

# North Lanarkshire Council

## Report

### Education and Families Committee

approval  noting

Ref JO'N

Date 24/11/20

### A Progress Update on the Revision of the North Lanarkshire Curriculum Offering

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#### Executive Summary

In May 2020 a Review of Curriculum Arrangements in North Lanarkshire Schools (RoCA) was conducted by staff across Education and Families (Appendix 1). A commitment within the Plan for North Lanarkshire (March 2019), this review undertook to ensure all children and young people benefit from coherent curriculum planning and high quality learning experiences, which embody the key entitlements of Curriculum for Excellence.

The review focused on the themes of Pathways, Packages and Partnerships. In the budget setting process for 2020 – 2023, North Lanarkshire Council decided to implement a revised school week for August 2021.

This paper describes progress made and future plans to consult with stakeholders and progress implementation of the outcomes of the review, in particular:

- The significant evolution of curricular practice through the realignment and additional opportunities available through the Scottish Attainment Challenge
- The collaborative development work being led by senior officers and head teachers in improving curricular pathways in clusters and localities
- Significant development work undertaken in implementing a digital strategy
- Impact of initial stages of implementation of new operating models e.g.; Empowering Clusters and Wellbeing teams and bases
- A reconfigured secondary school week, incorporating a 32 period (four and a half day) model with an enrichment afternoon on the fifth day.

Lessons have been learned from the work done across schools during the COVID19 period to create a high quality digital offering for pupils and to revise timetabling models. This learning will affect future curricular arrangements.

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#### Recommendations

It is recommended the Education and Families Committee:

- (1) Note the planning so far for the realignment of primary and secondary curriculum in line with the planning in this paper; and
- (2) Note the revised timeline for consultation with stakeholders regarding the reconfigured week, based on the indicative date for implementation of August 2021
- (3) Approve that a report on the progress of consultation will come to a future committee.

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## The Plan for North Lanarkshire

Priority Support all children and young people to realise their full potential

Ambition statement (6) Raise attainment and skills for learning, life, and work to enhance opportunities and choices

### 1.0 Background

- 1.1 Reference will be made throughout this report to The Education and Families: Review of Curricular Arrangements (RoCA) published in May 2020 (Appendix 1). This report gave a comprehensive overview of curricular arrangements operating throughout North Lanarkshire and established a number of specific improvements which were to be brought forward. The review was a key commitment in the Plan for North Lanarkshire and followed on from the Employability Review (March 2020).
- 1.2 A key part of this planning was the proposed revised school week, which was proposed to run in 32 periods over four and a half days with an enrichment afternoon to facilitate greater opportunities for young people to experience programmes relating to employability, the arts, health and wellbeing and leadership development.
- 1.3 This report provides an update (May – October) of the current curricular offering to schools provided by North Lanarkshire Council, with consideration of how these support best practice in learning and teaching, curricular progression and digitally enhanced learning, reflecting current context and its impact on operating models.
- 1.4 It should be noted that curricular delivery is currently subject to the national emergency (Covid-19) guidance and the Service's Business Contingency Plans. The Curriculum Review, in this context, has a specific emphasis on increasing Education and Families digital offering and upskilling staff and young people to ensure continued access to high quality learning in the event of a partial or full lockdown. The planning for the revised school week offering is therefore even more necessary in this emerging context.
- 1.5 The report also recognises creative approaches taken to continue to provide employability pathways for young people from school with particular reference to North Lanarkshire Council's Pathway Programme (Winter Leaver Programme), Virtual School and the digital Advanced Higher offering.
- 1.6 This continued emphasis on positive destinations and employability is instrumental in reducing the economic, and poverty related gap that can affect how our young people's lives develop, particularly during the current global pandemic.
- 1.7 This update reflects changes to secondary timetabling; the decision taken for August 2020 to move to 'bigger blocks' of learning (double periods) in all secondary schools, which was implemented in response to Scottish Government curriculum recovery guidance and best practice models identified through research and literature.
- 1.8 This timetabling structure and associated pedagogical developments, positions the implementation of the revised week in secondary from August 2021, notwithstanding particular exigencies of the national recovery process by that point.

- 1.9 Importantly, in a four and a half day model, consideration must be given to ensuring that all those children who require access to programmes on the fifth afternoon (including those of parents who require childcare) have their needs met through the offering. Work will be done to scope this requirement during the consultation process.
  - 1.10 In the budget setting process for 2020 – 2023 North Lanarkshire Council established an indicative saving of £1.8 million against a secondary school week reconfiguration.
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## **2. Report**

### **2.1 Raising Levels of Attainment & Achievement**

- 2.1.1 Education and Families staff have ambitions to significantly raise attainment through improving curricular arrangements. Due to lockdown Curriculum for Excellence – Achievement of a Level (ACEL) data was not requested for session 2019/20, but will be for session 2020 - 2021.

Primary Head Teachers reported data up to March 2020 and are currently assessing children's progress in learning to measure the impact of the Covid 19 lockdown and its impact on learners and enable schools to identify appropriate assessments and interventions to close the attainment gap. Particular reference will be taken of the poverty related attainment gap.

- 2.1.2 In the Senior Phase data is used to inform accreditation procedures. Comparative figures included in the accompanying report to Committee, Standards and Quality Report on Education (2019 – 2020) show that attainment has risen generally in all areas last session.

- 2.1.3 Raising attainment, success in participating in programmes of personal achievement and leaving school to a positive destination are important barometers of success that will be used to measure our successes in future. Last session, all 90 participants in the Pathways programmes (Previously Winter Leavers) achieved a positive destination. A further review completed after lockdown, found that 84 of the young people have sustained this positive destination. This year the programme has been extended to include 120 participants. As of October 2020, 4 young people have already secured a positive destination.

#### **2.1.4 Virtual School**

The Virtual School team have redesigned their offering to ensure all learning experiences are Covid compliant. They have maximised their use of existing spaces in educational establishments to deliver identified skills based learning experiences.

The team have planned pilot programmes, in collaboration with the Vocational Education team for three mainstream secondary schools to enable them to offer alternative curriculum packages for care experienced young people struggling to maintain engagement and attendance.

Packages will include aspects of vocational delivery (based on pupils' interests) alongside high level health and well-being support delivered by an identified team working alongside course tutors. The pilot programme will focus is on improving attendance, engagement, mental and physical health, attainment and achievement. It is envisaged that this bespoke offering will also reduce incidences of "negative

behaviours” and exclusions. Termly reports and data/feedback will be used to measure success.

Discussions also underway with colleagues from NL Leisure to identify vocational learning opportunities for children who wish to pursue sports related careers. Potential links are also been sought with primary forest school providers. The team are currently completing an options appraisal around this offer.

### **2.1.5 Progress and Achievement**

Last session, a number of schools within North Lanarkshire began to use the SEEMIS Progress & Achievement application, directed by the work of the National Improvement Framework (NIF) Work Stream. This application can be used to track learners in P1-7 and in S1-3, standardising the approach used across educational establishments. Further training has been provided to support implementation of this programme across all remaining primary and secondary establishments. The workstream are continuing to develop Senior Phase application, tracking vocational and curricular experiences and achievements.

### **2.1.6 Assessment and Moderation**

Assessment and Moderation is now being refreshed to reflect the Learning, Teaching and Assessment cycle. Schools will embark on training, via digital platforms, to further improve consistency and approaches to learning, teaching and assessment in order to improve teacher professional judgement.

The Pedagogy Lead Officer will now have operational and strategic responsibility for Assessment and Moderation, with the Education Manager maintaining overall strategic oversight. This approach will further strengthen our new delivery model designed to link learning, teaching and assessment as a holistic, cyclical approach emphasising the inter-connectedness of each element. Increased involvement of the Pedagogy Lead and the Pedagogy Team will provide greater flexibility of support and focus where needed and align supports available for educational establishments. It will provide clarity around expectations for all staff and give a clear role for all teams contributing to improving moderation processes in school. Increased use will be made of virtual platforms to facilitate training and moderation activities.

### **2.1.7 Empowering Clusters**

We have begun to implement new Empowering Cluster operating models with the identification of suitable health and wellbeing bases in each locality. Cluster Improvement and Integration Leads (CIILs) and Cluster Support Teachers (CSTs) have been aligned to clusters to extend the support around the schools team and drive forward cluster improvement priorities. Colleagues from Social Work will now be aligned to these teams. Health and Wellbeing hubs have been identified within each cluster. Initially this support will be provided as outreach support.

## **2.2 Curriculum Development and Leadership**

2.2.1 Curriculum Leadership is provided in schools by Head Teachers and other managers. Their career pathways have ensured that they have significant strengths in curriculum leadership, which is a feature of the professional standards by which head teachers are measured.

- 2.2.2 Last session, North Lanarkshire Council's Education and Families service created their own bespoke leadership framework. The framework is overseen by the Leadership Lead within the Scottish Attainment Challenge team and presenters of the programme include Head Teachers, Senior officers, the Talent and Organisational Development Team (TOD) and a range of other key personnel from across Education and Families.

Applications for endorsement by Education Scotland were submitted for all three programmes and, following a rigorous scrutiny process, they have fully endorsed North Lanarkshire's Principal Teacher, Depute Head Teacher and Head Teacher Leadership Courses. The courses now feature on Education Scotland's website and North Lanarkshire can use Education Scotland's quality mark when promoting these courses to future cohorts.

Senior officers in Education and Families play an active role in the West Partnership's Leadership and Continuing Lifelong Professional Learning workstreams. This has been extended to include many existing Head Teachers and Deputes to participate in the *Thinking About Headship Programme*, which strengthens links between colleagues across the service and the West Partnership.

- 2.2.3 Sections 5 – 7 of the RoCA report emphasised the importance of curriculum making by practitioners in ensuring teachers are empowered to identify best pedagogical practice that meets learners' needs and reflects current research based evidence
- 2.2.4 Curriculum leadership at local authority level is supported by a number of systems, including West Partnership/Regional Improvement Collaboratives and Network Leads, Pedagogy Team, the NIF Strategy Groups. CILLs and CSTs, who are now part of the Empowering Cluster model, also support and drive forward curricular change at cluster level. Systems are designed to enable collaboration and critical reflection to support improvement. Senior Officers have identified strategic remits to oversee and support identified areas of curriculum development work.
- 2.2.5 North Lanarkshire Council has evolved a number of well-established programmes and approaches, which have been designed over a number of years and underpin training and development programmes. Sections 8-15 of RoCA provides further details. Lead Officers are currently enhancing established curriculum programmes by developing digital content and approaches to training.

## **2.3 North Lanarkshire Council Programmes and Approaches**

- 2.3.1 North Lanarkshire Council has evolved a number of well-established programmes and approaches, which have been designed over a number of years and underpin training and development programmes. Sections 8-15 of RoCA provides further details. Lead Officers are currently enhancing established curriculum programmes by developing digital content and approaches to training.

### **2.3.2 Literacy and Numeracy**

To ensure best pedagogical practice and support consistency across the Authority, staff from the Learning Hub have continued to lead curriculum development work in Literacy and Numeracy, collaborating with colleagues from the Digital School and Pedagogy Team. A suite of resources and professional learning materials have been produced and bespoke training was provided for Children's House staff. Resources

developed can also be used by teachers to model lessons for parents to support home learning, if a child is isolating.

### 2.3.3 STEM

NLC has now launched the NLC Primary Science Curriculum which was developed over the 2019/20 session by NLC Pedagogy Team as part of the Raising Aspirations in Science Education (RAiSE) programme. The Curriculum is supported by an upcoming suite of professional learning opportunities. The development of the primary science curriculum also achieves one of the key objectives of the NLC NIF STEM workstream, to develop a consistent approach to learning and teaching in primary science across the authority.

### 2.3.4 Digital School

North Lanarkshire Council's Education and Families, in establishing its Digital School and Digital Classroom, has set a bold strategic direction for digital learning in all of its schools. This work is based on existing strengths in our systems and also on national best practice. It involves the development of digital education in order to increase digital literacy skills and knowledge of children and young people.

Modelling of the digital curriculum offering is being developed to reflect the addition of 24 Digital Pathfinder schools. Identified staff in the 24 Digital Pathfinder schools will create digital curricular content, supporting localised and/or national lockdowns should young people be unable to attend school for any period of time. This also ensures the sustainability of digital approaches to learning in the longer term.

Working across Curriculum for Excellence levels, the digital curricular content created by the Pathfinder Schools will focus on: social subjects based interdisciplinary 'big blocks of learning' for both primary and secondary, STEM 'big learning themes' for both sectors and integrated novel studies for the primary sector. Education and Families attainment challenge teams will be involved in and lead aspects of digital content creation. Education Support Officers will also develop digital content which supports active literacy and numeracy programmes.

#### Senior Phase Digital Education

The Senior Phase Digital Classroom, based in Airdrie Academy will plan and implement Senior Phase learning and teaching within the consortium arrangements, using Vscene technology. Across the secondary schools 15 schools are delivering digital learning experiences to 163 remote learners. This learning experience is being delivered in most schools through Microsoft Teams within Glow.  
Digital Workforce

A programme of digital professional learning opportunities has been issued to all schools, showing the universal, additional and intensive training offers being made for digital teaching and learning skills for staff. This includes a tailored training programmes for staff delivering senior phase subjects digitally and for those staff in the pathfinder schools developing the digital curriculum content.

#### Music

Digital delivery is being planned to recover music tuition to children and young people following the cessation of the service during the COVID-19 emergency phase.

Through a virtual learning environment, music tutors will be able to safely deliver instruction to children and young people on a 1:1 basis. In line with government

restrictions some of this instruction will occur after school, when the young person is at home.

Tutors will make use of Microsoft Teams, through Glow to deliver lessons and support children and young people with their musical development. Existing IT budgets have supported the purchase of equipment needed to support this recovery.

### 2.3.5 Strengthening our Health and Wellbeing Programmes

#### Active Schools

In relation to Active Schools, the work and focus has been centred around the following areas: Outdoor Activity, Leadership, Virtual Challenge, Targeted Work and Continuous Professional Development.

Within the Outdoor Activity, the team are piloting a programme for local primary outdoor physical activity, as well as Active Health and a post-Kilbowie provision at Strathclyde Park working with the Active Schools Team and the Park Rangers. Feedback from the schools who have attended this pilot so far has been very positive. Information on this will feature in a future report to committee.

The Leadership aspect is developing young leaders within the secondary schools and working with Sports Leadership classes. Staff are working to help develop young people following lockdown and to provide support and training, resulting in certificated courses for many. The schools are also being offered physical Virtual Challenges, to encourage pupils to take part in competitive sport in the current climate.

Some bespoke programmes have been developed for inactive senior girls in secondary schools and in the ASN schools programmes also have been developed. These programmes have been funded by SAC fund and have been adapted under COVID guidelines.

The Team have also secured, Paths For All, to develop walking programmes for secondary pupils across a number of secondary schools. A range of online training courses for Primary Teachers, in a range of disciplines, has also been developed and delivered this session. The courses are there to support all activity around Health and Wellbeing issues during this COVID restriction.

Active schools have been instrumental in supporting establishments across the authority to increase their capacity to deliver high quality outdoor physical activity.

Highlighted is the engagement of schools, staff and children.

	Strathclyde Park Programme	Primary Outdoor Play
Schools	9	22
Pupils	307	1576
Delivery Hours	255	264

In terms of Bikeability training there are now 280 pupils trained at Level 1 and 223 at Level 2. A total of 20 staff have recently trained to deliver the sessions.

In total Active Schools has 14 Supported Secondary with 705 S5 and S6 young people trained.

## Health and Wellbeing Curriculum

Education and Families have created a Health and Wellbeing Recovery Curriculum Plan designed to support young people to develop their resilience and ability to manage anxiety, trauma and in some cases bereavement. The programme recognises that all learners will require a holistic recovery. Some may also need an additional recovery intervention programme, personalised to their needs; others may need a deeper and longer lasting intensive recovery period, enabling a fuller exploration of the severity of their trauma and emergent attachment issues.

The HWB Recovery Plan is a **generic exemplar** for schools to contextualise to suit the needs of their children, parents and staff. The NHS Lanarkshire Healthy Schools Team has created a separate section within the primary framework to provide teachers with easy to access to suggested lessons.

Moving forward, the Mental Health Curriculum strand within the Mental Health Wellbeing and Resilience Delivery Plan will continue to be reviewed by the members of the sub group. In addition the group will identify future actions to support the mental health curriculum.

In addition, a comprehensive survey of the Health and Wellbeing of all pupils will be undertaken over the next few months, as part of the wider Children's Services Partnership. This is to ensure that there is population level information available to inform policy for future activity. This activity will be available to schools for their pupils as well.

### **2.4 Next Steps in the Curriculum Review**

- 2.4.1 Continue to reflect upon sections 8-15 of RoCA to align North Lanarkshire's curricular offerings to ensure learners have access to high quality learning experiences, based on research into highly effective practice which are governed by the entitlement architecture in Curriculum for Excellence.
- 2.4.2 Disseminate frameworks, and associated training, if necessary, across all establishments to ensure consistency and quality across the estate.
- 2.4.3 Continue to maximise digital offerings to enhance existing frameworks.
- 2.4.4 This academic year, children and young people will be involved in the further development of the digital school. Education and Families will establish a learner voice focus group for digital learning developments
- 2.4.5 In partnership with Community Learning and Development (CLD) colleagues, a plan to support family learning is being developed to enable families to make best use of and support young people with the digital technologies.
- 2.4.6 Due to the COVID-19 period and the ongoing work of the curriculum review, all schools have been asked to review their curriculum, at cluster and school level, to gather information of curriculum offerings at establishment, cluster, locality and authority level. This information will be analysed to support improvement efforts and strengthen curricular planning across the estate. A template is being established to facilitate this, based on Challenge Questions which are drawn from How Good is Our School 4? This work is subject to the on-going COVID context and timescales may be adjusted to reflect current priorities, if required.

2.4.7 Establish protocols to enable NIF workstreams to progress development in the current Covid context.

## **2.5 Implementing the Reconfigured School Week in Secondary**

2.5.1 The reconfigured school week involves moving the core curriculum into 32 periods and four and a half days of delivery and creating an enrichment afternoon for personal enrichment and achievement. This afternoon is equivalent to an additional 2 and a half hours of learning and is designed as a series of both universal and targeted offerings, which pupils would have to opt into. It will free a block of time for activity to enhance the health and wellbeing of young people. We will also encourage employers and voluntary organisations to provide opportunities for our young people at a dedicated time which is particularly important in light of the impact of the pandemic on the employment opportunities available for the young.

2.5.2 At the time of conception and decision making around the Reconfigured School Week, the COVID-19 emergency was yet to happen, but it is important to stress that for the reasons highlighted above and below, the COVID scenario has made school week revision even more necessary.

2.5.3 The reconfigured school week is an important evolution of curricular arrangements in North Lanarkshire. It will be designed to learn important lessons from the COVID period. Some advantages of the reconfigured school week will be:

- To make the start and end times for each day clearer, simpler and more transparent for parents – and to make the staggering of arrangements throughout the school day more effective
- To facilitate the bigger blocks of learning that minimise disruption to learning, and facilitate deeper and broader learning experiences
- To enable more effective timetabling arrangements over a ten day period, rather than the previous five days, in light of the success of such arrangements in the recovery period
- To enable a more COVID-19 compliant set of arrangements in general.

2.5.4 Most importantly, the reconfigured school week model will facilitate an afternoon of personal achievement and enrichment, with structured offerings open to pupils in the following areas:

- Employability and vocational education
- Excellence in sport, music and the arts
- Outdoor education programmes
- Pupil Leadership development programmes
- An expanded supported study offering to enable those who fell behind during the COVID period to catch up

2.5.5 The reconfigured school week is an opportunity to strengthen the offering to pupils and to enable a more structured personal development programme. Importantly, some of these activities are more difficult for schools to structure in to their planning in light of the COVID restrictions they are operating (which restrict some extra-curricular activities). Therefore, the reconfigured arrangements allow for some expansion of the school week to facilitate opportunities which would be otherwise difficult to offer and which some of our young people would not access at the end of the school day.

- 2.5.6 It is hoped that this curricular realignment will enable a more targeted use of Pupil Equity Fund and Scottish Attainment Challenge resources for the benefit of pupils.
- 2.5.7 It is important to stress that the expanded model also enables key groups of partners and stakeholders to play in more effectively and systematically to our offering in a way that is compliant with COVID restrictions. Employability opportunities are central to this offering as young people develop essential skills and qualities for the future. These partners may include:
- Community Learning and Development
  - Police Scotland
  - NHS Lanarkshire
  - Culture and Leisure North Lanarkshire
  - New College Lanarkshire (and other college partners)
  - Training providers
  - Private sector partners.
- 2.5.8 This arrangement also creates time for CLPL opportunities for staff (teaching and single status).
- 2.5.9 The model involves schools moving to a thirty two period curriculum model, led by the introduction of a new temporary post, namely a Curriculum Manager who will oversee the planning for the 32 period week, oversee a timetablers network and lead on the ongoing curriculum review. This review will be undertaken in conjunction with representatives from the pupil councils and parliaments that operate in schools.
- 2.5.10 Importantly, to accompany this development, North Lanarkshire Council's Education and Families Directorate is proposing to relax the policy that schools should not have a daily registration slot. It is instead proposed, that schools can augment their school week arrangements by adding a daily ten minute slot for registration should they wish to do so. This is a decision which would be made at school level by headteachers.
- 2.5.11 This process will ensure a review of curricular arrangements in secondary is conducted in such a way that locality planning is enhanced and effective curriculum arrangements are in place for all pupils.
- 2.5.12 In preparation for this new timetabling model, research has been undertaken into the experiences of other local councils in Scotland who have introduced similar models. It is essential that best practice is observed in relation to the consultation process and whilst there is no statutory obligation to consult, a process of consulting with stakeholders will be undertaken by the end of January 2021. This is to ensure that there is proper engagement so as to strengthen proposals and it will include determining which day should be the half day in the week. It is hoped that the release of this time will help to support collegiate activity and address bureaucracy issues and support the additional pressures which secondary schools face in preparing young people for the next stage of their lives.
- 2.5.13 A process for consulting parents will be conducted on a school by school basis in the new academic session, with a view to implementing new arrangements in August 2021. These processes will be led by head teachers, supported by senior officers. In addition, the Director's Parent Forum will also be an important vehicle for communication.

2.5.14 Options processes for 2021 will be planned based on the updated curricular arrangements in schools. The enhanced curriculum offering will be embedded in new arrangements.

2.5.15 Naturally, such arrangements are subject to being affected by the COVID19 emergency and recovery periods, and concomitant planning for this.

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### **3. Equality and Diversity**

#### **3.1 Fairer Scotland Duty**

The creation of the enrichment afternoon creates an opportunity for young people experiencing disadvantage to have targeted programmes built for them.

#### **3.2 Equality Impact Assessment**

An Equalities Impact assessment has been started and will be completed through the consultation process as the views of stakeholders are gathered and prior to implementation.

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### **4. Implications**

#### **4.1 Financial Implications**

There are no new financial implications linked to the content or recommendations contained in this report. The report provides an update on the implementation of previously agreed operating models and savings proposals. These proposals will be further refined through the budget setting process for 2021 – 2022.

#### **4.2 HR/Policy/Legislative Impact**

Planning in this area is subject to variations in advice notes relating to the Coronavirus Act (2020).

Staff will be managed under existing policies, where there is a requirement to redeploy them, should there be any requirement to do as a result of school week reconfiguration.

A temporary post of Curriculum Manager will be established via the Council's Workforce Steering Group.

This post will manage the school week implementation and is required due to the complexity of the programme plan.

It is important to recognise that teachers have a thirty five hour working week, with a range of nationally agreed terms and conditions of service which need to be respected in any planning for the 32 period week. Any activity involving teachers on the Friday afternoon will require to be agreed as part of the working time arrangement machinery (Joint Negotiating Committee for Teachers).

Discussions with single status staff are also important, so as to ensure that there is effective deployment of staff as per council policies.

There is no statutory consultation requirement to consult with stakeholders, however an informal consultation will be undertaken in line with best practice.

#### 4.3 Environmental Impact

It is hoped that a number of these initiatives promote greater environmental awareness. This would include the walking bus initiative which has as one of its targets the reduction of carbon emissions. Additionally, the move to digital school activity is reducing the carbon footprint of a number of programmes of learning that previously required taxi journeys between schools.

#### 4.4 Risk Impact

A preliminary outline risk assessment has been conducted and has identified a number of key risks. This is shown in Appendix 1. The Outline Risk Assessment focuses on the key identified risks so far:

- the risk to the council in not achieving approved savings
- the requirement to design a future, COVID compliant curriculum
- the statutory requirements to offer two periods of Physical Education in secondary and for denominational schools, two periods of Religious and Moral Education
- the national guidance on the curriculum and the statutory requirement of the local authority to improve standards in schools, which is judged through the HMIE inspection process
- ensuring buy-in and take up for the enrichment afternoon, so as to make sure that it reaches as many pupils as possible
- the requirement to ensure that the implementation of the policy supports planning for safer communities
- the requirement to manage the budgets relating to the costs of procuring transport operators

A programme board has been established to oversee this work, with a project team established to manage the programme plan. This will be over seen by the Head of Education (Central) who is the Senior Reporting Officer.

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### **5. Measures of success**

- 5.1 Successful implementation of expanded school week arrangements
- 5.2 Levels of uptake for enrichment programmes.
- 5.3 Levels of accreditation for enrichment programmes.

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### **6. Supporting documents**

- 6.1 List of Appendices:

Appendix 1: Outline Risk Assessment  
Appendix 2: Indicative Timeline for Consultation  
Appendix 3: Review of Curricular Arrangements

*Jamie O'Neill*

**Janie O'Neill**  
**Head of Education (Central)**

**Appendix One: Desk Top Risk Assessment Exercise**

Identified Risk	Inherent Risk	Management Action	Residual Risk
1. The risk to the council in not achieving approved savings		The Programme Management Board and the Programme Plan will ensure that all aspects of planning, including financial planning will be undertaken and achieved. The establishment of the Curriculum Manager post with Reporting Officer duties is key to this. Additionally, there are plans to review the entire DSM scheme by February 2021, which will secure this development from a financial perspective.	
2. The requirement to design a future, COVID compliant curriculum		Discussions with head teachers and trade unions are on-going, through the normal machinery. A Secondary Timetablers Network (with a DHT from each school) will ensure that capacity to flex in relation to COVID restrictions is built into the planning,	
3. The statutory requirements to offer two periods of Physical Education in secondary and for denominational schools, two periods of Religious and Moral Education		Discussions with head teachers and secondary timetablers will ensure that capacity to flex in relation to COVID restrictions is built into the planning. Consideration will be given to the existing curricular arrangements in and across schools.	
4. The national guidance on the curriculum and the statutory requirement of the local authority to improve standards in schools, which is judged through the HMIE inspection process		The national guidance on curriculum planning, as well as the support of Education Scotland colleagues will be structured in to the planning process, so that we can ensure that all aspects of curricular compliance are featured in revised models. Education Scotland is aware of our work in this area.	
5. Ensuring buy-in and take up for the enrichment afternoon, so as to make sure that it reaches as many pupils as possible		A Project Team which involves partners from other agencies, and colleagues from across NLC will be established to ensure that enrichment afternoon is a wide ranging and exciting offering for pupils, incorporating all aspects of our ambitions on the themes identified.	
6. The requirement to ensure that the implementation of the policy supports planning for safer communities		The Project Team which involves partners from other agencies, and colleagues from across NLC will ensure that the policy and practices established for the reconfigured school week meets the standards for safer communities planning. A Communications Strategy, to accompany this piece of work will be evolved.	
7. The requirement to manage the budgets relating to the costs of procuring transport operators		Early discussions with SPT and transport operators will take place, as part of the negotiations regarding costs of future school transport. This is to be renegotiated anyway for August 2021.	

# Appendix Two: Indicative Timeline for Implementation

The timetable below is indicative of the current planning expectations of the team overseeing this piece of work.

