

Session 2020 – 2021

School: Wormit	Date of Visit: 24 th March 2021
LP Members: Janet Barker, Anna Coggins, Sarah Else	

Overview of focus/format of Learning Partnership: (Please be very clear on focus/purpose of visit)

The focus of the Learning Partnership was upon partnership with parents and pedagogy within the remote learning model.

Ahead of the visit, a Sway was shared to give the group an overview of the development of the remote learning model (from August 2021), of work to engage with parents and of parental and pupil feedback.

On the day of the visit, each group member met with a staff focus group to discuss development of and practice within the remote learning model.

This report has been written to reflect pupil and parental feedback (gathered in March 2021) and the feedback from the visitors following their focus group discussions with staff.

Strengths identified:

- ✓ Planning had begun on the model from August 2020 and staff began working with the platforms (Seesaw and Teams) at that point. In a survey in November 2020, most parents responding (81%) agreed with the statement: I understand the arrangements for how the school will support my child with their learning if there had to be a full or partial closure. Staff and pupils had worked together using the platforms in advance of the remote learning period.
- ✓ Seesaw was a new platform for P1&2. The visit recognised the amount of work which these teachers put in to get to know this platform and be able to use it to deliver teaching points to support parents to support their child's learning at home. Seesaw was used with success in Nursery as well – the platform had been used during the first lockdown but there are a number of new staff and they have worked hard to get to know it and use it. Parental comments reflect success in the use of Seesaw in Nur-P2:
 - *For the younger ones Seesaw was more suitable than glow*
 - *Lots of communication on seesaw and activities to do.*
 - *The nursery staff were great at responding to Seesaw posts, and they would all respond so it kept the communication up well. (My child) realised this was a way to communicate with them also.*
 - *Seesaw was a very useful app as well.*
- ✓ P3-7 learners used Teams through GLOW. In focus group discussions, staff working with these year groups reported that feedback from parents through parent consultations has been very positive. Staff working with these year groups were very positive in and aware of all of the learning that they themselves have experienced over the lockdown. They noted higher expectations of both staff and pupils in the period January-March and that a wider range of curricular areas covered than in the period March-June 2020. Parental Comments reflect success in the use of Teams:
 - *Using teams as a platform to share learning and develop their IT skills (helped support my child's learning)*
 - *The use of Microsoft Teams, quick turnaround of marking assignment, lots of different types of learning(helped support my child's learning)*
 - *teams was amazing (in helping to support my child's learning)*
 - *Feedback on submitted work. Links to videos showing us what to do. Teams meetings. (helped support my child's learning)*

In a P4-7 survey of March 2021, 96% of those responding said they had been able to find their work on Teams.

- ✓ Focus group discussions with staff identified good teamwork to support each other and develop innovative use of technology to engage learners – this was evident across the school.
- ✓ Focus group discussions with staff identified strengths in communication with parents including that Headteacher and Principal Teacher were also involved by contacting families who needed support with engagement, reducing pressure on teachers. All families had email address or Seesaw contact for their child's teacher or keyworker so they could initiate contact if need be. This is also reflected in parental comments:
 - *My child knowing that there was daily contact being made "on mums phone" from nursery staff and peers allowed for her to ask to check-in and be updated throughout the day*
 - *(I knew my child's teacher was) online and available, should I need to contact her.*
 - *It is clear that if we need to contact the school for help and support we can which is reassuring.*
 - *Good activities to try at home. Reassuring to know the teachers were available for support if needed*
- ✓ Staff Focus Groups identified that planning during the remote learning period was reflective and responsive to the needs of the children and their families. This included differentiation but also creation of bespoke packages dependent on children needs. SfL teacher supported families who found engagement difficult and provided alternative curriculum for those who needed it as did class teachers. When asked if they had received help from school when they needed it, 64% of P4-7s replied: Yes – help with a task, 10% replied: Yes – help with something extra in place, 23% replied: No – I haven't needed it. No child reported not getting help when they needed it. This is also reflected in parental comments:
 - *Teacher understanding that flexibility was required to fit in homeschooling around family life*
 - *Not putting pressure on children to complete all activities and imposing deadlines.*
 - *My daughters teacher helped reduce her workload so that she had a better balance*
 - *Variety of tasks. Variety of methods. Knowledge that we don't have to do everything. (was helpful)*
- ✓ Staff focus groups identified the continued use of known assessment techniques providing an opening to develop and progress learning dialogue, e.g. through traffic lighting. A parent commented:
 - *Colour-coding your work depending on how challenging you found the exercise at hand seems a particularly useful way for both the child to progress and for parents to work out when to help out (or not)*
- ✓ Staff focus groups identified appreciation of live communication, e.g. to give feedback and comment on each other's work or day. The interaction was important for all and recognised. This is also reflected in comments from parents and pupils who valued opportunities to meet with classmates online – 90% of P4-7s responding felt that had been able to stay in touch with their classmates during the period of remote learning.
- ✓ Focus group discussions with staff identified good practice beyond remote learning of using Teams/Seesaw to share classroom work/displays at a time when parents can't come into school.

Planned next steps:

- ICT skills will continue to be used and developed in school – for staff and pupils
- New resources and websites were accessed to support and vary the learning, some will be continued to be used to enhance learning in the classroom.
- Continue to make use of appropriate ongoing assessment at all stages to ensure a clear picture of progress during the remote learning period and plan next steps.
- Have contingency planning in place which builds on the work carried out during the period Jan-March 2021.
- Continue to share evidence of classroom learning electronically.

Report completed by

Lucy Jess

Headteacher

Sent to Education Manager

Sarah Else

Date 13/4/21