



TeamMIEEScotland

Remote Learning  
Examples

In discussion with parents of pupils not on Teams I am providing weekly teaching via SWAY for my SfL pupils. The fact that I can record audio and add images and videos of me using concrete materials to explain the learning has really helped them. The feedback has been very positive - easy for children to navigate and they love hearing my voice!

**#dedridgedoesdigital**



[Link to SWAY](#)

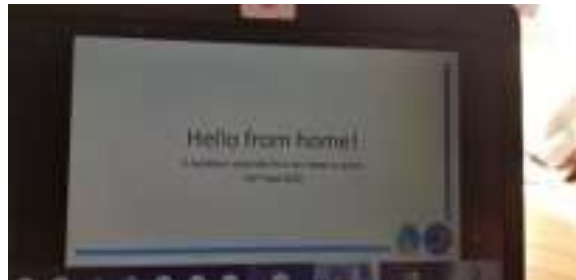
### **LIVE ASSEMBLY!**

At Dedridge we have started to deliver a weekly live Assembly for P4-7 through Teams. Which we have then shared with our Nursery to P3 via our School blog.

**#dedridgedoesdistancingdigitally**

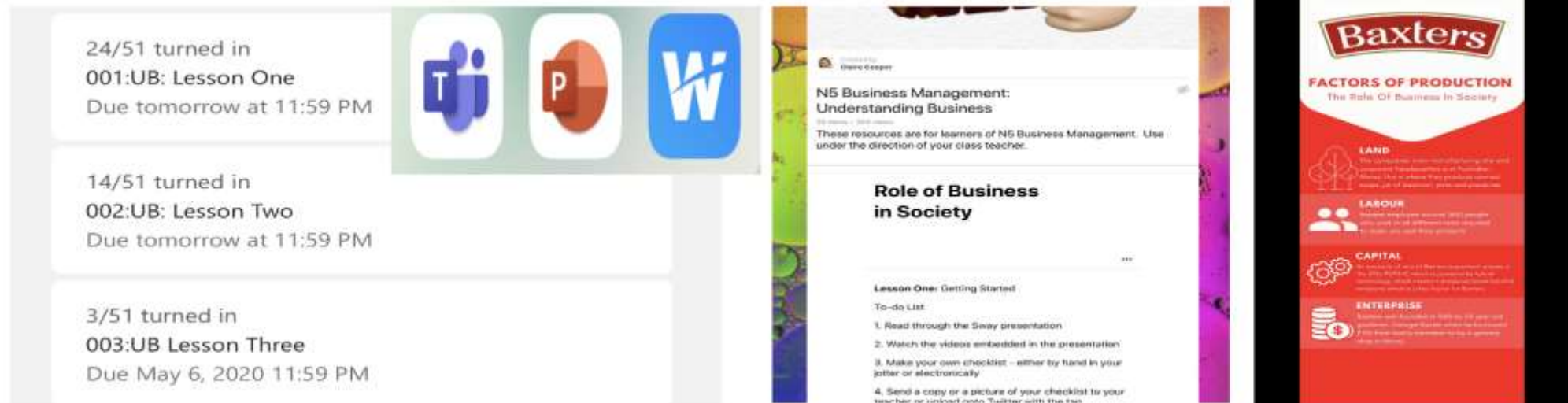


Kirsteen Steven  
SfL Teacher



### **TOP TIPS!**

- Keep it simple and short
  - Embed music rather than using links
- Selection of: -**
- Share some children's work
  - Short story
  - Share something from staff
  - Set children/families easily achievable task for following week



## Claire Cooper - Business Ed, Currie High School, Edinburgh, Remote Learning approaches

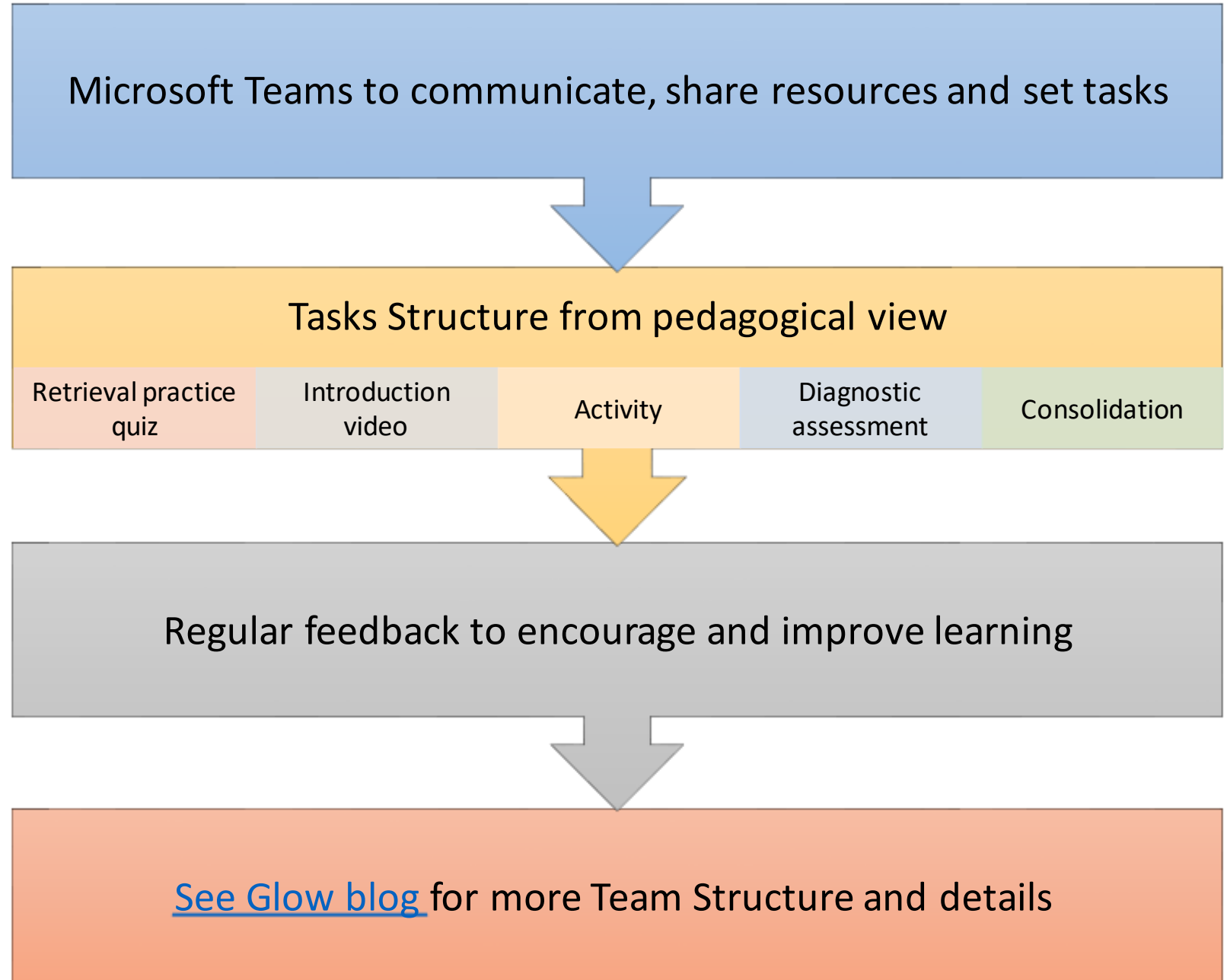
- Delivery – Wakelet and Teams
- Content creation – Sway, PowerPoint, Videos and Audio
- Knowledge checking – use of MS Forms for regular questioning.

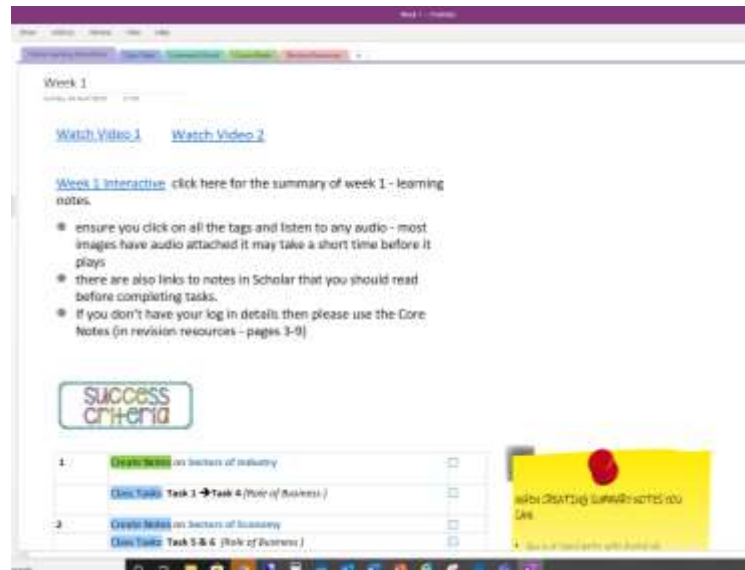
My approach is to set a clear flow of learning with organised To-do lists and recorded lessons. I have chosen this method as it allows learners to work at their own pace and it allows them to engage when they choose to rather than at a regulated time. Although I am posting daily to check in with them to ensure regular engagement.

Andrew  
Bailey

Physics

Carnoustie  
High  
School





I am using Microsoft Teams for communication and sharing. (We have 1:1 devices so all pupils have an iPad)

- Pupils are accessing materials and completing tasks from the class notebook (these are made up using a variety of tools and pedagogy to try and sustain engagement levels)
- PowerPoint Lessons are recorded with video and audio narration
- Weekly formative assessment using Assignments – variety of quizzes and written tasks
- Using Insight data to monitor engagement
- School Policy is to use Show My homework as a way of alerting Pupils/Parents of work – due I am using a notification tool to point students to MS Teams



Shelley Thomson - Earlston High School  
Asynchronous Learning

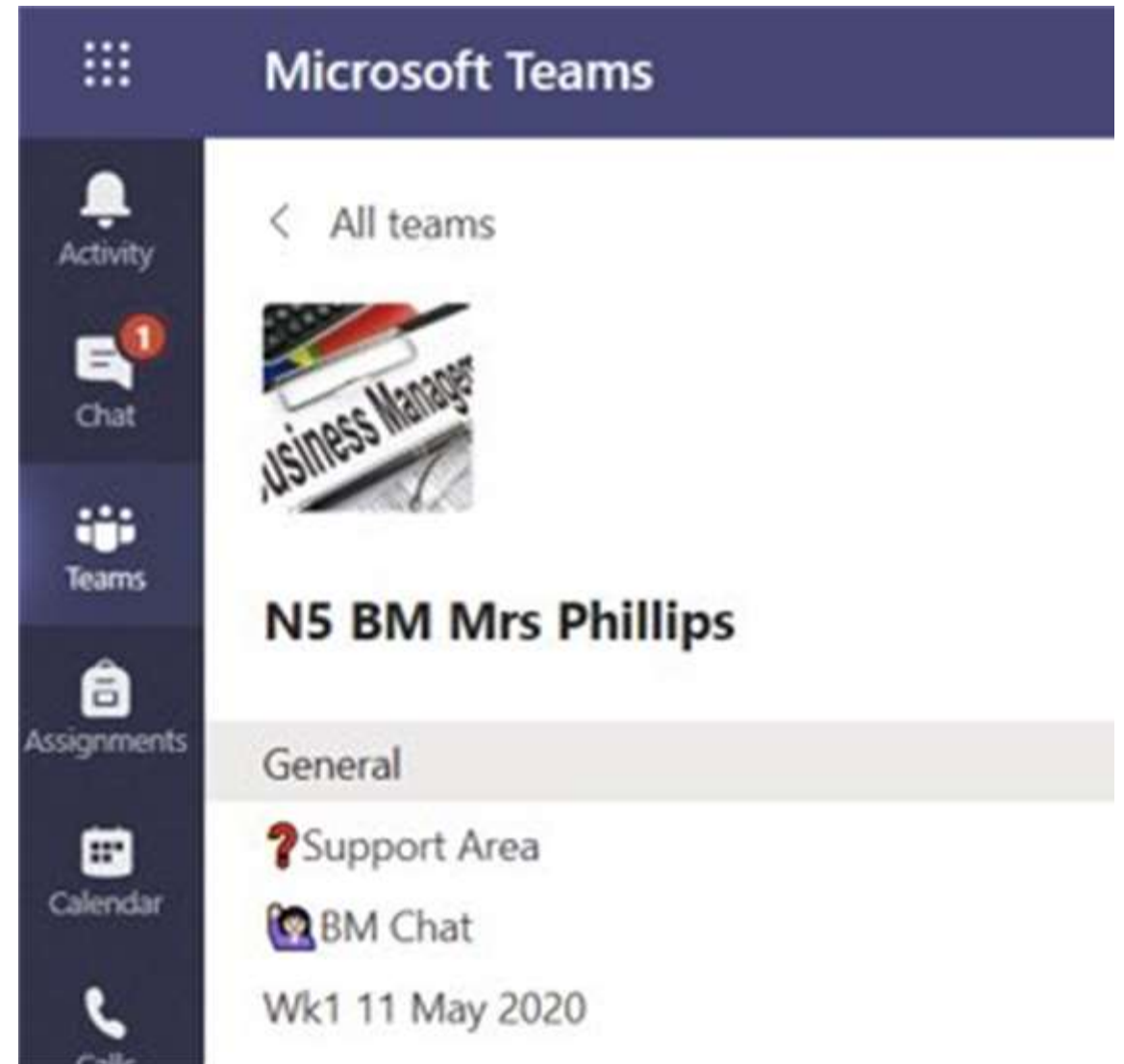
# Nina Phillips

## Business Education Teacher

- All S3-S6 pupils are issued with iPads.

Within MS Teams:

- Weekly channels to issue work and where pupils can ask for support for that week's work.
- Support channel for any technical issues they are having, as well as a “social” BM Chat channel.
- Weekly check-ins with my classes through MS Teams. The feedback has been very positive as it gives them the chance to speak to each other and see me onscreen.
- Use of MS Forms to create formative assessments is invaluable, as is the Grades app to monitor results.
- Insights is another useful tool to help monitor pupil engagement. It will allow PCS staff to "check-in" on pupils who are not engaging.
- Use of OneNote to allow pupils to post work, work through worksheets, etc. Also provides one location to provide written and verbal feedback/feed-forward.
- Video tutorials, PowerPoint presentations and other resources will also be made available to pupils within MS Teams.



**Pitteuchar East** @PitteucharE · Apr 27  
 Here is a little activity, it is mainly for the little ones but I'm sure some of the older kids will have fun too. As you know Miss Peden has lots of favourite books but this is one of her favourite, favourite. It is Paper Dolls by Julia Donaldson. Enjoy!



Paper Dolls by Julia Donaldson  
 Watch Julia Donaldson read her fabulous book about the adventures of a set of paper dolls. Jim with two noses is my favourite.  
 @sway.office.com

You Retweeted  
**Laura Peden** @l80pdn · Mar 30  
 A girl in my class gave me an idea today about going on a bear hunt. So here is a little Sway all about just that.



Created using Microsoft Sway  
 It is a lovely Spring day so head out for a walk. Use the story map to help you record some of the things you come across on your walk.  
 @sway.office.com

Try a few examples.  
 a. 43 x 3      b. 32 x 3      c. 63 x 4  
 d. 72 x 2      e. 54 x 5      f. 39 x 3

Record your answers in the Form below.

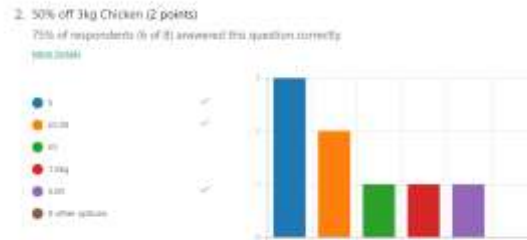
Success Criteria -

- I can draw multiplications as arrays.
- I can partition the numbers into tens and ones.
- I can use a grid to solve more difficult problems.

Multiplication

Multiple choice question interface for multiplication.

**Miss Peden** 11:03 2018  
 If you haven't completed the Percentages work, you can give it a go today.  
<https://sway.office.com/3AeM8HjzBV2s4R3?ref=link&loc=play>

**Miss Peden** 24/04 10:44 shared  
**Tuesday's Comprehension Work**  
 This task is all about climbing Mount Everest. There is a reading passage and then a Form to fill in with questions about it. I thought this might be easier for people who are finding getting into Class Notebook tricky.

<https://forms.office.com/Pages/ResponsePage.aspx?>

Form interface showing a reading passage and a form to fill in.

# Using Sway to deliver lesson content and embedding a Form to assess.

## Benefits -

- Different media can be embedded into Sway: video clips, pictures, website links etc.
- The Sway can be set up to be viewed without signing into Glow.
- The Sway can be shared through social media
- The Form provides instant feedback to the teacher without the child having to access another application.



Laura Peden  
 Pitteuchar East PS  
 Fife Council

# Jenny Roulston Primary 4 Teacher / Digital Leader Seaview Primary School, Angus Council



We are using Seesaw to support the learning from P1 to P7. A home learning grid is posted weekly for each class supported by activities, photos and videos. Pupils are able to select work to suit their individual circumstances and the expectation is that each family does what works for them. Pupils can access work at anytime and choose the order in which they complete tasks. Teachers check in with pupils daily via video messages, check in activities or journal messages.

Staff are using Teams to collaborate and support each other and to plan learning. Channels have been created for each stage to share resources and some stages are using it for weekly planning video meetings. Weekly home learning grids are shared here.



Individual feedback is given on pieces of work shared to a pupils learning journal which parents can also see /access. Pupils can share photos, videos or use Seesaw tools to record their work. Pupils are encouraged to show what they have been up to, especially work that is not on the 'grid'. Seesaw activities are used to create meaningful learning experiences. They are able to add other apps like Chatterpix, Adobe Spark and Pic Collage to their journal.

We are able to easily keep track of engagement by looking at pupil journals on Seesaw and Seesaw also provides analytical tools to track the weekly engagement of parents/carers.



My P4 pupils have been enjoying check ins, especially Fun Fact Friday and 'Would you Rather' questions. They share photos, recordings and their own views.



Wednesday 29th April

Good morning everyone.

The question for our afternoon call is:

If you could wake up tomorrow with a superpower, what superpower would you want to have? :

P1-3 Weekly Overview

Monday	Maths	Reading	Writing	PE
Tuesday	Maths	Reading	Writing	PE
Wednesday	Maths	Reading	Writing	PE
Thursday	Maths	Reading	Writing	PE
Friday	Maths	Reading	Writing	PE

Our pupils are enjoying speaking to their teachers every day and are supported by their parents to share their learning.

Our pupils share their learning through videos, photos and screenshots.

Parents are finding the contact every day and the routine we have created through our use of Teams beneficial at home. It gives a structure to their day.



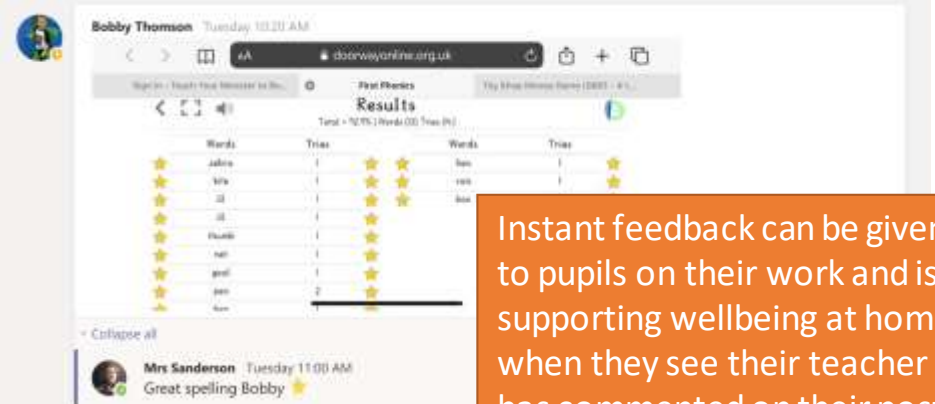
We have a Team for each class, where we post learning tasks and host video calls with our pupils each day.



We have been using Sway to create lessons. Here are two examples for P1-3:

- [French Greetings and Introducing Yourself](#)
- [Coin Recognition](#)

Instant feedback can be given to pupils on their work and is supporting wellbeing at home when they see their teacher has commented on their post.



Our P4-7s are using Class Notebook within Teams for differentiated learning. Learning tasks are posted in their individual sections, along with photos and videos to support them. Individual feedback can then be given to pupils to support their learning.

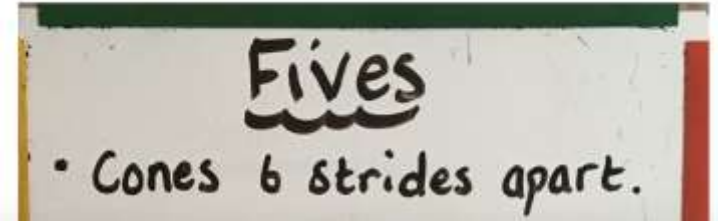
Monday 20th April 2020

Today we are going to be working on our Speed, Strength and Flexibility.

Speed

We are going to begin with our fives shuttle runs for speed, and to get our body working. We normally do this as part of a group so I have put in some rest counts in between.

1. Lay out 2 cones (or something to mark 2 points) with a distance of 6 strides between them.
2. You are ready to start.
3. Remember 1 counts as there and back. So for x2 we need to go there and back twice. And don't forget to reach for the marker each time.
4. Use the chart below as a guide.



The use of videos and photos to provide 'lessons' is supporting parents who don't feel confident in their own skills.

Julie Sanderson  
Digital Leader



**Our Primary staff** are sharing lesson grids on a weekly basis and are hosting video calls once or twice per week per class.

Secondary pupils have all been issued with their new timetables via Glow email and began this new timetable on 27/04/2020.

Staff in SFL have set up Teams with groups of ASN pupils and also groups of pupils who may need extra support.

Staff in SFL are also calling home where pupils have not been engaging with work to see if we can offer any support.

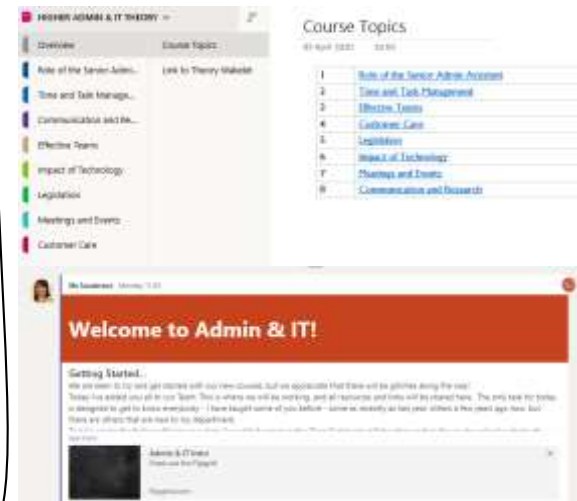
Engagement is being monitored weekly using SMH and Insight.

**Communication with pupils and parents** is happening via a special section on our school website. I've created a Wakelet to share links to Glow, a form to request Glow password resets, useful websites and work for some departments:

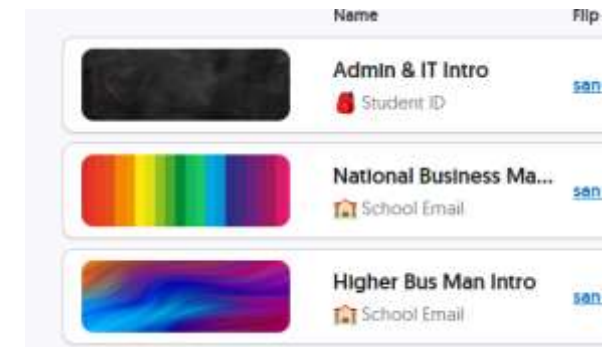
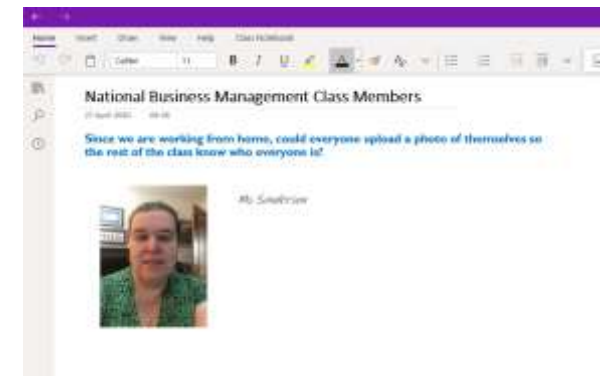
<https://wke.lt/w/s/LU4ZU5>

Departments are also using Teams and Show My Homework to set work for pupils in all year groups.

**Setting work** for my own classes in Teams. Using OneNote to organise resources and announcements containing links to signpost new tasks. Insights is helping to monitor engagement.



Using an #engagewithbusiness challenge grid to offer differentiated tasks for S2 – these tasks can be accessed with any device at any time for those who are struggling with IT access.



**Communication with and between pupils** through a dedicated page in Class Notebook to meet new class members (timetable changed on 27/04/2020) and a Flipgrid to say "hi" to each other. Pupils also have a "communication" page in their Class Notebook.

We hope to use Flipgrid as part of our P7 Transition this term.

## P7 Carmuir Primary School – Mary Jalland

We aim to make learning flexible, realistic and not overwhelming for families so are offering choice and daily support on Teams and by Email. We began by offering the choice board, but the Engage, Experience, Empower activity has yielded better engagement and more enriching learning. How to present work is up to the child and should not require adult support. It is even possible to do all learning on a phone.

### Engage, Experience, Empower, Enrich

I set three open ended tasks per week based on a theme. The Engage task hooks the children in and gets them thinking. This is followed up by an Experience task to develop their learning and an Empower Task to creatively demonstrate their learning. As an extension there are extra enrichment tasks. The children communicate, submit and discuss their work on their class Team. They are shared via Wakelet. Here are some examples.

Japan

<https://wke.lt/w/s/rLpGr8>

Be an Architect

<https://wke.lt/w/s/Tbemhk>

For those able to commit to more learning we also provide a choice board which links to video lessons across the curriculum. We are making use of Sumdog, StudyLadder, Buncee and Duolingo.

Choose a task a day. Send in work via Teams, Twitter or email.

#Remote Learning

Check Twitter and Teams daily for more suggestions.



Division Lesson <a href="https://wke.lt/w/s/ru1aeD">https://wke.lt/w/s/ru1aeD</a> 	SumDog 	Writing Write your teacher a letter about how you are getting on. Use at least 5 paragraphs.	Taskmaster Toilet Paper Keepie-Uppie challenge 
Multiplication Lesson <a href="https://wke.lt/w/s/Y_GYg5">https://wke.lt/w/s/Y_GYg5</a> 	StudyLadder StudyLadder 	Reading A book of your choice.	Creative Make an entertaining short video about handwashing or home learning.
Art Lesson <a href="https://wke.lt/w/s/5scjBd">https://wke.lt/w/s/5scjBd</a> 	Duolingo  duolingo	P.E. Make a fitness workout. Write the plan or make a video. (I'll try it out)	Baking To celebrate Mrs J's birthday – bake a cake (you'll have to eat it yourself!)



# P6H - Team Hamazing :)

- General
- Art
- Challenges
- Facts
- French
- Health
- Jokes
- Maths
- Morning Tasks
- Questions about work
- Random chat
- Reading
- Scottish Inventors
- Spanish
- Spelling
- Submit your work here please

## Class Information

Wednesday 29<sup>th</sup> April

Maths	Spelling	Topic	Health
123	ABC		

Your morning task for today has been updated in the Morning Task section. You will find your work for today in the maths, spelling and topic sections or by clicking on these links:

Morning task: [Miss Hedges, Wednesday 28th April](#)  
 Maths: [Miss Hedges, Wednesday 28th April](#)  
 Spelling: [Miss Hedges, Wednesday 28th April](#)  
 Topic: [Miss Hedges, Wednesday 28th April](#)  
 Health: [Miss Hedges, Wednesday 28th April](#)

For all tasks you can decide how to show me your work. You could do this using Seesaw (see your home learning account) or email or a school laptop or tablet.

## Tuesday 28th April

14 everyone

Please add your spelling words to work at their right sentence. Remember to use the quality sentence cards to help you with your work.

Remember to use the quality sentence cards to help you with your work.

## Tuesday 28th April

14 everyone

There is your work. We are moving on to a focus on geometry. Please see the attachment for more details.

[Tuesday 28th April Geometry.pdf](#)

Miss Hedges 7:46pm 2021

### Wednesday 29th April

14 everyone

You will be continuing your work on geometry. There is a related geometry task and some work to do on paper for today.

[Wednesday 29th April Geometry.pdf](#)

## Emma Hedges. P6 Teacher. Victoria Primary School, Falkirk. @MissHedgesVPS

Many of our families have limited access to devices so as a school we are taking an asynchronous approach to teaching and learning. I post a daily class information page on Teams which has a visual timetable for the pupils and links to the channels they need for the work for the day. On the channel for each curricular area the class will see an announcement with their work for the day for that subject. This makes it easier for the pupils to dip in and out of the work. A few pupils cannot access Teams for various reasons and so I email them the work.

The pupils have the option of posting completed work on Teams or on Seesaw. My class have been using Seesaw daily in class all year so both the pupils and families are familiar with it. If pupils upload work to Teams I transfer it over to Seesaw. All pupils are provided with their individual feedback on Seesaw and their parents/carers can also see the feedback.

I have a small class of 22 pupils and so I can easily keep track of engagement by looking at the pupil journals on Seesaw. Seesaw also provides an overview of how many pieces of work are submitted each day and a weekly summary of which parents/carers have been online to view completed work. I have 86% of pupils who are regularly engaging in their learning in a way that is manageable to them and their families.

Pupils have fed back that they enjoy that they can complete and submit their work in a way that suits their individual circumstances. I have also had positive feedback from parents who have appreciated their child can access the work at their own pace and can also view their feedback.

Each Wednesday we have a midweek catch up call. The class have time to chat and we also take part in an activity such as a quiz. Friday is known as "Finish Up Friday". This is a day for pupils to complete any work from the week that they did not have time to do. No new learning is posted however I post ideas for activities such as fort building and nature scavenger hunts.



- Q1) Would you rather be a kid your whole life or be an adult your whole life?
- A1) I would rather be an adult my whole life because I have always wanted a driving licence and if you're a kid you will never get a driving licence.
- Q2) Who do you trust most?
- A2) I trust most my family because they are always by my side.
- Q3) If you could move to another country, where would you move to?
- A3) I would move to the united states in California or New York.

Great work. You have clearly worked really hard on this! I love that you have added photos into your work.

Alexander

Great use of MathBot to show lines of symmetry in squares.



Teams are used across the school , for both staff and pupils.

Some of my colleagues are producing recorded lessons.

I am using a blend of live and asynchronous lessons, utilising MS Forms , Sway, Class Notebook and Assignments.

BGE classes also have work set on external platforms. Scholar is used via Glow for relevant classes.

Why am I doing this ? So pupils can access the work as and when they can and ask questions directly in live sessions or later via the Team – all in a secure environment. I also have a means of tracking engagement.

Online teaching : 27th April to 1st May

1. If you participated in the online teaching this week, please click below \*

- Joined in live event
- Did not join live, but did read notes later
- Did not participate

2. Please describe the connection \*

- Good
- Poor video
- Poor sound
- Other

3. Please rate your understanding

Work

Please complete

addfra.pdf  
Maths 1B4 2

Feedback Form

Sum Dog & Manga High

Maths 1B4 2019/20

Your challenges

Fractions Part 1

Live | Thu 30

Pre for Higher Maths

Prerequisite Knowledge

SCHOLAR

My SCHOLAR >

For those of you planning on Maths Nat5A4 2019/20 Maths Nat5 Prerequisite Knowledge You must have a good grasp of the

- Completing the Square.
- Changing the subject of the
- Manipulating Algebraic fractions.
- Factorising.
- Manipulating Surds and Indices.
- Manipulating quadratics.
- Basic Trigonometry.

Please continue to use Scholar until the new material is taught.


Alexander Forrest  
Teacher of Mathematics  
The Gordon Schools, Huntly  
[gw08forrestalexander@glow.sch.uk](mailto:gw08forrestalexander@glow.sch.uk)

Innovative  
Educator Expert



# Sarah Clark MIE Fellow, Queen Anne High School, Dunfermline, Biology Teacher

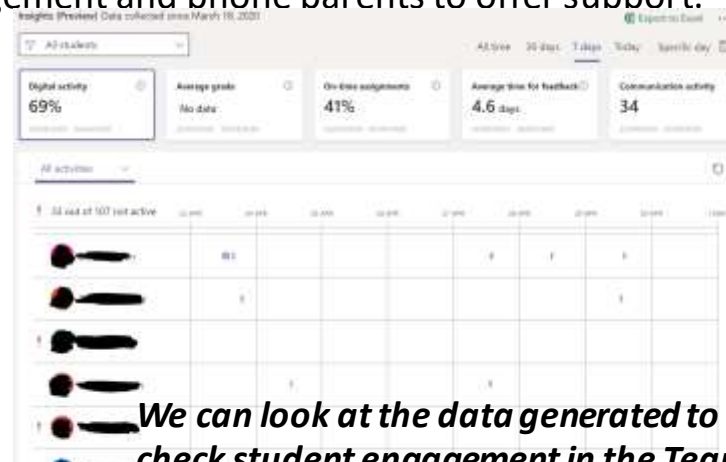


Our School is using Microsoft Teams to communicate with pupils digitally and remote learning activities are shared this way. As a Microsoft Showcase School we have been using Teams in most Departments over the last year so for many students the transition to remote learning has been much easier, but not without a few problems, like most schools as we adapt to a new way of working.

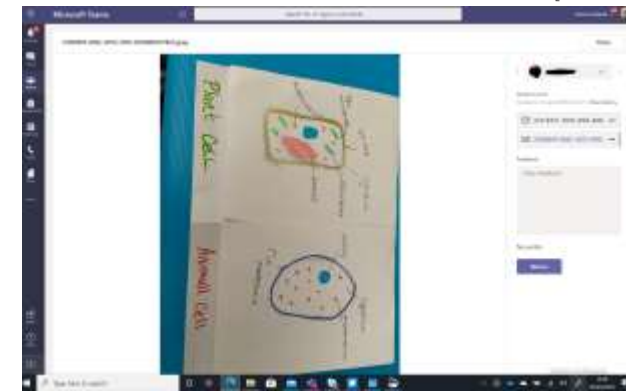
Learning is very much Asynchronous where students are learning at a time that suits them (depending on device access in the home). In Biology we are recording audio and adding this to Powerpoints to take students through new course work as they change to their new timetables. To ensure they can all access and don't need specific software, we are exporting these as videos to make it easier to watch back on a mobile phone and all are shared via a platform called Flipgrid added to Teams. This is preferred over a live lesson as students may be unable to join at a specific time each day.

Activities set have included questions, foldables and students upload a photo of their work to 'Assignments', Form quizzes to assess learning, experiments they can do at home, digital escape rooms, live kahoots and some teachers are hosting check in live sessions to connect with their students with Teams meetings. Students are also working on Scholar online platform across devices

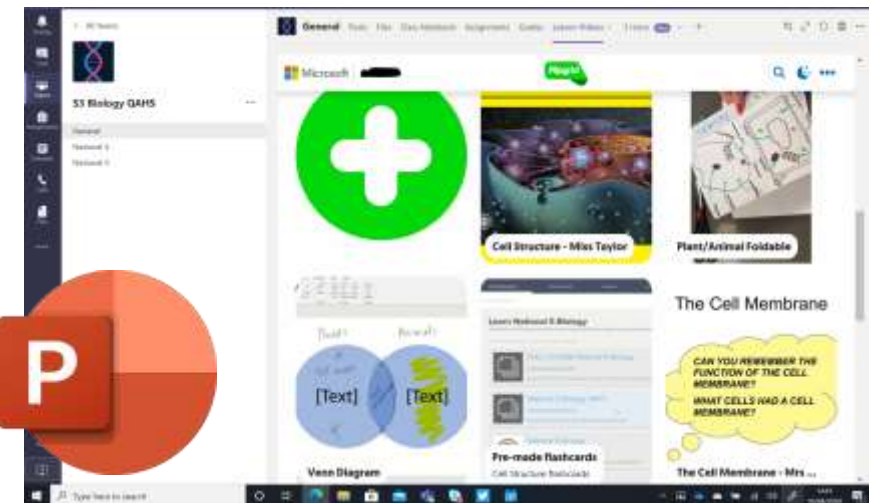
We are using data from our Teams to check engagement and phone parents to offer support.



*We can look at the data generated to check student engagement in the Team*



*Pupils can upload photos of their work using a mobile phone...it does not have to be done online all the time*



*Pre-recorded videos made in powerpoint are shared out with pupils that they can watch at a time that is convenient to them and their family. We use Flipgrid added to class Teams*



# North Ayrshire Music Service – How Instrumental Instructors are communicating with pupils through Teams.

Teaching instruments to children remotely is incredibly difficult, however the Music Service is trying out different methods including Teams. They have also created an unlisted YouTube channel for staff videos of performance to help pupils with technique etc. This Team was recently created so the pupils are having to learn how to use the Team on their own at home, some with parental support. The ages of pupils range from P5-S5 from across clusters. So far staff are pleased with the level of engagement given the difficulties pupils face with access to technology and connectivity in a fairly deprived area.

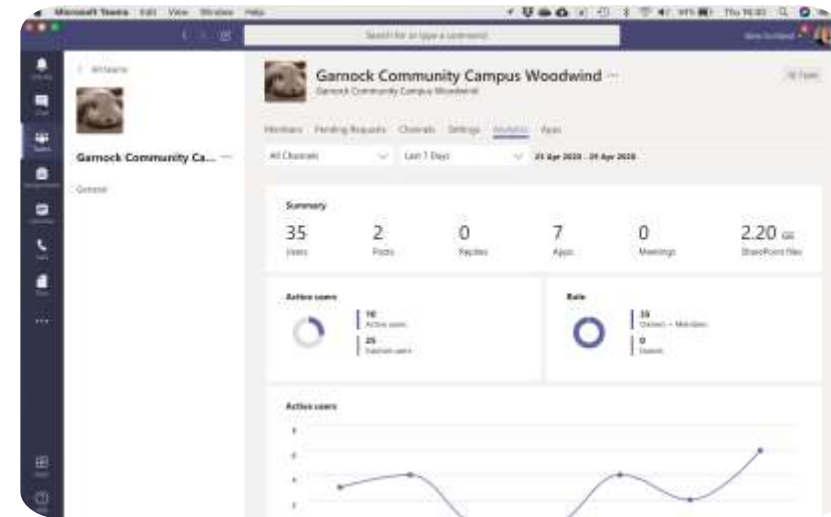
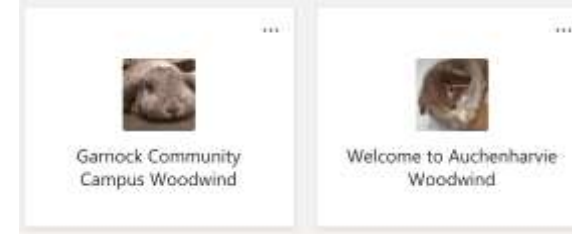
## Posts made in feed include:

- YouTube links to music
- Homework
- Pupils can post audio recordings
- General wellbeing posts from staff
- Links to useful phone apps e.g. Metronome

## Class Materials in files:

- Backing tracks
- ABRSM exam information
- Sheet music

**Roslyn Lee, Digital Skills  
Development Officer for  
North Ayrshire**





I'm using Teams, OneNote ClassNotebook, Sway, Forms, Thinglink, Education City, Sumdog, Reading Eggs amongst other things. Every 4 weeks there is a new home learning grid of tasks to choose from.

Amanda Pickard

assignments  
collaboration  
announcements  
wellbeing  
tasks  
live  
challenges  
sharing  
literacy  
health  
numeracy  
activities  
engagement  
learning  
enjoyment  
meetings

24/25 pupils are engaging online in some form or another.



Primary 1b  
25 pupils



Ayr Grammar  
Primary School



I am using Microsoft Teams to communicate, keep in touch and share learning with my class. I encourage pupils to choose tasks and complete them in their own time. I regularly host live lessons and check ins using Teams Meetings. I use assignments to schedule different tasks, activities and challenges including science investigations, reading challenges, phonics practice, numeracy tasks, art, exercise, dance, music, yoga, and other HWB focused activities. Pupils can then share their learning by adding photographs, videos, pictures or documents to their assignment, posting in the general channel or uploading it to their OneNote ClassNotebooks. I use Analytics and Insights from my Team to check engagement and to check if further support is needed.





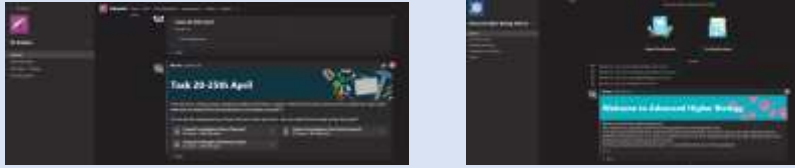


Kirstin Barr  
Biology and Chemistry Teacher  
St Margaret's Academy, Livingston



# Digital learning in Science

Organisation of the teams using a general channel for announcements and instructions and then weekly channels for support and a chat channel to allow pupils to still keep in touch.



## Across the whole school

Year group live assemblies allow staff to keep in touch with pupils and continue to keep the community together while apart.

A selection of learning from spotlight departments is shared each week on social media using sway to stay connected with our wider community.



Transition programme is starting and will be using teams and thinglink to offer a seamless experience for pupils and parents.

Confidence in staff growing rapidly through support channel.

Virtual school activities week will be supported through teams, using meets, onenote, video input, and collaboration features to offer a programme of off timetable activities and virtual field trips to replace our normal activities week and support Health and Wellbeing across the school.

Puzzles or jokes to start a session gives pupils a chance to engage online and let you know they are there.



We have been using teams across the department for the last 2 years so all pupils are used to engaging with this.  
When we moved to distance learning we created whole year group teams which allowed us to offer more support to pupils as all teachers in the departments are able to access the team.

Tasks are set using assignments, this was the standard way of setting work in the department anyway but allowed for tasks to be easily organised and feedback to be given in a clear and timely manner.



Forms used in assignments give instant feedback to pupils and help them to keep focused on their learning. Consistent background helps to keep the focus on the course

Pupils complete tasks both on and offline, and upload their evidence as documents, powerpoints or photos. Allows for a mixture of activities to take place and supports the needs of all pupils.

Digital activity at 86% in S1 and 2



Online registration completed through year group teams

Insights and analytics help to measure engagement and identify those pupils who may be needing some extra support.

# Torphichen and Westfield Primary Schools

We are using daily video checks as an opportunity to learn together and for learners to connect and play games together.



This helps the whole class feel connected and gives the opportunity for learners to play with their friends and know that their teacher is still there to help.

We are using Teams, the school blog and Learning Journals to share asynchronous learning.



**Thursday, 30 April 2020**

- MATHS – VIA MATHS CHANNEL – GROUP FOLDERS
- LITERACY – VIA LITERACY CHANNEL – BBC BITESIZE
- TOPIC – CONTINUE RESEARCH PROJECT
- HARRY POTTER – CHAPTER 5, PART 2 – LINK WILL BE UPLOADED LATER TODAY.
- LIVE CHAT @ 2PM (OPTIONAL) – VIA GENERAL CHANNEL

**MIS FERGLISON'S WEEKLY CHALLENGE**

When you get stuck or need a bit of help, will you remember to ask for help or try to solve it yourself? You can always ask for help if you need it.

Look at the 10 questions and see how many you can solve!

All learners have access to digital resources, which has been achieved through borrowing of school devices. Insights has shown engagement to be as high as 100% across the school week.

Class teams are used for daily wellbeing checks; chatting with peers; sharing learning and sharing feedback on learning.



**Fractions**

What is the sum of  $\frac{1}{2}$  and  $\frac{1}{4}$ ? Draw a number line to help.

What is the sum of  $\frac{1}{2}$  and  $\frac{1}{4}$ ? Draw a number line to help.

What is the sum of  $\frac{1}{2}$  and  $\frac{1}{4}$ ? Draw a number line to help.

What is the sum of  $\frac{1}{2}$  and  $\frac{1}{4}$ ? Draw a number line to help.

Assignments and a 'Show my Work' channel on Teams allows teachers to give learners feedback.

Whole school assemblies and challenges have allowed the whole school communities to connect both live and at times of choosing.



**Kindness Connect 4**

For the week starting...

Do a kindness for someone else.	Write a note to your teacher.	Draw a picture for someone else.	Draw a picture for someone else.
Write a note to your teacher.	Draw a picture for someone else.	Write a note to your teacher.	Draw a picture for someone else.
Write a note to your teacher.	Draw a picture for someone else.	Write a note to your teacher.	Draw a picture for someone else.
Write a note to your teacher.	Draw a picture for someone else.	Write a note to your teacher.	Draw a picture for someone else.

Our school communities enjoy singing and dancing together during assemblies.

Daily (optional) staff meetings and regular quiz nights support staff relationships and wellbeing.



**Kindness Connect 4**

For the week starting...

Do a kindness for someone else.	Write a note to your teacher.	Draw a picture for someone else.	Draw a picture for someone else.
Write a note to your teacher.	Draw a picture for someone else.	Write a note to your teacher.	Draw a picture for someone else.
Write a note to your teacher.	Draw a picture for someone else.	Write a note to your teacher.	Draw a picture for someone else.
Write a note to your teacher.	Draw a picture for someone else.	Write a note to your teacher.	Draw a picture for someone else.

Being able to support each other though video calls and chats, across our two settings has allowed for positive collegiate and social relationships to develop even further.

# Distance Learning from Bertha Park Example of what it looks like

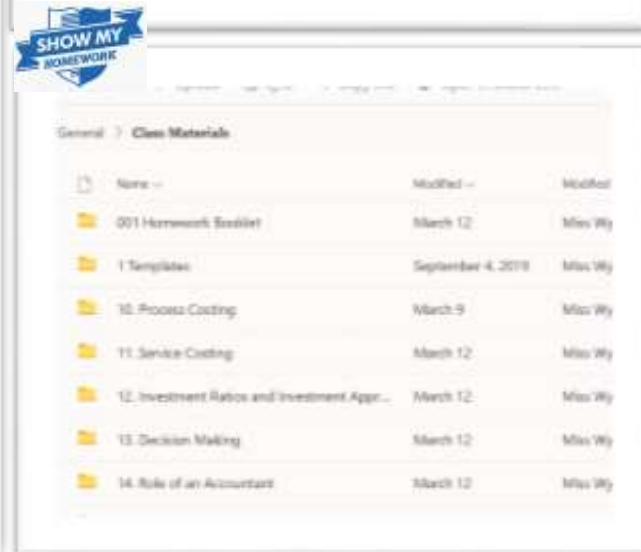
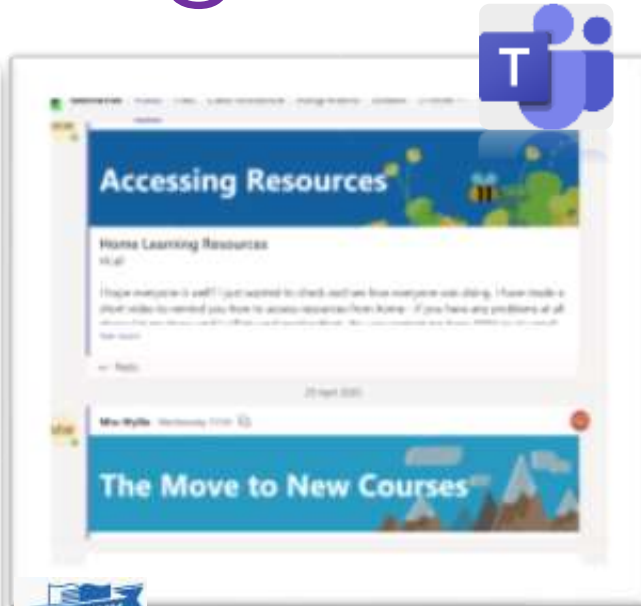
- <https://twitter.com/BerthaParkHigh/status/1255413433165582339?s=20>



# Miss Wyllie – Business Education Marr College

## Teams


- Teams used to share resources and communicate with students. The school also uses Show My Homework to notify students and parents.
- Students can post comments/queries. They can upload documents or pictures of their work.
- Live meeting check ins. Also with staff for DM's
- Students struggling with access to ICT able to use the Teams app on their phone.
- Use of assignments to issue tasks and give feedback.
- Insights allows us to track digital activity and more.



## OneNote

- Used to share resources and checklists
- Pupils can upload work.
- Why - I can mark their work digital through digital inking or audio feedback and they can access this feedback on any device



	Instructions	Resources	Completed	Printed to OneNote (if required)
1	<ol style="list-style-type: none"> <li>Using the notes in your OneNote - see link to complete the exercises on Investment Appraisals and Investment Ratios.</li> <li>Print your work to your OneNote to be marked. If you are struggling to do this then just upload the file to the page and I can print it to your OneNote for you.</li> <li>Any issues please contact me via Teams.</li> </ol>	<a href="#">Investment Ratio Student notes</a>  <a href="#">Investment Ratio...</a>	<input type="checkbox"/>	<input type="checkbox"/>
2	<ol style="list-style-type: none"> <li>Through Glow click on the Scholar file and log in and select Higher Accounting</li> <li>Choose <b>Management Accounting</b> and then <b>Decision Making</b></li> <li>Read through the section and answer the interactive tasks as you go.</li> <li>I can see your progress online using my teacher log in.</li> </ol>	<a href="#">Scholar via Glow file.</a>	<input type="checkbox"/>	<input type="checkbox"/>

Students also access Scholar via Glow.

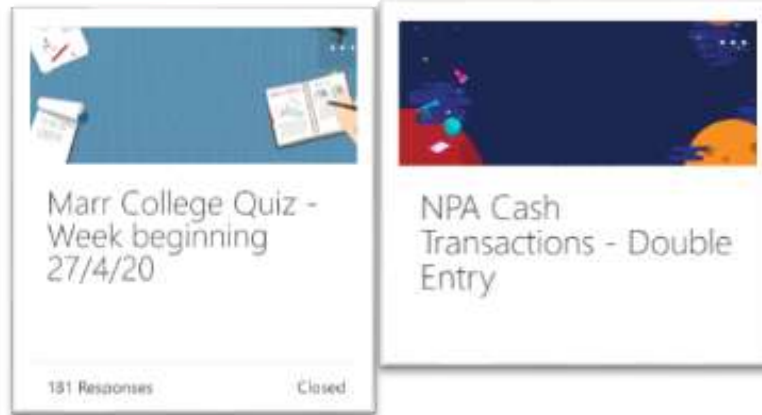




# Miss Wyllie – Business Education Marr College

## Forms

- Used to assess learner's progress and understanding. Easily accessed via link or QR Code.
- Issued weekly to senior students to gauge learned.
- Issued weekly to all students to check in – stories and work they share are published in the school newsletter.
- <https://joom.ag/W7LC>
- Weekly whole school quiz issued to raise community spirit and allow students/families to win House points.



2. Write a paragraph below describing the story/news you would like to share with the school - this may feature in this week's newsletter!

Have you learned a new skill? Have you been helping in the community? Baking? What activities have you been taking part in for school or at home? Is there anyone you would like to give a special mention to?

Try to include as much detail as possible. \*

3. Attach any relevant pictures to be included in the newsletter - you can upload a maximum of 10 different pictures. (single file size limit 1GB) If your file is too large to upload please email it to:



## PowerPoint

- **PowerPoint Screen Recorder** has been invaluable. Used to create videos of 'lessons' and 'how to guides' to share with students via Teams and Show My Homework.
- We can include audio and demonstrations. These can be shared via **Teams, OneNote, SMHW, Sway or Wakelet** depending on teacher preference.
- Also **record slideshow** used to add audio to slides.



## Student Guide - Use of MS Teams

7 items

S2 Digi Ent IDEA Award Demo.mp4

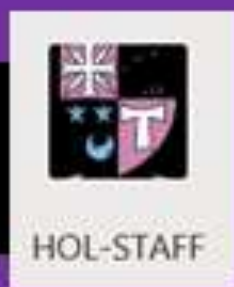
## Starter Task – Ice Breaker

- Introduce yourself by posting in the Teams starter channel.
- Tell us your name, your favourite colour, your favourite food and one other fact.
- You can add an emoji to your post that best represents your current mood!



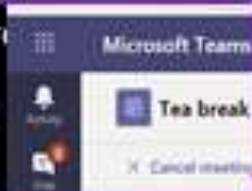


Staff team to  
communicate  
and share



Teams have been created for all classes within the department & work is shared on a weekly basis with learners taking asynchronous learning approach to learning. Learners have been completing work when they are able to.

Continue to share  
between  
colleagues with  
tea break



Using PowerPoint to record lessons for learners to have the teacher sharing information with the PowerPoint with the class.

Sharing success  
through school and  
department twitter  
accounts



Feedback to learners and sharing of resources between classes. Class discussions on learning. Engagement with pupils asking questions or communicating with one another and the teacher.

Dept. teams and  
SLT/JLT video  
meetings.



Sharing documents using O365 so that they can be edited by team members has made sharing information easier between colleagues & learners. Engagement with creating own resources from learners.

School website as point  
of contact for learners  
and parents.



Communicating and sharing examples of learners home learning work on twitter  
@DETHolyRood

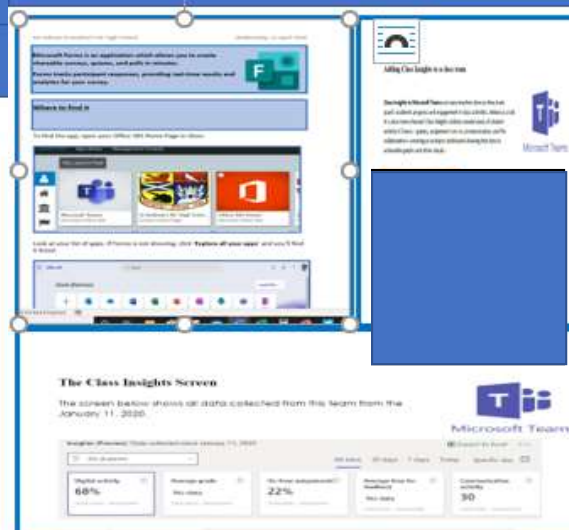


# Mr Gibson St Andrew's RC High School Kirkcaldy Business and Computing, ICT and Enterprise Faculty

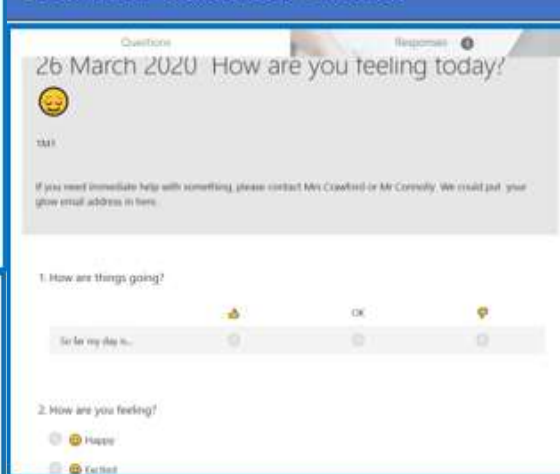
Creating Escape Rooms for S3 Business and S1 and S2 ICT using MS OneNote



Whole School Tasks -creating Help guides for staff and have shared in Fife and South East Collaborative



Created a form for pupils to Check-in with Students: Emotions, Wellbeing with their Guidance Teacher



As I am school coordinator for Developing Young Workforce, I have created various Sways so we can share opportunities on social media but also within teams so that our pupils can access them easily.

Introduced Insights to school as they were able to track pupils academic progress in Microsoft Teams. Helped staff set up teams , problems with assignments. Solved pupils access to Glow and using Microsoft teams. Have shown staff how to use Team meetings within Glow safely.

<https://sway.office.com/apbQMEkPiVDdb5aPv?ref=Link&loc=play>

## Sharing Learning Experiences

We have been using our school website and Microsoft Teams to share learning experiences with our pupils. On a Monday, an overview of activities is uploaded to both the Class Team and Class Home Learning Webpage. This details some activities that pupils can undertake over the week.

Staff then monitor the class Teams over the course of the week, to interact with the pupils, answer questions and respond to any photos or work that has been shared.

Each pupil has their own folder on their class Team where they can retrieve documents and store their learning.

## Staying Connected

We think it is important to stay connected with our families during this uncertain time and we do this in various ways. We share information through the school's Twitter page, website and emails. We also make weekly phone calls to families to check in and teachers respond to pupils through their class Teams page.

The screenshot shows the Barr Primary School website. At the top is the school crest and the name 'Barr Primary School'. Below this is a 'Home Learning' section with a text introduction and a grid of six photos showing children engaged in various activities. To the right is a calendar for 'Barr Primary School & Early Years' with dates from 2020 to 2021. At the bottom, there are social media icons for Twitter, Facebook, and Instagram, and a 'Class Home Learning Page' link.

The screenshot shows a class home learning page. It features three cartoon pencils: a yellow one labeled 'PT No 1', a blue one labeled 'PT No 4', and a red one labeled 'PT No 7'. Below the pencils are two icons: a box of tissues and a green apple.

The screenshot shows a Microsoft Teams interface for a class. The top navigation bar includes 'Home Learning' and 'Class Team'. The main area is divided into several sections: a 'Home Learning' section with a text introduction and a grid of photos; a 'Class Team' section with a list of team members and their roles; and a 'Class Home Learning Page' section with a link to the class home learning page.

The screenshot shows a Microsoft Teams interface for a class. The top navigation bar includes 'Home Learning' and 'Class Team'. The main area is divided into several sections: a 'Home Learning' section with a text introduction and a grid of photos; a 'Class Team' section with a list of team members and their roles; and a 'Class Home Learning Page' section with a link to the class home learning page.





## GLOW TEAMS

- Glow Teams is used to upload all activities on a weekly basis
  - Pupils upload photos and documents
- Glow Teams is used for communication between pupils and staff



## SCHOOL WEBSITE

- All activities are uploaded weekly onto the Home Learning tab for each class
  - Active Schools activities uploaded
- Mental Health activities uploaded weekly in HWB tabs on website
- Any new information regarding the school and/or Covid-19 is updated promptly



Home Learning  
@Barrhill Primary  
and EYC



## TWITTER

- Links to website put on weekly showing weekly activities
  - Links to active schools put on twitter
- Any news regarding home-learning and/or Covid-19 advice put on as it becomes available

## Phone-calls



- Head Teacher keeps in touch regularly with families
- Class teachers phone weekly to check pupils can access all their activities and see how they are doing

OTHER PROGRAMS

- Departments (in this case D&T) use other subject specific programs to complete tasks. Promoting personalisation, choice and creativity.



- We use Word online, PowerPoint online and Forms to allow students to easily create and submit work.
- Insights allows us to see which pupils are engaging in the work and contact those that aren't to see if we can help in any way.



- We have created a Team for each year group. Making it easy for students to see work they have been assigned.



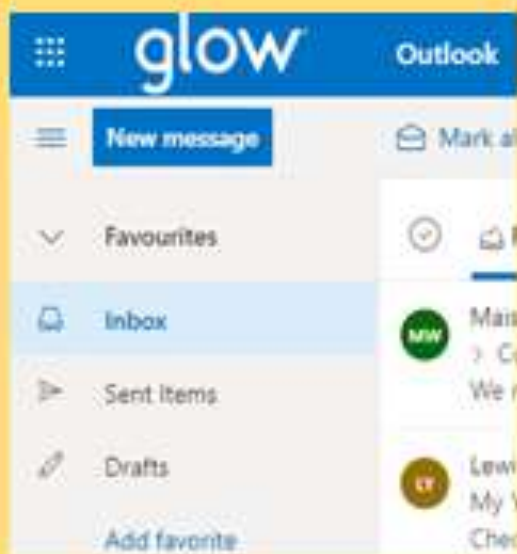
# Colmonell Primary

P1/2  
**HOME  
LEARNING**

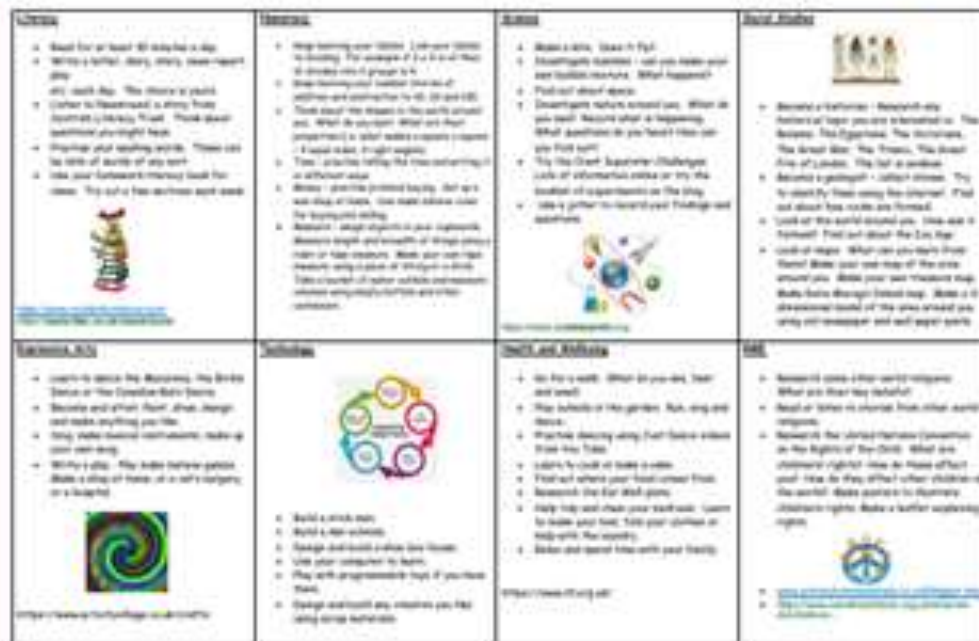
P3/4  
**HOME  
LEARNING**

P5/6/7  
**HOME  
LEARNING**

We have home learning pages on our school website where staff are uploading activities now and again for pupils to try if they wish.



Teachers and pupils communicate through GLOW emails. Pupils are encouraged to send photos of work or activities they have tried. Teachers share activities and tasks pupils can try if they wish here too.



All pupils were given an A3 sheet with a number of activities on it for each curricular area. This was given to them before schools closed and they are encouraged to use this as their main learning tool.



Pupils are being encouraged to use Microsoft Teams as their "playground". Somewhere to catch up with their friends.



# Remote learning at Coylton Primary School...

**School Website**...EYC / class home learning grids, additional grids and associated tasks uploaded fortnightly onto website.

**Twitter**...we follow a variety of educational sites - home learning activities retweeted and encouraged. We are also sharing pictures and videos of pupils' learning. We have separate Twitter accounts for EYC and School.

**Glow Teams**...P4-7 pupils accessing Teams to engage in online learning and communicate with class teacher and peers. Teachers posting regularly to ensure regular engagement. Playground channels created in all Teams to allow pupils to chat with each other. Pupils reminded that staff can see this chat!

**Literacy/Numeracy**...Sumdog, Education City, Accelerated Reading, EPIC and AR Bookfinder, myON, Audible, South Ayrshire Online Library service and Oxford Owl all promoted. Support guides created for parents for online activities, e.g. support logging in, navigating site, etc. Engagement results from Accelerated Reading shared via Twitter each week.

**Tutorial videos**...PowerPoint tutorials are recorded with video and audio narration to help parents access online learning

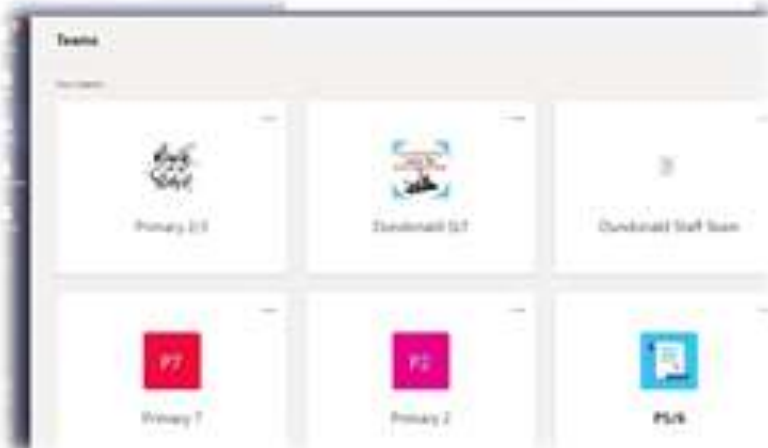
**Parent emails/phone calls**...initial check-ins to ensure parents are accessing resources and receiving information from school via GroupCall and email. Weekly check-ins to continue for those non-engaging. Also, weekly check-ins for LAC and vulnerable families.

**Monitoring engagement**...Sumdog, Education City, Accelerated Reading and Teams all monitored by staff. Within Teams, staff are using Insight data to observe engagement. Channels turned off at weekends to ensure pupils have reduced screen time.

**CLPL**...staff have completed webinars from Education Scotland Digital Learning Team, Sumdog and Education City in order to increase skills in delivering quality online experiences for pupils.

**Staff conference calls**...staff are regularly seeking out new and innovative ways to engage learners in remote learning and share ideas at weekly meetings. EYC and Teaching staff meetings weekly. Discussions under way to organise a virtual sports day and transition videos for new P1's.

# DUNDONALD PRIMARY



## Microsoft Teams

We have a Teams page for each class in the school. Parents, pupils and staff are enjoying communicating through this. Teachers check in with the pupils daily and are able to upload material onto this platform to support the learning at home. Pupils can ask questions and communicate with their teacher and classmates. Staff are also using this as a way of communicating and working collaboratively with each other.

## School Website

We upload a weekly home learning grid onto our website and Teams account. Each stage has their own grid with a range of activities to complete. The home learning grids have made very good use of the online resources that are available during this time.



## Twitter as Communication

In addition to phone calls, emails and text messages, we have also been updating our parents and carers via our Twitter page.

## Example of Home Learning Grid



## Seesaw

Our Early Years Centre and Primary 1 are using this online platform to communicate with one another and to share learning. This digital technology will be used to aid early years transition into primary 1.



## Online Resources

Teachers are using a wide range of online resources and programmes to support the learning and teaching of children. These are just a few of the digital resources that are being used.





# Remote Learning at Gardenrose Primary School



- Microsoft Team for every class.
- Daily/weekly task grids shared with pupils.
- Files updated regularly for tasks.
- Pupil – teacher communication.
- Staff Team for communication and resources.
- Forms used as assessment tool.



- Parent/carers surveyed to see what they like/need support with. Will use this information to inform future planning and improve our services.

Digital resource list shared with pupils/parents.

- Sumdog competitions and challenges.
- Nessy subscription.
- Education city for all pupils.
- ReadingWise for all pupils.
- YouTube – PE with Joe Wicks, learning tutorials.
- BBC bitesize



Office 365



- Staff Skype meetings.
- Home visits to families.
- Phone calls to families.
- Resource box in local co-op.
- Paper based learning packs issued for those with limited IT access.
- Leavers hoodies delivered to P7's.
- Email contact with parents/pupils - sharing learning.
- Active, family-based tasks – baking, building, exercising etc.

- Bedtime story for infants on Facebook group Mon-Fri.
- Upper school story and quizzes on Facebook group Mon-Fri.
- Cooking video lessons from our Mandarin teacher.
- Live PE lessons via Facebook group x2 weekly
- Sharing of resources from teams on school closed Facebook group, Glow Blog and Twitter.
- Communication and updates for parents/carers and pupils via Facebook, Twitter and blog.



Ayr Grammar  
Primary School



**329 pupils**  
**13 Classes**



We are using Teams, OneNote ClassNotebook, Education City, Sumdog, Reading Eggs, Reading Express along with a number of other websites.

Depending on the stage Home learning grids are uploaded every 1-4 weeks. Assignments are used to schedule a wide variety of daily/weekly tasks, activities and challenges covering all curricular areas.

We are using Microsoft Teams to communicate, keep in touch and share learning with pupils.

Pupils are encouraged to choose tasks and complete them in their own time.

Pupils share their learning by adding photographs, videos, pictures or documents by

- adding to their assignment
- posting in the general channel
- uploading it to their OneNote ClassNotebooks



Microsoft O365



PowerPoint Screen Recorder has been used to create videos - 'how to guides' to share with students and to support colleagues via Teams



We aim to deliver learning which offers a range of flexible, engaging and realistic tasks every day.

Each stage have their own Team where teachers can communicate with their pupils through the various channels.

The tasks are set in a way which means that children can complete them when it suits them and their family circumstances best.

Students can post comments/queries. They can upload documents, pictures or videos of their work.

Assignments on Teams allows teachers to give learners feedback.

We have used a range of websites and apps to support learning and provide different experiences for our children which are available on a range of devices.

Some of these websites give pupils immediate feedback. This allows pupils to navigate tasks independently, and lets pupils see where they can challenge themselves.

Most of our children are accessing online activities. We provide packs and deliver them to any children who may not be able to access the Teams online.

We are using data from our Teams to check engagement and phone parents to offer support.

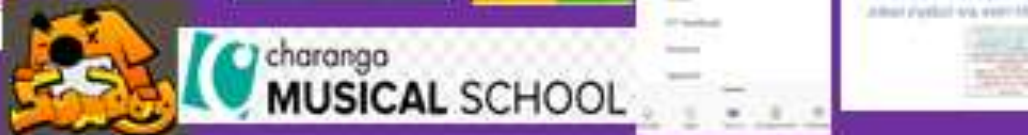
Transition activities and key links are evolving for Nursery/P1 and P7/S1 as they are supported through the new phase in their learning journey.

Our Secondary school and all feeder primary schools collaborate through Teams to plan transition events ensuring continuity in the types of activities offered.

We successfully achieved the Digital School Award and CRIS badge in June 2019. This has been invaluable in our transition to remote learning as staff have a wide range of technology skills and knowledge. All staff have fully embraced this new way of working and have grown in confidence using a range of apps and online platforms to support their children and families.



- We use Facebook and Twitter to connect with our local community to share pupil's work, uplifting messages and useful information to our parents and wider community





# What REMOTE LEARNING @PWKACADEMY looks like



- Keeping up to date with news and education updates.
- Providing information instantly with pupils and parents about the school.
- Sharing good practice to other schools.
- Gaining handy tips for use in ICT.
- Creating department accounts to help keep in touch with pupils.
- Creating House Team accounts to keep pupils involved in.
- Setting challenges to keep our pupils active and involved. Challenges ranging from cooking to sports!



- Keeping in touch with classes
- Setting assignments
- Creating resource centres for all departments.
- Video conferencing with staff and pupils
- Setting up for the new academic year.
- Answering pupils questions and creating discussions.
- Setting expectations and tasks for new classes.



- Setting assignments alongside theory notes that will assist the pupils.
- Pupils showcasing their work carried out at home.
- Providing feedback and grades on submitted work.
- Creating quizzes to keep the pupils challenged.
- Using reports to monitor engagement levels from both pupils and parents.

- Departments are using **SWAY** to make interactive presentations.
- Using **FORMS** for surveys and quizzes.
- Creating resources and how to guides to help colleagues/parents and pupils make the most of home learning.
- Digitising workbooks to allow for flipped learning.
- Printing packs of work for those without access to online devices.

....and so much more!



# Remote Learning Tarbolton Primary School and EYC



Teachers are delivering differentiated lessons via seesaw daily. Teachers will check in, in the morning with a video and set activities for the course of the day. As children post and respond with their work, teachers begin to interact via voice and written conversations.

HT and DHT send regular videos to all classes to check-in. This is extended on a Friday with a whole school/ community assembly which is created via Google Slides. In addition, we have one teacher delivering P.E. across the school, another delivering STEM and a third delivering Expressive Arts.

Children evidence their work and post to their own learning journal with photographs, video and written evidence. Staff use this evidence to assess progress. Engagement is monitored daily and registers are taken. This allows for early intervention, to ensure all learners are engaging and receiving a high standard of home-learning.



EYP's set tasks on seesaw for each of their groups of children. For N4 and N5 pupils, teacher sets literacy and numeracy tasks via seesaw.

Virtual assemblies and lunchtime quizzes help to involve pupils, all staff members and the community whilst linking to Rights Respecting Schools. Our Say it out Loud group have been sending acts of kindness.

Children are engaging in a wide range of written, play based, active and digital tasks daily. We are making use of various sites including reading wise, espresso, tig tag and oxford owl (e-books). Assessments are taking place using platforms such as Microsoft Forms.



Staff communicate via virtual meetings and conversations on Microsoft Teams. This is also used as a planning and collaboration platform.

Children's ICT skills have massively improved and a real sense of ownership instilled in our learners as they are responsible for uploading their own work. In the upper stages, children are working collaboratively through media tasks.

Staff members are still liaising with external agencies e.g. cycling Scotland and active schools to provide lessons.

Parent interaction has been almost instant establishing a fantastic working relationship. Surveys have been issued to parents via forms to find a common approach to learning to suit all. Staff have adjusted approaches of delivery to suit.

