Recalibrating Equity & Social Justice in Scottish Education: Bouncing forward after COVID-19 lockdowns

Broad Principles

**IMPACT OF COVID-19**
Children and young people learn less well when not in regular classes (Scottish Government, 2020a; Grattan Institute, 2020). Evidence from Australia shows that the achievement gap widens at triple the rate in remote schooling (Grattan Institute, 2020).

**PRIORITISE RE-ENGAGEMENT**
Most children and young people will recover but those learners who are already facing disadvantage will need additional support to re-engage (Grattan Institute, 2020).

**IDENTIFY THOSE LEARNERS MOST AFFECTED BY POVERTY & COVID-19**
Research highlights that learners most affected include: groups already not achieving their potential such as those learners affected by poverty, younger children (P1-3), those experiencing transitions, existing mental health and social difficulties and those with ASN (Grattan Institute, 2020; Scottish Government, 2021).

**INTENSIFY SUPPORT IN THE SHORT-TERM FOR LEARNERS IDENTIFIED**
Intensified support is needed in the short-term for learners most affected by COVID-19 and school closures. Focus should be on targeted supports for core literacy and numeracy, language development, social learning, physical skills or concentration.

**HIGH QUALITY UNIVERSAL AND TARGETED PROVISION IS VITAL**
Provision needs to be more than providing extra teaching. It needs to be of the highest quality and evidence based. Factors which support this include: appropriate training in effective interventions and networked learning systems.

**LONG TERM STRATEGIC VISION STILL REQUIRED**
The impact of COVID-19 on children and young people affected by poverty and their learning, needs to be kept in perspective. The poverty related attainment gap has been a factor of our society before the current pandemic. These underpinning, deep rooted causes need to continue to be prioritised and tackled.