

Evaluation of Remote Learning in St Ninian's High School



Evaluation of Remote Learning

- This evaluation is based on remote learning that has taken place from Monday 11th January- Friday 12th February, which includes five teaching weeks (including February holiday weekend).



An overview of remote learning

- Pupils are encouraged to follow their normal school timetable period by period, to support them in the management of their work and time. They are also encouraged to use their homework diary to help plan their time.
- Subject Departments endeavour, where possible, to post all of the lessons for each week, at the beginning of the week.
- Work that is expected to be completed as 'class work' is clearly differentiated from work that is expected to be completed as homework. Pupils should work through 'class work' e.g. recorded lessons/ printed notes, before attempting to answer any consolidation exercises. Only once all of the 'class work' is complete, should homework questions/ assignments be attempted.
- Deadlines for Assignments and work to be submitted will be posted clearly for pupils to work towards.



Methods of delivery

- Lessons are provided via online learning platforms; Google Classrooms and Microsoft Teams.
- In the majority of cases, core lessons will be recorded lessons. These will be accompanied by exercises and homework tasks that pupils will be asked to submit via Assignments. This ensures an equitable approach.
 - Pupils enjoy the level of depth and rigour that recorded lessons allow, where they can exercise a level of control over their learning by having the ability to revisit the lesson as often as they wish.
- Pupils will also benefit from a combination of printed study notes, PowerPoint slides, textbook work, revision quizzes and links to relevant websites.



Teacher and Pupil Interactions

- St. Ninian's has adopted a layered approach to this.

Classroom Teacher

- Teacher and pupil interactions take place in many forms
 - Online posting of messages, questions and answers, comments.
 - Feedback on pieces of work
 - Emails through Glow
 - Voice notes via Class Notebook or Mote
 - Live meetings that take the form of check-ins and Question and Answer Tutorials. These are planned to take place during timetabled lessons and are advertised via the Team or Classroom Stream.



Teacher and Pupil Interactions

Pastoral Teacher and Year Group Head Teacher

- Live meetings with register classes/ year group each week to meet with pupils. Some pupils stay online, after the meeting to have 1:1 chats.
- Phone calls home to talk to pupils/ parents to enquire about health and well-being and remote learning.
- Regular posts on Pastoral/ Year Group Team pages and interactions with pupils.



Glow Usage Figures

This data is for January 2021

The numbers below show the Glow logins for 15 school days in January.

High School	No. of logins by non-teacher users	Non of non-teacher users	No. of sessions accessed by students	No. of student users	No. of sessions delivered by teachers	No. of teacher users
School 1	856	19	18,639	634	6,095	68
School 2	332	13	31,552	1069	6,877	97
School 3	786	26	52,228	1319	9,107	113
School 4	191	20	13,616	578	4,182	62
School 5 St Ninian's High School	469	33	73,353	1772	13,183	163
School 6	530	24	46,018	1624	10,294	164
School 7	456	22	24,655	746	6,310	76



Glow Usage Figures

This data is for January 2021

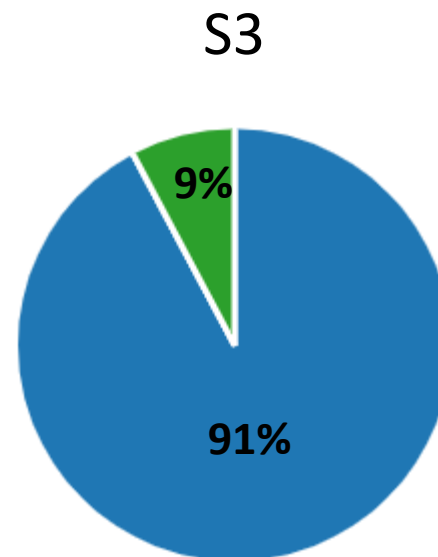
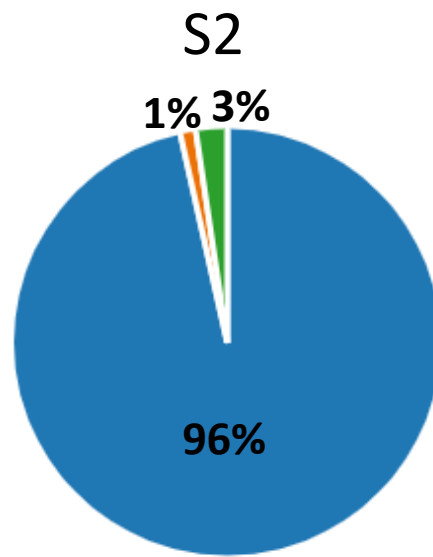
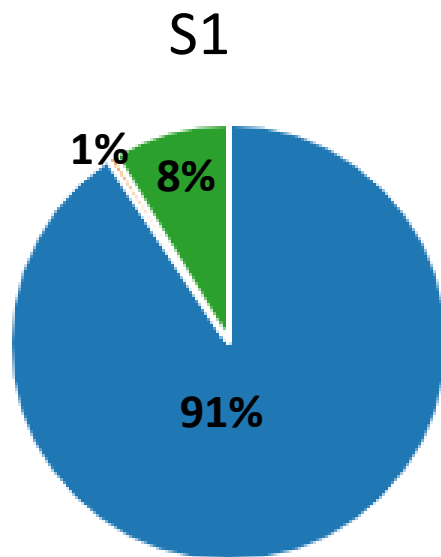
The numbers below show the App usage for 15 school days in January.

	High School						
App Sessions	1	2	3	4	St Ninian's	6	7
ClickView	5	133	828	11	494		
G Suite	47,649	59,269	49,700	23,322	61,117	88,450	42,338
Glow Blogs East Renfrewshire	73	92	125	9	195	77	41
Google Classroom (Link)					1185		
Microsoft Teams (Link)	248	487	22,490	224	29,830	3,502	461
Office 365	5,076	6,605	32,552	5,505	45,659	14,497	9,928
Office 365 Home (Link)	1,346	643	2,321	471	1,694	1,430	813
SCHOLAR	60	489	372	44	707	192	247
Teams (Link)					5,191		
Twig	72	261	212	65	350	196	5
West OS powered by ClickView	23	268	45	50	155	54	148



BGE Pupil Evaluations

Q1 Do you have access to an ICT device for online learning?



- Yes I have my own device
- No
- Sometimes, it is a shared device



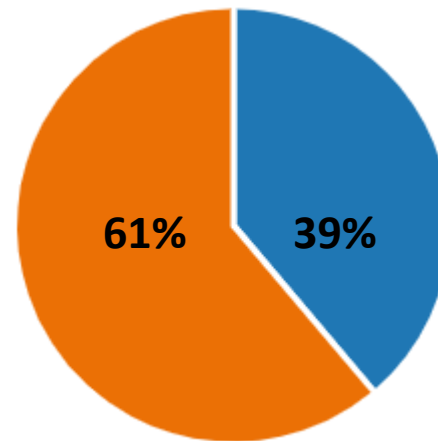
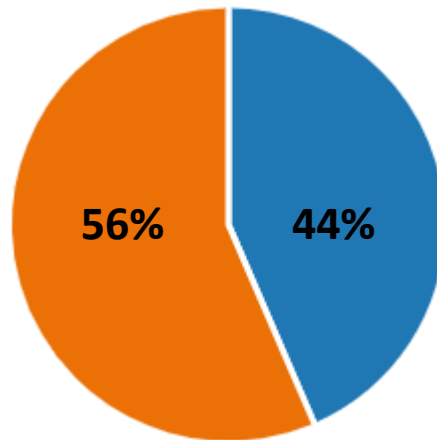
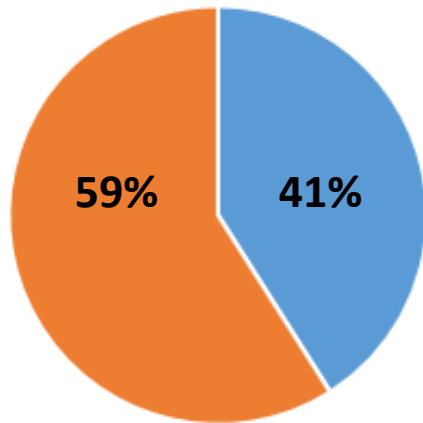
BGE Pupil Evaluations

Q2 Do you follow the school timetable for completing online learning?

S1

S2

S3



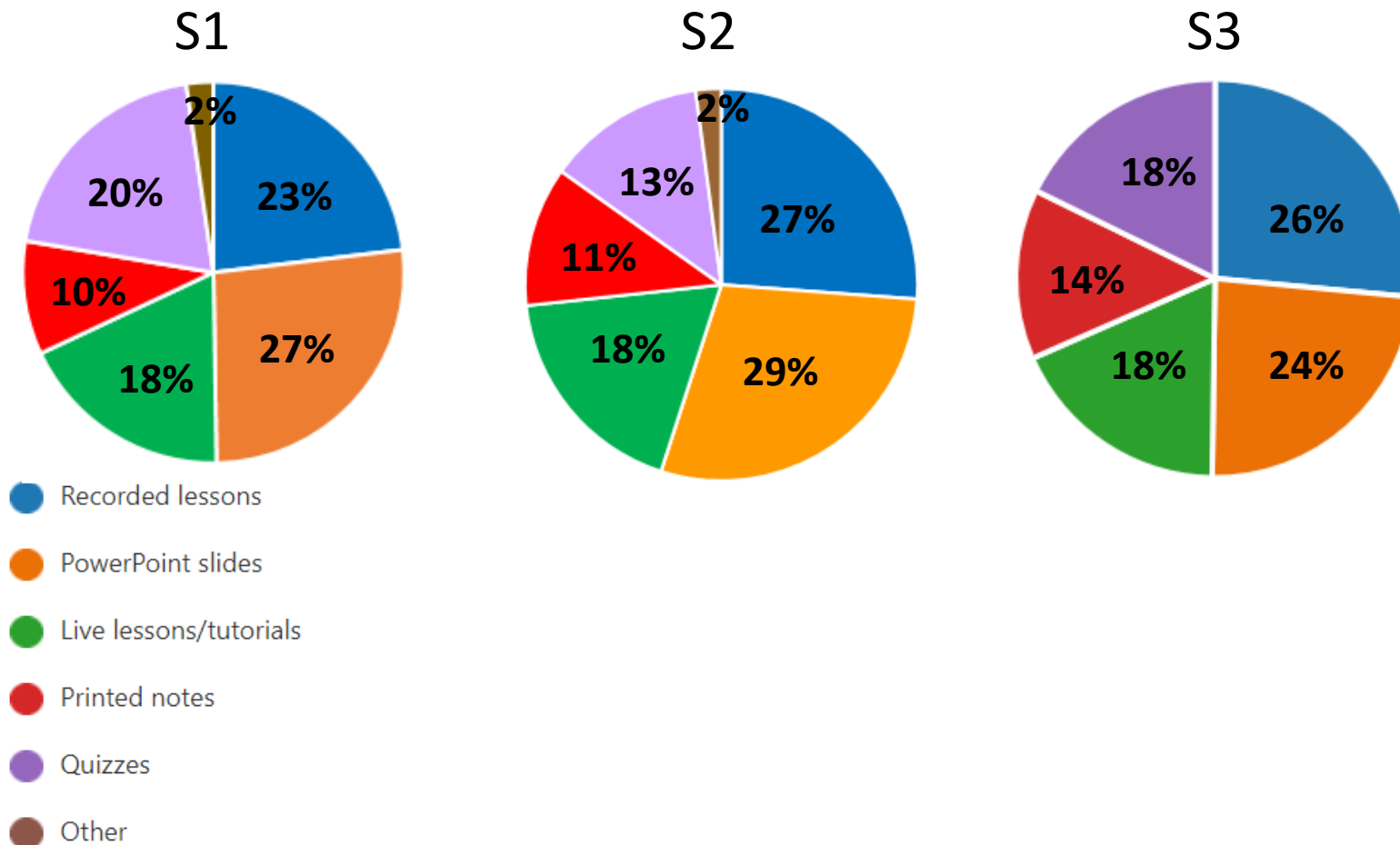
● Yes, mostly

● No, I work to my own schedule



BGE Pupil Evaluations

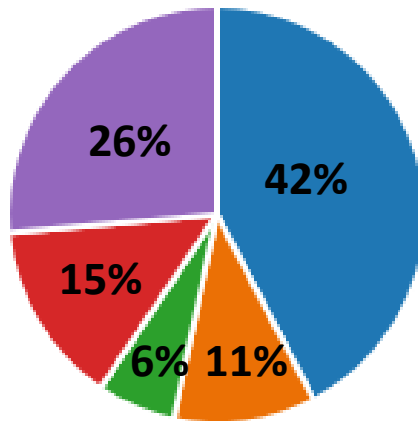
Q3 What type of online learning is working well for you?



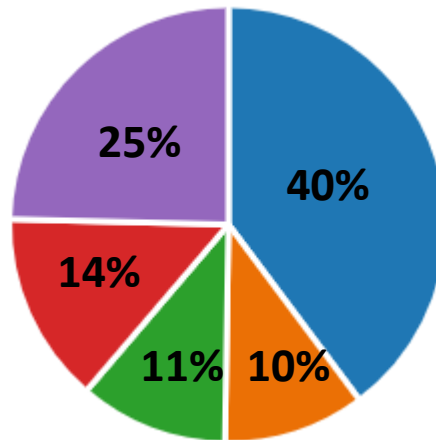
BGE Pupil Evaluations

Q4 What forms of feedback on your assignments are you being provided with?

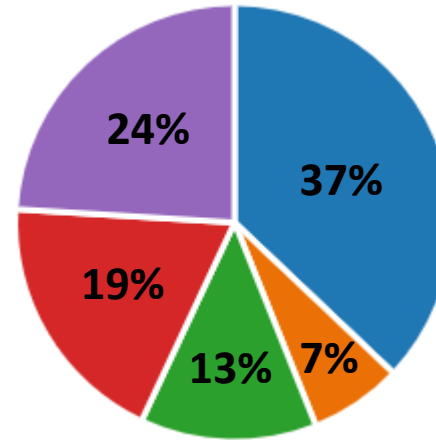
S1



S2



S3



- Written feedback
- Verbal feedback e.g. via voice notes
- Video explanations
- Live check-ins
- Replies to posts on Teams/ Classrooms



S5 Comments

“The school is very supportive in helping me plan my work and keep going.”

“I try to follow a school day; I do one to two hours on each subject depending when I would usually have the subject. Sometimes I prefer to begin my day later and continue my schoolwork at night as I find this more peaceful, as internet quality is much better, and resources are much easier to access as less people are using them at night.”

“I’m getting up and ready in my own time and having breaks in between so that I’m doing work to the best of my ability and being able to work at my own desired pace.”

“The feedback is going very well – most teachers are really quick to mark and return work.”

“It’s difficult to stay motivated in a home environment and sometimes the deadlines are very soon after being given, so it is easy to get overwhelmed. I have listened to advice from my Pastoral teacher about planning my week.”



S5 Comments

“I work according to which deadlines are closest, but work through any notes and recorded lessons first. I usually do 3 subjects per day, as I would in school.”

“I follow my school timetable and then do homework exercises and revision in evenings.”

“I follow the timetable of the school day starting around 9 o’clock, I do two hours of each subject that I would do that day. I push back the time I start the two hours depending on exercise and eating times etc. Any extra time I have at the end of the week I use to revise previous units (past papers etc.) or look over things I learned that week or organise and expand notes for example English.”

“Being able to plan the week so that I am to both complete classwork and deadlines on time whilst also being able to fit in revision time and free time.”



Head Boy and Head Girl Comments

“I like that there is freedom to plan. I can spend one day on a particular subject or follow my timetable. I feel I get through work quicker when following my timetable but prefer spending one day per subject as he is more likely to do additional revision”.

“Particular subjects that have gone well for me are:

Music –the department have done really well. Focussing on listening at the minute and the format is really good.

Accounts – Work is posted twice per week and there are live drop in tutorials

Maths – Difficult due to the nature of the subject but introduction of weekly maths meet has improved understanding of materials being taught.”

“I like that the work is posted early in the week as you can plan the week ahead. I find following my timetable makes the day and work go in quickly but prefer to plan out my week to study one subject per day.

“Particular subjects that have gone well for me are:

Business – Targeted revision lessons are working well. Live drop in tutorials but not well attended

Spanish – 2 or 3 ‘live’ sessions per week. working well for this type of subject”

“Live lessons don’t always work. I am sometimes the only pupil in a lot of these and sometimes I only attend as I feel I should- I did not require any particular support.”



Successes of remote learning

- Extremely positive picture for remote learning in St. Ninian's, with vast improvements made since March 2020.
- Comments from pupils and parents have been very positive and appreciative of the lengths teachers are going to support pupils.
- Overall, pupils are engaging very well with remote learning.
- Teachers and pupils are constantly upskilling and growing in confidence in digital literacy. Huge steps have been taken in this area- and this will continue.
- Increased direct communication between school and home.
- Departments are following timelines and pupils are on track with their learning.



Challenges of remote learning

- **Completion of work**
- Helping pupils to understand that they should read all work posted and complete 'class work' before attempting and submitting homework assignments.
- Training pupils to click on 'Hand in/ Turn in' to ensure that work is submitted.
- **Live lessons**
- Very low number of pupils joining live meetings- regularly less than 30%.
- For pupils who join, they are very cautious about turning on cameras or speaking to the teacher.



Challenges of remote learning

- **Live lesson overview data for 10th February- 12th February**
- **Subject 1**
 - 11 live meetings in total
 - Average engagement is 12.8%
- **Subject 2**
 - 19 live meetings in total
 - Average engagement is 28.1%
- **Subject 3**
 - 25 live meetings in total
 - Average engagement is 24.3%
- **Subject 4**
 - 23 live meetings in total
 - Average engagement is 32.3%



Next steps for remote learning

- Online CLPL organised to support staff further in the use of digital technology.
- Further promotion of digital tools to increase confidence in the use of voice notes and online written feedback.
- Distribution of graphics tablets (school funded) to increase the use of whiteboards during live sessions.
- Departments will schedule live sessions so that they populate pupil calendars to allow for a weekly overview of live meetings.
- Communication issued to pupils/ parents about the use of calendars and assignments tab/ 'To do' list features to help manage online work.

