

Category	Content	Response
BLM/James Gillespie's history	My impression from the recent update was that the head teaching staff acknowledge James Gillespie's links to slavery but do not consider removing his name from the school as a valid path. The school rehabilitating this legacy is the very issue at this point and I'd like to hear the honest opinion of the head teaching staff on whether the name should or should not be changed. The naming of institutions is deeply political. It reflects the true ideals of the organisation and society at large. The school being used to wash the reputation of someone who treated black people like property is completely disgusting and at odds with the school's professed values. This doesn't have to be a long segment, just a brief point for information to let families know the feeling from the school's management toward the issue. I hope this request for clarity can be passed along.	We have a staff Equalities School Improvement Team (SIT) and an equally strong Pupil Voice. This is one of the 4 Key Priorities of the Equalities SIT this session and an issue raised by our Pupil Voice. Inclusion is one of our core values at JGHS and all agree we need to educate ourselves and others with this issue. The Pupil Voice and Equalities SIT will take this forward and further updates will be sent during this collegiate and collaborative process.
BLM/James Gillespie's history	I went to a talk a couple of years ago by Professor Diane Paton at Edinburgh University, a specialist in the history of the Caribbean. She was discussing the issue of reparations and commemorating Scotland's ties to the slave trade. She pointed out that Edinburgh has a number of sites relating to slavery, such as places where sugar arrived in the port of Leith (more examples here and here). If the students want to retain the Gillespie's name, but acknowledge its history, one way might be to raise money to put up plaques at sites like this explaining their history, and have the plaques badged with the school's name and an explanation why the students wanted to contextualise it.	Thank you for your contribution which is right in line with what we have been discussing at JGHS. Further updates to follow.
Career guidance	Some of our S5/S6s are feeling unsure about their future and a bit at sea as regards university, college and job decisions. Will there be an enhanced career guidance service where kids can access one on one advice?	A communication has been sent to all S4 - S6 parents this week from Ailsa Morgan, our school Careers Adviser. Ailsa and her colleagues at Skills Development Scotland (SDS) will continue to offer career guidance and support to all young people at JGHS, through the summer and into next term. Understandably, the current focus is on all school leavers and ensuring that they have the support to ensure they all enter a positive post-school destination. If any parent or student would like further help or guidance at this stage, please call the SDS local office directly on 0131 718 2040.
Communication	When will the children know what will be there first day back at school and where to go on that day?	Information will be sent to you in August around the more bespoke arrangements for individual Year Groups.
Communication	As a parent of a P7 kid transitioning to S1 we are not getting updates from JGHS, only from JGPS. When will we be added to the mailing list to make sure we are up to date?	All communications have gone through the Feeder Primaries so far as we do not have access to parent email addresses until August.
Communication	Could there be more consistency with communications from teachers – some teachers respond fairly quickly, but many do not. My daughter is still waiting for a response from her English teacher after asking a question over two weeks ago.	We will aim for consistency in this key area.
Extra-curricular activities	if school is back are DoFE expeditions back on in autumn?	We will await further guidance from CEC in relation to excursions.
Extra-curricular activities	Will the ski trip next year go ahead / . thanks	The next ski trip will be no earlier than 2022.
Extra-curricular activities	If school goes back full time will extra-curricular activities be possible as well? I am thinking about choirs and music ensembles?	We will await further guidance from CEC Arts and Learning who line-manage instrumental staff. Instrumental staff are responsible for conducting instrumental groups. Mrs O'Brien will liaise with Ms Cox, Curricular Leader of Performing Arts, over the resumption of choirs. Again, this will be in the context of current health guidelines on the school's return.
Extra-curricular activities	I have a child who enjoys music. He is having piano and violin lessons (not through school) on zoom. Could consideration be given to a virtual choir?	Yes, this could be possible if we need to revert to a blended learning model and if 2 metre social distancing continues. We would hope that choirs resume as normal after summer if the current guidelines permit.
Key workers	I am a key worker and have been using the JGHS hub. If the pupils do not go back full time, then what happens to provision for childcare for key workers, who work full time or say 4 days per week, if their kids are only at school say 2 days per week? Am I going to have to reduce my hours, or will some equivalent to the hub be provided and if so how will this work?	The guidelines around HUBs are evolving continuing continuously. Please contact us in August if there are particular queries at that stage.
Key workers	If the schools do not return full time will key workers be able to get siblings into school on the same days	We will share the relevant guidelines when and if different scenarios arise.
Mental wellbeing	The mental health impact of all of this remains front of mind. Will there be provisions in place to help pupils deal with the stress of returning to school?	Yes. We have established a Health, Wellbeing and Resilience working group specifically looking at the mental health and wellbeing for our pupils and staff.

Mental wellbeing	What can be done to protect children with suspected or confirmed infection from being ostracised?	Respect and kindness are two of our key values at JGHS. Pupils will be aware of our expectations and any discriminatory behaviour will be addressed.
Mental wellbeing	How are the teachers addressing the crucial loss of contact with pupils? Teachers do more than just teach subjects- they help the focus and confidence of young people and inspire them to do well. Could the teachers consider being more vocal about the damage being done to children by not having this contact.	We are aware of concerns in this area and will communicate farther in August 2020.
Mental wellbeing	I work in paediatric health care and am still hugely concerned that the message: the severity and incidence of illness the virus has so far caused in children and young people has been globally low, is not getting through to teachers and parents. In contrast, the potential social, educational and psychological harm to children and young people by the disruption to all aspects of their lives could be enormous and devastating. We need collectively, as parents and teachers, to give this group a strong voice. We also need to bridge the gap between what independent schools are providing to prevent discrimination in education worsening. That would be shameful.	There are has been much discussion around these points. We hope to welcome all pupils back to school in August 2020 to begin the recovery of learning that may have been lost during lockdown.
Other	Will there be parent consultations in early 20-21 to replace those that were abandoned	A reporting and parents evening calendar will be published early next term and consideration will be given to prioritising feedback for year groups whose reports/parents' evenings were affected by the school closure.
Other	Have S1 students been allocated a modern language class? How can they choose if they are already bilingual?	Pupils have been allocated a modern language class and will be able to pursue that language through to certification in S4. S1 pupils also receive one period per week of another modern language which they can also elect to study through to certification in S4 if they desire.
Other	are there provisions for pupils who are sheltering or live with an individual who is sheltering?	We will aim to provide support to all pupils regardless of circumstances. Please contact the pupil's Pupil Support Leader for specifics.
Other	If schools are returning full time do they still need to come back early?	The current guidance from the Scottish Government is that school pupils will return from 11th August, regardless of what the local authorities previous arrangements were.
Other	Would it be possible to continue with the parent council online as well as having a in person meeting as this is much easier to attend?	This will be discussed in the Autumn.
Other	My livestream stalled for a while (likely my wifi!) will this be available online so I can catch what I have missed? Thanks.	Yes, it will :). It's being recorded and a link will be sent out to all parents. (My livestream stalled for a while (likely my wifi!) will this be available online so I can catch what I have missed? Thanks.)
Other	Is the school still hoping to organise a graduation and leavers ball at some point during the coming year (Christmas? Easter?) for the S6s that had an abrupt end to their school days...	Ms Peters is currently working on this in consultation with the PROM committee from the outgoing S6
Other	what will happen for school sport and Nat 5 PE?	We will make a decision in August 2020 when more is known about social distancing and what sports are deemed to be acceptable.
Other	What I understand less is the Council's decision to finish school a week earlier than planned in summer 2021. Surely, when pupils have missed so much school this year, the additional week would provide an opportunity for them to catch up on some of what has been missed? I am also concerned about parents who rely heavily on paid childcare to cover the summer holidays: a 7 1/2 week holiday will place some families under significant financial strain following a period when many will have had a drop in income, or have lost their jobs altogether. The only rationale provided for the decision to reduce the length of the summer 2021 term is that it takes account of the fact that school will be starting a week earlier this August. 'Making up time' would not appear to me to be the most important consideration at this time, and I wonder if the impact of the decision on both pupils and parents has been properly considered?	This is a Council decision and applies to all City of Edinburgh schools.
Other	My question is on the HPV vaccine the S1s (now S2s) were just about to have when lockdown hit. While I know this is run by the NHS and not the school, is there any plans for the school getting this reschedule? While I realise the NHS has more pressing matters, when the curve flattens I would hope that other health matters are revisited. I don't want one of the many unintended consequences of lockdown to be that young people don't get vaccinated and this is important for their future health	We await further details from NHS Lothian and will let parents know when we receive this information.
Other	It would be helpful if there could be clarification on how the refunds for the school trips will work. I have checked Parentpay and cannot see a refund for the S1 residential. Is this where I should be looking?	Refunds will be processed in July and we hope to complete these by the end of July.

Other	Parents need more support to deliver teaching alongside their 'day' jobs. As well as trying to be teachers which most of us are not trained in, we have to work with no easing of our daily demands. If one's job is requires long hours, trying to teach 2 children is almost impossible. Can we get more support?	If we need to adopt a blended learning model, we would be looking at ways of issuing pupils with hard copies of any work to be completed at home, alongside posting this work on Teams. In addition, your children's Pupil Support Leader will be happy to support with any learning challenges at home.
P7 to S1 transition	What onsite transition activities will be provided in August to pupils moving from P7 to S1?	We will share details in early August.
P7 to S1 transition	when will the new S1s know about their classes	We will contact families in early August.
Safety of onsite learning	What social distancing will be possible with a full return to school?	The Deputy First Minister stated that there will be no social distancing between young people at school. However, there will still be a need to continue social distancing between young people and staff.
Safety of onsite learning	will there be any 'smell testing' of pupils to keep infection risk low. Apparently more effective than taking temperatures. Coffee and lavender. Or do we just rely on people knowing they are infected.	We would request that all families will follow the guidance and advice from the SG and Council.
Safety of onsite learning	What plans are you developing in case there is a second spike come autumn/winter?	We have developed a blended learning plan in case of a second 'spike' in infection.
Safety of onsite learning	What if parents think sending children back without any distancing is just too risky. Will the children or parents be sanctioned?	We do not believe that sanctions are an effective or sensible way to support families.
Safety of onsite learning	Now that 'Test and Protect' is starting up, there's a good chance some children may need to isolate for 14 days. Is there any assistance you could offer children/parents in that situation?	We will follow the guidelines applicable at the time.
Safety of onsite learning	I wondered about the restarting of school in August and how hygiene in the toilets will be implemented, I understand they can't be cleaned after every use but I'd be keen to know exactly what measures will be taken to ensure the health and safety of all of the young people on their return, also if social distancing is still in place how will this be managed at breaks or lunchtimes particularly for those allowed outwith the school to eat?	We will follow SG and Council guidelines. at the time.
SQA exams	Is it true that teaching unions are already pressing for the abandonment of next year's SQA exams?	My understanding is that some teaching unions have asserted their wish to look at alternative modes of certification for the 2020-21 academic year, but I do not believe that there is consensus between all unions on this matter.
SQA exams	Can you share any information on plans regarding exams next year? Private schools have had full online teaching and access to online learning has differed greatly across the school. How can pupils be fairly assessed?	We do not have detail yet as to the SQA's plans for exams in the 2020-21 academic year.
Use of online learning	If we want to appeal marks on 4th August, we are to provide evidence, however we were advised after lock down no further school work could be considered - so how is this going work? what evidence can be provided?	It is the school that would collate and provide the evidence to the SQA. The bulk of this evidence would come from work that had been completed before the date of school closure. The SQA have stated that they will accept evidence that has been completed up until the estimate submission date of 29 May 2020. Evidence received after the date of school closure which shows a distinct change in performance level, would be discounted. It is likely to be reflective of the conditions under which the evidence was generated and not necessarily, a true reflection of how a candidate can meet the assessment standards of the given course.
SQA Exams	Can a pupil receive a predicted grade lower than a prelim result ?	Given that the estimate grade is a holistic judgement based on all aspects of the assessment criteria for a course, it is possible that it could be of a lower grade to that achieved in singular preliminary examination.
SQA Exams	Can I confirm for this year 2020 SQA grading students not only were graded but were ordered in class on who is deserving of grades? Please confirm.	For the 2020 SQA estimates, every candidate in each course had to be estimated a basic band, a refined band and a rank order. The basic band determines the grade award (i.e. A, B, C etc.), the refined band dictates the candidates position within the basic band (i.e. most secure to least secure) and the rank order dictates the candidates position within the refined band (i.e. most secure to least secure).

SQA Exams	I still don't understand why the SQA did not assess course work. They confirmed in a FOI response that 99% of all coursework had already been uplifted by them in March for 99 % of all expected candidates!	<p>I am unaware of the FOI or the statistics quoted but please be aware that only N5 coursework was uplifted from schools, as the uplift date for that was before the school closure date. Completed coursework for all other courses was not uplifted.</p> <p>The following SQA statement relates to why they made the decision to not mark the N5 coursework that was uplifted: 'We looked at the possibilities of marking National 5 coursework that we had already received, however it became clear that we could not go ahead with marking it in a way that was safe and secure for the hundreds of markers who work with us over the course of the exam diet, or in a way that ensures all results are viewed with the same importance as those from previous and future years.'</p>
SQA Exams	Would really appreciate if Mr Warden can comment on whether 2021 exams will go ahead, including prelims. Many thanks	We do not have detail yet as to the SQA's plans for exams in the 2020-21 academic year. I would anticipate that, regardless of the model for certification in 2021, there will be some form of preliminary exams during the 2020-21 academic year.
SQA Exams	some of my son's subjects had no assessment or work handed in since prelims. what evidence will then have been used, or will he just be stuck with the prelim grade.	Estimated grades were based on a range of evidence, which included formal assessments, coursework, class work, practical or performance elements and a teacher's professional judgement of progress. Data was also examined regarding previous candidate exam performance and how much candidates generally improved between prelims and final exams and how accurate previous course estimates had been, compared to final grades. I was definitely not the case that a candidate's prelim performance directly dictated their estimate grade.
SQA Exams	Could you share what different pieces of evidence were considered by teachers as part of holistic assessment?	Estimated grades were based on a range of evidence, which included formal assessments, coursework, class work, practical or performance elements and a teacher's professional judgement of progress. Data was also examined regarding previous candidate exam performance and how much candidates generally improved between prelims and final exams and how accurate previous course estimates had been, compared to final grades. All of this evidence and analysis came together to inform the judgement of all elements of a candidate's estimate grade.
Support for catching up	What support will be provided for pupils who have fallen behind the class work given the challenges with home learning for some	Teachers will gauge where pupils are with their understanding on their return to school using various tools and strategies. most classes operate multi-level teaching and use differentiation to meet the needs of all pupils, and this will continue. Teachers are specialists in teaching a various level of skills and understanding within one class. Teachers will offer additional support classes during lunchtime and after school if these are required.
Support for catching up	Will pupils who have been completing all their work have to revisit topics for those who have missed it?	Teachers will establish at what stage pupils are at on their return to school. Pupils who have completed topics may be encouraged to move on while others will have support to cover any work missed. This will be on an individual basis due to the varying outcomes and requirements of subjects.
Support for catching up	How does school plan to assess children at the return to school see where they are actually at to make the teaching as relevant as possible for most children?	Teachers will use varying strategies to assess and establish the level of each pupil on their return to school. Formative assessment strategies will be widely used to gauge levels of learning.
Support for catching up	If child hasn't completed all learning put online will it still be kept online available to do over summer and will there be any extra assignments/learning be put up to try and do over summer to keep the momentum going?	All tasks and learning will still be available on the class Teams over summer. However, we do advise pupils to take a break from work during this time to recuperate and to spend time doing other recreational activities in order to feel more 'refreshed' on their return. We would not wish for any pupil to feel anxious over summer due to looking over work, although understand that this may be reassuring for some. If any pupil would like any additional work, they should ask their teacher on Teams. Please be aware that teachers may not be available to respond from Friday 26 June.

Thanks	Thanks to all the teaching, support and admin teams at JGHS for all their professionalism and hard work. It is deeply appreciated. Have a well deserved rest over the summer.	Thank you.
Thanks	A comment rather than a question: the huge effort put in to timetable planning and training in blended learning has not been wasted: it will be of great value if there is a second spike and will have extended capabilities in digital learning for the benefit of all.	Agreed
Thanks	Really glad you have a detailed contingency plan. I have little confidence the UK's handling of covid and wouldn't be surprised if we're hit with a second wave in August.	Many thanks. Should our contingency plan need to be put into action we will of course inform pupils, parents and staff at the earliest opportunity and reconvene our working groups to support the transition.
Thanks	Thank you all so much for your efforts.	Thank you.
Thanks	It is clear the Management Team and teaching staff have continued to work so hard. We are grateful our child attends this school. Please pass on our deep gratitude to Mr Porter too!	Done!
Thanks	Many thanks to all the staff for their support and hard work throughout this time. I hope you can all, SLT included , have some form of relaxing summer break.	Thank you. We hope that parents can also manage to have a break.
Use of online learning	If we go back at anything other than 100%, how will groups be split?	The timetable will be split on a horizontal year group basis, with different year groups attending on different days.
Use of online learning	Is school considering delivering live classes if online learning has to continue?	Yes, we have been exploring the use of this if we were to adopt a blended learning approach.
Use of online learning	How is school planning to monitor online engagement if children still have to go online?	We have already developed an engagement tracking system for online learning and this will be adapted if we need to adopt a blended learning approach.
Use of online learning	Could you please comment on the announcement that schools are going to return full time in August ? Is this likely ? Thanks	The Deputy First Minister stated that all schools in Scotland will fully re-open at 100% capacity in August. This is entirely dependant on the current rate of infection continuing to be controlled.
Use of online learning	can we make sure that a plan is i place to broadcast live teaching? I is essential. The children need a direct contact with their teacher and their class	Yes, we have been exploring the use of this if we were to adopt a blended learning approach.
Use of online learning	I think the assignments and assessments should me more mandatory, so students take learning seriously as there is so much of uncertainty especially for teenagers from S4 - S6. They also need to 1. see their teacher at least once a week 2. know the outcome (evaluation) of their assessment 3. Parents should be involved to know when work is given and deadlines, so they can help them in learning and meeting deadlines. Really appreciate what you are all doing,. Thank you very much.	These points are all in discussion for the return in August. We continue to train and upskill staff in the use of Teams.
Use of online learning	I assume that a 100% return to school in August would mean a return to a 5-day per week school week ?	That is correct.
Use of online learning	will you be using Microsoft education? when is the teacher training taking place for this and will it be ready for August? Thanks	We have been training staff in the use of Office 365 apps and this will continue. The application of these has been challenging for some staff due to the varying capacities at home, as well as confidence and competence. We will be focussing on building the latter two through sharing best practice and by training sessions, as many staff learn best from collaborating with each other - this has been challenging for some over the last few weeks.
Use of online learning	what is a 'parental communication about blended learning' and who is leading this? why can't you tell us now what it will look like?	This communication was placed on the teacher Edinburgh Learns @ Home site on Monday 22 June as an advice document informing parent of what blended learning may look like. This was developed by the Edinburgh Learns Learning and Teaching team. This document will be shared by Mr Macdonald in his Friday update.
Use of online learning	How might teams (or additional e-learning/e-collaboration approaches learnt) continue to be used to enhance learning and teaching after all this...will it have a continued role?	Absolutely. We have now embarked on this journey, and training and skills will continue to be a focus on the school's return. Teams will complement and enhance the teaching and learning that takes place within the classroom, and teachers may use this to post any additional reading or clarification of tasks done in class. This will be a highly valued tool moving forward to enhance learning.
Use of online learning	digital learning offers new opportunities for children with ASN through assistive technology. How can we make sure we build on and retain the 'best bits' from recent experience?	The JGHS Digital Strategy Team is currently looking at this, and training staff in the many supportive tools and apps that can be used to support pupils with ASN.
Use of online learning	Can any potential online assignments be divided into smaller tasks to make it easier to help and see where are children are actually at?	Yes, this can be taken on board and shared with all staff.

Use of online learning	Private schools are proposing a week in school and a week at home this seems preferable to one or 2 days at school. it offers a chance to get on with work and get into a rhythm - is this a possibility?	Independent schools are governed by a different body to CEC schools and have various other resources at their disposal to offer a different method of working. CEC schools must follow national and local guidance around timetabling pupils on their return to school.
Use of online learning	I'd like to ask how things are progressing regarding increasing the use of video teaching so that the children are getting some face-to-face teaching? I know that the majority of children and parents favour this approach.	CEC has piloted the use of video in recent weeks and this was approved, under strict risk assessments, last week. However, staff must undergo training on this before it can be implemented. We will be looking at this as part of our return to school strategy and blended learning.
Use of online learning	Will there be an increase in virtual classroom lessons/Teams calls? I presently have a new S2 who has had one Teams call ever. I have a new S5 doing 5 Highers and he has a weekly physics call and that is all. There is a huge gulf between what is happening in this respect in JGHS compared with other schools. It was mentioned at the last meeting that this support would be increasing but so far it hasn't.	We will be providing more training on this on our return to school. We have been liaising with many Edinburgh schools but would always welcome more detailed information about the perceived gulf. The functionality of Teams within CEC schools has been improving throughout the closure and we await next-step guidance as to further enhancements we can make, including those related to live audio/video calls.
Use of online learning	Request for more clarity regarding what is possible with face-to-face and online teaching.	If required, a blended learning plan has been developed around any model of pupil attendance. Online learning will be based around the class time teaching pupils will receive, and a model ('flipped' or 'direct') adopted by each subject as best suits their needs.
Use of online learning	Why is there not more online/face-to-face teaching being provided?	Staff have been limited in the use of video lessons as this has not been approved. Many staff are unable to offer 'audio' lessons in real time due to their own circumstances at home. This is mainly based on capacity (childcare and wifi connectivity), confidence and competence. We will be focussing on building confidence through staff sharing best practice and collaborating with each other face-to-face, and building competence through continuing to share Edinburgh Learns training webinars and our own training sessions. We will conduct a staff digital learning survey on our return and plan based on the needs that arise from this.
Use of online learning	Can there be more sharing of best practice and good resources with other schools to help our school get up-to-speed with online video teaching?	Sharing good practice was introduced a few weeks ago after a staff audit, and we will continue to build on this on the school's return.
Use of online learning	Is the council considering how best to deliver teaching to both those students in school and at home on the same day i.e./ it is not feasible for teachers to duplicate their work delivering lessons twice to ensure student coverage. It would be great if the council would look at online delivery of lessons - using technology so that those in class and those at home can view the live lesson via laptop or other device. The teachers don't necessarily have to see the students at home onscreen but allows all to receive teaching time.	We are exploring the use of more 'live' teaching if we need to revert to a blended learning model.
Use of online learning	Could the school look at assignments/tasks on Teams being prepared in a consistent manner for each subject/year group? Some teachers have nailed it, others definitely not with most somewhere in the middle. Appreciate it is not easy for everyone to use - certainly not for students and parents quite frankly - so teachers must struggle too. Mr Russell in Physics sets out each week very clearly what students should do task wise - questions/read, links to info, and an assignment - all linked to specific files in Teams and named. Other teachers post a file and a message saying there is a file with questions to do but don't name the file in their message.	We will be developing this further on the school's return, as this remains a focus for the development of online learning.
Use of online learning	Who is currently getting online teaching or personal engagement via Teams with teachers as my child is not getting any? Which teachers are providing this level of engagement – general information that the school is doing this doesn't help as I don't know anyone who is getting this.	From an audit conducted a few weeks ago, some staff from every faculty area are using 'audio' lessons but they may not be able to offer this facility to every one of their classes due to their own circumstances at home. The staff using this are sharing their practice with others in their faculty, and we will continue with this on the school's return.
Use of online learning	I'd be interested in an update on audio and recorded lessons. At the last meeting it was reported that a number of faculties had already started using this as an option. When I asked my kids they both hadn't heard of it. They then both asked their key adult but they didn't know either. Is there an update on the possibility of interactive video lessons?	Yes, a number of staff in each faculty area are using this facility, but perhaps not with all their classes due to their own capacity at home. The staff using this are sharing their practice with others in their faculty, and we will continue with this on the school's return.

Use of online learning	Is the Council placing obstacles in Mr McDonald's way regarding online teaching – if so who do we contact in the council or government to lobby?	Events have now overtaken us. The Council now permits interactive online teaching when teachers have undertaken some further training.
Use of online learning	Hello, I hope you will explain whether you have a specific plan for organising scheduled, formal social groups which can work together/do some task together over zoom all the days where they are not in school. I will suggest it is organised by the teachers, and that the social groups change each week, so the pupils can keep in touch with each other, not only their own close friend circles. And it would give pupils more motivation to work on their schoolwork.	Unfortunately we are not permitted to use Zoom. If we need to adopt a blended learning plan, teachers' time and efforts will be focussed on providing the best learning experience in the classroom and providing appropriate work to be continued using Teams, as well as upskilling in the functionality of Teams for teaching. Unfortunately they would not have the time to enable this and monitor this successfully.