

## 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.