

ITEM 3

REPORT TO: EDUCATION COMMITTEE – 25 JANUARY 2016

REPORT ON: PROPOSALS FOR THE IMPLEMENTATION OF THE 33 PERIOD WEEK IN SECONDARY SCHOOL

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 31-2016

1.0 PURPOSE OF REPORT

1.1 The purpose of the report is to inform the Committee of a proposal to implement a 33 period model across all secondary schools.

2.0 RECOMMENDATIONS

2.1 The Committee is asked to:

- note the contents of the report;
- approve the rationale for the proposal; and
- instruct the Executive Director of Children and Families Service to implement the change to a 33 period week across all Dundee Secondary Schools for the start of school session 2016/17.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications.

4.0 BACKGROUND

4.1 Currently each Dundee secondary school operates on the basis of a 30 period week with variations in starting, finishing and lunch times. Two schools have attempted to introduce other additional period blocks within their existing school week to provide greater flexibility. There are alternative models in operation and these have been evaluated carefully by all secondary Head Teachers who have discussed different timetabling options and reviewed the range of models in other areas of the country. As a result, there is a shared view among all secondary Head Teachers and Education Management that the 33 period model is the most effective model and should be introduced across all Dundee secondary schools. Many authorities now operate in whole or part on the basis of an asymmetric model, with others planning to make the change for session 2016/17 or are consulting on the proposed change. These include: Angus; Falkirk; East Renfrewshire; North Lanarkshire; Glasgow; Inverclyde; East Ayrshire; North Ayrshire; South Ayrshire; South Lanarkshire; Shetland; Stirling; Clackmannanshire; East Lothian; Renfrewshire; West Dunbartonshire; East Dunbartonshire; West Lothian; Mid Lothians; Edinburgh; Fife; Moray; and Orkney

4.2 The structure and timing of the school day, including lunchtimes, varies across the city but would be standardised through the introduction of the 33 period model. The proposed model offers a more flexible approach to the organisation of the curriculum and, although the total time spent at school is not increased, the model provides pupils with an additional 114 teaching periods over the course of a school year. In addition, the model maximises the amount of teaching time that can be delivered by staff during the course of a school week. It operates on the basis of three days with seven teaching periods and two days with six teaching periods. As a result of the proposed changes to the timing of the school days, extensive consultation has been carried out with staff; parents; pupils; Tayside Contracts and local transport providers to ascertain the views on the feasibility of this change. The feedback from Tayside Contracts and transport providers has been positive and the end times for the school

day did not pose specific issues or difficulties.

5.0 RATIONALE FOR CHANGE

- 5.1 The introduction of the 33 period model will ensure commonality across our secondary schools. It will standardise the school day, including lunchtimes, and will make timetabling and consortia arrangements easier to organise between schools. The model takes due account of the demands of the Curriculum for Excellence and will enhance the current timetabling arrangements. The revised approach to timetabling would help to deliver 2 periods of Physical Education, extend opportunities for vocational education and allow more time for practical subjects. It has the potential to ensure increased flexibility for learners and provide a better balance of study across each of the eight curricular subject areas. To put this into a context, the move to a 33 period week will give each pupil access to an additional 114 teaching periods each year or the equivalent of 684 periods across their time in secondary school from S1-S6. The additional periods will be used in a variety of ways such as extending learning opportunities, delivering pastoral care and providing extra study time for exam subjects in the senior phase.
- 5.2 The initial S1-3 experience for learners in secondary schools is intended to provide a broad general education. It is followed by the Senior Phase from S4 to S6 where learners continue to focus on academic and vocational studies as well as the development of skills for learning, life and work. At this stage, pupils will continue to undertake national qualifications and prepare for the transition to life beyond school. Based on feedback from other council areas, the 33 period model is a more flexible curriculum organiser for schools since it allows school staff to promote national entitlements such as citizenship and enrichment opportunities along with the provision of courses leading to national examinations.
- 5.3 The implementation of a Curriculum for Excellence requires a specific focus on the development of high quality and relevant vocational learning to prepare pupils for the wider world of work. The Children and Families Service has very positive links with Dundee & Angus College and the universities of Dundee and Abertay. The proposed model will offer a common school day across the city, improve joint working arrangements, make it easier for schools to timetable shared courses and provide increased choice for young people. The common school day will simplify the organisation of ongoing activities such as work experience programmes, vocational courses at Dundee and Angus College, Advanced Higher study through the City Campus and the delivery of the Scottish Baccalaureate award for S6 pupils.
- 5.4 The proposed model provides a more efficient timetabling model than the existing model and maximises the time that teachers can spend with pupils. In real terms, the model would create an additional 314 teaching periods per week which is the equivalent to 13 full time teachers. These periods could be used in a variety of ways at individual school level for the benefit of pupils and staff.

6.0 CONSULTATION

- 6.1 Schools wrote to all parents at the beginning of November 2015 outlining the proposal. The original model proposed is included as Appendix 1. In addition to this, Head Teachers met with staff, pupils and parent councils to discuss the proposals. Meetings were held at a central level with the chairs of all the secondary parent councils as well as with Tayside Contracts and local transport providers. Children and Families management staff also met with Trade Unions.
- 6.2 A range of views were expressed during the consultation and the following points were highlighted by staff, parents and pupils in relation to the original model:
- **The long afternoon.** There was a view that a 3 period afternoon on the longer days may make it more difficult for young people to concentrate. In addition to this the later end to the day may adversely affect young people who wish to participate in after school activities or have end of day commitments including part time jobs.

- **Common finishing times and collection of siblings from Primary schools.** There was a view that the same finish time across the city's secondary and primary schools may, in some communities, cause additional traffic congestion and that different finish times may create problems for parents/carers who pick up children from both primary and secondary schools and care arrangements.
- **Registration/tutor time.** There was a view that young people might not have daily contact with a specified teacher.

6.3 Following careful consideration by all secondary Head Teachers and Children and Families Management of the feedback, the following changes to the model were proposed:

- **2 period Afternoon.** This change would mean shorter afternoons on the longer days, with each day having a 2 period afternoon. This would also mean the timing of lunch will vary with different starting times on short and long days.
- **Earlier Start Time.** A start time of 8.45am was proposed. This would mean that the longer days would finish at 3.40pm. (Most secondary schools currently finish at around 3.30pm)
- **Long day moved to Monday from Wednesday.** This change would benefit extra curricular activities by providing a mid week day that is a shorter day.
- **Arrangements for Registration and Tutor Time.** These arrangements would be agreed at school level. Schools could determine how to best organise this based on their own context and preferred delivery model. This takes due account of CfE guidelines on the implementation and delivery of the personal support entitlement.

6.4 Schools wrote to all parents again at the end of November outlining the changes and presented a revised model based on the consultation feedback. (Appendix 2) Schools met again with parent councils, staff and pupils to seek views on the revised model. Although the revisions were broadly welcomed, further suggestions were made particularly in relation to the varying lunchtimes. There was also a strong view that having the three long days together on Monday, Tuesday and Wednesday would allow for a more consistent lunch pattern and would assist in the delivery of supported study and extra curricular activities. It was agreed that this more consistent approach would also meet the needs of pupils with a range of additional support needs. The final model (Appendix 3) reflects the views presented and is endorsed by all secondary Head Teachers in the city.

6.5 The final model is intended to reflect the range of views and opinions presented throughout the consultation process. The model will deliver clear learning and teaching benefits and has a number of key strengths including:

- Increased teaching and learning time for pupils over the course of the school year;
- greater timetabling flexibility at school and city wide level;
- increased study time for pupils in the senior phase;
- streamlined opportunities for pupils taking part in activities outwith the school setting; and
- a more efficient model that maximises the contact time between teachers and pupils.

7.0 POLICY IMPLICATIONS

7.1 This report has been screened for any policy implications in respect of sustainability, strategic environmental assessment, anti-poverty, equality impact assessment and risk management. There are no major issues.

8.0 CONSULTATION

8.1 The Chief Executive, Executive Director of Corporate Services and Head of Democratic and

Legal Services have been consulted and are in agreement with the contents of this report.

9.0 BACKGROUND PAPERS

9.1 None.

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Executive Director of Children and Families Service

January 2016

Appendix 1

Initial Consultation Model

Period Time	Day 1	Day 2	Day 3	Day 4	Day 5
8:55-9:45	1	1	1	1	1
9:45-10:35	2	2	2	2	2
10:35-10:50	Interval	Interval	Interval	Interval	Interval
10:50-11:40	3	3	3	3	3
11:40-12:30	4	4	4	4	4
12:30-13:20	Lunch (50 mins)	Lunch (50 mins)	Lunch (50 mins)	Lunch (50 mins)	Lunch (50 mins)
13:20-14:10	5	5	5	5	5
14:10-15:00	6	6	6	6	6
15:00-15:50		7	7	7	

Appendix 2

Second Model Based on Initial Feedback

Period Time	Day 1	Day 2	Day 3	Day 4	Day 5
8:45-9:35	1	1	1	1	1
9:35-10:25	2	2	2	2	2
10:25-10:40	Interval	Interval	Interval	Interval	Interval
10:40-11:30	3	3	3	3	3
11:30-12:20	4	4	4	4	4
12:20-13:10	5	5	Lunch (50 mins)	5	Lunch (50 mins)
13:10-14:00	Lunch (50 mins)	Lunch (50 mins)	5	Lunch (50 mins)	5
14:00-14:50	6	6	6	6	6
14.50-15:40	7	7		7	

Appendix 3

Final Model following Further Feedback

Period Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:35	1	1	1	1	1
9:35-10:25	2	2	2	2	2
10:25-10:40	Interval	Interval	Interval	Interval	Interval
10:40-11:30	3	3	3	3	3
11:30-12:20	4	4	4	4	4
12:20-13:10	5	5	5	Lunch (50 mins)	Lunch (50 mins)
13:10-14:00	Lunch (50 mins)	Lunch (50 mins)	Lunch (50 mins)	5	5
14:00-14:50	6	6	6	6	6
14.50-15:40	7	7	7		