



## Gourock Primary Remote Learning Policy

At Gourock Primary, we consistently strive to provide our learners with excellent, responsive and progressive learning experiences.

During a 'lockdown' situation we aspire to provide continuity of learning through a range of methods and strategies which will guide and support our learners to continue to grow and develop as much as is possible given their own particular home circumstances.

### **Rationale:**

In December 2020 the First Minister announced that schools should provide remote learning from January 2021. This policy sets out to share expectations and establish a collective understanding of what remote learning means for our school community for this period of school closure and/or further closures.

### **Aim:**

This remote learning policy aims to:

- set out the expectations for all members of our school community with regards to remote learning
- ensure consistency in the approach to remote learning for pupils that supports continuity of learning
- establish how we will implement and quality assure our remote learning offer
- provide clarity as to how our school's approach to remote learning links to guidelines from both the council and Education Scotland

### **What is remote learning?**

*'Remote learning is learning that is **directed** by practitioners and **undertaken** by children and young people who are not physically with the practitioner while instruction is taking place.'*

*Education Scotland January 2021*

## **What will remote learning look like for learners?**

*“Learners should not engage in online learning for the entirety of the school day. Learning may include activities such as research tasks, project work, practical opportunities, discussions and other activities that can be carried out away from a digital device.”*

*Educations Scotland January 21*

Learners at Gourock Primary can expect:

### **Daily check in / registration:**

This will be in the form of either a live meeting with the teacher or the expectation that each pupil will type a comment on the general chat page as soon as he/she has access to a suitable device.

### **Learning experiences**

A range of learning experiences will be made available. These will include but may not be exclusive to:

### **Live Meetings**

Every pupil will be offered regular live meetings (3-4 per week) with the class teacher and the purpose and format of these will vary depending on the age and stage of the pupil.

Possible formats may include:

- Pastoral check ins – whole class and small groups to allow for increased peer interaction
- Storytime and questions sessions
- Discussion of planned learning tasks/focus on expectations
- Small reading group sessions allowing for targeted discussion sessions
- Interactive Quiz sessions related to learning
- Introduction to new weekly phoneme
- Mental Maths sessions
- Spelling check
- Optional help sessions where pupils may ask for assistance/clarification with tasks from the teacher
- Small group interactive sessions to allow pupils to interact/engage and collaborate with each other.

### **A pack of paper resources**

Regular and updated paper packs will be made available to every pupil and will be differentiated to his/her learning stage.

### **Recorded learning videos**

Recorded learning videos will be made available in each pupil's Team.

These videos will assist with new learning and will come from a range of sources. The teacher will direct pupils as to where to find these videos. The videos will be stored in Teams so can be referred to as many times as required. The videos will be related to the tasks in the paper pack (or in digital form in Teams) therefore it is very important that pupils have access to the paper learning packs. At times, some teachers may choose to record their own Power Point lessons with voiceovers and these too will be stored in each pupil's **'File'** section in Teams.

### **Live Learning**

Some live learning **may** take place during Teams meetings and support, in the form of Power points or other material, will be made available for those children unable to access the live sessions.

### **Learning platforms**

Depending on the age/stage of the pupils, a range of learning platforms will be used to support new learning and will include but will not be exclusive to:

- ClickView
- Oak National Academy
- Inverclyde Council recorded material
- E-Sgoil live learning platform
- West Partnership bank of lessons

### **Assembly**

A weekly assembly will be provided for all classes in (mostly) recorded format and will aim to engage, support, encourage and motivate pupils. Assemblies will include key messages related to school values and initiatives, news related to school matters and will have the overarching aim of supporting pupil wellbeing. All classes have an **'Assemblies'** channel found on the left hand side of the Teams page.

### **Live Teacher Availability**

During the normal school hours of 9am-3pm, every teacher will be available online to ask questions related to set tasks, expectations and general school - work issues. Teachers will

not be available after 3pm for live responses or during times when they are on duty in the school hub or lunch/tea breaks. During hub duty, each teacher's Team will still be monitored live by another staff member so interactions and help will still be available, if required.

### **Process for submitting completed tasks**

All pupils will be encouraged to upload their completed tasks to the '**Assignments**' folder on Teams. Parents will be regularly reminded to contact the class teacher or Senior Management Team if they have any issues in this regard and require support. Teachers will communicate any changes to this directly with their pupils and through the daily/weekly planners.

### **Online Issues**

Parents will be offered support for online issues in the form of one to one phone calls, help sheets, help videos and online workshops.

### **Feedback on learning**

Teachers will direct pupils as to the number of completed tasks to be uploaded on Teams and will provide timely feedback. Completed tasks should be uploaded in the '**Assignments**' tab or as directed by the teacher.

### **Curriculum**

All pupils will be offered continuity of learning in the first instance in terms of Literacy, Numeracy and Health and Wellbeing. Learning in these areas will be progressive and differentiated to the needs of individual pupils.

Other opportunities for learning across the curriculum will be explored on an ongoing basis.

### **Independent Learning**

A weekly overview and daily checklist of expectations will be provided to every family via email on a Sunday evening to allow for planning at home for access to a suitable device particularly for online engagement.

These same details will also be made available in every child's '**File**' tab in Teams.

The school will also tweet out regular reminders to parents about how to access these plans.

A strong but clear message for parents to 'do what they can', given their own personal circumstances, will be regularly communicated by all staff, including the Senior Management Team.

Pupils will be encouraged to develop independent learning through a range of tasks set by the class teacher and will be supported by the recorded learning content available on Teams.

Pupils will be supported by the teacher to manage their learning through discussion and reminder of e.g. 'stuck' strategies and other techniques that will assist pupils to stay focussed.

Teachers will provide opportunities for peer engagement when feasible during live meetings.

### **What is the role of parents?**

*"Parents and carers want the very best for their children. It is important to stress that, in a period of remote learning, parents and carers are not expected to be teachers and we understand that many will be juggling work and childcare."*

*Education Scotland January 2021*

Parents can support their child to participate in remote learning by:

- Encouraging healthy sleep, waking, work and play routines for their child.
- Referring to the learning plans provided by the class teacher and discussing these with their child.
- Helping their child to plan their learning day around the family personal circumstances and the availability of an online device.
- Encouraging their child to access all online recorded material at a time that suits the family.
- Encouraging their child to access the online Team meetings to allow for engagement with class teacher and peers, where at all possible.
- Encourage their child to come to any live meetings appropriately dressed and prepared for the meeting.
- While not always possible, it is helpful for there to be no distractions such as food or loud noises in the background!
- It is also useful for other family members to know/be aware that there is a live meeting going on and that the device camera is active!
- Ensuring that work at home is 'chunked' into small blocks with regular brain breaks in between.
- Encouraging as much exercise as possible, preferably outside, if feasible.
- Helping their child by discussing and encouraging what strategies help them to be successful.

- Encouraging their child to ask questions of the teacher through Teams if confused, unsure or completely stuck!
- Recognising that not every task needs to be completed in the pack!
- Encouraging their child to complete some literacy and Numeracy learning every day.
- Encouraging their child to read something that they enjoy every day – anything at all- as long as they read!
- Contact the school for support with anything or even just for a chat!

### **Support for Parents**

- Parents will be regularly reminded through newsletters and tweets that they may contact the school at any time to ask for support about anything related to remote learning.
- School phone number: 715824
- School email address: InGourock@glowscotland.onmicrosoft.com
- School website: <https://blogs.glowscotland.org.uk/in/gourockps/>
- School Twitter account: @GourockPr
- Parents can also access support from <https://www.parentclub.scot/> and [Read, Write, Count](#) - a national initiative which aims to improve the literacy and numeracy skills of Scotland's children.
- Parents will be offered online workshops to assist with aspects of Teams or any other remote learning issue.
- Short online help videos will be made available to parents through newsletters, tweets and on the school website.
- The Parents in Partnership group will also regularly remind parents of all aspects of support available to them through their Facebook page and Twitter account.
- The school will offer support to parents for any issue relating to remote learning.

### **What is the role of pupils?**

- Just do your best!
- Pupils should try their best to follow the plan that their teacher gives them.
- Pupils should try their best to complete the tasks that the teacher gives for them each day from their pack.
- Pupils should try and check in to their Team EVERY DAY, even just an emoji!
- During on- line meetings, pupils should behave as they would at school, i.e. be respectful of the teacher and their peers.
- If writing messages in the general chat, they should write as they would in school and not type in 'text' speak.

- If pupils are having difficulties, they should communicate this to their teacher as soon as possible. Parental support may be required for this by some younger pupils.

### **What is the role of staff?**

*'Class teacher retains responsibility for planning and organising children's and young people's learning, with learning supported by parents and carers'*

*Education Scotland January 2021*

- Class teachers will plan, prepare and deliver the learning for their pupils.
- Learning experiences and tasks will be appropriately differentiated and will match learners' needs and stages of development.
- Teachers will encourage pupils to 'check in' to Teams on a daily basis, if possible.
- Teachers will track pupil engagement and will offer support to those learners who are having difficulties, for whatever reason.
- All teaching and support staff will have duties in the hub during the course of the week. When teaching staff are in the hub, their Team will be monitored and supported by another staff member.
- When support staff are not required in the hub, they will partake in ongoing professional learning to assist with their duties.
- Teachers will continue to be offered ongoing professional learning to support remote learning. The time allocated for this will align with collegiate decisions made within the parameters of the school Working Time Agreement.

### **What will happen if pupils are not engaging?**

Engagement in remote learning will be a key function of our safeguarding responsibilities to children as well as supporting pupil and family well-being.

- Staff will monitor attendance/engagement on a daily basis.
- SMT will share attendance at the Hub with Staff to ensure attendance/engagement data is accurate.
- SEEMIS (Our system for recording daily school attendance) is being used to input attendance data using the correct codes to ensure we are aware of any issues whereby pupils cannot engage. i.e. pupil illness
- We will collate information from TEAMS using "Insight" data, pupil engagement on Bug Club, Sumdog and Education City to identify pupil engagement in learning.
- We will collect this information over the course of each week, however we will contact parents/carers after 2 or more days of non-engagement from pupils without a reason being provided – **this will be a supportive contact.**

### **How will we ensure quality?**

- Senior Management Teams will engage in regular professional dialogue with all teaching staff members in matters related to remote learning.
- All decisions around the school remote learning offer will be agreed collegiately at staff meetings.
- All SMT members are members of all class Teams and will engage with and contribute to them on a regular basis.
- The HT will work collaboratively with the school Parent in Partnership group to ensure parental voice is heard and any concerns highlighted and addressed in a timely fashion.
- The use of questionnaires to gather feedback from pupils, staff, and parents will be used appropriately and at regular intervals.
- Comment on the effectiveness of remote learning will be made within the school's annual Standards and Quality Report.
- Engagement with the council's Education Services team including focused meetings about remote learning will take place on a regular basis.
- Use of audit tools provided by the council's Education Services team will be utilised to track effectiveness of the school remote learning offer.

### **Further reading / related documents:**

- Inverclyde's Remote Learning Guidance, January 2021
- Inverclyde digital safeguarding guidance, revised January 2021
- [Education Scotland Remote Learning](#)
- Maximising Engagement during lockdown – Inverclyde Attainment Challenge 2021