

ANGUS COUNCIL

CHILDREN AND LEARNING COMMITTEE – 17 MAY 2016

CONSULTATION ON THE SECONDARY SCHOOL WEEK

REPORT BY MARGO WILLIAMSON, STRATEGIC DIRECTOR OF CHILDREN AND LEARNING

ABSTRACT

On 10 December 2015, Elected Members requested a detailed consultation with stakeholders regarding the Secondary school week structure. This report requests Committee approval to implement changes to the Secondary school week from August 2017 based on the results of this consultation. These changes will ensure our Secondary school week arrangements are effective, efficient and support our continuing work on Curriculum for Excellence (CfE) and the Developing the Young Workforce (DYW) initiative. The changes also give an unprecedented opportunity to encourage young people to undertake broader opportunities connected with their learning, health and wellbeing on the shorter day proposed.

1. RECOMMENDATIONS

It is recommended that the Committee:

- (i) Acknowledge and accept the findings of the detailed consultation on the Secondary school week;
- (ii) Agree that all Secondary schools move to a consistent and coordinated thirty-three period week timetable structure from August 2017;
- (iii) Agree that the model of four seven period days and one four period day which includes a daily ten minute check-in period will operate consistently in all Secondary schools from August 2017;
- (iv) Agree that the shorter four period day will occur weekly on a Friday from August 2017;
- (v) Request staff in the Children & Learning Directorate and schools to engage with Angus Alive, Community Learning & Development, D&A College Sports Academy and local sports clubs to offer health and wellbeing opportunities for young people on the shorter day (Friday afternoon opportunities throughout Angus);
- (vi) Request staff in Children & Learning Directorate and schools to engage with employers and voluntary agencies to offer employability experiences for our young people on the shorter day (Friday afternoon opportunities throughout Angus);
- (vii) Agree to the increased transport costs in order to facilitate this change and to request that further detailed arrangements are developed by the Directorate in conjunction with School Transport;
- (viii) Agree that further work should be undertaken with schools and their communities to agree the length of the lunchtime period;
- (ix) Request a further report in November 2016 outlining progress with the above recommendations.

2. ALIGNMENT TO THE ANGUS COMMUNITY PLAN/SINGLE OUTCOME AGREEMENT/COPORATE PLAN

This report contributes to the following local outcome(s) contained within the Angus Community Plan and Single Outcome Agreement 2013-2016:

- Angus is a good place to live in, work in and visit
- Our children and young people are confident individuals, effective contributors, successful learners and responsible citizens

3. BACKGROUND

3.1 At the Children and Learning Committee on 12 February 2015, Report 81/15 was approved to consult with stakeholders regarding the structure of the Secondary school week. Following on from this, consultation was carried out with Secondary school staff and Parent Councils in September 2015.

3.2. On 10 December 2015, Angus Council agreed the Children and Learning Committee Report 434/15 which reported on the consultation with Secondary School staff and Parent Councils regarding proposed changes to the school week. The report detailed the results of survey completed by 216 secondary school staff which found that 64.4% of respondents wished a change in the current school week, with 55.1% supporting a change to a thirty three period week. A majority of Parent Councils at that time were also in favour of changes to the Secondary school week. Elected Members asked for further detailed consultation with all stakeholders. As noted in the minutes, the motion carried:

- (V) AGREES TO FURTHER DETAILED CONSULTATION WITH ALL STAKEHOLDERS (AS OUTLINED IN APPENDIX 1 TO THE REPORT); AND
(VI) REQUESTS A FURTHER REPORT IN MAY 2016 OUTLINING PROGRESS.

3.3 The detailed consultation was carried out according to the timetable set out in Report 434/15 Appendix 1. A detailed breakdown of the consultation events is shown in Appendix 1. Prior to the consultation survey opening, Schools and Learning officers carried out twenty-six separate engagement events, from 19 January 2016 to 1 March 2016. There were eight pupil information meetings, eight secondary staff information meetings, eight parent/carer open information meetings and two meetings for Parent Council Chairs. Invitations to the meetings were communicated to stakeholders in advance through Head Teachers and attendance was voluntary. The attendance at the engagement events was as follows:

School Week Consultation Meetings Attendance January - February 2016

School	Pupils	Staff	Parents
Arbroath Academy	9	17	25
Arbroath High School	31	35	40
Brechin High School	9	24	33
Carnoustie High School	15	11	85
Forfar Academy	2	37	53
Monifieth High School	5	31	45
Montrose Academy	12	28	35
Webster's High School	28	26	89
Totals	111	209	405

3.4 The survey was hosted in SurveyMonkey.com and opened on 11 February 2016 and closed on 18 March 2016. There were three surveys, one for each of the stakeholder groups, to allow for greater analysis of the data. In order to publicise the consultation process, communications were cascaded through Head Teachers. The notifications and discussions with the Head Teachers were as follows:

Date	Communication Type	Attachments
21 December 2015	Email to Secondary Head Teachers	Consultation Plan Meetings Schedule Draft timetable structures
18 January 2016	Secondary Head Teachers meeting to discuss draft structures and agree proposals to take to consultation	None
11 February 2016	HT Mail: Consultation on Changes to the Secondary School week	Letters for parents and carers. Survey information for staff and pupils
19 February 2016	Email reminder to Secondary Head Teachers	Presentation for use with pupils
26 February 2016	Email reminder to Secondary Head Teachers	None
16 March 2016	Secondary Head Teachers' Meeting - Agenda Item. Discussion regarding low pupil survey uptake in certain schools	None

3.5 At the end of the consultation period, the following responses had been received:

Group	Responses
Pupils	1567
Secondary Staff	337
Parents and Carers	1234
Total	3138

3.6 By sector, the Parent and Carer responses were distributed as follows:

Sector	Responses
Pre-school	92
Primary	612
Secondary	888
Total	1234

4. RATIONALE FOR CHANGE

- 4.1 The secondary school structure, based on guidance in Angus' Curriculum Review and Design: Policy Statement and Guidelines (2011), has thirty teaching periods of fifty minutes each and five Form Time periods of thirty minutes each. Changing to a thirty-three period week would free up additional learning and teaching time as an immediate benefit by reducing the current allocation of 2.5 hours for Form Time.
- 4.2 Many Scottish local authorities have moved to a thirty-three period week to improve the pupil experience in light of implementing Curriculum for Excellence (CfE) and to increase the flexibility of curriculum in responding to the Developing our Young Workforce (DYW) initiative. An ambition of DYW is that education and employers work closely together to equip all young people with the skills and knowledge that they need to flourish in work, and support diversity in the workforce.
- 4.3 The thirty-three period week structure allows appropriate blocks of 50 or 100 minutes to support learning and teaching in the delivery of the CfE entitlements. The structure is capable of evolving and being adapted as the Senior Phase of CfE develops and DYW is fully embedded in Angus secondary schools. In practice, all eight secondary schools having the same timetabling structure will allow for the development of a strong local model to support the delivery of DYW by aligning work and other learning experience opportunities across all eight schools in conjunction with employer and further learning partners.

- 4.4 In S4-6, we strongly recommend that any additional curricular subject time, made available through these proposals, is used for English and Mathematics teaching. In S1-3, each school would be able to use the time according to their context and needs.
- 4.5 There will be opportunities to improve partnership working with Further Education, Higher Education and Communities Directorate by using the opportunities provided by a common timetabling structure to create appropriate blocks of time to maximise the availability of courses and programmes to schools. There is the potential for staff collegiate working on the shorter day, within any school's working time agreement.
- 4.6 These changes will help schools to continue to maximise the resources they have available to deliver the very best curriculum for our children and young people. A thirty-three period week is both viable and sustainable with a structure we can continue to afford and staff.
- 4.7 A change in the structure of the secondary school week should apply to all secondary schools in Angus without exception. The strength of change is that we create a uniform model. The original system as introduced in 2012 is no longer fit for purpose, in that schools have adjusted their timetable structure to find more time for subject teaching. Further plans for change have been halted during this consultation phase.
- 4.8 Therefore, we believe that the underlying principles of this proposed change will lead to improved outcomes and broader experiences for learners. We believe that changing the curricular structure in our Secondary schools will:
- Provide greater flexibility in the curriculum;
 - Allow schools to remain efficient and encompass this flexibility;
 - Give more time for learning in subjects;
 - Free a block of time for extra -curricular activity to enhance the health and wellbeing of young people;
 - Encourage employers and voluntary organisations to provide opportunities for our young people at a dedicated time; the shortened school day.

5. SURVEY ANALYSIS

5.1 Length of the Lunch Break

- 5.1.1 The first question that the consultation looked to answer was on the length of the lunchtime period. It currently lasts for sixty minutes and the survey looked at the strength of feeling regarding reducing this period of time. In response to the question:

- The lunch break in the secondary school should be:
 - 50 minutes,
 - 60 minutes,
 - Stay as it is,
 - Don't know

The following responses were received:

Response	Pupils	Pupils%	Staff	Staff%	Parents	Parents%
50 minutes	164	10.1	193	53.3	429	34.8
60 minutes	864	53.1	65	17.9	329	26.7
Stay as it is	512	31.5	69	19.1	415	33.6
Don't know	27	1.7	10	2.8	61	4.9

- 5.1.2 What is clear from the responses above is that pupils and parents are in favour of a longer lunch break and that secondary staff would like to see it reduced to fifty minutes. There are a number of good reasons for retaining the sixty minute lunch break which include:

- Clubs and activities;
- Study support sessions

It is important to note that the shortened day could also offer quality time for the activity detailed above.

- 5.1.3 Other reasons given for wishing a longer lunch break included having time to go into town to get lunch. However a number of staff commented that some of the most challenging times in terms of behaviour management come in the latter stages of the lunch break. Although ten minutes shorter, it would still be possible to run effective sports or activities and study support sessions during a fifty minute lunch break.
- 5.1.4 Previous committee consideration as to the structure of the survey highlighted the importance of ensuring that there was an option to maintain the status quo. Having the option to choose 'stay as it is' as well as a 50 minute or 60 minute choice means that there is ambiguity about this aspect of the consultation. Focus groups will be held with parents, staff and young people to explore the preferred option for Angus schools and the outcome of this further work will be reported to committee for decision in November alongside other updates.

5.2 Changes to the Secondary School Week

- 5.2.1 The second question that was posed in the survey looked to gauge the appetite of the three stakeholder groups to change the current curricular model. Information sheets and a Frequently Asked Questions document, shown in Appendix 2, were provided through a link from the survey. In response to the question:

- Do you agree or disagree that the structure of the secondary school week should change from August 2017,

The following responses were received:

Response	Pupils	Pupils%	Staff	Staff%	Parents	Parents%
Agree	983	62.7	198	58.8	612	49.5
Disagree	584	37.2	139	41.2	622	50.4

- 5.2.2 From the table above, there is a clear majority of pupils and staff who were looking to change the structure of the secondary school week. However parents were evenly split in their responses to the question. To analyse this further it is worth looking at the break down of the responses by school. This data is also shown in Appendix 3 (available in the information hub).

Response - Agree	Pupils	Pupils%	Staff	Staff%	Parents	Parents%
Arbroath Academy	327	73.2	19	70.4	68	47.9
Arbroath High School	45	51.7	29	67.4	65	51.6
Brechin High School	90	58.1	28	84.8	52	57.1
Carnoustie High School	107	73.8	31	75.6	121	56.0
Forfar Academy	214	61.7	38	57.6	115	59.3
Monifieth High School	37	72.6	24	42.1	90	56.6
Montrose Academy	0	0	11	37.9	50	43.9
Webster's High School	163	48.7	18	43.9	51	26.6

- 5.2.3 In five out of the eight of schools, staff and parents were in favour of a change to the structure of the secondary school week. In six out of seven schools, pupils were strongly in favour of change. It should be noted that no pupils from Montrose Academy participated in the consultation. Arbroath Academy has already changed their curriculum model to reduce the number of form periods within the existing school week. Webster's High School's parent group are opposed to the proposals as shown in the survey results above. However, Webster's High School has already reduced Form Time to increase subject time in Mathematics, English and Core PE.
- 5.2.4 Prior to the start of the consultation period, several schools were planning to make changes in their timetable structure that would see a reduction in Form Time. Changes to the curriculum

structure are currently on hold in Arbroath Academy, Brechin High School and Carnoustie High School until a decision is reached on the way forward.

- 5.2.5 Analysing the consultation results as a whole, we believe that there is a strong positive consensus for changing the secondary school week. We are therefore proposing that all Angus Council Secondary Schools move to a thirty-three period timetable structure from August 2017.

5.3 Which Model of the School Week to Operate?

- 5.3.1 The next question that was posed looked to find out which of the timetable models had most support from those taking part in the survey. In response to the question:

- Which model of a school week do you prefer?

The following responses were received:

Response	Pupils	Pupils%	Staff	Staff%	Parents	Parents%
Option A 3 long days and 2 short days	328	20.2	69	19.1	207	16.8
Option B 4 long and 1 short day	760	46.7	171	47.2	510	41.3
Neither	315	19.4	92	24.4	394	31.9
Don't know	164	10.1	5	1.4	29	2.4

- 5.3.2 From the table above, it is clear that the most popular option with all three groups is the model of four longer days and a half day on a Friday. Detailed responses by school cluster area can be found at Appendix 3.

- 5.3.3 The most popular choice is Option B. Therefore, we propose that Angus Council adopts the four and a half day model from August 2017 with the half day on a Friday.

5.4 Which model of Form Time should operate?

- 5.4.1 Taking the proposed four and a half day model, we can analyse the responses to see which Form Time model was the most popular. In response to the question:

- Having selected Option B, which variation do you prefer?
 - A 50 minute form period
 - Daily 10 minute check-in
 - Two 25 minute form periods

The following responses were received:

Response	Pupils	Pupils%	Staff	Staff%	Parents	Parents%
50 minute form period	159	9.8	28	7.7	153	12.4
Daily 10 minute check-in	441	27.1	120	33.1	349	28.3
Two 25 minute form periods	152	9.3	21	5.8	78	6.3

- 5.4.2 The percentage shown is taken from the total number of respondents in each group. This figure will be lower as respondents had the choice of choosing either Option A or Option B. However, for those respondents who would like to see a four and a half day model, a daily ten minute check-in was preferred across pupils, staff and parents. Full results are detailed in Appendix 3.

- 5.4.3 If we take into account those respondents that had opted for Option A, it is again clear from the data that the most popular model is that of a daily ten-minute check-in. Detailed responses by school cluster area and by chosen option can be found at Appendix 3.

- 5.4.4 The most popular choice for Form Time is the ten minute check-in. Therefore, we propose that Angus Council adopts a model of a daily ten minute check-in period. How this will be allocated within the school day is discussed later in this report.

5.5 Comment Analysis

- 5.5.1 With a consultation process such as the one undertaken here, with a large and to a degree disparate set of stakeholder views, it would be difficult to reach a complete consensus. However, the responses received show a wide engagement in the process with an underlying view for change and a preference for a particular structure. We do not underestimate the strength of feeling from all sides on this matter and we understand the views of the respondents. There is and will be a need to continue to help people to transition to a new system if it is agreed.
- 5.5.2 The online survey gave respondents the opportunity to comment on the proposals. The full set of written comments has been provided at Appendix 4 (available in the information hub). Duplicate entries have been removed and some comments have been edited to ensure anonymity and to remove inappropriate comments.
- 5.5.3 The number of written responses and the percentage of comments relative to the total number of respondents in each stakeholder group are shown below.

Group	No of Comments	% Comments relative to group
Pupils	518	31.8
Secondary Staff	125	34.5
Parents and Carers	432	35.0
Total	1075	

5.6 Comment Analysis – Pupils

- 5.6.1 Secondary school pupils provided 518 written comments to the consultation questions that can be categorised as follows in order of response size:
- Support to retain the status quo;
 - Support for the proposed change to school week;
 - Request for a short day on a Friday;
 - Comments regarding Form Time (majority requesting it be shortened);
 - Lunch duration;
 - Concern for those young people with additional support needs who may find change difficult;
 - Transport and after school issues;
 - Request for a later start for teenagers.
- 5.6.2 Other comments not noted above related to issues not covered in the consultation.

5.7 Comment Analysis – Staff

- 5.7.1 Secondary school staff provided 125 written comments to the consultation questions that can be categorised as follows in order of response size:
- Support to retain the status quo;
 - Support for the proposed change to school week;
 - Comments regarding the short day – request for Wednesday;
 - Concern over the length of the school day, particularly a three period afternoon;
 - Comments regarding Form Time;
 - Lunch duration;
 - Concern for young people with additional support needs;
 - Transport / childcare issues;

- Working arrangements for part-time staff;
- Workload concerns.

5.7.2 A few respondents commented on the increase in the school week and the change of period lengths. However, any school week must conform to 27.5 hours with staff being class committed to a maximum of 22.5 hours. These proposed changes would not alter this. The teaching period times would remain as 50 minute blocks. This is no change from the current situation.

5.7.3 Concern was also expressed about having to work on the afternoon of the shorter day. This would only happen where it had the agreement of the staff through the annual Working Time Agreement. This cannot be imposed by the Children and Learning Directorate.

5.8 Comment Analysis – Parents

5.8.1 Parents and carers provided 432 written comments to the consultation questions that can be categorised as follows in order of response size:

- Childcare Issues
- Support to retain the status quo;
- Impact on Primary schools of any change to the Secondary school week;
- Support for the proposed change to school week;
- Comments regarding Form Time;
- Transport concerns;
- Concern for young people with additional support needs;
- Lunch duration.

5.8.2 Some parents and carers felt that Angus Council were looking to reduce the amount of time in school, which again is not the case with these proposals as explained in 4.7.2. There were also comments about reducing the number of in-service dates and the length of the holidays which are not contractually possible.

6. PROPOSALS

6.1 It is proposed that all Angus Council Secondary Schools move to a thirty-three period timetable structure from August 2017.

6.2 It is proposed that that Angus Council adopts the four and a half day model for all Secondary schools from August 2017

6.3 It is proposed that under the four and a half day model, Friday is identified as the half day.

6.4 It is proposed that Angus Council Secondary Schools adopt a model of a daily ten minute check-in period from August 2017. The model to be implemented would be therefore:

	1	2	Check-in	Break	3	4	Lunch	5	6	7
Mon	08.50-09.40	09.40-10.30	10.30-10.40	10.40-10.55	10.55-11.45	11.45-12.35	12.35-13.25	13.25-14.15	14.15-15.05	15.05-15.55
Tues	08.50-09.40	09.40-10.30	10.30-10.40	10.40-10.55	10.55-11.45	11.45-12.35	12.35-13.25	13.25-14.15	14.15-15.05	15.05-15.55
Wed	08.50-09.40	09.40-10.30	10.30-10.40	10.40-10.55	10.55-11.45	11.45-12.35	12.35-13.25	13.25-14.15	14.15-15.05	15.05-15.55
Thu	08.50-09.40	09.40-10.30	10.30-10.40	10.40-10.55	10.55-11.45	11.45-12.35	12.35-13.25	13.25-14.15	14.15-15.05	15.05-15.55
Fri	08.50-09.40	09.40-10.30	10.30-10.40	10.40-10.55	10.55-11.45	11.45-12.35	12.35-13.25			

- 6.4.1 The above model provides 50 minutes for lunchtime. It is proposed that further work is undertaken with schools and their communities to explore the advantages and disadvantages of this change to the existing structure. Separate arrangements are detailed below showing how the lunch periods at Webster's High School and Southmuir Primary School could be accommodated to the benefit of all.
- 6.4.2 Following comments raised in the consultation regarding ensuring a firm start to the day, the check-in period has been moved later in the morning from which was originally proposed.
- 6.4.3 Under this model, Southmuir Primary School would have sole access to the dining facilities in the assembly hall at Webster's High School from 12.00-12.40pm. With the double serving, this will give enough time for the younger pupils to get through lunch. Lunch serving for Webster's High School pupils would be open from 12.40pm.
- 6.4.4 An alternative option would be for Webster's High School to start 5 minutes later at 08.55. This would mean that lunch for Webster's High School would be 5 minutes later thereby allowing 40 minutes for the Southmuir Primary School lunch serving. This is the time that is currently allocated. Further work will be undertaken with the school communities to agree the most suitable arrangement.

7. FINANCIAL IMPLICATIONS

- 7.1 The Transport section was asked to look at the impact of the proposals, if the changes to the Secondary school week were accepted. To do this they contacted all current transport suppliers and asked them to estimate costs based on the proposed model. With four longer days and early closure on a Friday, the anticipated additional costs would be £370,378.40 which would have to be accounted for in the Children and Learning budget.
- 7.2 The additional costs relate to the later finish which includes additional waiting time and double journeys on a Friday to accommodate both Primary and Secondary pupils. The majority of the additional costs are in relation to Webster's High School (£183K), Brechin High School (£112K) and Forfar Academy (£42K).
- 7.3 For Tayside Contracts, there is the likelihood that there would be reduced uptake for lunches on a Friday under the proposed model. It has not been possible to estimate this possible reduction in revenue but there may be a future opportunity to consider what offering could be made on a Friday as has been done in other authorities e.g. sandwich and snack lunch. It should be noted that young people who are eligible for free school meals would continue to have this supplied 5 days a week.
- 7.4 There may be some implications for school crossing patrols and facilities management under these proposals.
- 7.5 Closing our schools to young people one afternoon a week, would lead to a probable reduction in utility costs across the school estate and other future efficient budget savings.
- 7.6 We accept that there is a financial cost to these proposals. However we believe that the rationale for change and the support for these proposals have to take precedence.

8. OTHER IMPLICATIONS

- 8.1 If the proposals were accepted, further discussion with Angus Alive and other partners would take place to look at what could be offered to young people, in terms of access to leisure facilities, on the afternoon of the half-day closing.

NOTE: No background papers, as detailed by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to a material extent in preparing the above report.

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List of Appendices:

Appendix 1 – Consultation meeting schedule

Appendix 2 – Information sheet and Frequently Asked Questions

Appendix 3 - Full Survey Response Analysis (available in the information hub)

Appendix 4 – Comments received (available in the information hub)

Appendix 1

Changes to the Secondary School Week – Meeting Schedule

Date	Location	Time	Audience
12 January 2016	Universal Support Workshop	1.30pm – 4.00pm	HTs, DHTs, PTs PCS
13 January 2016	Universal Support Workshop	1.30pm – 4.00pm	HTs, DHTs, PTs PCS
19 January 2016	Montrose Academy	4.00pm - 5.00pm	Staff
19 January 2016	Montrose Academy	6.30pm - 8.00pm	Parents/Carers
20 January 2016	Monifieth High School	1.00pm - 2.00pm	Pupils
20 January 2016	Monifieth High School	4.00pm - 5.00pm	Staff
20 January 2016	Monifieth High School	6.30pm - 8.00pm	Parents/Carers
26 January 2016	Arbroath Academy	1.00pm - 2.00pm	Pupils
26 January 2016	Arbroath Academy	4.00pm - 5.00pm	Staff
26 January 2016	Arbroath Academy	6.30pm - 8.00pm	Parents/Carers
27 January 2016	Forfar Academy	6.30pm - 8.00pm	Parents/Carers
27 January 2016	Angus House	7.00pm – 9.00pm	Parent Council Chairs / Representatives
28 January 2016	Forfar Academy	1.00pm - 2.00pm	Pupils
28 January 2016	Forfar Academy	4.00pm - 5.00pm	Staff
29 January 2016	Montrose Academy	1.00pm - 2.00pm	Pupils
2 February 2016	Brechin High School	1.00pm - 2.00pm	Pupils
2 February 2016	Brechin High School	4.00pm - 5.00pm	Staff
2 February 2016	Brechin High School	6.30pm - 8.00pm	Parents/Carers
3 February 2016	Webster's High School	1.00pm - 2.00pm	Pupils
3 February 2016	Webster's High School	4.00pm - 5.00pm	Staff
3 February 2016	Webster's High School	6.30pm - 8.00pm	Parents/Carers
8 February 2016	Carnoustie High School	1.00pm - 2.00pm	Pupils
8 February 2016	Carnoustie High School	4.00pm - 5.00pm	Staff
8 February 2016	Carnoustie High School	6.30pm - 8.00pm	Parents/Carers
10 February 2016	Arbroath High School	1.00pm - 2.00pm	Pupils
10 February 2016	Arbroath High School	4.00pm - 5.00pm	Staff
10 February 2016	Arbroath High School	6.30pm - 8.00pm	Parents/Carers
1 March 2016	Angus House	7.00pm – 9.00pm	Parent Council Chairs / Representatives

Proposals to change the Secondary School Week

Consultation with young people, staff, parents and carers

January 2016 – March 2016

Rationale for change

- To provide greater flexibility in the curriculum
- To remain efficient and encompass this flexibility
- To give more time for learning in subjects

Option A - Three days and two days (3 + 2)

This model is based on 33 teaching periods of 50 minutes each. Two / three of the days are 50 minutes shorter than the other days.

Considerations

- Managing an asymmetric week
- Use of the shorter days for study support, extra-curricular, staff collegiate time
- Form time – a minimum of 50 minutes per week
- Child care issues
- Longer days may be an issue for some
- Two different finish times in the week

A1
50 min
Form
time

Mon	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7
	08.50-09.40	09.40-10.30	10.30-10.45	10.45-11.35	11.35-12.25	12.25-13.15	13.15-14.05	14.05-14.55	14.55-15.45
Tue	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7
	08.50-09.40	09.40-10.30	10.30-10.45	10.45-11.35	11.35-12.25	12.25-13.15	13.15-14.05	14.05-14.55	14.55-15.45
Wed	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6	
	08.50-09.40	09.40-10.30	10.30-10.45	10.45-11.35	11.35-12.25	12.25-13.15	13.15-14.05	14.05-14.55	
Thu	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7
	08.50-09.40	09.40-10.30	10.30-10.45	10.45-11.35	11.35-12.25	12.25-13.15	13.15-14.05	14.05-14.55	14.55-15.45
Fri	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6	
	08.50-09.40	09.40-10.30	10.30-10.45	10.45-11.35	11.35-12.25	12.25-13.15	13.15-14.05	14.05-14.55	

A2 Daily 10 min check- in

Mon	Check-in	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7
	08.50-09.00	09.00-09.50	09.50-10.40	10.40-10.55	10.55-11.45	11.45-12.35	12.35-13.25	13.25-14.15	14.15-15.05	15.05-15.55
Tue	Check-in	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6	
	08.50-09.00	09.00-09.50	09.50-10.40	10.40-10.55	10.55-11.45	11.45-12.35	12.35-13.25	13.25-14.15	14.15-15.05	
Wed	Check-in	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7
	08.50-09.00	09.00-09.50	09.50-10.40	10.40-10.55	10.55-11.45	11.45-12.35	12.35-13.25	13.25-14.15	14.15-15.05	15.05-15.55
Thu	Check-in	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6	
	08.50-09.00	09.00-09.50	09.50-10.40	10.40-10.55	10.55-11.45	11.45-12.35	12.35-13.25	13.25-14.15	14.15-15.05	
Fri	Check-in	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6	
	08.50-09.00	09.00-09.50	09.50-10.40	10.40-10.55	10.55-11.45	11.45-12.35	12.35-13.25	13.25-14.15	14.15-15.05	

A3 Two 25 min Form times

Mon	Period 1	Period 2	Form time	Break	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7
	08.50-09.40	09.40-10.30	10.30-10.55	10.55-11.10	11.10-12.00	12.00-12.50	12.50-13.40	13.40-14.30	14.30-15.20	15.20-16.10
Tue	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6		
	08.50-09.40	09.40-10.30	10.30-10.45	10.45-11.35	11.35-12.25	12.25-13.15	13.15-14.05	14.05-14.55		
Wed	Period 1	Period 2	Form time	Break	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7
	08.50-09.40	09.40-10.30	10.30-10.55	10.55-11.10	11.10-12.00	12.00-12.50	12.50-13.40	13.40-14.30	14.30-15.20	15.20-16.10
Thu	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6		
	08.50-09.40	09.40-10.30	10.30-10.45	10.45-11.35	11.35-12.25	12.25-13.15	13.15-14.05	14.05-14.55		
Fri	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6		
	08.50-09.40	09.40-10.30	10.30-10.45	10.45-11.35	11.35-12.25	12.25-13.15	13.15-14.05	14.05-14.55		

Option B - Four long days and one short day (4 + 1)

This model is based on 33 teaching periods of 50 minutes each. The Friday is shorter than the other four days.

Considerations

- Consistency over the 4 days
- Use of the Friday for staff collegiate time
- Concern relating to attendance on Fridays
- Form time – a minimum of 50 minutes per week
- Child care issues
- Longer days may be an issue for some

B1 50 min Form time

	Period 1	Period 2	Period 3	Break	Period 4	Period 5	Lunch	Period 6	Period 7
Mon	08.50-09.40	09.40-10.30	10.30-11.20	11.20-11.35	11.35-12.25	12.25-13.15	13.15-14.05	14.05-14.55	14.55-15.45
Tue	08.50-09.40	09.40-10.30	10.30-11.20	11.20-11.35	11.35-12.25	12.25-13.15	13.15-14.05	14.05-14.55	14.55-15.45
Wed	08.50-09.40	09.40-10.30	10.30-11.20	11.20-11.35	11.35-12.25	12.25-13.15	13.15-14.05	14.05-14.55	14.55-15.45
Thu	08.50-09.40	09.40-10.30	10.30-11.20	11.20-11.35	11.35-12.25	12.25-13.15	13.15-14.05	14.05-14.55	14.55-15.45
Fri	08.50-09.40	09.40-10.30	10.30-11.20	11.20-11.35	11.35-12.25	12.25-13.15	13.15-14.05		

B2 Daily 10 min check- in

	Check-in	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7
Mon	08.50-09.00	09.00-09.50	09.50-10.40	10.40-10.55	10.55-11.45	11.45-12.35	12.35-13.25	13.25-14.15	14.15-15.05	15.05-15.55
Tue	08.50-09.00	09.00-09.50	09.50-10.40	10.40-10.55	10.55-11.45	11.45-12.35	12.35-13.25	13.25-14.15	14.15-15.05	15.05-15.55
Wed	08.50-09.00	09.00-09.50	09.50-10.40	10.40-10.55	10.55-11.45	11.45-12.35	12.35-13.25	13.25-14.15	14.15-15.05	15.05-15.55
Thu	08.50-09.00	09.00-09.50	09.50-10.40	10.40-10.55	10.55-11.45	11.45-12.35	12.35-13.25	13.25-14.15	14.15-15.05	15.05-15.55
Fri	08.50-09.00	09.00-09.50	09.50-10.40	10.40-10.55	10.55-11.45	11.45-12.35	12.35-13.25			

B3 Two 25 min Form times

Mon	Period 1	Period 2	Period 3	Break	Period 4	Period 5	Lunch	Period 6	Period 7
	08.50-09.40	09.40-10.30	10.30-11.20	11.20-11.35	11.35-12.25	12.25-13.15	13.15-14.05	14.05-14.55	14.55-15.45
Tue	Period 1	Period 2	Form Time	Break	Period 3	Period 4	Lunch	Period 5	Period 6
	08.50-09.40	09.40-10.30	10.30-10.55	10.55-11.10	11.10-12.00	12.00-12.50	12.50-13.40	13.40-14.30	14.30-15.20
Wed	Period 1	Period 2	Period 3	Break	Period 4	Period 5	Lunch	Period 6	Period 7
	08.50-09.40	09.40-10.30	10.30-11.20	11.20-11.35	11.35-12.25	12.25-13.15	13.15-14.05	14.05-14.55	14.55-15.45
Thu	Period 1	Period 2	Form Time	Break	Period 3	Period 4	Lunch	Period 5	Period 6
	08.50-09.40	09.40-10.30	10.30-10.55	10.55-11.10	11.10-12.00	12.00-12.50	12.50-13.40	13.40-14.30	14.30-15.20
Fri	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6	
	08.50-09.40	09.40-10.30	10.30-10.45	10.45-11.35	11.35-12.25	12.25-13.15	13.15-14.05	14.05-14.55	

Why 2017?

- Allow time for detailed preparation work on timetables, option forms, universal support delivery etc.
- Changes to school transport where applicable
- Preparation time for
 - Staff
 - Families
 - Partners

What happens next?

- Information sessions for young people, staff, parents and carers in all our schools
- Electronic survey opens on 11 February and runs to 18 March 2016
- Paper prepared for Elected members based on consultation responses
- Children and Learning Committee consider the paper and make a decision on 17 May 2016

Appendix 2.2

Changes to the Secondary School Week

Frequently Asked Questions (FAQs)

Q1 The current system seems to work perfectly well. Why change?

The current system has 30 fifty minute long teaching blocks over the school week plus five 30 minutes Form Time periods. We think it lacks the flexibility to best serve the new and future demands of an evolving curriculum. It needs refreshed. Moving to a system of 33 x 50 minute blocks over the week allows us the extra space to address all of the demands of Curriculum for Excellence (CfE) and take forward our ideas to best meet the different needs of our young people now and in the future, particularly with regard to the Developing the Young Workforce (DYW) initiative. School provision is evaluated on four different contexts, not just subject delivery and performance. These are: Life and ethos of the school as a community; Curriculum areas and subjects; Interdisciplinary Learning; Opportunities for personal achievement. All of these areas must have sufficient time and space in the curriculum to influence learning.

Q2 Why is this being proposed?

We carried out an evaluation of form time in 2015 and young people told us that it was not working as well as it should. Schools have worked hard to make this time effective but the evidence we have gathered shows that the effectiveness of Form Time can be variable. Some schools have already responded to this by reducing the number of form periods and used this time for additional subject time. By reducing the amount of form time, we can create more time for learning in all secondary schools. These additional periods would also give schools greater flexibility in the timetable. In addition, a shorter timetabled day would allow greater articulation with vocational opportunities in line with Developing the Young Workforce (DYW). A 33 period week would create an efficient structure within which the timetable can be organised to meet the entitlements of CfE.

Q3 Is this a totally new idea?

No. Many local authorities have already moved to a 33 period week or a very similar arrangement. Feedback from parents, young people and teaching staff in these authorities has been positive and the advantages confirmed. It is a tried and tested structure used across Scotland.

Q4 What is the specific motivation for such a change?

Current national advice regarding Curriculum for Excellence implementation emphasises that additional space must be found to take forward the skills agenda for learning, life and work alongside national entitlements in the curricular areas. The Wood Commission report on Developing Scotland's Young Workforce states:

There is nothing more important to Scotland's medium term economic future than getting the skills of its young people in tune with the very fast changing skills, technology and knowledge requirements of the modern world... we therefore need to... ensure they have the work and employability skills they need to succeed.

We believe that our model of re-allocating blocks of time in S1-3 that could be used flexibly alongside course content during subject time is the way forward. Additional time in the Senior Phase for curriculum subjects, wider personal growth and achievement is both a necessary and welcome development.

Q5 What will be lost from the old model?

In terms of curricular opportunities: nothing. All that was in place previously remains in place with the necessary additional enhancements flowing from the increased number of teaching periods over the week. 150 minutes per week of Form Time will be replaced by a 50 minute Tutor Time period.

Q6 Leaving aside the various national advice documents, what does Schools and Learning see as the main improvements for learners?

- Increased time for skills acquisition, creativity and interdisciplinary learning in S1-3
- Increased time for English and Maths in S3-6
- Increased time allocations for some subjects

Q7 What about logistics? How can the school operate without Form Time?

- Attendance is currently recorded electronically each period by class teachers.
- The administrative functions (notes, permission slips, money etc.) could be handled centrally.
- Bulletin notices could be shared at the end of the day for the following morning and again first thing by subject teachers.
- Important communications home already tend to be distributed towards the end of the school day to minimise the risk of going astray.
- Increased individual school use of social media channels such as Twitter to reinforce administrative messages.

Q8 What about the impact on child care?

The issue of finishing 50 minutes earlier on some days was raised as it would leave some young people home alone for additional time. Students travelling on school transport would necessarily be dropped off earlier than now due to the bus contracts. If this is problematic, contingencies involving neighbours, relatives or friends would need to be arranged.

Q9 How have the models been selected?

These are the most common models of the 33 period week structure in use across Scotland. By retaining the same start to the day, it removes issues of child care and transport at those times. Lunch breaks have also been fixed and are at the same time every day. Whether we reduce the lunch break to 50 minutes will be one of the questions in the survey.

Q10 Will the school day and week be any longer for staff and pupils?

No. Young people will be in school for the same amount of time as they are now. Staff will also retain the same working week. How this time is used across the week will be spread a little differently.

Q11 The lunch break remains as 60 minutes in each model. Does this have to be the case? What are the issues or benefits of a shorter lunch break?

Reducing the lunch break to 50 minutes would shorten the length of the school day. This is of particular benefit on any longer days under these proposals. Making it the same length as a period could mean that for special circumstances i.e. an outside speaker that lunchtime could be varied without affecting the school day. A shorter

lunch break would shorten the time available for extra-curricular activities. Young people would spend less time outside school during the lunch break.

Q12 What about the impact on school transport? How will this be affected by these proposed changes?

Our colleagues in Transport and Tayside Contracts have been asked to map out the impact of these proposals. The start of the day remains the same so this will be unaffected. Depending on the model chosen, some contracts and arrangements will have to be changed. With a proposed implementation date of August 2017, we have time to make the necessary arrangements and allocate the appropriate budget.

Q13 The proposal is to reduce the amount of Form Time each week. How will this effectively deliver Universal Support for all secondary pupils?

Form Time is only one way of delivering Universal Support to young people. Learning conversations should take place in all classes and not just in Form Time. We have set up workshop sessions with promoted school staff to consider the best way forward for Universal Support under these proposals.

Q14 What happens if the proposals are rejected?

The status quo will remain in place in terms of the start and finish times of the school day. A number of schools have already started to make changes to Form Time within the existing school day.

Q15 Does this mean all schools will be delivering the same curriculum?

No. This is not "its Friday period 7 so we're doing Maths". Schools will have their own timetable arrangements for delivering the curriculum although there will be common elements to supporting DYW. Some schools may, of course, choose to work more closely together with other aspects of curriculum design and delivery, and this is beginning to happen.

Q16 Will lunchtime vary from day to day?

No. It would, however, be possible for a school to have a staggered lunch using, say, period 5, but this would only be where that individual school had negotiated that arrangement with staff, parents, young people and Tayside Contracts.

Q17 Will teachers have to stay in school after the end of the school day on the shorter days?

It is likely that from experience of schools that already have a shorter day that collegiate activities such as staff meetings, working groups etc. are programmed for these days, avoiding late finishes. In essence, it will probably even out the working day over the week in school for teachers. In contractual terms, however, existing mechanisms for agreeing collegiate time will still apply.

Q18 Will teachers' maximum contact time with classes change?

No. Existing national agreements will still apply with a maximum contact time of 22.5 hours per week, as is the case at present.

Q19 50 minute periods will not provide teachers with sufficient time to deliver the practical nature of specific subjects. Is that the only option?

Schools will be free, as at present, to aggregate periods into doubles, as required by the curriculum being delivered.

Q20 On a seven period day will teachers be expected to teach all seven periods?

As is currently the case in secondary schools, every effort will continue to be made to spread non-contact periods across the week, and this approach will continue to be encouraged. It may be, however, that due to operational reasons within the school or department/faculty this may not always be possible.

Q21 I'm a part time member of staff/supply teacher/probationer. How will this impact on me?

For probationers there will be no change from current arrangements. The issues of part time staff part time staff and supply staff will be covered by existing policy and agreements.

Q22 Isn't this just a cost cutting exercise?

No. There are some potential savings for schools from moving to a 33 period week but these will be retained by the school. This may enable schools to move to reduce teaching group sizes in the earlier years.