

COMMON SCHOOL DAY FEASIBILITY CONSULTATION DOCUMENT

Introduction

East Lothian Council is committed to reducing the poverty related attainment gap, raising the attainment and achievement of our children and young people and improve inclusion, wellbeing and equality. In order to support the delivery of this commitment, at the Council's Cabinet meeting, 12 June 2018, approval was given to undertake a feasibility study in relation to the Educational Benefits arising from a common secondary school day.

As a result East Lothian Council Education Service is undertaking a feasibility study and consultation to gather views on the following proposals:

- The introduction of a common secondary school day
- The introduction of a 32 period week for secondary schools
- Increased contact time in primary schools for P1 and P2 if this reflects Best Value (*Education Authorities are required to secure Best Value by continuous improvement in performance of the authority's functions, maintaining an appropriate balance between quality and cost.*)

The **East Lothian Council Plan 2017-2022** outlines the strategy the Council will follow and details the objectives and strategic goals it has set itself over the next five years to strive to meet its vision. The Council Plan sets out the following themes and objectives for the next five years:

- Growing our Economy
- Growing our People
- Growing our Communities
- Growing our Capacity

Our vision and values for education align with East Lothian Council's and the delivery of the key priorities in the National Improvement Framework for Scottish Education 'Achieving Excellence and Equity' (*Scottish Government, January 2016*) and 'Delivering Excellence and Equity in Scottish Education' (*Scottish Government, June 2016*):

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

This feasibility study is to determine if these proposals, either individually or collectively, could support the delivery of a number of objectives of the East Lothian Council Plan 2017 – 2022 and East Lothian Council Education Service Local Improvement Plan 2018-2019.

Rationale for Change

1. East Lothian's population is projected to grow by one percent per year over the next 19 years. Significant growth is projected across all age groups, particularly in the 0-16 year group which is projected to grow by almost a third. As a consequence of the growth, five out of six secondary schools are being expanded and a new secondary school is being built within the Musselburgh area.
2. This feasibility study is exploring the opportunity presented by this growth across our communities to improve access to an extended curriculum within the senior phase in line with national policy such as Developing the Young Workforce and Curriculum for Excellence.

The Education Service is also undertaking this feasibility consultation in light of the Scottish Government's Empowering Schools policy direction and the three priority areas identified by the International Council of Education Advisers in relation to improving outcomes for children and young people. These three priority areas are as follows:

- Improving pedagogy for specific subjects
- Developing effective leadership
- Ensuring a culture of collaboration (specific to this feasibility consultation)

International Council of Education Advisers Report 2016-18 (<https://beta.gov.scot/binaries/content/documents/govscot/publications/report/2018/06/international-council-education-advisers-report-2016-18/documents/00537450-pdf/00537450-pdf/govscot:document/>)

Equity of experience and opportunity for all children and young people is a concept that sits at the heart of the Education Service Plan. The vision is to move towards systems of collaboration. There is a significant body of educational research (Leading in a Culture of Change, Michael Fullan, 2016) which confirms that outward looking, collaborative schools, attain higher than schools who stockpile their individual strengths. The common secondary school day is potentially a vehicle for supporting a collaborative approach to equity.

3. In March 2018, the Education Service held a Youth Summit to hear directly and listen to the voice of young people in relation to their learning experiences and personal and social development. Young people, S4 to S6, feedback the following aspects for improvement in relation to preparation for transition from secondary school:
 - More focus on employment and training (too much on HE/FE)
 - Increase in opportunities for individualised online learning

The Education Service also carried out a survey with S4 pupils to ascertain their views about their curriculum pathways and preparation for life and work beyond school. The

Education Service is seeking to work collaboratively with schools, supported by East Lothian Works, to improve on the areas highlighted below:

- 72% of S4 pupils said they felt supported by their teachers through course choice process
 - 82% of S4 pupils said they have opportunities to explore and discuss careers/occupations in school
 - 55% of S4 pupils said they are able to contribute to decisions about improving the life & work of their school
4. All six East Lothian secondary schools have historically had considerable autonomy in planning their school days and curricular arrangements in line with Curriculum for Excellence. As a result the curriculum offer across all six schools varies, reflecting the context of the schools. However, the different lengths of the school day and period allocation impacts negatively on young people's ability to access extended opportunities available through partnership arrangements. In addition five of the six secondary schools operate a 27 period week and the sixth operates a 32 period week which is a further variable affecting a collegiate approach to consortia arrangements. Consortia arrangements – a partnership between schools and other providers such as Edinburgh College to pool resources to extend the curriculum offer for young people.
 5. The outcome of this feasibility consultation will inform a report to Council. The Council will determine if the Education Service is to pursue any of the proposals further.
 6. The following sections provide information on the potential educational benefits of a common secondary school day.

The Feasibility Consultation

7. The consultation period will commence on **Tuesday 23rd October 2018** and last until close of business on **Sunday 11th November 2018**, being a period of three weeks.
8. A copy of this document is available on the East Lothian Council Consultation Hub:
<https://eastlothianconsultations.co.uk/education/commonsecondaryschoolday>
9. To be taken into consideration, responses to the consultation must be received by **Sunday 11th November 2018**.
10. These can be made through East Lothian Council's Consultation Hub at:
<https://eastlothianconsultations.co.uk/education/commonsecondaryschoolday>
11. Email responses can be sent to educationconsultations@eastlothian.gov.uk

12. Written responses can be returned to Common School Day Feasibility Consultation, Education, East Lothian Council, Resources and People Services, John Muir House, Haddington, EH41 3HA.

13. Public drop in sessions will be held in two central secondary schools in the Local Authority.

The drop in sessions will be an opportunity to:

- Hear more about the feasibility consultation
- Ask questions about the feasibility consultation

14. A drop in session will be held in Knox Academy on Thursday 1st November 2018 from 4.00pm to 7.00pm.

15. Another drop in session will be held in Ross High School on Tuesday 6th November 2018 from 4.00pm to 7.00pm.

Feasibility Consultation Potential Educational Benefits

Entitlement

A. Curriculum for Excellence states that every child and young person is entitled to an experience which includes:

- a curriculum that is coherent from 3 to 18
- a broad general education (from early years to S3)
- **a senior phase (S4-S6) where he or she can obtain qualifications**
- opportunities to develop skills for learning, skills for life and skills for work, focusing on literacy, numeracy and health and wellbeing
- personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide
- **support in moving into positive and sustained destinations beyond school.**

All of our schools currently deliver a curriculum in line with these entitlements. These proposals have the potential to strengthen further the delivery of Curriculum for Excellence across all our schools, and could further enhance young people's entitlement in two particular aspects, as highlighted above.

B. The Seven Principles of Curriculum Design which all learning must take account of and all learners are entitled to are:

- Challenge and enjoyment

- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

These proposals have the potential to strengthen further the delivery of Curriculum for Excellence across all our schools, and could further enhance young people’s entitlement in relation to these principles.

Secondary Common School Day

East Lothian is a diverse geographical area. Under the present arrangements, pupils find it challenging to access fully consortia arrangements. This is due to the different period allocations and length of the school day operating across the six secondary schools. Currently, consortium arrangements operate on a Tuesday and Thursday afternoon.

- C. The implementation of a Common School Day enables all schools to ensure that pupils can access qualifications and awards available within the ‘consortium offer’ in partnership with The Scottish Rural College, Universities, Edinburgh College and East Lothian Works. Extension of the curriculum offer is a national priority in line with the Developing Scotland’s Young Workforce Agenda, including STEM. Engagement in these programs, Including Foundation Apprenticeships (which include engagement with employers and extended work experience) are proven to improve outcomes for pupils and in turn boost positive destination, participation measures and attainment at school.
- D. How Good Is Our School? 4 (HGIOS? 4) a self-evaluation framework for Scottish Education Quality Indicator (QI) 2.7 Partnerships highlights how effective partnership arrangements can have a positive impact on learners:

“As a result of our effective partnerships all our learners have access to an extended range of learning pathways through which they are developing skills for learning work and life and securing sustainable positive destinations”

Similarly, HGIOS? 4 documents the impact of effective partnerships on increasing young people’s creativity and employability as illustrated in QI 3.3:

“Our young people are ambitious and better prepared for the world of work through progressive learning that connects them more directly to employment.”

Therefore the proposal to move to a common secondary school day provides an opportunity to jointly plan an extended range of learning pathways. This extended offer will ensure the Local Authority is delivering on the recommendations set out in the Scottish Government's Developing the Young Workforce programme and meet targets in relation to the nature and level of qualification and awards. For example, increasing the number of young people studying foundation apprenticeships, entering modern apprenticeships and continuing on to graduate apprenticeships.

- E. Commonality in terms of timetabling enables schools to work together along with partner agencies and services, to intervene and provide targeted support to meet individual and group's learning needs better. A collaborative approach is in line with the Scottish Government's Empowering Schools policy direction and will have the greatest impact for young people, whilst providing Best Value. This collaboration also creates opportunities to engage with the world of work, Further Education and Higher Education - from 3-18 - and meet the expectations and Key Performance Indicators of Developing Scotland's Young Workforce.
- F. The common secondary school day proposal provides an opportunity to consider an appropriate timing for registration either at the beginning or end of the day. Regardless of the timing of registration this must be a valuable educational experience for young people. For example, if held in the morning will ensure readiness for learning and if in the afternoon can be used to review the learning experience of the day, in readiness for the following day.
- G. It is anticipated, based on initial discussions with relevant parties that Active Schools co-ordination and transport will also be improved by the earlier commencement of the school day. Secondary schools would finish earlier and at the same time, allowing more time for out of school activities and sharing of transport. This could also provide more young people with greater access to additional and higher quality opportunities to participate in physical activity and sport in schools and the wider community.

32 Period Week

- H. A 32 period structure provides the flexibility required to ensure breadth, personalisation and choice within the Broad General Education (S1-3) and the Senior Phase (S4-6). It is possible for all pupils to receive their entitlements and a range of extended experiences, which should enhance coherent and flexible progression pathways, enabling young people to develop the skills, knowledge and understanding that they need to succeed in learning, life and work.

I. Curriculum for Excellence (S1-3) represents a different approach to learning in schools intended to help learners develop skills, knowledge and understanding in more depth. Examples of how they will learn differently are:

- Using technologies in learning – to find material, communicate, create and present.
- Active learning – being actively engaged, whether mentally or physically, using real life and imaginary situations.
- Cooperative learning – encouraging thinking and talking together, to discuss ideas and solve problems.
- Interdisciplinary learning – using links between different areas of learning to develop, reinforce and deepen understanding.
- Outdoor learning – making use of the outdoor environment for learning.
- Personalisation and choice – being given choices and being involved in planning how and what they learn. Not ‘one size fits all.’
- Skills – Curriculum for Excellence emphasises the development of skills for learning, life and work. These include higher order skills – thinking about complex issues, problem solving, analysis and evaluation; creativity; and critical thinking skills – making judgements and decisions, developing arguments and solving complex problems.
- Engagement with the world of business through Career Education and Work Experience standards. This involves active partnership with local employers, at authority, school and department level.

Schools in East Lothian are already providing extended opportunities to learn differently. A 32 period structure provides the flexibility required for schools to reflect and further enhance their current provision.

J. ‘Enhancing Learning and Teaching Through Use of Digital Technology: A Digital Learning and Teaching Strategy For Scotland’ states that the skilful deployment of digital technology in our schools and early learning settings will ensure that our learners develop a level of general and specialist digital skills that are so vital for learning, life and work in an increasingly digitised world. Development of digital literacy skills, in a progressive way, is the responsibility of all. The strategy focuses on four key areas: the skills of our educators; access to technology; curriculum and assessment; and leadership. The Education Service is collaborating with key partners to increase the use of digital technology to extend the curriculum offer and extend access to qualifications and awards. To date, the service area has consulted with the Western Isles Council’s Esgoil (a digital school) who are offering a range of online qualifications to young people nationally. East Lothian’s Education Service hopes to build such opportunities, in order to further extend choice within the curriculum, to offer greater opportunities for personalisation and choice

to our young people. Digital innovation is the bridge which connects the classroom to the wider world and ensures that digital technology is a central consideration in all areas of curriculum and assessment delivery. The 32 period allocation structure and collaboration on the common school day between school leaders will create the dedicated time and space required to identify commonality within the curriculum, where these learning experiences can be co-created.

- K. As part of our scoping exercise the Education Service is aware of other Local Authorities operating models where the Senior Phase are working in a 32/33 period allocation, as a single S4-S6 cohort. Schools should look at the Senior Phase as a three year, progressive, experience; which provides equity of opportunity to maximise the successes and achievements of all learners. Pupils can progress at a pace that is appropriate to their individual needs and aspirations.

25 hour week for Primaries 1 and 2

- L. The move to a common secondary school day could impact on the timings of primary school days and transportation arrangements. As such, it may be that P1-2 classes move to a 25 hour week in line with their P3-7 peers. This could be achieved by either reducing the length of the lunch break or extending the finishing times.
- M. Currently, legislation does not state the length of a school day. Twenty-nine out of the thirty-two Scottish Councils already provide 25 hours of education for all primary school children. At this time the Education Service is only undertaking a feasibility consultation on this aspect as it may be a factor in the delivery of the secondary common school day.
- N. Moving from a 22.5 hour to a 25 hour week would result in increased learning time with teaching staff, providing opportunities for further quality interactions and increased breadth and depth of curriculum for pupils in P1-2. East Lothian is one of two Scottish Local Authorities who are not operating a 25 hour week for P1-2 pupils.
- O. Currently P1-2 pupils may experience significantly longer lunch breaks than their P3-7 peers due to the 22.5 hour week. An example of this can be found at an authority school where P1-2 have a lunch break of 1 hour 20 minutes compared to 45 minutes for P3-7. P1-3 composite class arrangements are also affected by the different length of the school day. This feasibility consultation is exploring whether it is possible to align P1-2 school day with their peers in P3-7 taking into account their different learning experiences. However, it should be stressed the P1-2 children are receiving their entitlement to a Broad General Education in line with Curriculum for Excellence.

Implications/Considerations

Home to School Travel

A change to the start and finish times of the school day will impact on how the Local Authority procures home to school transportation.

The table below shows the impact on the timings of transportation for each of the six secondary schools in East Lothian:

School	Current Start	Change to Pick Up Times
Dunbar Grammar School	8.40 am	10 minutes earlier
Knox Academy	8.44 am	14 minutes earlier
Musselburgh Grammar School	8.45 am	15 minutes earlier
North Berwick High School	8.39 am	9 minutes earlier
Preston Lodge High School	8.40 am	10 minutes earlier
Ross High School	8.30 am	No Change

N.B. This consultation does not affect the provision of home to school transport for St David's RC High School.

In order to deliver a common secondary school day it will also be necessary to change the start and finish times of some of our primary schools, as set out below. This is to ensure efficient transportation can continue to be provided through the sharing of school buses which meets the needs of children and families.

- Aligning primary schools who can share transport with secondary schools. This currently would affect five primary schools: Haddington Infant School, King's Meadow Primary School, Law Primary School, St Mary's RC Primary School and West Barns Primary School.
- The East Lothian Council transport policy states free home to school transport will be provided to those pupils living 2 miles or more from their catchment primary or secondary school where infrastructure allows and there is a safe walking route, ensuring equity of provision for all pupils.

Timetable Options

Further to discussions with all six secondary school Head Teachers and members of the Primary School Executive Group, two timetable options are being considered in Appendix 1. Option A provides sufficient time for young people to travel out with learning time to programmes and courses offered through consortia arrangements. Option B provides a shorter afternoon session however young people attending classes delivered via consortia arrangements will be required to travel during period 5 classes.

Staff

The proposals in this feasibility consultation would result in a shift in the timing of the school day. This shift could provide increased opportunities for primary specialist staff in the subject areas of Physical Education, Music and Art.

A scoping exercise has been undertaken with other key Council service areas and Head Teachers to consider the implications for different groups of staff. For example, what the impact could be for catering staff as a result of the potential change in timings of the school day. Initial discussions with key service areas suggest that there will not be a significant impact for staff working in and for our schools.

If, based on the Council's decision, this feasibility study moves forwards there will be further engagement with staff and professional bodies, including the creation of a working group to ensure minimal impact for staff.

Next Steps

Following the completion of the feasibility consultation, a report will be prepared for Council. This will take account of any written and oral representations made during the consultation period.

Common School Day – Feasibility Consultation Questionnaire

Please note – the closing date for submission of Feasibility Consultation Questionnaires is Sunday 11 November 2018.

We would like to make all comments made by the public during this consultation available at the end of the consultation period. Those sending in a response, whether by letter or electronically should know that their response will be open to the public once the consultation period ends. If they do **not** wish their response to be publicly available, they should tick the box below:

“I wish my response to be considered as confidential with access restricted to elected members and council officers of East Lothian Council. My comments will not be made available to the public”

1. Are you responding to this questionnaire as an individual or on behalf of an organisation?

Individual

Group / organisation (please give details in the box below)

2. Which category best describes you? (Parents – please tick more than one box if you have children at different schools)

	East Lothian Primary School	East Lothian Secondary School	Other
Parent of current pupil(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent of future pupil(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please give details in the box below, for example, ‘local resident’)

3. If you are a parent, please indicate which stage of education your child / children currently attends (please tick all that apply)

Not yet in Education	<input type="checkbox"/>	P4 – P7	<input type="checkbox"/>
Pre-school Education (age 3-5)	<input type="checkbox"/>	S1 – S6	<input type="checkbox"/>
P1 – P3	<input type="checkbox"/>	No longer in school Education	<input type="checkbox"/>

East Lothian Council is undertaking a feasibility consultation to gather views on the following proposals:

- The introduction of a common secondary school day
- The introduction of a 32 period week for secondary schools
- Increased contact time in primary schools for P1 and P2 if this reflects Best Value

The rationale for change to the secondary school day can be found in the feasibility consultation document.

Further detailed information can be found in the **Feasibility Consultation Document** and at www.eastlothianconsultations.co.uk/education/commonsecondaryschoolday

4. Would you be supportive of the proposal to introduce a secondary school common school day in all East Lothian secondary schools?

More information on the secondary common school day can be found on P5-6.

Yes

No

Please give a reason for your answer in the box below

5. Would you be supportive of the proposal to introduce a 32 period secondary school week in all East Lothian secondary schools?

More information on the 32 period secondary school week can be found on P6-8.

Yes

No

Please give a reason for your answer in the box below

6. Of the two time table options provided (Option A and Option B) which would you support?

More information on the different implications of each timetable option can be found in Appendix 1.

Option A

Option B

Please give a reason for your answer in the box below

7. Would you be supportive of an increase in the contact hours of P1s and P2s to 25 hours a week if this was found to be feasible?

Yes

No

Please give a reason for your answer in the box below

Thank you for completing this Feasibility Consultation Questionnaire, please note the closing date for submission of completed questionnaires is Sunday 11 November 2018.

You can return your completed questionnaire by post to:

Common School Day Feasibility Consultation
East Lothian Council
Resources and People Services
John Muir House
Haddington