



Remote Learning Policy

January 2021

The Covid-19 crisis has all schools and educational establishments in the unique situation of being tasked with delivering a high-quality remote learning experience at a time when the majority of children are not attending school in person. We face the challenge of providing responsive and progressive learning experiences for children/young people who are learning from home, as well as those who are attending school as vulnerable learners and children of keyworkers.

In line with Scottish Government policy and guidance from South Lanarkshire Council, our aim within David Livingstone Memorial Primary School and Nursery Class is that our children's remote learning experience is as continuous and progressive as context allows. Our aspiration is that in order to provide continuity of learning during lockdown, the remote learning that we provide is as close to the daily face-to-face experience as it can be, whilst acknowledging that it is neither possible nor desirable to exactly replicate a classroom environment at home. The South Lanarkshire Council definition of 'Continuity of Learning' in this context is the continuation of educational experience in the event of National Lockdown. It is a critical component of school emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal school/nursery attendance.

Remote Learning

Remote learning can be defined as the planned and systematic delivery of learning and teaching that takes place away from school/nursery and makes use of available technology and resources. It is learning that is directed by practitioners and undertaken by children who are not physically with the practitioner while instruction is taking place. It can involve 'live' interaction between the teacher/Early Years Worker and learners, and also learning which takes place away from the direct presence of the named adult. It may involve a range of learning experiences which take place in a variety of learning spaces, including outdoors, and can include active and physical learning.

Guiding Principles

During periods of remote learning, the school will use the online platform of Google Classroom, whilst the nursery will make use of their online Learning Journals. This is the same provision that we have been offering during periods of self-isolation.

All children in P1-P7 will have access to their own Google Classroom. All children were shown how to use this online platform in school prior to lockdown and staff were given time as part of the Working Time Agreement to develop their skills in using this resource. Google Classroom was also the platform that we used during the lockdown in March 2020.

Guidance on how to use Google Classroom (including Google Meet) has been sent home to all families school app and it is also available on our website. In addition, paper copies of this guidance are available on request for anyone who needs it. Parents/carers are asked to contact the school if they are experiencing any problems accessing these online platforms and a member of the Senior Leadership Team (SLT) will assist them with this.

Our nursery has been using online Learning Journals for the past 2 years and all parents are familiar with how to access this as it the media that we use for home/school communication.

Our Remote Learning Offer

School

For each class, our school remote learning offer will consist of the following:

- 2 x daily differentiated Literacy tasks (one of which will be spelling), apart from the day in which the CCC teacher will be covering the class for half a day when only one Literacy task will be given.
- 2 x daily differentiated Numeracy tasks (one of which will be mental maths), apart from the day in which the CCC teacher will be covering the class for half a day when only one Numeracy task will be given.
- 1 x daily interdisciplinary task linked to the class topic/a topical theme (e.g. Holocaust Memorial Day, Burns Day). Children were consulted on what they wanted to learn about as part of their new class topic prior to lockdown and teachers will be basing their planning on these ideas, as well as paying cognisance to how the children said they would like to learn.
- 1 x weekly PE activity. This will include options for indoor and outdoor PE and will be organised by the school's CCC teacher, just as it would be in school.
- 1 x weekly RME activity. This will be organised by the school's CCC teacher, just as it would be in school.
- 1 x weekly whole school challenge. This is an optional activity for all children.
- 1 x monthly reading challenge. This is an optional activity for all children.
- 1 x pre-recorded whole school assembly.

There will also be a daily welcome message from the class teacher on the Google Classroom, which will include some form of emotional check-in, as well as a closing comment at the end of the day thanking children for all their efforts. If the CCC teacher is taking over the Google Classroom, children will be made aware of this. There will be no additional homework tasks assigned during the online learning period.

We have allocated devices (chromebook and/or mifi) provided by the local authority to those families who do not have access to their own device/the internet at home. This has been through the form of a permanent loan to our FME children, and a temporary loan to all other children. Prior to lockdown, all children were provided with a jotter and a pencil, with a more comprehensive stationery pack being provided for all our FME children. Parents are asked to contact the school office if their child requires any additional resources and arrangements will be made for these to be collected.

Our school remote learning offer will consist of a mix of live and recorded opportunities for learning, as well as periods of time where children will be asked to work independently on high-quality tasks set by the teacher. There is no expectation that children, nor staff, should be sitting at a screen for lengthy periods each day.

A minimum of 2 Google Meets will be planned for each class each week to allow the children and staff to maintain contact with one another. No 2 classes will have a Google Meet at the same time so as to allow all siblings to access their own if they are having to share a device at home. Teachers, support staff and members of the Senior Leadership Team will be involved in these Google Meets.

The children who attend our school hub will work in 3 separate bubbles (P1, P1/2 & P2; P3, P3/4, P4 & P5; P6, P6/7 & P7) and there will be a class teacher and at least one support assistant in each bubble, working on a rota basis. This teacher and support assistant will staff who would normally work in one of the classes included in the bubble, apart from in exceptional circumstances. Children who are in school will engage in their Google Classroom in the classroom and will enjoy the same experience of learning as those who are working from home.

Where possible, we will adapt our PEF interventions and approaches to closing the poverty-related attainment gap to suit home learning.

Nursery

- The Nursery teacher, with support from the Early Years workers, takes responsibility for planning the weekly activities.
- Weekly themed activities for Literacy, Numeracy, Health and Wellbeing, Expressive Arts, Science and Technology, Social Studies and RME are posted on the Learning Journals.
- Weekly tasks reflect the practice taking place in the nursery hub.
- All activities need minimal resources to ensure all learners have equal access.
- Monthly newsletters are posted to parents on the Learning Journals and Nursery website
- Weekly nursery challenges linked to a theme are posted each week by the staff.
- Parents are kept up to date with new online resources to support learning through notifications on the Learning Journals. This will include links to websites and apps that can support learning at home.
- Parents are encouraged to use the achievements section of the Learning Journals to celebrate any achievements at home.
- Staff make daily comments on work/achievements posted and will make suggestions for next steps.

Quality Assurance

The Head Teacher has overall responsibility for ensuring the quality and consistency of the school's remote learning offer. As a school, we have agreed on the minimum content for each day on Google Classroom in order to ensure consistency between classes. Teaching staff are working in trios or quads to match their class 'bubble' and have access to one another's Google Classrooms to allow them to moderate practice.

Within the school, we will also engage in the following:

- Class teachers will monitor and record daily participation and engagement levels.

- The SLT will monitor and analyse participation and engagement levels bi-weekly and will make contact with families to offer support in improving this. If the issue is a lack of device or connectivity, a member of the SLT will make contact with our QLO and/or the central Digital Team in order to try to resolve this, including the sourcing of additional devices, if possible. If issues are unresolvable in the home environment, the school will consider bringing these digitally vulnerable pupils into school to allow them to access IT and remote learning alongside their peers in the hub, even on a part time basis.
- Class teachers and members of the SLT will monitor the quality of work being submitted by children, providing high quality feedback on the children's efforts.
- The SLT will monitor the content on Google Classroom on a regular basis.
- The SLT and class teachers will engage in regular conversations with learners regarding our online learning provision.
- Regular consultations on our online learning provision will be completed with parents/carers and with the Parent Council.
- Members of the SLT will monitor pupil progress through termly Forward Plan professional dialogues and termly tracking and monitoring meetings.
- There will be regular opportunities for staff at all levels to engage in ongoing CLPL, as well as the sharing of good practice.

Within the Nursery, we will engage in the following:

- The DHT/team leader will monitor and analyse participation and engagement levels bi-weekly and will make contact with families to offer support in improving this.
- The DHT will monitor the content on the Learning Journals on a regular basis to ensure there is a spread of experiences and outcomes covered weekly.
- Nursery staff and the DHT will monitor the quality of experiences being posted on the Learning Journals, providing high quality feedback on the children's efforts.
- Nursery staff will gather feedback from the children at home and in the hub on the remote learning activities provided.
- Regular consultations and feedback from parents will be collected through Google Forms and via the Learning Journals.
- The DHT will monitor pupil progress through termly Forward Plan professional dialogues and termly tracking and monitoring meetings.
- There will be regular opportunities for staff at all levels to engage in ongoing CLPL, as well as the sharing of good practice.

Communication with learners

Class teachers will be available to support learners on the livestream on Google Classroom for one hour each morning and one hour each afternoon. Class teachers have the responsibility for telling their learners when this will be each day.

- The Google Classroom stream should be used for children and parents/carers to communicate with their class teacher and vice versa. This should allow for both clarification of teaching, as well as pastoral contact.
- Google Meet check-in sessions will provide opportunities for learners to engage with their peers, their class teacher, their support assistant and members of the SLT. These sessions can also be used to give oral feedback or to seek children's views.

- Written feedback on children's learning will be provided via the Google Classroom stream. This may be personal to the child, or more general towards a group or even the whole class.
- Weekly virtual whole school assemblies will be delivered by members of the SLT and will provide the opportunity to share the children's successes and achievements. These will be recorded so that children can access them at any time.

Communication with parents/carers

- Members of the SLT will be available daily via telephone or email.
- Weekly updates on our remote learning provision, including helpsheets on how to access different online resources, will be provided for all parents/carers via email, our school/nursery app, on Twitter, on our Learning Journals and on our school website. Paper copies of these will be made available to parents/carers on request.
- The HT will provide updates on the school and nursery's remote learning provision at the monthly Parent Council meeting.
- Monthly newsletters are emailed home and posted on our social media, with paper copies being delivered, on request, to families that ask for this.
- The nursery teacher/team leader will be available daily on the Learning Journals to offer feedback and answer any questions that are posted.
- Links to websites and apps to support learning at home will be posted on our social media.
- Information regarding external resources which can be used to supplement/support remote learning (e.g. West Partnership lessons, lessons available on e-Sgoil and the BBC Schools programmes) will be posted on our social media.
- Regular check-ins will be completed with families.
- Advice on money matters and support with health and wellbeing will be included in our monthly newsletters and on our social media for parents/carers to access.

Communication with staff

- Weekly update and review meetings will be held with both teaching and support staff.
- Any relevant information regarding our remote learning provision will be emailed to staff. All staff are responsible for ensuring that they read their emails regularly.
- Collegiate time allocated within the school's Working Time Agreement (including Career Long Professional Learning) will be used to support the continuity of learning remotely.

Role of parents/carers

David Livingstone Memorial Primary School and Nursery Class values the partnership with parents/carers and the support they can provide with learning at home and outside school. Parents/carers are encouraged to:

- Establish a routine at times when their child is able to learn effectively that suits the family according to their unique personal circumstances and the availability of devices.
- Maintain their child's sleeping habits (bed/waking times).

- Promote the value of remote learning, encouraging and supporting their child to complete their home learning to the best of their ability.
- Foster an open pathway of communication between the school and home.
- Ask the school for help if they do not have access to adequate technology/resources at home so that these can be made available to them.
- Contact the class teacher if they have any concerns or questions about any aspect of home learning or if their child is finding something challenging.
- Ensure that their child adheres to the Google Meet User Agreement that has been sent home to all families.
- Engage in consultations on our remote learning provision so that the school can use this feedback to inform next steps.
- Encourage daily exercise and a good diet.
- Plan times when children can play (indoors and outdoors).
- Not to put undue pressure on their children or themselves.
- Alert the school if they feel that they and/or their child is struggling.

Role of pupils

- Carefully follow the guidance of the class teacher regarding what to do, the amount and timing of work, when to submit it and what is expected, making sure that they understand what they have been asked to do by reading the instructions carefully and/or watching any videos that accompany the task.
- Ask questions if they do not understand via the remote learning platforms or via their parents by email to class teachers, where relevant.
- Contribute thoughtfully and respectfully to Google Meet sessions, adhering to the Google Meet User Agreement that has been sent home to all families.
- Provide feedback on remote learning to their class teacher in order to allow the school to monitor and evaluate the provision that we offer and ensure that further developments can be made, as required.
- Take pride in their work and try their best to complete their allocated tasks.

Role of staff

- Plan, deliver, assess and report on the new and continuous learning that is differentiated to suit the different ability levels within their class.
- Provide a balance of child-led and adult-led learning experiences.
- Provide additional targeted support to those who would normally receive this in school.
- Facilitate 'live engagement' in order to interact and communicate with pupils in real time.
- Provide high quality feedback on learning.
- Plan opportunities for learners to reflect on their learning.
- Track and monitor learner engagement on a daily basis to ensure that all are engaging and any concerns regarding this can be dealt with timeously.
- Seek out and share good practice within and beyond the school and demonstrate improvement as a result.
- Be mindful of and adhere to Copyright issues.

