



# **Evidence of Impact Report 2023**

*Removing Barriers  
Foghlam a' Fàs*



## Foreword

e-Sgoil's June 2023 Evidence of Impact Report looks to capture the breadth of e-Sgoil activities undertaken during session 2022-23 and shows how each of these has made a positive difference to learners across Scotland. Compiling this report has helped the whole e-Sgoil team to reflect and learn from the experiences and challenges associated with delivering a range of online programmes to learners of all ages. e-Sgoil is very conscious that everything we do complements and supports the excellent work already being done by schools, parents/carers and other agencies in meeting learner needs.

e-Sgoil continues to work closely with Education Scotland, Scottish Government, Northern Alliance and representatives from other Regional Improvement Collaboratives. Such partnership approaches have brought mutual benefits and have resulted in more learners and schools accessing e-Sgoil offers than before. It has been a privilege to deliver elements of the National e-Learning Offer (NeLO) once again. The NeLO is an example of how digital delivery can be used to extend the range of opportunities available to young people in an equitable manner.

e-Sgoil has continued to build upon the experience gained over the past number of years, with a view to improving what we do and how we do it. Much time has been spent on analysis of stakeholder evaluations and much of the evidence highlighted in this report has been gathered in this way. Personal testimonials, especially those from learners, are by far the most impactful statements which is why these are embedded within each programme report.

The evidence of impact highlighted in this report is testament to the commitment and dedication of the entire e-Sgoil team. A relentless focus on improving experiences and outcomes for young people has resulted in programmes which are accessible, learner-centred and responsive. Highlights from this session include presenting at the Scottish Learning Festival, the Scottish Education Expo and success at the Scottish Gaelic Awards. e-Sgoil staff continue to be asked to showcase their work across Scotland, and further afield.

It is hoped that this report will serve as an encouragement to other educators to further review their own experiences and work collaboratively. e-Sgoil looks forward to playing its part in a learner-centred system which is more equitable and made more resilient through the use of digital technology.

Steven Graham

Head of School, e-Sgoil



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## EVENING STUDY SUPPORT

19,000 webinar registrations



Almost all rated the programme as **excellent**

## Gaelic (SQA)

86 learners enrolled on Gaelic SQA courses across all levels



## i-Sgoil



170 interrupted learners onboarded and engaging with live, interactive programmes of learning across all stages

Most learners feel **more positive** about their learning



**DYW | Liv**  
Skills | Employability | Pathways



44,915 learner attendances at live sessions

Almost all learners rated the overall quality **highly**



## EASTER STUDY SUPPORT



16,100 webinar registrations

97% of learners reported an **increase in confidence** and a **reduction in anxiety**

## DUG'S DISCOVERY DEN

7006 Thinglink engagements this session, across Gaelic & English Learning Spaces



## Supply Cover



522 learners taught by e-Sgoil supply teachers

## Scotland's Assembly

26,000 learners engaged with *Our National Discussion Live*, submitting 20,000 pieces of evidence

Our National Discussion **LIVE**



Almost all schools rated their experience of *Our National Discussion Live* as **very positive**

## GAELIC ENRICHMENT

Across all programmes, participants reported an **increase in confidence** in using Gaelic

*Fàilte*



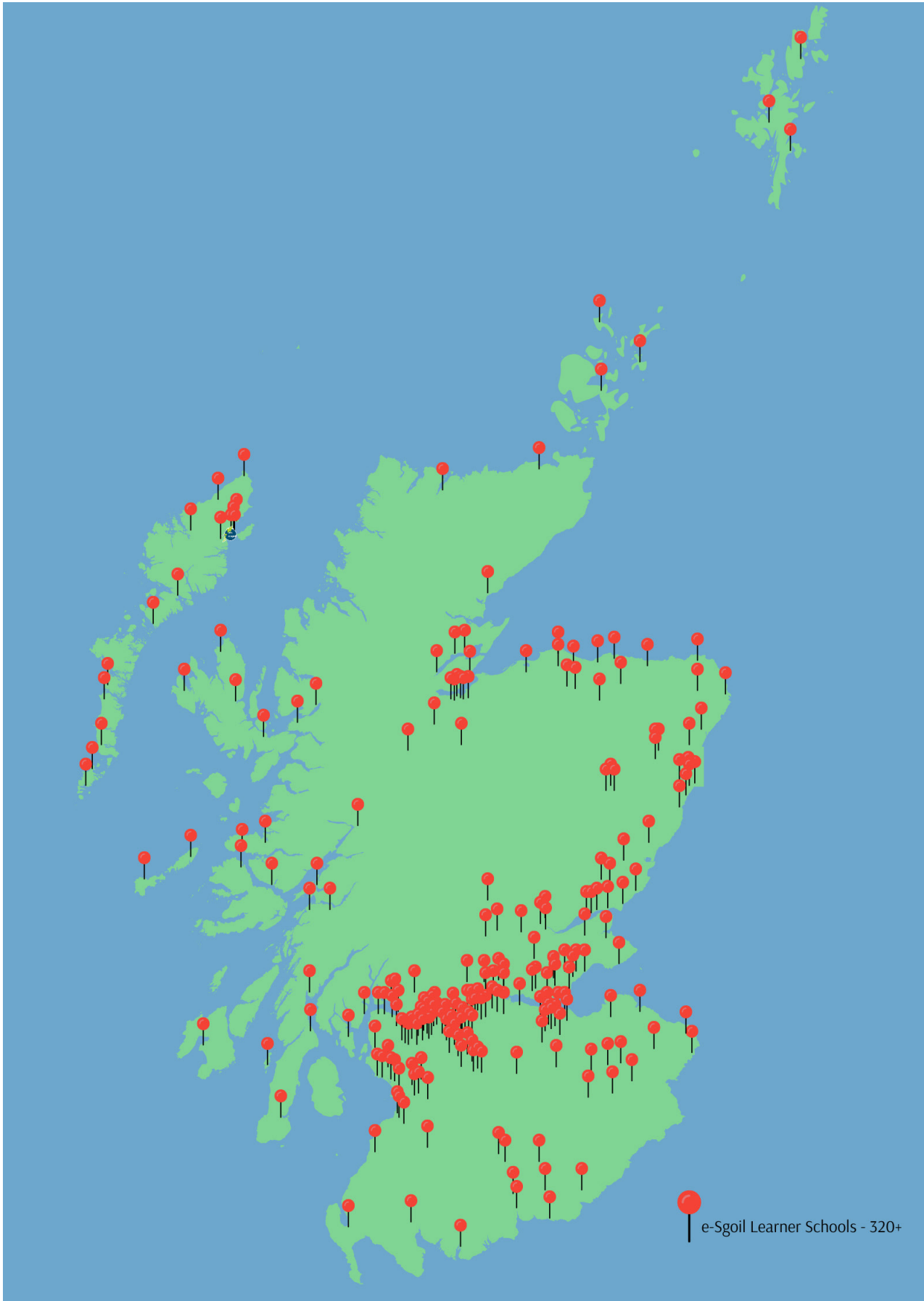
The e-Sgoil wheel demonstrates an integrated and holistic approach to education. All activities are encapsulated within the broad aim of enabling learners to overtake the four capacities of Scotland’s Curriculum, by enabling them to be and become: Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

e-Sgoil uses digital technology to enhance equity and opportunity by:

- removing barriers to learning;
- promoting equity for all learners in terms of subject choice;
- facilitating wider access to Gaelic/Gàidhlig courses and cultural activities;
- ensuring that the curricular offer is suited to the needs of the local economy and community;
- adding value to what local schools are able to provide;
- ensuring resilience in specialist teaching supply;
- creating flexible job opportunities for staff, irrespective of their geographic location.

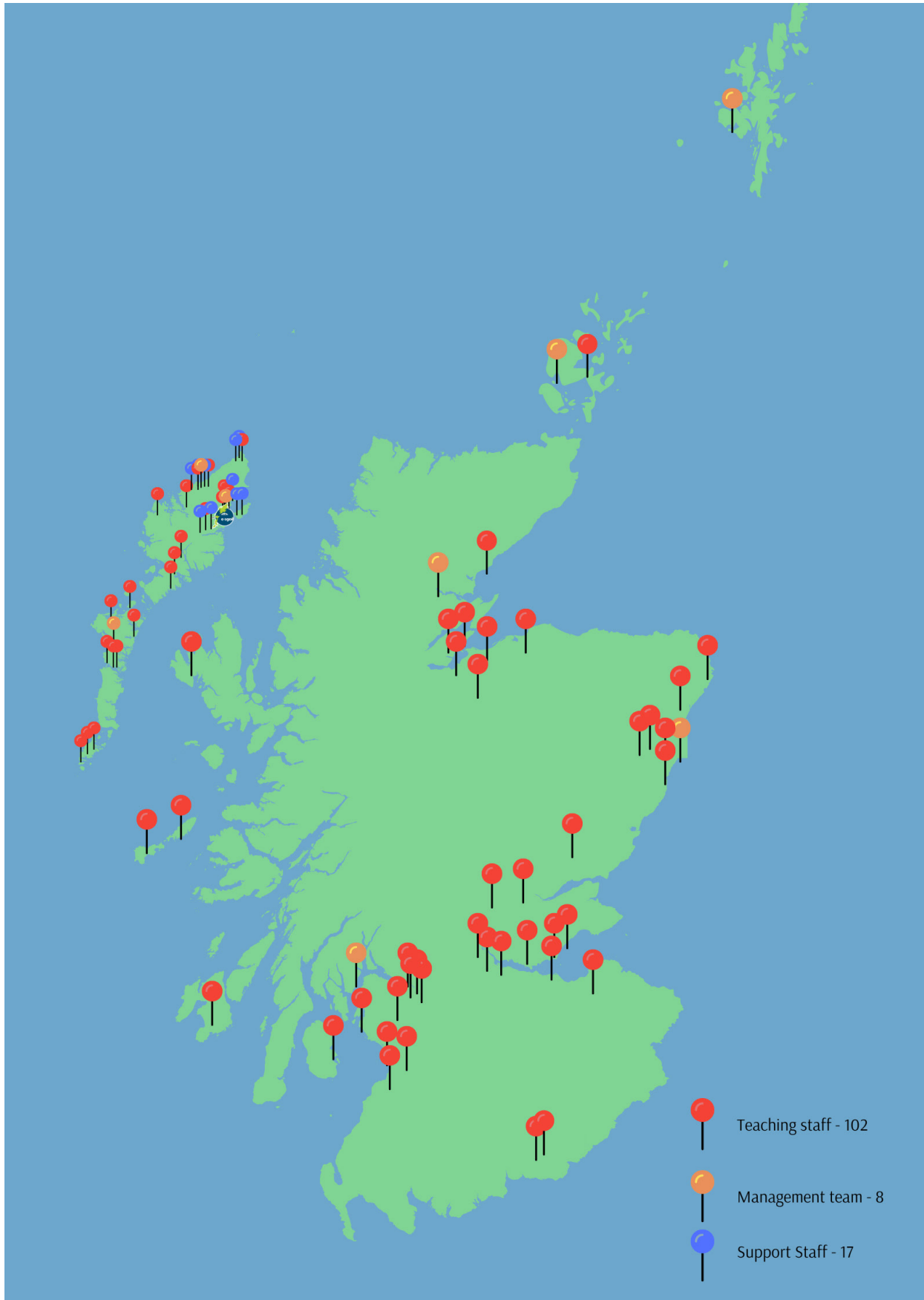


# Learner Locations 2022 - 23





# Staff Locations 2022 - 23





# What Our Learners Say

## Study Support

As a disabled person I find the webinars more accessible than the supported study at my school. It is great and easily accessible for all.

Thank you! Honestly don't know what I would do without this webinar group.

Great job on all the webinars. There is amazing consistency in the quality of the learning. The teachers are also very welcoming and inclusive.

## Gaelic Learners

This has been an invaluable opportunity to learn Gaelic. I am extremely grateful to be given the chance to work with excellent tutors.

I like my teacher she's really understanding and will explain everything really well and easy to understand her.



## i-Sgoil

The highlight of i-Sgoil for me has been being able to do my prelims for the first time.

Seeing myself improve and get better after thinking I was stuck and unable to achieve has been the best part of i-Sgoil.

Teachers in i-Sgoil are easy to listen to and give good feedback and advice to help us grow our skills and achieve our set goals

## DYW Live

It was great to have someone speak to you about entrepreneurs.

I found it interesting to see the dairy process come alive. I also thought the chat was a great function.

## Supply Teaching

Easy to access and easy to understand what is going on within the lesson at a greater detail.

Even if I'm not in school I can still join the class.

it's really good that the notes are all online !!!  
I can read them when I want.





# Evening and Easter Study Support

A programme of live, interactive, Evening Study Support webinars was provided for Senior Phase learners across Scotland. Webinars ran each week during term time. A programme of live, interactive, daytime Easter Study Support webinars was also provided for Senior Phase learners across Scotland. Webinars ran over eight days during the Easter holidays in 2023. Pre-recorded flipped learning, in the form of voice-over PowerPoints was uploaded and made available as a legacy learning resource.

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## Quantitative Evidence:

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### Evening Study Support:

- Registrations for Evening Study Support were received from all 32 Local Authority areas.
- 4,735 learners from 320 schools registered for a total of 19,000 webinar places, representing an increase of 115 individuals on last session's total.
- The Evening Study Support offer comprised 51 groups covering 25 subjects across N4, N5, H and AH levels.
- Almost all learners rated the 'overall quality of webinar experience' across the Evening Webinar programme as excellent.

### Easter Study Support:

- Registrations for Easter Study Support were received from all 32 Local Authority areas.
- 3,864 learners from 311 schools registered for a total of 16,100 webinar places, representing an increase of 550 individuals on last session's total.
- The Easter Study Support offer comprised 68 groups covering 28 subjects across N4, N5, H and AH levels.
- Almost all learners rated the 'overall quality of the Easter Study Support webinar experience' as excellent.
- Across the same sample, 97% of learners reported that attending Easter Study Support has helped to increase their confidence and reduce their anxiety ahead of final exams.
- The term 'helpful' appears 423 times in the Easter Study Support learner evaluation data.

### Study Support - Scottish Index of Multiple Deprivation (SIMD):

Analysis of registrants' SIMD postcode data shows that youngsters from the most deprived backgrounds are registering for the Study Support programmes in broadly proportional numbers. For instance, 23% of registrations for Evening Webinars came from young people living in SIMD band 1-3 postcodes, while 38% of registrations came from young people living in SIMD band 8-10 postcodes. Similarly, 20% of registrations for Easter Webinars came from young people living in SIMD band 1-3 postcodes, while 42% of registrations came from those living in SIMD band 8-10 postcodes.

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### **Qualitative Evidence:**

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#### Comments from learner evaluations:

- *Really engaging and the information given is really useful.*
- *The teachers and staff are very committed and helpful.*
- *Very helpful! I shall pass my exams after all! Thanks!*
- *The teachers were absolutely amazing.*
- *I love that these were so interactive! We were also able to get feedback and go over the answers to explain them out properly.*
- *Absolutely wonderful, the teachers were very articulate and clear, I've learned lots.*
- *Thank you! Honestly don't know what I would do without this group.*
- *They have helped me get from a B to an A in 3 subjects.*
- *SO GOOD.*

*70 pupils in for the last session. Such lovely comments from the pupils at the end, who have attended every week and used the team to ask and offer support from/to each other all year. I'm sure many young people feel like this ... A brilliant thing that exists for these pupils. - Webinar Teacher*

*I wanted to pass on my thanks to your team. My son is in S4 and attended your live Easter Study sessions for the first time today for his N5s. He found them very helpful, engaging and easy to understand. - Parent*

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## Next Steps:

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e-Sgoil plans to continue to improve equity across the Study Support programme.

An analysis of registrants' SIMD postcode data will be shared with Attainment Advisors, RIC representatives and Local Authorities. Efforts to increase registration numbers for the programme will continue, specifically looking to increase the proportion of registrations from youngsters whose postcodes are in SIMD bands 1 - 3.

A short video resource showcasing learning and teaching from a range of evening webinars will be created. This resource will be used to help colleagues, learners, parents and carers to understand what a webinar is, and how it promotes learning.

e-Sgoil will continue to develop equity of access to webinars for youngsters with additional needs. While youngsters with disabilities have commented that webinars are in some cases more accessible for them than study support on offer in their home schools, recent staff feedback about the accessibility of timetables and other information for people with visual impairments will inform future graphics. This will be improved ahead of the launch of next session's programme. Existing information on accessibility for learners with hearing impairments will be shared at the outset of next year's programmes.





# i-Sgoil (Interrupted learners' provision)

The live, online i-Sgoil provision has grown over the course of 2022-23 with demand coming from across Scotland. This session, i-Sgoil has supported over 170 learners from P2 to S6, with classes grouped in five distinct cohorts.

Each group of learners has access to a broad curricular offer, co-created with learners, allowing them to re-engage with learning in an environment which aspires to meet their individual needs. All learners remain on their own local school roll. i-Sgoil's PT Guidance works effectively with school contacts, parents/carers and the learners themselves, to ensure that each child is informed, supported and listened to throughout their time with i-Sgoil. i-Sgoil also provides learners with a range of extra-curricular experiences, as well as opportunities to build relationships and grow in confidence.

Further information on the provision can be found in this [nutshell guide](#).

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## Quantitative Evidence:

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199 referrals  
received this session:

- 49 - Primary
- 150 - Secondary

134 learners currently  
onboarded and  
engaging\*

- 23 - Primary
- 72 - S1-3
- 39 - S4-6
- 27 Local  
Authorities  
represented

41 learners transitioned  
part-time/full-time back  
to their school

- 8 – Primary
- 23 – S1-3
- 10 – S4-6

\* i-Sgoil is currently at capacity and has a waiting list of learners.

## Qualitative Evidence:

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### Learners:

- Most learners highly rate their experience of i-Sgoil
- Most learners state that they are progressing well with their learning through i-Sgoil
- Most learners state that i-Sgoil helps them to feel more positive about learning
- The majority of learners state that being part of i-Sgoil gives them a sense of achievement
- The majority of learners state that being part of i-Sgoil makes them feel better about themselves

My highlight is it's making me feel more comfortable in my learning and I feel I am getting more achievements and more learning than I would be in a normal classroom.

- i-Sgoil learner

### Parents/carers

- Almost all parents/carers view i-Sgoil as a highly valuable service.
- Most parents/carers highly rate their child's experience of learning through i-Sgoil.
- Most parents/carers state that their child is progressing with their learning through i-Sgoil.
- Most parents/carers state that i-Sgoil helps their child to feel better about themselves.
- The majority of parents/carers state that being part of i-Sgoil has helped to give their child a sense of achievement

Very glad to be supported by i-Sgoil, and can't praise it enough. Its been a lifeline for our family, and without it I think that our learner would still be lost and have no way forward.

- i-Sgoil parent

## Referring Schools

- All school key contacts view i-Sgoil as a highly valuable service.
- Almost all school key contacts highly rate their experience of working in collaboration with i-Sgoil.
- Most school key contacts highly rate the i-Sgoil learner experience.

Engagement and general overall improvement in confidence and taking part in school work has increased 100 percent. This has been so important for mental health, confidence and just all round improvement.  
- PT Guidance in referring school





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## Next Steps:

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i-Sgoil is looking to build on learning to date and act upon stakeholder feedback in the following ways:

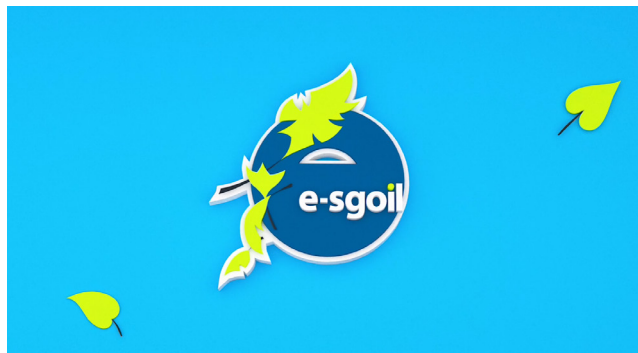
- Review and enhance the curricular offer to ensure breadth, relevance and progression
- Review approaches to communicating with all stakeholders, including exploring creative approaches to capturing learner achievement and progress
- Further develop opportunities for children and young people to socialise within our online environment

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## The Learner Journey

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- [Testimonial Video](#)



- [English essay](#)

### Personal Reflective Essay – Nat 5 English

i-Sgoil S4 learner

Anxiety is something we all experience at least once in our lifetime. Whether it be a class presentation you must do or meeting a new person for the first time, there is no escaping that overpowering sense of dread and panic, it is a natural human emotion that many develop ways to cope with. We all get that horrible tight feeling in our stomach but it may never last. Most can move on with their days as if nothing had even happened. But what happens for the people who do not find ways to cope? The people whose whole life is a constant battle against that horrible feeling. It is almost as if there is constantly a little voice in your head, telling you everything that may go wrong as soon as you step out of your comfort zone. No matter how big or small the situation may be that feeling is always there to hold you back.



# Developing the Young Workforce (DYW) Live

DYW live is a programme of live, interactive work-related learning sessions for learners from P1 to Senior Phase. It is delivered by a network of more than 60 partner organisations and employers.

Courses/sessions continue to be delivered via MS Teams in Glow. There were also an increased number of themed days or weeks presented as open-access webinars, streamed via the e-Sgoil website. Some themed weeks paired open-access livestreams giving an overview of a topic, with more interactive follow-up sessions on Teams in Glow.

Successful delivery of and support for certificated courses continued (e.g. Young STEM Leaders and Introduction to Personal Development), while Virtual Work Placements were introduced for the first time.

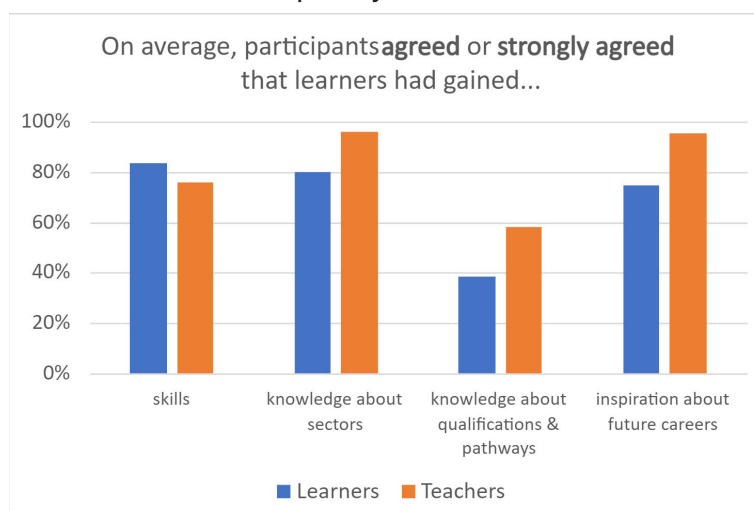
Every session for learners offers an indirect opportunity for Career-Long Professional Learning (CLPL), in both online delivery and the specific subject matter. In addition, the programme offers specific professional learning sessions for teachers.

## Quantitative Evidence:

This year's offer included 40 courses and 10 Themed Weeks (livestreamed webinars).

Teachers from every local authority registered on behalf of their learners for DYW Live sessions. 1,082 registrations for DYW Live courses or themed events have been received. Over this period, there have been a total of 44,915 learner attendances at live sessions, with further on demand views.

Almost all learners rated the overall quality of DYW Live session highly.  
Almost all teachers rated the overall quality of DYW Live sessions highly.



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## Qualitative Evidence:

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*It was great to have someone speak to you about entrepreneurs -Learner comment on sessions delivered by Scotland's Enterprising Schools – Could You Be an Entrepreneur?*

*I found it interesting to see the dairy process come alive. I also thought the chat was a great function - Learner comment on the Talk to a Farmer Week by the Royal Highland Education Trust*

*I thought it was great having guest speakers that use Gaelic on a daily basis and are giving personal experience of how they use it and where it has taken them in their career along with the great presenters. - Teacher comment on Languages & Your Career sessions by Scotland's Centre for Languages*

*This was an excellent opportunity for my S3 pupils to see that there are other pathways into this particular career. The speaker was very eloquent and we found the session very beneficial. - Teacher comment on Winter Pathways*

*Difficult to have the right class attend at the right time so great they were recorded! - Teacher comment on Winter Pathways*

*The sessions have been a great way to introduce the company in the areas we are working in, showing young people the wide range of roles available to them throughout the construction sector. We've had a fantastic response from teachers and pupils and CCG's own staff have really enjoyed the experience using their skill sets to engage with schools and in turn boosting their confidence. - Partner comment on CCG Building Futures – Careers in Construction*

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## Next Steps:

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- Ensure that programme planning is informed by data from personalisation & choice exercise
- Develop a digital badging/passport system to recognise achievement
- Further enhance the certificated provision e.g. Maritime Studies NPA
- Launch a 'teacher ambassador programme' to encourage further engagement.
- Align and promote career offers according to learner attributes



# Supply Cover

e-Sgoil provides online supply cover for schools which are unable to source specialist staff locally. This service is provided by e-Sgoil staff who have been recruited, trained and supported to be ready to deliver sessions into schools across Scotland. All staff are GTCS registered teachers.

## Quantitative Evidence:

Supply staff have engaged with a total of 522 learners so far this session. The table below shows where the staff delivered teaching and learning;

School	Local Authority	Subject	Level(s)	No of Learners
Brae High School	Shetland Islands	Graphic Communications	S3/N5/H	6
Banff Academy	Aberdeenshire	Maths	N5	45
Speyside High School	Moray	Gaelic	BGE	1
Kilmuir Primary	Highland	Primary GM	BGE	17
Sandbank Primary	Argyll and Bute	Primary GM	BGE	45
Castlebay School	Na h-Eileanan Siar (Western Isles)	Physics	AH	4
Doon Academy	East Ayrshire	Music	N5-H	20
Sir E Scott	Na h-Eileanan Siar (Western Isles)	Chemistry	S3-H	4
Golspie High School	Highland	Admin	N5	11
Golspie High School	Highland	Business Management	N5/H	10
Golspie High School	Highland	English	H	17
Brae High School	Shetland Islands	German	N5/N3	3
Golspie High School	Highland	Film & Media	N5	15
Sandwick JHS	Shetland Islands	Modern Studies	BGE/N5	12
Sandwick JHS	Shetland Islands	History	BGE/N5	30
Alness Academy	Highland	Spanish	N5/H	19
West Dunbartonshire CPD	West Dunbartonshire	Gaelic	N5	5
James Gillespies	Edinburgh City	Gaidhlig	AH	2
Castlebay School	Na h-Eileanan Siar (Western Isles)	French	BGE/N5	6

School	Local Authority	Subject	Level(s)	No of Learners
Gairloch High School	Highland	Chemistry	N4/N5/H	16
National Offer	School based learners	Gaidhlig	H	5
National Offer pupils	School based learners	Gaidhlig	N5	3
National Offer	School based learners	Gaelic	H	2
National Offer	School based learners	Gaelic	N5	2
National Offer - Adult	Adult learners	Gaelic	AH	4
National Offer - Adult	Adult learners	Gaelic	H	22
National Offer - Adult	Adult learners	Gaelic	N5	43
Bo'ness Academy	Falkirk	Graphic Communications	N4-H	30
Bo'ness Academy	Falkirk	Design & Manufacture	BGE	55
Rothesay Academy	Argyll and Bute	Chemistry	H/N5	31
Sgoil Lionacleit	Na h-Eileanan Siar (Western Isles)	Modern Studies	BGE-H	37



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## Qualitative Evidence:

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Recent evaluations showed that:

- Most learners appreciate having an online teacher to support their learning.
- Where no face-to-face teacher is available, learners appreciate input from a subject specialist.

Sample learner quotes include;

I like the fact we're still learning with no in-person teacher.

It's the same experience that you'd have in a classroom with a teacher in person.

I like the fact that I can see the working better as it's on my screen and I don't have to look over pupils to see the board.

Finally learning how to factorise!

I like e-Sgoil because you don't have to go onto the call to access the important information but also that u can contact the teachers through e-Sgoil so that u can ask them questions.

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## Next steps:

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The core supply service will continue to be developed over the next session. It can be invaluable for schools where there is pressure on them to deliver a course and they are unable to source supply cover, either through lack of availability, or due to their location.

e-Sgoil has a bank of over 180 supply teachers who are available for deployment across Scotland. It is particularly gratifying to note that schools who have used e-Sgoil in the past very often return when they find themselves unable to cover a teaching post.



Dug's Discovery Den continues to engage our youngest learners with a varied range of cross-curricular experiences, both online and offline. This approach is the result of a collaboration between early learning and childcare (ELC) and early primary educators across the country, Education Scotland and e-Sgoil. It offers young children across Early Level an interactive collection of activities that are designed to inspire learning and exploration beyond the screen.

Dug's Discovery Den is available in both Gaelic and English. It is accessible for use within any learning setting, childcare provision or the home environment.

The online activities are accessed via interactive learning spaces on the e-Sgoil website. The learning spaces constantly adapt to reflect the young learner's world and interests. They encourage real-life play, movement, songs, stories, dance, outdoor interactions and experiences. It is underpinned by the principles of *Realising the Ambition: Being Me* – the national practice guidance for Early Years in Scotland. Dug is also a real-life mascot, who travels around the country visiting children in a variety of schools and early years settings. To date, Dug has visited 25 of Scotland's 32 local authorities. This real-life element has prompted many stories of impact and connection with young children and educators across Scotland.

Dug has a Twitter account to let followers track his adventures: [@BeingMeWithDug](https://twitter.com/BeingMeWithDug). Dug's Discovery Den can be found at <https://e-Sgoil.com/early-years>

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## Quantitative Evidence:

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- Dug has travelled to all Regional Improvement Collaborative areas in Scotland through his local authority visits.
- Dug's Twitter account has an additional 166 followers this year bringing the total to date to 782.
- Dug's Discovery Den in English has had 6,468 hits this year bringing the total number of hits to 40,641 to date.
- Dug's Discovery Den in Gaelic has had 538 hits this year bringing the total number of hits to 3558 to date.

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## Qualitative Evidence:

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There continues to be demand for Dug to visit local authorities.

### Dug's Discovery Den (Thinglink)

- *Love the concept and the background! It's simple with very few clicks through. There is lots to keep children engaged and easy to add and develop.*' - educational leader within a national organisation
- *It provides different areas of learning to support children on one platform. Great to have a tool to share with parents.* - parent/guardian of a child under the age of 7
- *So far, I have just discovered the Thinglinks for Dug - they are amazing and have been well received by our families.* - teacher in a primary setting
- *I think these interactive approaches are the best I have seen and I have researched lots of sites to find new ways to engage learners. Brilliant!!!! Thanks. I now design my own versions for my classes!!!!'* - teacher and parent/guardian of a child under the age of 7

### Dug's Discovery Den (Gaelic version)

- *Loved the use of existing resources – there is learning for parents and children* - education leader within a national organisation
- *As a GM Primary Teacher, I think that his would be very useful for some parents as well as EY practitioners.* - teacher in a primary setting

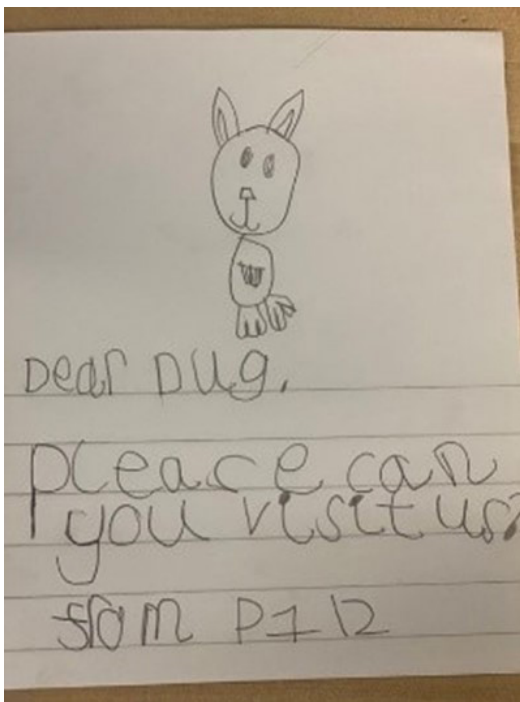
### Dug's visit to Early Years Setting

Some Local authorities are now asking Dug to revisit settings to see how much the children have progressed since his last visit. An example of this is West Lothian Council where Dug re-visited Our Lady's Nursery Class as part of their transition programme. Children wrote a letter for Dug to visit and staff used Dug to plan home-school links using the theme 'Being Scottish with Dug'. This work was widely shared through social media and inspired practice in other settings.



The P1's were beyond excited to see Dug again. Everyone could benefit from having a little Dug in their life! When woodworking, one of the children made a model of Dug and asked why Dug doesn't have a sister? Can't wait for him to come back - A Senior EYO at Our Lady's Nursery Class

An example of a letter from Our Lady's Nursery Class, a communication to parents and social media activity:



 Our Lady's Primary School & ELC @wlourladysps

Wonderful working with P1 @BeingMeWithDug Today these confident woodworkers created a miniature Dug and a monster truck #DYW @WL\_Equity @WL\_STEM @LoveWestLothian



Exploring being Scottish with DUG <https://www.e-sgoil.com/early-years/#dug>



**Can you help us?**  
Do you have any small dog toys or anything Scottish we could borrow during his visit?

**Sharing our successes**  
DUG would love for you to share your successes from home or things you like to do. Did you know he has his own website?

**Try @ Home**  
Can you take a photo of you next to your street or road name? Upload them onto our learning journal and we can show these to DUG!

**Exploring Scotland**  
Have you visited any Scottish Landmarks with your family? Please share these onto your learning journal to show DUG

**Exploring having the right to a nationality /belonging**  
DUG will be arriving next week to visit our ELC & P1/2 children! He is looking forward to returning to Stoneyburn.

Nursing Little Learners  
We Help We Learn We Grow

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## Next Steps:

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Twitter continues to be the social media platform on which most Early Years settings, practitioners, etc. engage with Dug. The majority of interactions are with practitioners.

Our next steps will be to:

- capture more of the stories of Dug's visits to Early Years settings and find innovative ways of sharing the impact this is having on learners and practice;
- capture the number of visits and revisits to settings each year;
- expand Dug's family following learner feedback;
- continue to develop the learning spaces based on practitioner, parent and pupil feedback;
- develop an easy-to-use feedback button for learner experience.





Scotland's Assembly is a live, interactive series of broadcasts hosted on the e-Sgoil website.

Each assembly is based around a theme and features guests from well-known locations across Scotland. It is supported by a first and second level "Learning Space" which hosts a series of resources that are accessible to learners. These resources aim to provoke playful exploration of the given theme.

This year's assembly themes included Christmas with Dug's Discovery Den, World Gaelic Week and Burns Night.

e-Sgoil, in collaboration with *Tree of Knowledge*, was asked to lead the learner sessions, as part of the Scottish Government's *National Discussion on the Future of Scottish Education*.

These interactive sessions used the Scotland's Assembly format to:

- enable learners to contribute their own submissions to the consultation;
- facilitate group activities which would form part of a class submission to the consultation.

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## Quantitative Evidence:

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### Scotland's Assembly

Approximately 2500 learners watched the live sessions and 6500 learners have watched the sessions on demand.

### First Level Learning Space

59,136 items have been viewed over the 2022-2023 academic year.

### Second Level Learning Space

61,325 items have been viewed over the 2022-2023 academic year.

### National Discussion

Approximately 26,000 learners watched live sessions, submitting 20,000 pieces of evidence and approximately 6600 watched the sessions on demand.

92% of the schools who took part in Our National Discussion Live rated their experience as very positive. As a result of the live session, 88% of these schools submitted evidence as part of the National Discussion.

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## Qualitative Evidence:

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Representative feedback from teachers and learners:

*What a lovely way to start the morning by tuning in to #ScotlandsAssembly - the music along with the Scots story is wonderful to hear!* - Teacher on Twitter

*...we are taking on some very important messages* - Learner in the live comments

*Fàisg air deireadh #SeachdainNaGàidhlig choimhead ar clasaichean Gàidhlig agus Beurla air Cruinneachadh na h-Alba bho @eSgoil. Chòrd e ris a h-uile duine, gu h-àraid nuair a thuir iad ainm ar sgoil!* - Teacher feedback from the World Gaelic Week Assembly

*Near the end of #SeachdainNaGàidhlig our Gaelic and English classes watched the Scottish Collection from @eSgoil. Everyone loved it, especially when they said our school's name!* - Teacher feedback from the World Gaelic Week Assembly

*The children in my class were very engaged and enjoyed the way it was presented.*  
- Teacher feedback on National Discussion session

*Thank you! Very informative and good to know the children's voices are being listened to* - Teacher feedback on National Discussion session

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## Next Steps:

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- Continue to build relationships with schools and to involve them more meaningfully in the planning of Assembly themes
- Further develop the assembly themes and the accompanying 'learning spaces' so that they model pupil-led play and outdoor learning
- Begin to create guides to using the archived assemblies as a useful curricular resource.



# Gàidhlig and Gaelic National Qualifications

e-Sgoil delivered a suite of qualifications for both Gaidhlig and Gaelic (Learners) to school pupils and adults.

The data below shows:

- 2022 SQA Exam Results
- 2022 - 2023 enrolments
- Key information about the adult demographic

## Quantitative Evidence:

### 2022 SQA Exam Results:

• National 5 Gaelic (Learners)	Pupils	3 As 2 Bs, 1 C, 1 D
• National 5 Gaelic (Learners)	Adults	19 As 2 Bs
• Higher Gaelic (Learners)	Adults	7 As
• National 5 Gàidhlig	Pupils	1 A
• Higher Gàidhlig	Pupils	1 A
• Advanced Higher Gàidhlig	Pupils	1 A

### 2022 – 2023 Enrollment:

Course	Number Enrolled
National 5 Gaelic (Learners) – Adults/ Pupils	45/2
Higher Gaelic (Learners) – Adults/ Pupils	24/2
Advanced Higher Gaelic (Learners) - Adults	5
National 5 Gaidhlig - Pupils	3
Higher Gaidhlig - Pupils	5
<b>Total</b>	<b>86</b>

### Additional Information:

- Advanced Higher Gaidhlig was delivered into James Gillespie's High School (Edinburgh) to support two S6 pupils.
- Gaelic (Learners) pupils came from 3 different schools, across 3 Local Authorities and included 1 home educated pupil.
- Gaidhlig pupils came from 4 different schools, spread across 3 Local Authorities.
- 19 of the adult learners in the National 5 and Higher class work in education across 9 Local Authorities.

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### **Qualitative Evidence:**

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Feedback from both school pupils and adults shows the impact that the course has had on participants. This clearly demonstrates that without e-Sgoil's model of delivery the opportunity to learn Gaelic would not exist for some.

- *I think e-Sgoil plays a vital role in supporting and motivating learners both young and old in rural Scotland. - Adult Learner*
- *Everyone is very encouraging and supportive of each other, and the tutors are excellent. I like the variety introduced to the lessons and the use of humour. We are encouraged to participate without there being too much pressure. - School Pupil*
- *e-Sgoil is very accessible and enabling and overall, it's been excellent quality of teaching. - Adult Learner*
- *On the whole it's an amazing programme that is making it possible for many of us who would simply not have had the opportunity without it. - Adult Learner*

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### **Next Steps:**

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National Qualifications at National 5, Higher and Advanced Higher both Gaidhlig and Gaelic (Learners) will be available in session 2023 – 2024 for both school pupils and adult learners. To date, there has been interest in the pupil courses from 20 different settings and a mixed profile of adult learners expressing an interest.



# Gaelic Curriculum Enrichment

e-Sgoil's Gaelic offer encompasses provision for Gaelic (Learners) in the primary school, curricular enrichment for Gaelic Medium pupils, support for Gaelic Medium teachers and CLPL for staff.

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## Quantitative Evidence:

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### Misneachd

Misneachd, meaning confidence, is e-Sgoil's provision of bespoke, small group support for Gaelic Medium Pupils. The aim of Misneachd is to increase learner confidence in Gaelic.

Misneachd's impact was recognised in February 2023 when the e-Sgoil Team won the Learning Award at the [Scottish Gaelic Awards](#).

110 pupils have been involved in Misneachd in session 2022 – 2023. These learners were from 15 schools spread across 7 Local Authorities (Argyll and Bute/Comhairle nan Eilean Siar/The Highland Council/Edinburgh City/Glasgow City/Angus/Refrewshire).

Learners, the schools' teachers and e-Sgoil teachers were all involved in tracking the development of learner confidence in Gaelic. Recent tracking shows that:

- Almost all learners engaged with Misneachd stated that it improved their confidence.
- All school staff reported that Misneachd improved their pupils' confidence.

### Gaelic (Learners) 1 + 2:

As a means to support the embedding of Gaelic Learners programmes within primary schools, e-Sgoil offers up to 20-week blocks of Gaelic provision for schools, as part of their 1 + 2 Languages curriculum. To date, over 250 pupils have been involved in this provision from 18 schools across 7 Local Authorities.

The overall experience of the course has been rated as very positive and 38% of respondents stated they would not have had the opportunity to deliver Gaelic sessions without this offer.

### Travel, Tourism and Sustainability:

Gaelic Medium Travel, Tourism and Sustainability was delivered to secondary pupils from 6 schools within the 5 Local Authorities (Western Isles, Argyll and Bute, Glasgow City, Perth and Kinross, and Highland).

### Gaelic Medium Ealain (Art):

Gaelic Medium Art sessions have been delivered by 2 Art teachers to over 16 schools. These schools were from local authority areas of Western Isles, The Highland Council, Argyll and Bute, Glasgow City, North Lanarkshire, Edinburgh City, Angus and Aberdeen City.

Almost all learners rated their art lessons very highly.

### Early Years Gaelic Medium STEM:

The initiative aimed to build Early Years practitioner confidence in, and awareness of, STEM and to build on the underlying principles of *Realising the Ambition*. This programme was developed and supported by Education Scotland.

The aims were to; develop an online programme of support helping early Years Gaelic Medium staff to engage confidently in STEM experiences, assist Early Years Gaelic Medium staff in identifying and sharing good practice and to further develop training materials to deliver Gaelic Medium STEM experiences to Early Years settings.

All Early Years settings in the Western Isles participated in this staff training. Almost all staff gave the training sessions the highest possible rating.

### West Dunbartonshire Staff CLPL Classes:

In session 2022 – 2023, a 20-week block of CLPL classes were delivered for beginner Gaelic (Learners), post-beginner and intermediate students, as well as a 1:1 class, with a total of 7 students involved. This provision has been delivered for the past 3 academic years





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## Qualitative Evidence:

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The following comments have been shared with e-Sgoil by key stakeholders.

### Misneachd

*The support from e-Sgoil has been invaluable. In the areas that we are carrying forward it will ensure the children receive the support they need to continue with and grow their Gaelic language skills across the curriculum. Thank you for your support - Feedback from class teacher*

*The communication and teaching from e-sgoil staff have been exceptional. Taing mhòr, MHOR. Tha sibh nar taic dhomh fhìn agus dhan chloinn. (Many, many thanks. You're a help to me and the children.) - Feedback from class teacher*

### Gaelic (Learners) 1 + 2:

*The learning has been very interactive and the teacher has been able to organise fun games to help the children learn the language. It has been great to learn alongside another group of children as well! – feedback from class teacher*

### Travel, Tourism and Sustainability:

*It is great for the pupils to access learning out with our own centre, to see that Gaelic is something that exists out with our own classroom walls. Hearing different people speaking Gaelic is of great benefit to their comprehension and listening skills. – feedback from class teacher*

*e-Sgoil is just genuinely better than regular school. – feedback from learner*

### Ealain:

*The teacher was always really good at giving feedback and I liked most of the art lessons especially one where we drew texture types of things in a hand. The teacher was always very patient. – feedback from pupil*

### Early Years Gaelic Medium STEM

This was a very good course with good simple ideas that children can participate in.  
- early years worker

*Taing mhòr airson seo. Tha na deilbh dìreach miorbhaileach!  
(Thank you so much for this. The pictures are just wonderful!) - early years worker*

## Next Steps:

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- e-Sgoil plans to expand provision in relation to curricular enrichment for secondary GM pupils and to work on developing a Gaelic (Learner) pathway from Primary to Advanced Higher which will be rolled out across future school years.
- Specialist Supply and CLPL courses will be available as demand requires.
- e-Sgoil plans to expand Misneachd into the secondary, with work underway on a BGE S1 – S3 pilot beginning in August 2023, with a focus initially on listening and talking skills.





e-Sgoil aims to:

- improve the accessibility of our learning resources and to put inclusion at the heart of our practice.
- remove barriers to young people accessing learning at e-Sgoil.
- support teachers to adopt inclusive practice as part of their online delivery

In addition, e-Sgoil looks to provide support for any excluded groups. This year e-Sgoil delivered a national package to support Ukrainians displaced to this country. This was a family learning opportunity that focussed on conversational English designed to support learners to learn English and to integrate into their local communities. All learners agreed that it met their expectations and that they were more encouraged to continue to learn and use English as a result.

Caption.ed was used in some lessons to allow live captioning and the creation of lesson notes and a transcript for learners. It was also used to caption recorded Mental Health lessons and provide a supportive transcript to make the resource more accessible for all.

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## **Quantitative Evidence:**

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i-Sgoil learners have all had difficulty accessing education and learning in a traditional school setting. However, almost all i-Sgoil learners have evaluated their learning sessions at i-Sgoil as very positive.

Almost all Easter Study Support learners who identified with Additional Support Needs (ASN) rated their experience of the Easter Study Support highly, which is similar to those learners without ASNs.

Almost all Ukrainian learners who contacted e-Sgoil to register for Beginner's English lessons went onto access the lessons. Of the 70 families (on average) who attended the learning sessions almost all rated the sessions as excellent. This was in response to their enjoyment of the learning and how the sessions met their expectations. As this was a family learning opportunity, it included a cross-section of parents with children, couples, and individuals of all ages.



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## Qualitative Evidence:

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*Enjoyed the level of interaction with the students and the anonymity of answering questions with Padlet and Menti - Easter Study Support learner with Autism and processing difficulties.*

*Yes I feel much more confident about the exam and it has helped with anxiety about the exams as the teachers are very positive - learner with dyslexia.*

*As a disabled person I find the webinars more accessible than the supported study at my school.- Evening Study Support learner.*

*It is great and easily accessible for all - learner with dyslexia.*

*The teachers at i-Sgoil are very supportive and encouraging, they understand the circumstances and provide a positive environment and education. The kindness and acceptance of the teachers is a highlight. - i-Sgoil learner.*

*New phrases have appeared for me for everyday use, ability to immerse yourself in English while communicating. With each lesson I learn something new, I now know new words and I improve my knowledge. - [Interview from a Beginner's English Learner](#)*

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## Next steps:

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- Accessibility support packages will be distributed to all learners looking to engage with e-Sgoil programmes.
- e-Sgoil will explore the use of Caption.ed by i-Sgoil learners to improve access to learning. This is software that helps write a transcript of lessons which the learner can use as class notes and help them organise homework and tasks. This is particularly useful for learners with ASNs.
- Recite.me is an accessibility tool bar which e-Sgoil will use on the new website to ensure that anyone using the site can have easy access to accessibility tools. This will also ensure that anyone visiting the site recognises that 'accessibility for all' is at the forefront of e-Sgoil thinking and practice.
- Specific inclusive practice training for all e-Sgoil staff to be provided in collaboration with Education Scotland.
- Investigate providing ESOL (English for Speakers of Other Languages) classes for learners who are displaced from their home countries.



# Quality Assurance

The Management Team of e-Sgoil has worked collegiately to evaluate QA practice. The [QA calendar](#) was agreed and shared across e-Sgoil. Dates and tasks were regularly reviewed and updated in relation to emerging priorities. Key areas for development were identified through the [e-Sgoil School Improvement Plan](#).

There was a major focus on the process of planning, observing, feeding back and supporting next steps. All Management Team QA activities were audited and action plans were shared. Revised exemplar templates were shared for planning and observations.

Additionally, the Management Team has evaluated progress with the following HGIOS4 Quality Indicators:

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 3.1 Ensuring Wellbeing, Equity & Inclusion
- 3.2 Raising Attainment & Achievement

Statements focused on evaluation, not actions or processes. Supporting sources of evidence were noted, and ratings for each quality indicator were agreed.

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## Qualitative Evidence:

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All staff were actively involved in key QA processes and their contribution to raising standards across e-Sgoil

Quality assurance processes cover all e-Sgoil programmes.

Details of ratings and key strengths are detailed within the evaluation summaries of individual programmes and projects.

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## Quantitative Evidence:

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Pedagogy audit data showed that many staff had improved their planning and practice, especially in relation to differentiation.

Learner evaluations are regularly captured and analysed with results feeding into improvement planning.

Summaries of QA measures undertaken, and action plans are shared with staff.

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## Next Steps:

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The School Quality Improvement Plan for 2023/24 will build on the QA work that was developed in 2022/23.

e-Sgoil will continue to focus on quality lesson planning, planning for differentiation and SMT observation process.

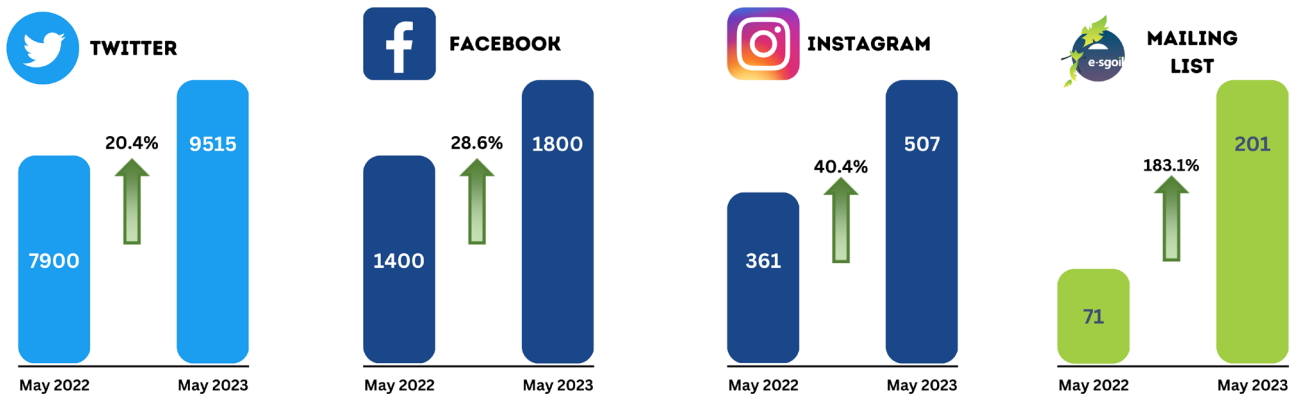


e-Sgoil built on its communications strategy during 2022-23 by:

- continuing to develop its use of social media (Twitter, Facebook, Instagram);
- attending workshops to broaden knowledge of tools contained in the main social media platforms;
- creating dedicated social media accounts for the DYW Live programme;
- partnering with an external agency to undertake an audit looking at social media presence;
- expanding the website with content related to new programmes;
- creating termly newsletters;
- contributing to the Education Scotland fortnightly online publication “Scotland learns”, Northern Alliance publications and local and national press;
- sharing bespoke reports with Regional Improvement Collaboratives showing learner and school engagements for key NeLO programmes, allowing for follow up and conversations at local levels.

## Quantitative Evidence:

The data below shows the growth in followers on e-Sgoil social media and mailing list subscribers.



Twitter posts continue to receive the most engagement with particularly strong numbers for content promoting the launch of programmes such as Evening Study Support and Easter Study Support. The launch of support resources such as the Exam Mindset Guide and Senior Phase Learning Spaces also received strong support on Twitter. Regular weekly posts are also published highlighting what’s coming up the following week or month.



## Qualitative Evidence:

The recent audit of our social media highlighted the following:

### Instagram:

- Over a 28-day period, you can see that posts increased their reach by 78% reaching over 1.4k accounts.
- Engagement is up 16% reaching 305 people by way of post likes, comments and shares.

This will partially be down to good use of content as well as the timing of the content close to school exams.

### Twitter:

*“Content is well received with multiple retweets, loves and views across majority of content.”*



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## Next Steps:

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- Create and progress a new communications strategy for 2023/24 following the social media audit.
- Launch of the new e-Sgoil website which will offer clearer navigation and allow for an improved user experience.
- Continue to build a strong social media presence on the main e-Sgoil and DYW Live accounts.
- Develop more creative content, including videos, for promotion and marketing purposes.
- Develop interaction and direct engagement with learners via social media.

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## Other:

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It had been hoped to make use of TikTok as one of the methods to engage and communicate more directly with learners as it is recognised that this is currently the main social media platform accessed by young people.

Progressing with an e-Sgoil TikTok account is currently paused due to ongoing concerns over the security of the platform. It is meanwhile planned to work in partnership with Young Scot to promote e-Sgoil programmes directly to learners via their TikTok account.

