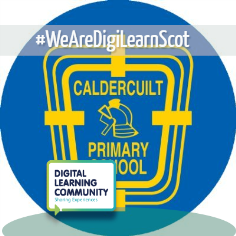
Caldercuilt Primary School and Nursery’s Remote Learning Policy



**Digital Leader of Learning: Background**

Welcome to our remote learning policy for all stakeholders. For the last three years Glasgow Education Services have been planning and developing our approach to digital learning,

placing us in a strong position to meet the challenges of remote learning. In September 2020, all our classes returned to full-time education following the Covid 19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for remote learning so that all children can continue with their education

We have developed this remote learning policy to ensure that we can continue to deliver excellent education and young people can continue to engage in learning, even if they are unable to attend school in-person. If a pupil is unable to attend school due to illness, related to COVID-19 or otherwise, or has to self-isolate, they will have access to online teaching and materials to support their on-going learning and achievement. This document also outlines our vision in the unlikely event of facing temporary closure due to government and/or public health guidelines related to COVID 19. Including the expectations we have of our staff, parents and young people should they find themselves having to work at home, either due to having to isolate or in the very unlikely event of future school closures. The guide also contains ways in which you can support your young person to learn online.

This document gives some useful scenarios to illustrate what home learning will look like in different contexts, so if a young person is self-isolating in comparison to a young person being at home as a result of school closures.

We hope that you find this document useful and should you have any further questions please do not hesitate to contact the school.

**Introduction: Our Aims**

To outline guidelines and expectations for young people who for whatever reason find themselves having to learn and home and also how parents and carers can support young people to do this.

**Pupil expectations:**

* Pupils should where possible retain structure to their working day starting with logging in to Seesaw by 9.00am
* Pupils should access Seesaw Activities section for each lesson and work through tasks in a timely fashion.
* Complete all set work and hand in work to the subject teachers in the way you have agreed with teachers
* Pupils should use TEAMS for Meetings scheduled by our CLOL or by our P6 and P7 pupils.
* Seesaw Student Journal should be used to communicate with teachers and ask questions if they do not understand/need help within normal school time hours.
* Parents/Carers can email the teacher if they are having difficulties and need support through Seesaw Inbox.
* Pupils may need to photograph work and use the Teams app to submit this to teachers.
* Deadlines should be met where possible; Pastoral Care teachers will be informed if they are not and will be in contact with home to see if additional support is needed**.**
* Teams is for classwork only and discussion about learning. Young people should use their own social media to catch up with and speak to their friends.

**Helpful ways that Parents can support:**

* To ensure their young person has their iPAD fully charged and connected to the Wi-FI. Parents should contact the school if they have any IT or Wi-Fi issues.
* Encourage and support their young person’s work including: finding an appropriate place to work, checking that set work is completed and submitted by the end of each day.
* Contact the school if there are any concerns. Please see ‘useful contacts’ at the end of this document.
* Support students in having a quiet space for Team video calls.
* Pupil expectations are discussed further on the following pages. Due to the unpredictable nature of this pandemic several scenarios may occur that may require young people to access their learning remotely or through a blended learning approach depending on the circumstances (blended learning - attending school on a part-time basis and working remotely from home the rest of the time).

**Glasgow’s Mission Statement:**

This Remote Learning Policy aims to continue support this in line with our Digital Strategy and Digital Teaching and Learning Policy. In collaboration with colleagues from across the city, Education Services have Glasgow City Council’s Transformation Programme. The three work-streams; Digital Leadership and Culture, Digital Services, Digital Foundations, clearly align with Education aims and priorities:

* Raising attainment and achievement
* Enhancing the leadership of staff
* Supporting families to be better able to support their children’s learning and development
* Make best use of resources

**Staff Aims**

**We aim to:**

* Ensure consistency in the approach to remote learning for pupils who aren’t in school
* Set out expectations for all members of the school community with regards to remote learning
* Provide appropriate guidelines for data protection
* Ensure pupils unable to attend school remain fully included within the school community.
* Continue to ensure that every child receives the best education the school can provide them
* Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

**Roles and responsibilities**

* Alongside any teaching responsibilities, senior leaders are responsible for:Co-ordinating the remote learning approaches across the school Monitoring the effectiveness of remote learning
* Monitoring the security of remote learnings including data protection and safeguarding considerations.If the class teacher is unwell a unable to lead remote learning, then the Senior Leadership team will take direct responsibility for this.
* If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles while carrying out remote learn for the class.

**Designated safeguarding Lead**

The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning Please refer to Child Protection and Safeguarding Policy.

**Teachers**

When providing remote learning, teachers must be available between 9am-3pm on their working days If they’re unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

**Setting work**

• Teachers will provide learning for their current class. The amount of work they need to

provide is daily Maths and English lessons plus 3/4 lessons for foundation subjects each

week. Daily phonics lessons will be planned for KS1 and SPAG lessons for KS2.

• Teachers will use resources provide by the Oak National Academy, White Rose Maths and

BBC Bitesize, as well as other resources identified by school curriculum leaders.

The work will be set daily.

Teachers will upload weekly learning packs on the school website. The packs can then be

accessed at home, printed by staff who are on site, ready for parents to collect or staff can

deliver to homes.

•Teachers will outline the work daily via their class activity page.

Providing feedback on work –

Pupils can email work to their class teachers. All work submitted will be acknowledged by the class

teacher. Feedback will be given for English and Maths on an individual basis. Feedback will be age appropriate.

Keeping in touch with pupils who aren’t in school and their parents –

In the case of a national or local lockdown, Teachers will call pupils/parents at least every 3 weeks. Any concerns should be recorded and Head teacher alerted. In the event of a self/class bubble isolation, communication will be via email. If there has been no communication from either a parent or child via by day 3 of lockdown/self-isolation period starting, teacher or SLT member will call parents/pupils on day 4.

Vulnerable pupils will be called weekly – CP identified pupils, this will be done by SLT.

Emails received from parents and pupils are to be checked between 9am and 3pm, Mon- Fri. Teachers should respond to pupil/parent emails within 48hours.

**Support for Learning Workers**

When assisting with remote learning, they must be available between 9am-3pm. If they’re unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

Supporting pupils who aren’t in school with learning remotely –

When requested by Head Teacher/SENDCO

Will liaise with class teachers to support planning and resourcing differentiated learning

**Staff Interventions**

Our Challenge Leader of Learning and Nurture Team will use Seesaw and TEAMS were appropriate to connect and provide learning opportunities to their . On this page will be important information regarding remote learning during absence from school

Alongside their teaching responsibilities, staff with external responsibilities out with the classroom are responsible for monitoring the work teachers set for their intervention groups. They will review work and parent/pupil messages weekly.

Be contactable during the school day – 9am-3pm although they may not always be in front of a device the entire time

Seek help if they need it, from teachers or teaching assistants

Alert teachers if they’re not able to complete work

Staff can expect parents with children learning remotely to:

Make the school aware if their child is sick or otherwise can’t complete work

Seek help from the school if they need it – if you know of any resources staff should point parents towards if they’re struggling, include those here

Be respectful when making any complaints or concerns known to staff

**Governing board**

The governing board is responsible for: Monitoring the school’s approach to providing remote learning to ensure education remains as high quality as possible

Ensuring that staff are certain that remote learning systems are appropriately secure, for both data

protection and safeguarding reasons

**Data protection**

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

Teachers are able to access parent contact details via school office using a secure password.

Do not share any details with third parties.

If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children and will provide paper packs of learning. Where funding can be accessed, remote devices (eg, laptops) and/or 4G connections will be sought, particularly for disadvantaged children. Parents will be reminded to make the school aware of any barriers to accessing remote learning.

You will find here an overview of lessons to be completed each day. If you click on your CLASS you will see specifically the curriculum expectations set by your class teacher.

It will provide learning across the curriculum and children will be expected to spend a similar amount of time completing this as they would spend learning in school.

The Overview.

The daily timetable will include:

* **Maths and Numeracy**
* **Reading**
* **Writing**
* **Spelling/Phonics**
* French
* IDL / Social Studies/ STEM

School iPads are the school’s preferred devices to be used in P7 and for Digital Inclusion Pupils, when accessing any information.

**Keeping devices secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

Making sure the device locks if left inactive for a period of time

Not sharing the device among family or friends

Installing antivirus and anti-spyware software

Keeping operating systems up to date – always install the latest updates

**Safeguarding**

Please refer to Child Protection and Safeguarding Policy.

**6. Monitoring arrangements**

This policy will be reviewed as and when updates to home learning are provided by the government by Mrs Donna Lee. At every review, it will be approved by the Governing Body.

**7. Links with other policies**

This policy is linked to our:

* Behaviour policy
* Child protection policy and coronavirus addendum to our child protection policy
* Data protection policy and privacy notices
* Home-school agreement
* ICT and internet acceptable use policy
* Online safety policy (e-safety)

**Self-Isolation Guidelines**

**Scenario 1** – A young person has been advised following government guidelines that they must self-isolate for 14 days.

\*If you are self-isolating with symptoms then you are not expected to complete home learning\*

If you are self-isolating without symptoms then you should follow the guidelines below:

• Have a routine each day. You should be up, dressed and have breakfast so that you are ready to log on to Microsoft Teams and start your day for 9am.

• Check each of your virtual classes on Teams each school day for new notifications and newly uploaded tasks from your teachers.

• Follow your timetable! For example, if you have English period 1 and then Maths period 2 then you should complete the work set for these subjects at these times.

• Keep in contact with your teachers, send them completed work and read/respond to any feedback given. All work should be submitted through Microsoft Teams and not by GLOW email.

• Make sure that you are taking breaks, in particular make sure you have screen time breaks. Where possible try to get some fresh air.

• If you have any questions or worries then please get in touch with your teacher or pastoral care teacher. We are here to help!

Scenario 2 – National or localised lockdown in place, schools have to remain open and implement a ‘blended learning’ approach.

\*If you are unwell with symptoms then you are not expected to complete home learning\*

As part of the blended learning model being adopted by Govan High, you will spend some of your time in school and some of it at home.

Blended learning (AT SCHOOL):

• Arrive in class prepared – this includes your bag, jotters, pen/pencil, ipad and PE kit (if needed).

• Follow your blended learning timetable! This may mean you only see your teacher once per week.

• Your lessons in school will be active – eg: discussions, debates, questions, practical, detailed explanations.

• Your teacher will ALSO set your work for the rest of the week at home and will explain this to you during school time.

**Blended learning (AT SCHOOL):**

* Arrive in class prepared – this includes your bag, jotters, pen/pencil, ipad and PE kit (if needed).
* Follow your blended learning timetable! This will be limited compared to your usual one.
* Your lessons in school will be active – eg: discussions, debates, questions, practicals, detailed explanations.
* Your teacher will ALSO set your work for the rest of the week at home and will explain this to you during school time.
* Blended learning (AT HOME):
* Get yourself up, showered, breakfast and logged onto Microsoft Teams for 9am if you are not in school that day.
* Follow your newly created at home timetable you made for yourself.
* Complete the tasks set by your teachers during your timetabled class time. E.g. – Biology 11-12pm – complete Biology tasks. History 12-1pm – complete History tasks.
* Your teacher could be teaching when you are completing your work, therefore, if you are stuck, please email your teacher and they will get back to you ASAP.
* Make sure that you are taking breaks, in particular make sure you have screen time breaks. Where possible try to get some fresh air.
* If you have any questions or worries, then please get in touch with your teacher or pastoral care teacher. We are here to help!

**Blended Learning Guidelines (AT HOME)**

* \*If you are unwell with symptoms then you are not expected to complete home learning\*
* Get yourself up, showered, breakfast and logged onto Microsoft Teams for 9am.
* Plan each day, have a clear set of goals. Know which subjects you want to focus on each day. You should plan your learning the day before. A blank timetable template will be emailed to you by your year head through teams e.g. if you are in S3 you will be able to locate this timetable in the ‘S3 Team’ under the ‘file’ tab once you have opened the Team
* Complete the tasks set by your teachers during your timetabled class time. E.g. – Biology 11-12pm – complete Biology tasks. History 12-1pm – complete History tasks.
* Make sure that you are taking breaks, in particular make sure you have screen time breaks. Where possible try to get some fresh air.
* If you have any questions or worries, then please get in touch with your teacher or pastoral care teacher. We are here to help!

**School Closure Guidelines**

* \*If you are unwell with symptoms then you are not expected to complete home learning\*
* Get yourself up, showered, breakfast and logged onto Microsoft Teams for 9am if you are not in school that day.
* Follow your newly created at home timetable you made for yourself.
* Senior phase pupils will be expected to follow their normal timetable during school closures. Therefore, you should complete the tasks set by your teachers during your normal timetabled class time. E.g. – Biology 9.40-10.30am – complete Biology tasks. History 10.45 -11.35am – complete History tasks.
* Where possible your teachers will try to follow this timetable and will try to be available at these times if help or assistance is required. Sometimes though your teacher may not be available due to various circumstances that can’t be helped. However, you can still communicate with your teacher through Teams and they will get back to you ASAP.
* In some cases, your teacher may be running a ‘live’ session. You will be notified about this in advance.
* Make sure that you are taking breaks, in particular make sure you have screen time breaks. Where possible try to get some fresh air.
* If you have any questions or worries, then please get in touch with your teacher or pastoral care teacher. We are here to help!

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| SUBJECT | WEB LINK | DETAIL |
| MATHS AND NUMERACY | <https://whiterosemaths.com/>  <https://www.activelearnprimary.co.uk/login?c=0>  <https://ttrockstars.com/>  <https://www.sumdog.com/user/sign_in> | Using White Rose maths, children will be guided to the appropriate year group they are in and to one of the topics available.  Interactive games the teacher can pitch at the correct level and correct subject.  Times Tables Grand Champion Practice – Pupils can get their own TTRockStars login details.  Interactive game for improving mental agility in Maths and Numeracy – pitched at the pupil’s levels and adapts as it progresses. |
| READING | <https://home.oxfordowl.co.uk/reading/free-ebooks/>  <https://www.oxfordowl.co.uk/login?active-tab=students> | Reading is everything. Read as much as you can at home as we celebrate our Year of Reading. Children are to read from their own reading book or download and read a free e-book from Oxford Owls- parents will be contacted with the correct Oxford Level for their child. |
| WRITING | <https://www.pobble365.com/>  <https://www.bbc.co.uk/bitesize/topics/z9brd2p> | A brilliant, fun and entertaining way to write. Click on PDF download for the ‘picture of the day’ eg, Darth’s Dream Car- reading and writing activities are provided based on the picture provided. |
| SPELLING | <https://www.spellingshed.com/en-gb/>  <https://www.oxfordowl.co.uk/login?active-tab=students> | Keep on top of your spellings with the Spelling Shed. Log in and see what your teacher has set for you. Weekly spellings will be published on the Class Page for those children in KS2 using the strategies learnt in class. |
| PHONICS | <https://www.oxfordowl.co.uk/please-log-in> | Phonic activities based on the Phase your child is working from. |
| OTHER SUBJECTS | <https://www.bbc.co.uk/bitesize/this-terms-topics>  <https://classroom.thenational.academy/>  <https://www.purplemash.com/sch/parklands-14>  <https://www.languageangels.com/schools/index.php/home> | Your teacher will guide you whether to use BBC Bite Size. Feel free to do extra.  Children can select their year group and subject (science, history or geography) then complete a relevant learning activity linked to their classroom learning.  Use your Purple Mash account to do some great IT work.  Keep on top of your Spanish by using Language Angels |

Additional Resources

1. West OS – Glow Tile – Must log in to Glow first and the app has a range of video’d lessons and resources for parents to help their children work through at home. a list of different Curricular areas where you can find resources and videos to support your learning

Providing feedback

Stakeholders can send any additional enquiries to via the Headteacher email: [Headteacher@caldercuilt-pri.glasgow.sch.uk](mailto:Headteacher@caldercuilt-pri.glasgow.sch.uk)

Alternatively, home learning packs can be requested so that children complete on paper and these can be returned for marking when collecting the next weekly pack from the office.

Contact with pupils/ parents

Parents are able to contact the teachers through Seesaw inboxes, through school via telephone or through the headteacher email address. Teachers will message back feedback if required, through Seesaw. Any issues arising will copy the Headteacher into any correspondence. Any response should be made within 48 hours. Where a pupil is in self-isolating on medical ground for a significant period of time, contact will be made via telephone on a fortnightly basis to monitor learning and provide support if needed.

Pupils identified as vulnerable will be contacted by the SLT on a weekly basis and support offered as necessary.

Safeguarding

Please refer to Child Protection and Safeguarding Policy.

Data protection

When accessing personal data, all staff members will: Only use their official school email account and connect to the school network using their school laptop only.

Sharing personal data

Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online. All data collection will be compliant with GDPR guidelines.

Keeping devices secure

All staff will take appropriate steps to ensure their devices remain secure. Computers should be locked if left inactive for a period of time. Operating systems must be up to date – always install the latest updates.

Monitoring arrangements

This policy will be reviewed by the SLT as and when updates to home learning are provided by the government. At present the only ‘live lessons’ will be used in P5-7 and by our Intervention support teachers.

Links with other policies

This policy is linked to our:

* Positive Relationship and Behaviour policy
* Child Protection and Safeguarding policy
* GDPR policy
* IT and Online safety policy
* Staff Code of Conduct