all new programmes that were created and added to the existing provision.
This is in addition to e-Sgoil's core business.

Early Years – Dug's Discovery Den



Dug's Discovery Den aims to engage our youngest learners with a range of cross – curricular online and offline experiences. It uses ThingLink on e-Sgoil's website and offers children an interactive collection of activities to inspire further learning and exploration beyond the screen. It is designed to be accessible for use within any learning setting, childcare or home environment and is available in both Gaelic and English. The activities encourage real-life play, movement, songs, stories,

dance and 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 a mascot who travels around the country each week visiting children across the early level in different local authorities. Dug has his own twitter account to let his followers track his adventures @BeingMeWithDug. An interactive map shows Dug's journey with options to revisit previous learning spaces. The spaces constantly adapt to reflect the young learner's world and interests.

Reflections on, and observations of, children's interactions with Dug and his Discovery Den, including their own feedback can be summarised in the following statements:

- There is lots to keep me interested and to spark my imagination.
- It supports me to learn and develop in lots of different ways including getting outside and moving my body to keep me active.
- It is clearly laid out for me – I can access Dug's den all by myself.
- The website is designed for me – the images and voice overs help me find my way around.
- My parents/carers are given ideas of how to support my learning through real life experiences and play, stories, songs and rhymes.
- I can have fun working on this with my parents/carers with options for others in my family to join in too
- I have a choice of activities so I can find out what interests me.
- I can safely interact with all the different activities
- My family and educators in my ELC setting or primary school can find and access the resource easily from the e-Sgoil website
- I love Dug – he makes me smile

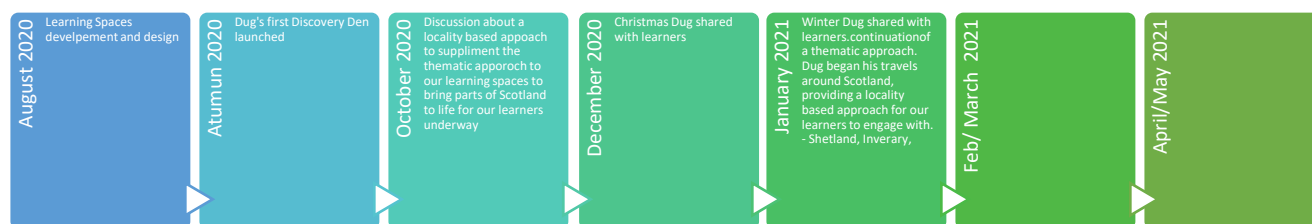
"Another wow moment with Dug. The children's expressions are priceless. Creating special memories." ELC practitioner

"We were delighted that one of our children, who finds it difficult to speak in nursery and join in with others' play, became animated, smiled and spoke to Dug when he visited." ELC practitioner

"I would like to say many thanks and show appreciation for the excellent day of school today. It sounded like all the kids enjoyed the online learning. Many thanks to all who organised and especially to today's teacher." P1 Teacher

"Working together on the Thinglinks allowed us to consider how to create a balance of both online and offline learning experiences." ES partner

Programme Timeline



Strengths and [Areas for Development](#)

- Designed to be directly accessible by the child and encourage learning beyond the screen.
- Accessible by all early level learners regardless of location or setting.
- Promotes child led learning.
- Promotes a sense of enquiry.
- Promotes and develops learning conversations.
- Engages parents with their children's learning.
- Interests and motivates children through high quality stories, songs, games and real-life activities.
- Provides links to high quality curated early level resources from national organisations such as Scottish Book Trust and BBC Scotland.
- Promotes diversity, equality and UNCRC through the curation of links.
- Designed to promote outdoor and active learning.
- Inspired staff across Scotland to create their own virtual learning spaces and create their own setting mascot as a link between home and school.
- Feedback from children and practitioners directs the creation of the subsequent ThingLink. Examples include Dug in Inverclyde being themed around shipbuilding and in Falkirk the promotion of a Froebelian approach.
- [Future developments include Dug's interaction with the Scottish Primary Assemblies.](#)
- [Planned timetable of Dug's visits around Scotland's learning settings.](#)
- [Continual feedback from practitioners will shape future developments.](#)

Data

Dug's Discovery Den	Views: November to 9 June 2021
	34,223

Primary BGE: P2- P7

The provision for primary learners consists of live **online classes** and open access **Learning Space** resources and accompanying broadcasts available directly via the e-Sgoil website. The online classes cater for children learning from home for either long or short periods of time and offer a full daily timetable. The classes are divided into P2-P4 and P5-P7 and use Microsoft Teams in Glow. The Learning Spaces are a curated series of resources, designed to provide learners with provocations for learning in an easily accessible format. These are supported by weekly broadcasts on the e-Sgoil website explaining the resources, modelling their use, and sharing feedback from learners. Staff can also use them as starting points or additional content when planning their own lessons. **Scotland's Assemblies** use the same open access model and brings together national partners and key themes from the curriculum in a 30-minute bi-weekly assembly format, broadcast live and on-demand on the e-Sgoil website.



Reflections on, and observations of, children's interactions with the online classes, the Learning Spaces and Scotland's Assembly, including their own feedback can be summarised in the following statements.

Online classes

- I can experience a curriculum that is responsive to my needs
- I learn with a community of peers
- There is an onboarding process that takes 24 hours, and includes a welcome meet to guide me through the online learning process
- My teachers work in collaboration with me, my family, school, and a range of specialist partners
- I have four daily sessions with my teachers

Learning Spaces and Scotland's Assembly

- I have quality curated resources that provide me with opportunities to explore, learn independently, learn through play and learn outdoors
- I can easily find them on the e-Sgoil website
- The live broadcasts help me get the most from the resources, allow me to share what I have been doing and learn from specialists that I wouldn't normally have access to

"Just a wee update about today we had a fantastic lesson in which I would say the young people were fully engaged and very mature with their responses in regards to the questions etc. we had about 75-80 pupils in the call." Primary HT

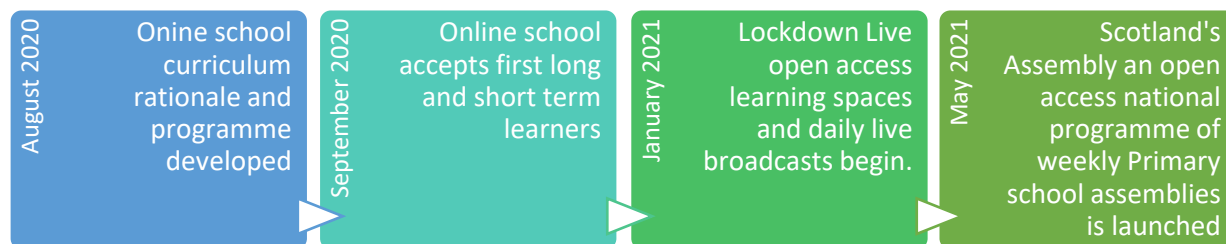
"As a learner who finds learning in school difficult, Katie (P5) has benefited from continuing her learning on-line with a community of peers. This has helped her to begin to transition back to school." Teacher, Primary school.

"I like what you are doing, keep it up" Nathan, P5

"I would like to say a big thank you to everyone at eSgoil. ...I have really enjoyed the lessons and have learnt so many new things such as collective nouns and tautology. I have also made new friends, learnt new things about other people and discovered great websites. I can't think of a single thing that I would change about my experience." P6 learner, online class

"Watching several classes of P7s 'helping' an illustrator draw by committee, with lots of screaming instructions down the mic. Wild and chaotic but brilliant and fun". E-Sgoil teacher

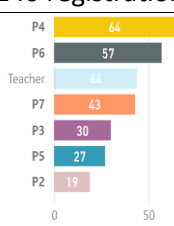
Programme Timeline



Strengths and Areas for Development

- Learners are less isolated during periods away from their own school.
- Learners have a community of peers to interact with in a safe moderated online environment.
- Learners enjoy high quality partner inputs.
- Learners develop digital skills.
- Schools can access a range of resources and choose those best suited to their needs.
- Helps learners who suffer from anxiety and related conditions to stay engaged with their learning
- Starts with the learner's specific needs.
- Responds to feedback and adapts accordingly.
- Provides interaction between teachers, learners, and their peers.
- Continue to develop partnership working and reporting procedures with learner's own school to aid transition back when appropriate.
- Continue to develop curriculum offer to make the most of opportunities for learners to collaborate across geographical boundaries.

Data

Online School				Views																							
240 registrations: 158(2020) + 82(2021)		Lockdown Live sessions: Jan-Mar 21		229,079																							
 <p>Breakdown by year group</p> <p>2:1 - ratio of short-term (self-isolating) to long-term (shielding) (approx.)</p>	Learning Spaces: Jan- Jun 21		66,059																								
	Scotland's Assemblies: based on class viewings and average class size of 16: approx. 15000																										
	<table><tr><th></th><th>Live</th><th>Watch again</th><th>Total</th></tr><tr><td>The Jazz One</td><td>672</td><td>944</td><td>1616</td></tr><tr><td>The Loch One</td><td>416</td><td>2656</td><td>3072</td></tr><tr><td>The Zoo One</td><td>416</td><td>2832</td><td>3248</td></tr><tr><td>The Play One</td><td>720</td><td>6096</td><td>6816</td></tr><tr><td></td><td>2224</td><td>12528</td><td>14752</td></tr></table>					Live	Watch again	Total	The Jazz One	672	944	1616	The Loch One	416	2656	3072	The Zoo One	416	2832	3248	The Play One	720	6096	6816		2224	12528
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	2224	12528	14752																								

Secondary BGE: S1 – S3

The provision for secondary BGE has **online classes** for third/fourth level (S1 to S3) available on Glow as well as open access programmes such as **Lockdown Live, Big Questions and Sustainable Scotland**.

The online classes have three 90-minute teaching sessions per day and featured ten programmes:



Creative Industries, Digital Creators, Enrichment (with partners), Global Citizens, Healthy Body & Mind, Innovation & Enterprise, Languages of the World, Learning for Sustainability, STEAM and STEM. These sessions had non screen time built in and encouraged learners to participate in creative and practical activities. During Lockdown Live (January-March), our Big Questions series explored relevant concepts and issues, in an interactive enquiry-based learning format which included video content, tasks and resources such as websites and articles. During the month of March, a collaborative project – Sustainable Scotland - between e-Sgoil, WestOS and Keep Scotland Beautiful explored the curriculum through the lens of Learning for Sustainability. e-Sgoil produced over 100 video lessons across the curriculum.

Reflections on, and observations of, young people's interactions with the online classes, learning spaces and programmes such as Sustainable Scotland, including their own feedback can be summarised in the following statements.

Online classes

- My curriculum is designed around project based, inter-disciplinary and multi-disciplinary learning experiences
- I am working across 10 different programmes of learning
- I have an online community with young people who have similar experiences to me
- I take part in three, daily 90-minute sessions
- My teachers work together to design the curriculum
- My teachers work with a range of partners to design the curriculum
- When I needed to come on-board, I started learning within 24 hours

Lockdown Live, Big Questions, Sustainable Scotland

- I can easily access resources on e-Sgoil's website, as directed by my own teacher
- I am taking part in enquiry-based learning around Big Questions and exploring curated sources and materials. These materials and tasks are leading me to find my own answers.
- I am learning about how to be more sustainable in the future and thinking about the impact of people, industry and progress across the whole curriculum

"We'd really like to thank you for all your support, efforts and input with our young people last week – very much appreciated. Please pass our thanks and best wishes on to all in your Team who were great to work with over the phone and by e-mail". Teacher, Secondary

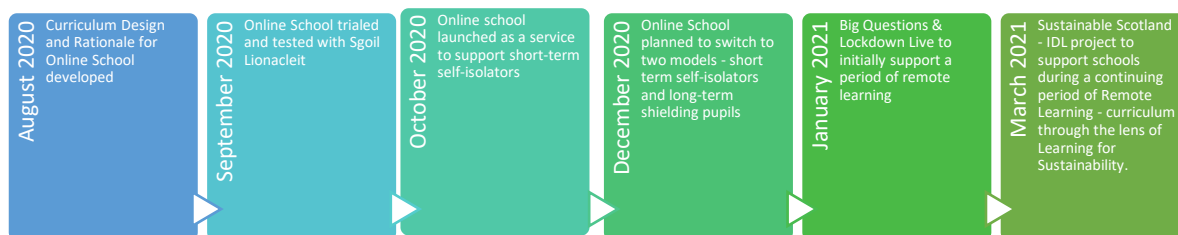
"My favourite thing about e-Sgoil is the teachers are very kind and I like how they are teaching the lessons and I love Miss P's shoe designing topic a lot." Long term learner

"All of the teachers were so friendly and taught us in a fun way it wasn't boring and gave us knowledge we did not know." S1 short term

"Sustainable Scotland has been such a fun project to work on. Learned so many technical skills and love the legacy that will be left." eSgoil teacher.

"Really enjoyed being part of the STEM workstream groups as these were just amazing brainstorming session with so much creativity and a buzz in the virtual room." ES partner.

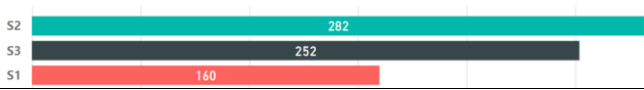
Programme Timeline



Strengths and [Areas for Development](#)

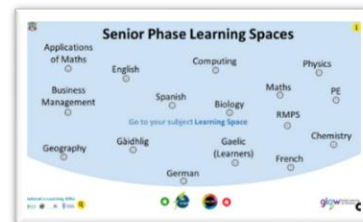
- A curriculum designed to fit the learner experience and adaptable for both online and in-school delivery.
- Supports an online community of young people in similar situations, isolating or shielding.
- Young people can socialise and meet new people from across the country in similar situations.
- Provides equity of experience and opportunity across the whole country.
- Young people can experience a new way of working and develop digital skills.
- Young people can experience broad and exciting multi-disciplinary and inter-disciplinary learning (IDL).
- Contribute to the development of remote learning experiences of future e-Sgoil learners.
- Exploring progressive and innovative ways of facilitating learning.
- [Extend S1-3 BGE provision within the i-Sgoil programme with opportunities to deliver a curriculum for interrupted learners.](#)
- [Extend the open access provision for Sustainable Scotland with further reference to the Sustainable Development Goals.](#)
- [Continue to focus and improve upon quality assurance.](#)

Data

Online School	Lockdown Live engagement	Views
694 registrations: 670 (2020) + 24 (2021)	Lockdown Live/Big Questions live sessions: Jan-Feb 21	51,157
Breakdown by year group: 	Sustainable Scotland live sessions: March 21	45,273
Ratio of short-term (self-isolating) to long-term (shielding) is approx. 7:1	Learning Spaces , English medium Learning Spaces , Gaelic medium	12,691 8,841

Senior Phase: S4 – S6

The provision for secondary Senior Phase (S4 to S6) included a standby live masterclass option available via Teams in Glow, and open access Learning Spaces and Help Desk Spotlight Sessions to support the work done in schools. Study Support was also a Senior Phase offer and is developed in the next section. Over 20/21 there were several iterations of this programme, driven by feedback from schools and other agencies, changes to SQA course arrangements and including responding to requests from the National Qualification 2021 (NQ21) group. Following an NQ21 request, e-Sgoil created Subject Drop-Ins for learners who had been identified by their schools as having had significant disruption to their learning. Schools signed learners up for this provision which was led by subject specialist teachers. These programmes were developed following feedback from learners and schools to support Senior Phase learners with the work they were doing with their own teachers to achieve successful outcomes in their SQA courses.

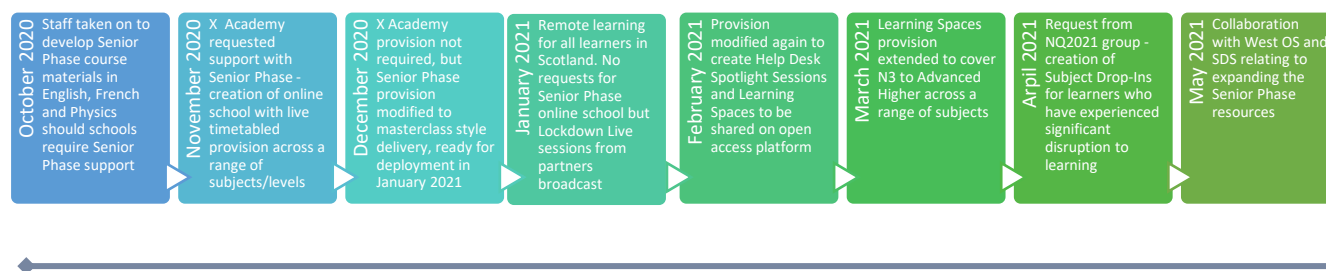


Reflections on, and observations of, young people's interactions with the online classes, Learning Spaces and Help Desk Spotlight Sessions, including their own feedback can be summarised in the following statements.

- I can access live, master class sessions across a range of SQA courses/levels
- I can participate in online sessions in line with my chosen timetabled subjects in school
- The online sessions support the work I have done in school with my teachers
- I can access additional resources to support successful outcomes in SQA assessments
- The Learning Spaces have a range of subject specific resources in one place so it's easy to access
- The Learning Spaces and Help Desk Spotlight Sessions are easy to access from the e-Sgoil website
- The Learning Spaces help me revise for assessments with links to practice questions/past papers
- The Help Desk Spotlight Session videos give me a guided tour of the Learning Spaces and show me how I can use them to support my study across a range of subjects/levels
- The Help Desk email lets me ask questions that will be answered by subject specialist teachers
- The Subject Drop-Ins support me with specific courses that my school has identified that I need additional support with to maximise my attainment

"As a Higher Learner who is self-isolating, I want to keep up with my studies as I will be sitting final assessments soon. I watched the Help Desk Spotlight Sessions and used the Learning Spaces to help me improve my overall marks. I need four passes to go to university".
Leah S5

Programme Timeline



Strengths and Areas for Development

- Online, masterclass style delivery, across a range of subjects to support the work done in school.
- The open access Learning Spaces and Help Desk Spotlight Sessions can be accessed at any time.
- The Learning Spaces link together the three elements of the National e-Learning Offer – Live, Recorded, Supported.
- An iterative programme that has evolved to meet the needs of learners and their schools.
- The Subject Drop-Ins focus on specific areas of support for learners who have experienced significant disruption to learning, as identified by their school.
- Learners have the opportunity to engage with subject specialist teachers during isolation/shielding.
- Learners can access a wide range of resources to support them with their study across a range of subject areas.
- Materials are available on an open access platform to ensure equity of access for all learners.
- [Extend Senior Phase provision within the i-Sgoil programme with opportunities to deliver full SQA courses](#)
- [Extend Learning Spaces to include support for a wider range of qualifications including National Progression Awards and Foundation Apprenticeships](#)

Data

Online School	
Lockdown Live: Jan-Feb 21	64,984 views
Learning Spaces	12,337 views
Help Desk Spotlight Sessions	~855 views
Subject Drop-Ins	7 registrations

Senior Phase: Study Support Webinars



After school Study Support webinars were started in September 2020 in response to the ongoing need to provide input for learners who were isolating and missing out on the 'normal' study support provision in their local schools. Weekly 45 minute webinars were led by subject specialist teachers. Learners registered to attend the webinar style sessions – one lead teacher delivered the teaching while a colleague looked after the chat

where young people placed their questions. As the demand grew more sessions were added broadening the offer in terms of subjects and levels. Pupils and staff evaluated the webinars very highly and enjoyed and appreciated the webinar experience. Study support was made available in daytime during lockdown and also as an Easter Study school.

Reflections on, and observations of, young people's participation in the study support webinars, including their own feedback can be summarised in the following statements.

- I use GLOW to access study support
- I know this is available to all learners in Scotland
- I can access the materials used in the webinars after the event via Glow & West OS
- I can collaborate with learners from other schools
- My digital literacy is enhanced using MS Teams
- I can experience different teaching styles and approaches
- I am asked to complete surveys about what I want to learn about
- This helps my preparation for the next stage of my learner journey.
- I can ask for help from the webinar teacher on specific subjects
- I like looking back on notes from previous sessions for topics I am not sure of.

"I am studying 4 Highers. The e-Sgoil webinars were excellent and supported me through the uncertainty of this year. I wanted to keep up with my courses so that I didn't fall behind and still achieve 4 passes. I would like to thank e-Sgoil for supporting me in the way these webinars were delivered. Higher moves extremely quickly so it helps a lot to have these available". Veronika, S5 learner

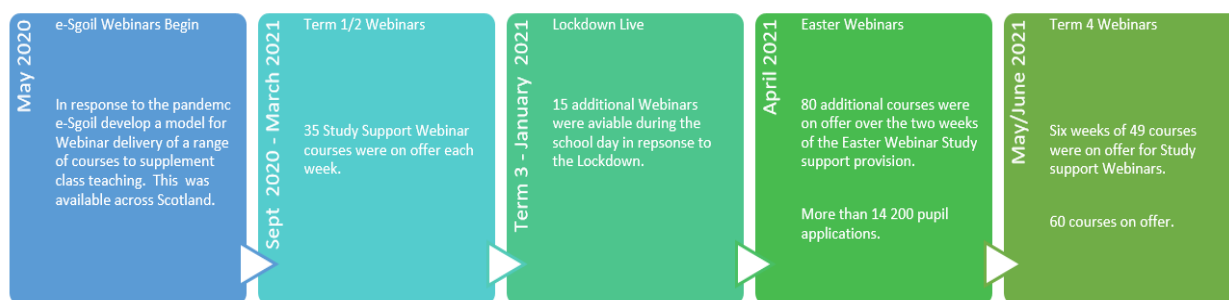
"I just wanted to write to thank you for arranging for me to participate in the Webinar Studies session. I was able to listen to the full presentation and felt it was effectively delivered by a very knowledgeable person. If all of the e-Sgoil courses are of the same standard, then the students will be in safe hands. I think the presenter is an excellent teacher and all of the other participants appeared to enjoy the session" Secondary HT

"Very good study sessions. I really like how we are asked to give answers in the comments/chatbox for some sessions. This really helps because I feel more involved and we get feedback right away". S5 learner, Business Management

"I just wanted to get into contact again to say I have finished all my exams and have the grade back, and I have achieved an A! This is a massive achievement as I am only in S5, meaning it is my first attempt at Higher. I have been studying 5 Highers and I am dyslexic. I want to say a huge thank you for all the resources you have put up as they have allowed me to have another teacher's opinion and has allowed me to look over them in my own time and not feel rushed. Thank you so much for all the work you have put into the webinar and the resources."

"When I saw students ask questions in our team and other students help them out so they had really become a national Biology class I had a wee emotional moment. It was honestly just lovely!" ES partner

Programme Timeline



Strengths and Areas for Development

- Ability to review materials and revise at any time through the team.
- Direct access to teachers for help with individual problems.
- Access the sessions from anywhere.
- Wide spectrum of courses available.
- Opportunity to achieve better results through the webinars.
- Access anytime and anywhere.
- Access to different teaching styles
- Anonymity works well for some learners to engage who might previously not have taken up the opportunity.
- Enhanced digital literacy
- No transport issues
- Develop the provision to attract those less likely to sign up for after school study sessions
- Ensure quality assurance of teaching on a more systematic and robust basis

Data – see also Appendix 1

Provision	Data	
Study Support Webinars (evenings) - Sept – Easter 2021	35 courses 12,378 registrations Learner evaluations rated the sessions as 4.5/5	Sign-ups from all 32 local authority areas, totalling 30,995 course registrations 8,251 individual learners in total, from 340 schools (98% of Scottish secondaries)
Lockdown Live - Daytime webinars	15 additional sessions were on offer each week 1,364 additional registrations	
Easter Study Support Webinars	80 courses 14,488 registrations Learner evaluations rated the sessions as 4.5/5	
Term 4 Study Support Webinars	49 courses 2,765 new registrations (many learners already in MS Teams used for provision)	

DYW Live

DYW Live brings together a wide range of partner organisations and employers to offer live, interactive, online work-related learning experiences to young people across Scotland. Prior to Covid-19, relationships were already established with key partners (SCILT/CISS, Keep Scotland Beautiful etc) with the aim of engaging more learners in a wider range of experiences, more equitably. During Covid, the e-Sgoil's live e-learning model became essential to maintain and build on the range of work-related learning offered to learners by an ever-expanding network of partner organisations. An 8-week pilot phase during lockdown (Jan-March 21), involved more than 30 partners offering learning sessions to young people at home and attending Covid hubs. Phase 2 is in progress and includes an open-access Pathways Week (18-24th June 21). In absence of physical careers fairs, this week will see partner agencies and employers use short webinars to offer both general sessions on learner journey options (e.g. the apprenticeship family) and sector-specific career pathways.



Reflections on, and observations of, children and young people's participation in the DYW Live sessions, including their own feedback can be summarised in the following statements.

- The programme supports my learning around employability, skills and career pathways
- There is a wide range of content to participate in, giving me access to employers across Scotland
- I am directed to further resources and learning opportunities provided by the NeLO including pre-recorded video lessons on WestOS and supported resources
- I can access the supported resources at any time that suits me
- I can join the programme from either the classroom or from home (in the event of further Covid-related disruption, or other reasons for learning from home)
- My teacher registers interest in a course/session for my class and attends the session along with me, my peers and other learners from around Scotland
- There are specific ASN sessions and support available if I need it
- My teacher can also attend CLPL sessions as part of the programme, in order that they can learn more or deliver courses themselves in future
- I access the learning sessions via Glow. This is usually via my teacher's Glow account in the classroom but could be via my own account if I'm learning from home.
- I am looking forward to an even wider range of work-related learning being available next session including certificated courses, enrichment experiences and virtual work placements

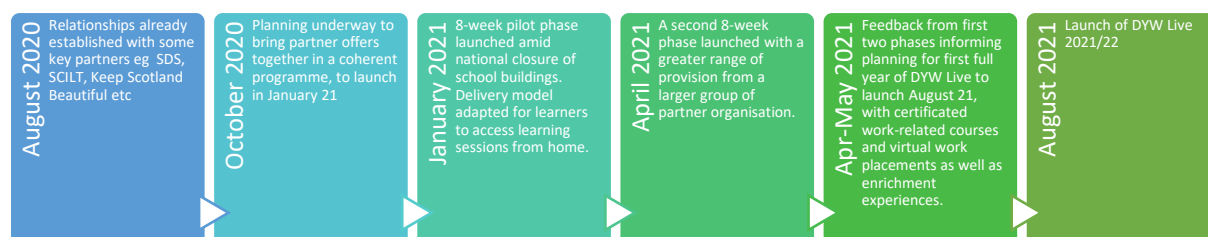
"A huge network of partners has been established, now all working together to enhance provision for learners". e-Sgoil teacher

"As a young person soon to embark on my career, I want to improve my skills in areas that are important to employers and learn about real-life opportunities available to me, so that I have the best chance of a positive start to my working life." John, S5 learner

"One of the best attended sessions so far this year. Was great to see our students interacting with an external partner and learning more about a new industry sector. This is as close as we can get to a school visitor and was great to see what they can still access as part of the DYW initiative." Secondary HT

"I have really enjoyed being part of DYW Live. The feedback has been really positive from both teachers and pupils. This has been a fantastic opportunity to continue to engage and interact with our secondary school pupils. Thank you". DYW Live Partner

Programme Timeline



Strengths and Areas for Development

- The programme is pandemic-proof. DYW Live was not designed in response to Covid-19; it happened to launch as the January 21 lockdown was announced, and so the pilot delivery model was adapted to provide learning sessions direct to learners in their own homes.
- The partner network provides a diverse range of learning experiences for young people, far more than would be available by traditional means. This is particularly important for rural and remote areas.
- Partners can reach far more schools and learners than by traditional means.
- Carbon emissions and costs of travel are eliminated.
- Partners have the opportunity to network with each other and work collaboratively to develop the programme.
- Young people build digital and collaborative skills simply by taking part, with the opportunity to socialise and meet new people from across the country; these are important meta skills for future careers.
- Barriers arising from circumstances that might otherwise interrupt access to work-relating learning are removed.
- The DYW Live programme for session 2021-22 will include work-related certificated courses, enrichment experiences and virtual work placements.
- Greater flexibility around timing of sessions will help overcome timetable-related barriers.
- Enabling participation by non-Glow guests (e.g. employers) in MS Teams meetings within Glow would greatly enhance the range of employers that can contribute to the programme

Data – see also Appendix 2

	Class registrations by teachers	Estimated participants
Pilot Phase 1: Glow delivery, mainly to learners at home Jan-Mar 21	1487	6,500
Pilot Phase 2: Glow delivery to classrooms April – June 21	264	~14,000
Pathways Week: open-access webinars 18-24 th June 21		3,800

i-Sgoil

e-Sgoil has successfully piloted, within the Northern Alliance, a programme of National 4 & 5 Mathematics & English to interrupted learners under the title ‘i-Sgoil’. Learners on this programme had previously disengaged from their local school setting as a consequence of anxiety related problems, or physical illness or mental health conditions. i-Sgoil has seen continued engagement from this cohort and is now looking to build on the success of the model and allow for a greater number of interrupted learners to access a broad and rich curricular experience in a new way.



Reflections on, and observations of, children and young people’s participation in i-Sgoil, including their own feedback can be summarised in the following statements.

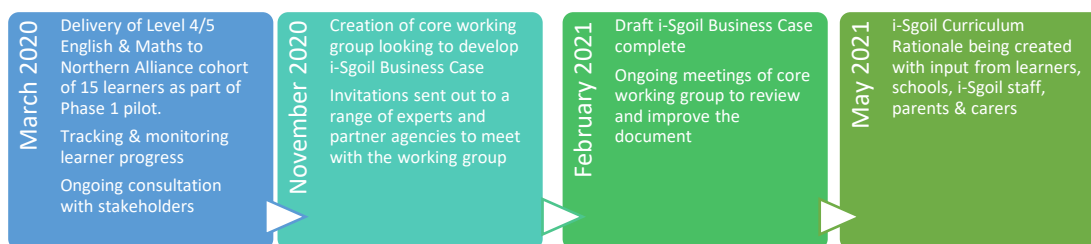
- i-Sgoil gives me the option to learn from my safe space
- I have a connection to other people my own age
- My needs are respected and I am able to learn in a way I feel comfortable with
- i-Sgoil does not make me feel stressed
- My achievements are recognised
- I can access a broader curricular offer
- I can access a range of different experiences virtually
- The i-Sgoil teachers work closely alongside teachers in my local school
- I am developing digital learning skills
- I am able to develop collaboration skills

“Working with i-Sgoil learners and helping them to achieve qualifications that they never thought they would get was a real highlight for me. Also seeing them become more confident and have more faith in themselves.” E-Sgoil teacher

“As a young person unable to attend school, I want to be able to learn in a way that does not make me anxious or stressed so that I can develop skills and experience success”. Jamie, S5 learner

“Seeing a young interrupted learner overcome many obstacles to go on to achieve National 4 English”. E-Sgoil teacher.

Programme Timeline



Strengths and Areas for Development

- Barriers to learning and anxiety triggers are removed.
- Equity of access – irrespective of geographic location.
- Creates a live, interactive learning community.
- Makes efficient use of the teaching resource – no dead time.
- The value far outweighs the cost.
- Young people who were isolated develop relationships.
- Young people get access to an improved range of specialist teachers.
- Supports the development of collaborative learning skills.
- Learner feels involved, included and respected.
- Supports the development of confidence & resilience.
- Multi-agency & partner involvement.
- Opportunities for bespoke learner pathways.
- Can be a stepping- stone to learners re-engaging with their local school.
- Phase 2 to run as part of e-Sgoil's NeLO offer for session 2021-22, catering for learners from Level 1 to Senior Phase.
- Phase 2 curricular model currently being finalised.
- Phase 2 partner and enrichment inputs currently being confirmed.

Data

Local authorities approached	8
Number of learners engaged in 2020/21	15
2021 NQ Maths awards	4
2021 NQ English awards	12

Gàidhlig agus Gàidhlig (Luchd-ionnsachaidh) (Gaelic and Gaelic Learners)

The provision is designed to support learners in their development of Gàidhlig. It includes ‘**Gàidhlig Bheò**’, and live teaching for Gàidhlig Medium (GM) learners at different stages. This has continued post-lockdown with **Leugh ’s Cluich le Linda** and teaching provision focused on targeting language regression through a specialised programs including drama and GM Spanish. Specialist teachers are deployed as necessary to fill in gaps in school staffing and the curriculum is enriched through opportunities as part of the national DYW Live initiative. Gaelic Learners qualifications are available to senior phase pupils and adult learners nationally.



Reflections on, and observations of, children and young people’s participation in the Gàidhlig Bheò, Leugh ’s Cluich le Linda and targeted language regression sessions, including their own feedback can be summarised in the following statements.

Online learning - Gàidhlig Bheò

- I have an online community with young people who have similar experiences to me
- My teachers work together to design the curriculum
- My teachers work in partnership with partners
- I am supported in maintaining my language skills and a link to Gaelic culture

Post-Lockdown

- I have been supported to overcome language regression in a fun and engaging way, using drama to develop my grammar skills
- I have had the chance to have new experiences through the medium of Gaelic such as learning Spanish
- I have had the chance to enrich my curriculum through DYW, engaging with workshops that are of interest to me

Gaelic Learners

- I’ve had the opportunity to begin my Gaelic Learner journey in a supported way with access to a teacher and a range of appropriate resources
- I’ve had the opportunity to learn about Gaelic culture alongside my language skills
- I’ve had the opportunity to make links with others who are learning Gaelic and to form a learning community online

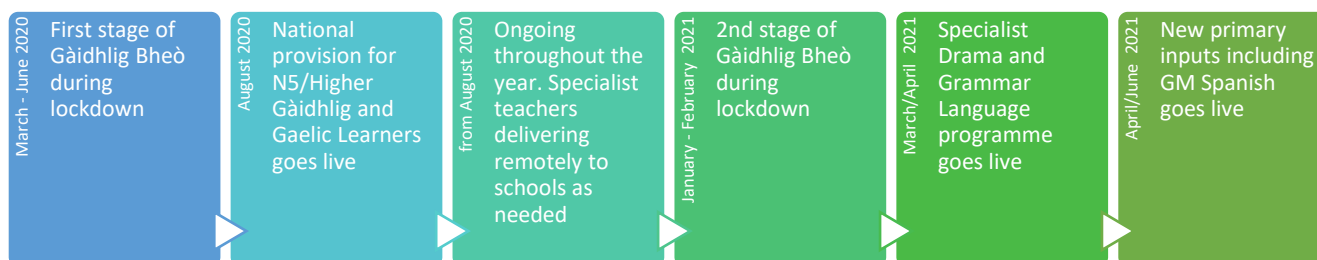
“As a Gàidhlig speaker who doesn’t have Gàidhlig at home, I want to use my language skills in as many ways as possible with different people, so that I become more fluent and confident.” Mairi, upper primary learner

“I didn’t really have the chance earlier to say this, but I just wanted to say thank you very much for everything you have done over the past year, I really appreciate it! You have been such a great teacher and you have given me so much support and I will without a doubt miss your lessons (not the technical difficulties though). In normal circumstances I would give you a card and some chocolates but unfortunately that’s not possible over email so please accept the e-card I have attached below. Secondary learner GME

“Thanks Mrs, you were a nice teacher and listened to me and gave me the time to think and talk. Sorry I wasn’t nice at the beginning. Bye.” Primary learner, GME

“My three kids have been attending since Monday. They absolutely love all the sessions and all the teachers. The teachers are very professional and engaging. Overall super well done!! Although I speak a bit of Gaelic at home with the kids, I am not a native speaker and with the lockdown I was concerned about my kids’ Gaelic deteriorating.” Parent.

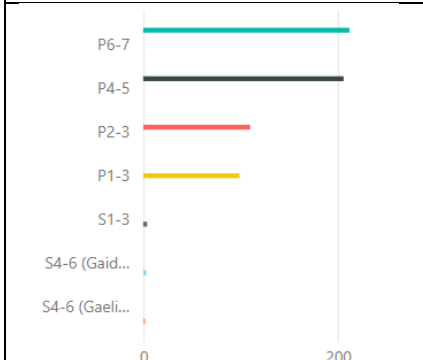
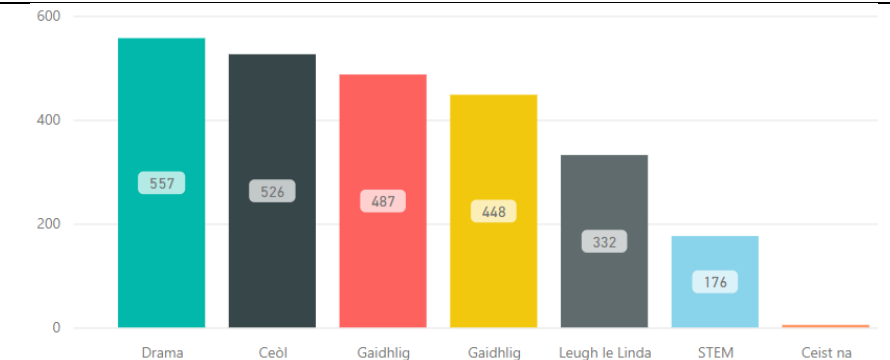
Programme Timeline



Strengths and Areas for Development

- Online community of young people with a shared linguistic and culture background.
- Opportunities for learners from different physical communities to work together online.
- Gaelic Learner opportunities contributing to development and sustainability of language and culture.
- Flexible, learner centred approach to all inputs.
- Partnership working - planning and collaboration taking place between school staff, eSgoil staff and partners.
- Young people have the opportunity to socialise and meet new people from across the country with a shared linguistic and cultural background.
- Work has been done with both Gaelic fluent speakers and learners to sustain Gaelic language and culture.
- Curricular enrichment has ensured Gaelic is seen as a living language, not a classroom language.
- Experience a new way of learning and opportunity for learners to develop digital skills.
- Develop the range of subjects available through the Medium of Gaelic as part of the primary curriculum e.g. Spanish, RMPS, History.
- Expand the BGE Secondary curriculum through Gaelic Medium offerings such as music, drama and art.
- Continue to grow the numbers for Gàidhlig and Gaelic (Learners) at certificate level in session 2021-22.

Data – see also Appendix 3

Gàidhlig Bheò	
Total learners:	618
Number of schools participating:	30 (across 11 local authority areas)
Total number of course registrations	2541
<div>  <p>Gàidhlig Bheò age ranges</p> </div> <div>  <p>Uptake by subject/offer</p> </div>	
Interactive Learning Spaces, for N3 – AH, both Gàidhlig and Gaelic (Learners)	
National Qualifications	
N5 Gaelic (Learners) Candidates in 2020 – 2021:	26
Higher Gaelic (Learners) Candidates in 2020 – 2021:	4

e-Sgoil Core Business



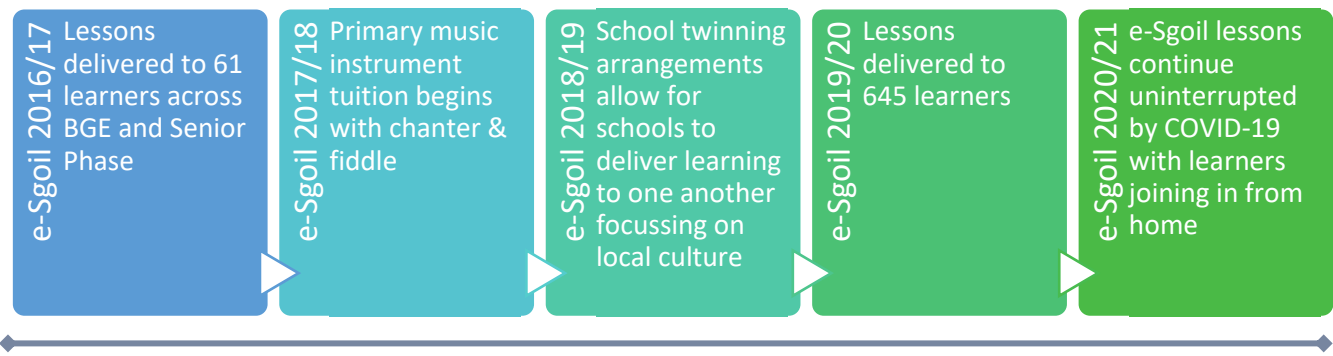
Through the use of technology, e-Sgoil has sought to enable and enrich learning since its inception. Lack of locally available specialist supply disrupts learning across all disciplines in many schools across Scotland. Members of the e-Sgoil staff bank can be quickly deployed to remotely deliver live, interactive lessons for as long as is necessary, ensuring continuity of learning and specialist input. Poverty of opportunity and experience is a reality for many young people in remote, rural communities. The curricular offer in smaller schools is often limited by the size of the year group and availability of staffing. e-Sgoil seeks to provide greater equity by aggregating classes across schools to create viable cohorts, thus enabling schools to improve progression pathways.

Reflections on, and observations of, children and young people's participation in the e-Sgoil Core Business and enrichment sessions, including their own feedback can be summarised in the following statements.

- I can access live lessons with a specialist teacher
- My class doesn't fall behind when my teacher is off and nobody else is available
- As well as learning my subject, I am developing digital literacy skills
- I am learning and working in a new way through e-Sgoil
- I am developing collaboration skills which prepare me for life beyond school
- I can choose subjects I wouldn't otherwise be able to do
- I feel more motivated now that I can study a course I am interested in
- My class can share its learning with other schools
- I am able to interact with high profile speakers through e-Sgoil
- I now get more time with my music tutor through e-Sgoil

"I feel that it is an amazing resource and I would not be able to do my Higher had it not been for e-Sgoil. I am also lucky enough to have an incredible teacher through e-Sgoil who has supported me every step of the way and has made it as normal an experience as possible."
S5 learner

Programme Timeline



Strengths and Areas for Development

- Specialist input is available to all - irrespective of geographic location.
- Glow learning platform allows for classes to be aggregated as required.
- Nutshell guides shared with schools, learners and facilitators as part of the engagement process.
- Regular feedback sought from learners, schools & parents/carers.
- Learner feels involved, included and respected.
- Develops confidence & resilience.
- Improves learner pathways.
- Revised 'e-Sgoil cover' documentation to be shared on e-Sgoil website.
- 'Enrichment Live' catalogue to be created.
- P7-S1 Transition programme to be developed.

Data

Session	Number of learners	NQ Courses	Other Courses
2016/17	61	8	5
2019/20	645	46	38
2020/21*	361	18	6

* Figures prior to 2020/21 represent the majority of e-Sgoil's activity for these sessions. For 2020/21, in addition to the 'Core Business' figures above, the bulk of e-Sgoil's activity focussed on the National e-Learning Offer as detailed elsewhere in this report

SECTION 3: Reflections and Next Steps

What did we learn?

- To be prepared for anything and everything but only create the offers that were wanted and needed. Keeping plans as simple as possible and being comfortable with **developing, prototyping and iterating** on a day to day and week to week basis.
- We paid close attention to the **children and young people** who joined us at e-Sgoil, listening to what they told us and didn't tell us, and responded to their feedback.
- There was always a **solution**: we worked with our collective skills and strengths and were prepared to take calculated risks.
- **Collaboration** was key. We felt we were working to a national common goal. Staff and partners in NeLO and across Scotland pulled together to support learners and each other in this new learning landscape.
- There were **mutual benefits** in the working partnership between e-Sgoil and Education Scotland which will have impact beyond the immediate need presented in 2020/21. These include insights into ways of working and effective collaboration as well as significant contributions for curriculum innovation and online pedagogy moving forward.
- Transferring a traditional school -based **timetable** to the online environment doesn't work: our very first response was to 'cut and paste' what we had just left in our physical settings to the online environment. That 'prototype' lasted less than a week.
- Teachers' **agency** was strengthened: we explored new and different ways to design the curriculum and how to teach it, engaging with each other and with young people as we did so.
- **Partners** from across a wide range of services in Scotland were willing to adapt and contribute: this helped to shape a rich and diverse curriculum offer.
- Remote learning did not equal replicating exactly what teaching and learning looks like face to face. There were different opportunities and challenges and we had to **think outside the box** to make these learning experiences as interactive and dynamic as possible.
- Remote learning gave **new opportunities and options**: teachers were able to move away from desks and PowerPoint and into the wider world - lessons were led from the beach and the forest and the kitchen and a range of locations across Scotland.
- We tried always to **focus on pedagogy** and let the rest follow. We wanted to be clear on rationale: why we were doing what we were doing. And we were prepared to drop our 'great idea' if it wasn't working for the learner.
- **Communicating** what works well in an online environment with multiple different audiences is best done through practical experience of the offer. Words alone do not change long held perceptions.

- There are significant benefits for **curriculum innovation** as an output from the 2020/21 work. The offer now evident on the e-Sgoil website - along with the other component parts of NeLO such as the recorded resources from WestOS and the supported resources - can be adapted and transferred for use in a traditional school/setting.
- Finally, thoughts from the eSgoil teaching team:



What will we do next?

In session 2021/22, e-Sgoil will focus on the following areas:

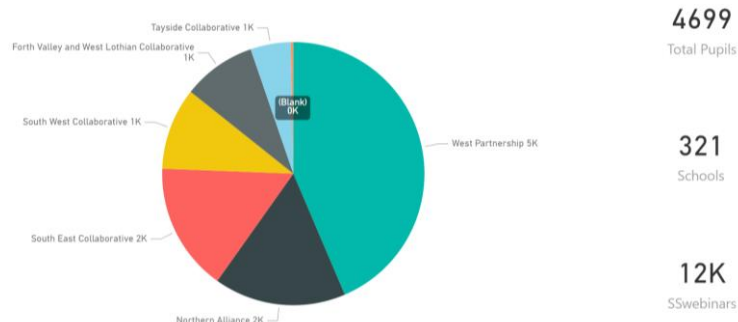
- Maintain the online school ('live') option as part of NeLO and the Covid-19 contingency plans
- Continue to offer a range of programmes and opportunities for learners from Early Years to Senior Phase
- Continue to widen the curriculum offer for learners
- Increase personalisation and choice in the Senior Phase to include niche subjects and delivery on the Northern Alliance Collaborative Online Curriculum Opportunities (COCO) project
- Enrich the curriculum offer for Primary and Secondary which includes working with partners
- Increase the i-Sgoil provision
- Develop the Gaelic Medium Education offer
- Continue our core business of providing supply cover and resilience for schools
- Develop links to partners across the Northern Alliance to help support and supplement learner transitions from P6- S1
- Align our offers to coincide with a school calendar i.e. offers for Senior Phase (COCO and DYW) needs to be with schools before the timetabling exercise begins to maximise engagement
- Continue to work in partnership with Education Scotland to support curriculum innovation, design and pedagogy.

Appendices

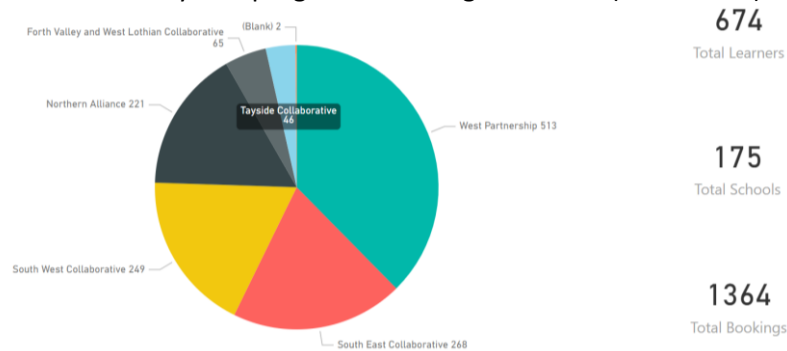
Appendix 1: Senior Phase Study Support Webinars

Study Support Registration Data

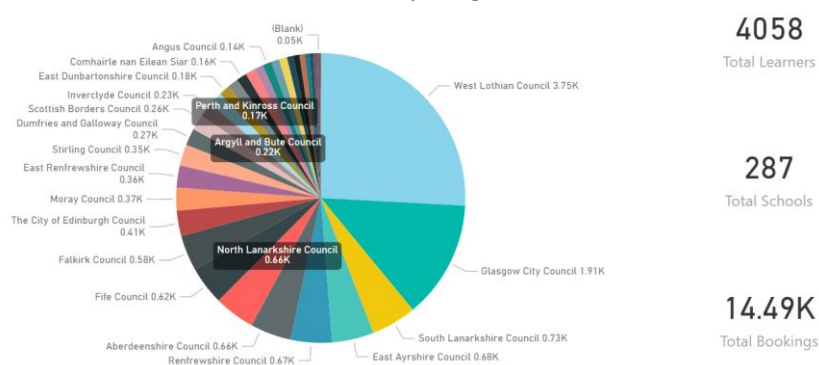
Evening Programme Terms 1-3 (September 2020 – end March 2021):



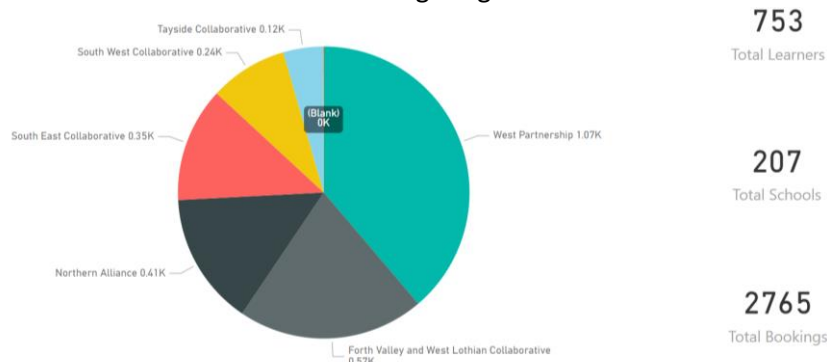
Additional daytime programme during Lockdown (Jan-Mar 21):



Easter Holiday Programme:

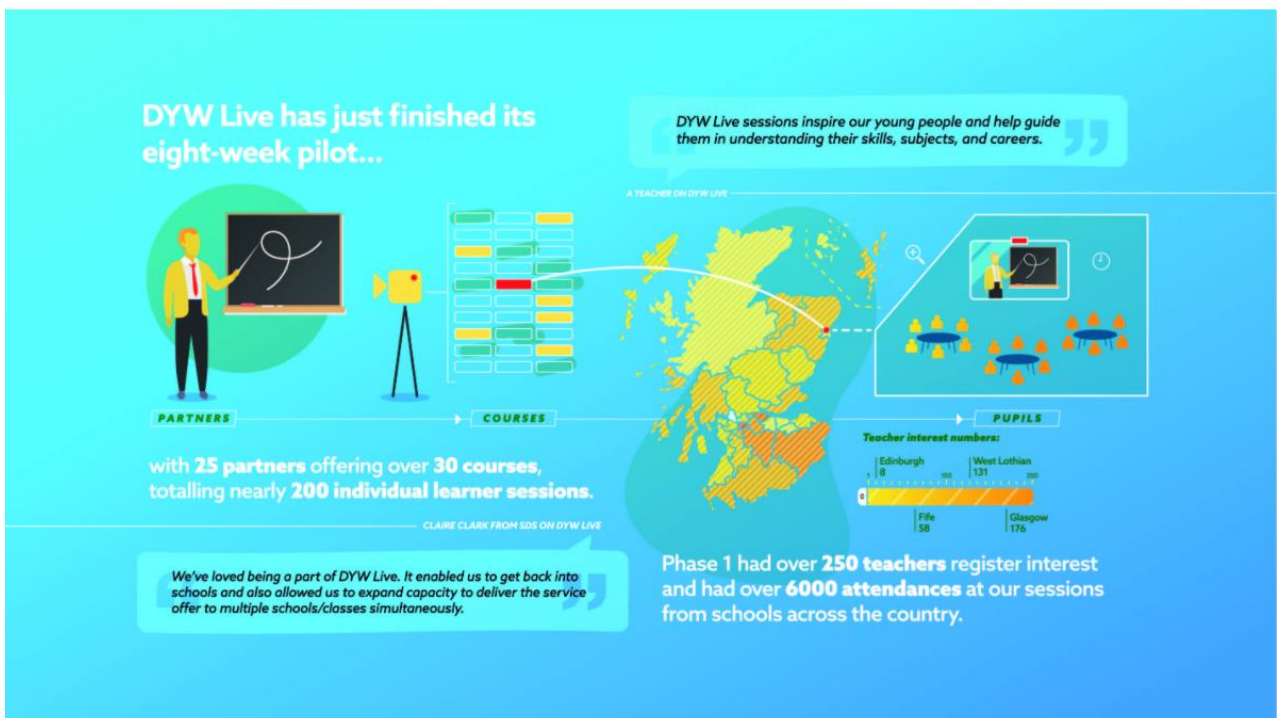
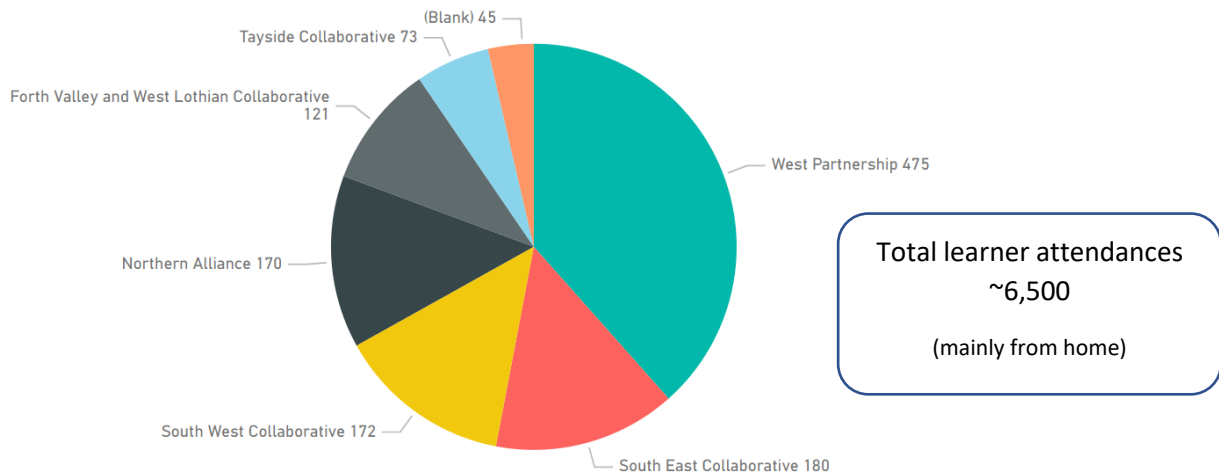


Term 4 Evening Programme:

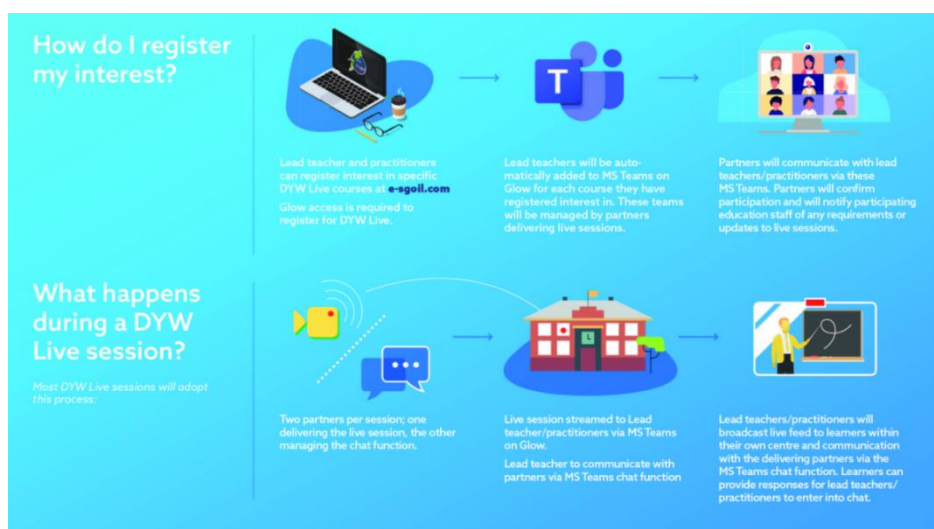
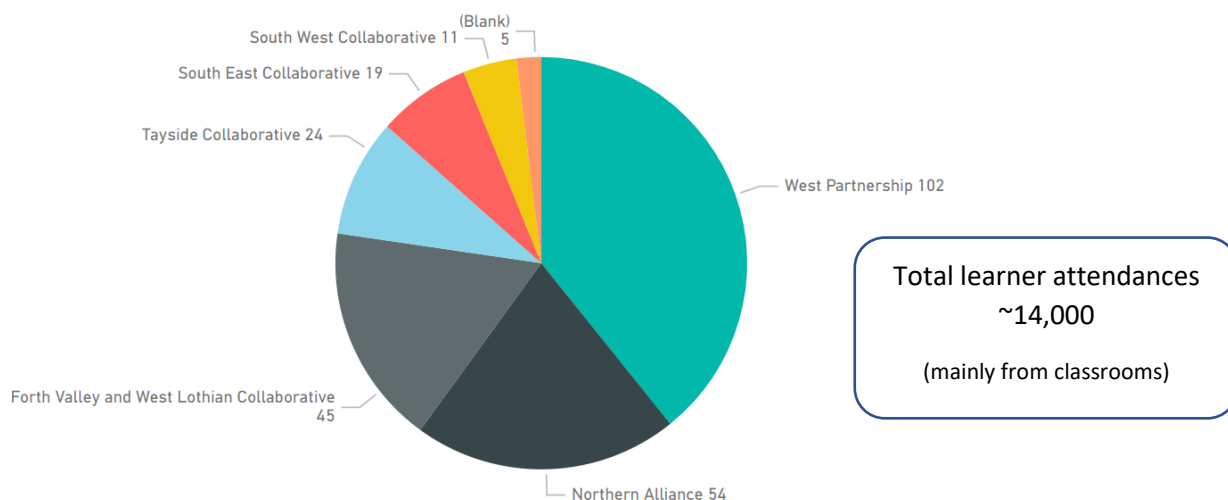


Appendix 2: DYW Live

Phase 1 (Jan-Mar 21): Teacher Expressions of Interest

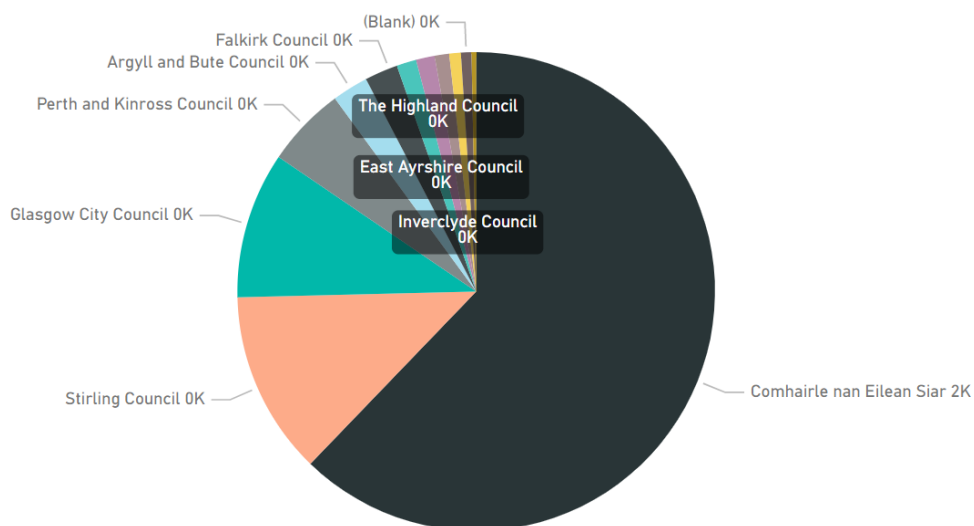


Phase 2 (Apr-Jun 21): Teacher Expressions of Interest



Appendix 3: Gàidhlig agus Gàidhlig (Luchd-ionnsachaidh) (Gaelic and Gaelic Learners)

Registration Data



618

Total Pupils

30

Total Schools

2541

Total Bookings

IMPACT REPORT

JUNE 2021



Scottish Government
Rèignidhean na h-Alba
gov.scot



Education
Scotland
Foghlam Alba

