

Inverkip Primary Remote Learning Policy



Our Vision:

While the COVID-19 pandemic has changed many things, our commitment to ensuring that the children are at the heart of all our decision making remains. We will strive to adopt a solution orientated approach and continue to work in partnership to ensure that the school is at the heart of our village community.

Our remote learning vision is to ensure that we learn today for a better tomorrow where every child matters and every moment counts. **# Learning to Learn # Learning to Love # Learning to Lead**

We aim to ensure that there is continuity of learning with a curriculum plan that is adaptable and responsive to the full range of learners' needs and has the core principles of Scotland's curriculum and the four fundamental capacities at its centre. There will be a varied provision of opportunities to consolidate, extend and enhance learning.

We have adapted learning and teaching to ensure a strong focus on children's mental health and well-being, numeracy and literacy and we are proactive in ensuring that any barriers to engagement are being addressed.

Remote learning will create opportunities for our pupils to develop different learning styles and strategies to foster the knowledge and skills required for lifelong learning.

Our ethos continues to be a climate of teamwork, respect and trust, where all our children aspire to become successful learners, confident individuals, responsible citizens and effective contributors. We seek to provide a remote education offer that ensures a progression in learning and skills with breadth, depth and challenge for all our children.

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.

Aims:

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

In Inverkip Primary School learners can expect:

- A daily pastoral registration / check in of learners on Teams (format is a mixture of a daily 'check in' comment on the class page or a scheduled Team video meeting)
- The class teachers to plan and organise a progression of learning experiences, ensuring our pupils continue to develop their knowledge and skills with 'new learning'
- The learning activities to be motivating, relevant and differentiated
- Focused learning activities to promote Literacy, Numeracy and Health and Wellbeing and a variety of learning experiences from across the other curricular areas
- The class teachers to provide a weekly remote learning template (timetable) which is broken up into suggested daily activities
- A balance of 'live' learning and independent tasks to ensure pupils are not engaged in online learning for the entirety of the school day.
- A learning offer that has 3 components:
 - 'Live' opportunities to interact with the class teacher through scheduled Team meetings and interaction on the class Teams page
 - Pre-recorded learning sessions to support and introduce new learning identified on the weekly planner
 - Support using a variety of digital /paper content identified by the teacher
- 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 to promote independent learning
- The class teacher to provide access to a variety of online content to support learning such as: pre-recorded content, live Team meetings, presentations, lesson instructions, recommendations of recorded content from a variety of on line platforms and links to useful websites (such as ClickView/National Oak Academy/BBCBitesize/E-Sgoil)
- Materials to be uploaded on to each class Teams pages for pupils to access and paper copies of materials available to be collected from the school office
- The class teachers to assess learning and provide feedback on any submitted tasks through the assignments tab on Teams
- Regular 'live' check-in's through weekly scheduled Teams video meeting for Literacy/Numeracy and Pastoral to provide opportunities for pupils to engage with each other
- Regular 'live' check-in's through the class Teams page where the class teacher will interact on a regular basis with pupils and be there to answer any questions or queries should they arise.

- The class teacher will be responsive to learning needs and add additional Team video meetings if and when required for small groups of children to scaffold learning and support if pupils are 'stuck' or needing support
- The SMT team (Mrs Nicolson or Mrs Crossan) to give a pastoral phone call home to any pupils who are struggling to engage with teams or remote learning
- A weekly whole school virtual assembly focused on different aspects of Health and Wellbeing
- The promotion of remote learning opportunities/websites on Twitter

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

In Inverkip Primary School the role of the parent is to:

- Ensure their child signs into Teams on a daily basis (or contacts the school regarding alternative arrangements if the child is reluctant to use Teams)
- Contact the school if their child is unwell and unable to complete the remote learning
- Regularly check emails and Twitter for communication from the school who will send out a regular update alongside the remote learning plan
- Engage with National supports such as: <https://www.parentclub.scot/> and check the school Twitter/website for suggestions of useful websites and supports that are available
- Access the Action for Children's parent talk website, which has a variety of hints, tips, and advice for parents of children 0 to 19 years, including a 1 to 1 online chat facility, which is staffed by parenting coaches during the hours shown.
<https://parents.actionforchildren.org.uk/>
- Encourage pupils to contact the class teacher (via Teams/email) should questions or queries arise about remote learning and be mindful that although staff will endeavour to respond in a timely manner that this may not be instantaneously due to the other responsibilities and commitments on staff
- Support their child to participate in any scheduled live Teams check-in's and encourage participation and regular dialogue with the class teacher and peers through class Team pages
- Continue to nurture and encourage peer interactions/relationships using available communication channels/methods to support positive mental health and foster ongoing relationships across friendship groups
- Contact the Senior Leadership team if support is required for remote learning or identify any barriers and potential solutions by calling the school or emailing Mrs Nicolson (inunn621@glow.sch) or Mrs Crossan (inmhc910@glow.sch.uk)
- Liaise with the school to adopt a solution orientated approach regarding any issues and concerns to ensure that individual learners' needs are prioritised and addressed. To respect the confidentiality for our pupils, any concerns should be passed individually to the class teacher or SLT team who will then be in contact

- Adopt realistic and practical expectations that remote learning will not replicate face to face in school teaching – in style, approach or hours of delivery
- Support their child to participate with remote learning by establishing routines, strategies and support that is flexible to suit the needs of each individual families situation (e.g. working around employment patterns/shared IT devices)
- Be mindful that every individual family situation is unique and that the school encourages each family to do their best and that this may look different for each family!
- Support their child to log onto Teams, follow the timetable, ensuring their child has regular breaks throughout the day
- Highlight the importance of staying mind and body healthy with regular opportunities to encourage dialogue on feelings/emotions
- Collect paper copies of the weekly remote learning pack (if required) or print out relevant resources at home
- Complete the remote learning Forms questionnaires that will be issued on a regular basis to give feedback on remote learning to allow the school to adapt and review the provision

In Inverkip primary the role of the pupil is to:

- Engage with the weekly remote learning timetable and complete suggested learning tasks – accessing pre-recorded lessons/online activities and independent tasks
- Connect with staff and peers through Teams on a daily basis (register check in)
- Communicate with the class teacher if there are any questions/queries around the learning offer to ensure that supports are in place if needed using the ‘Questions/Answers’ channel on teams
- Engage with scheduled ‘live’ Team meetings on a regular basis throughout the week
- Develop and establish a daily routine ensuring that regular breaks are in place to support health and wellbeing (a visual timetable is available to help with this)
- 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.
- Upload completed tasks on Teams to allow the class teacher to give feedback
- Connect with peers on Teams (Pupil chat channel) to share ideas and maintain peer friendships/support
- Adhere to on-line internet safety protocols and access recommended on-line materials that are age/stage appropriate
- Follow the school values when engaging in ‘live’ Team meetings to ensure that engagement is respectful and follows our listening and talking protocols.
- Ensure that interactions/comments on the ‘Pupil chat’ channel on teams is respectful and appropriate
- Develop study strategies and skills when engaging with independent tasks
- Communicate feelings/emotions with their family or class teacher if struggling or feeling overwhelmed
- Remember that the school encourages pupils to ‘try their best’ and that every family situation will be different. Health and Well-being is at the heart of our school and staying connected via Teams will help support

What is the role 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

In Inverkip Primary School the role of the class teacher is to:

- Provide opportunities for learners to progress and extend their learning
- Planning and organising the remote learning offer through the provision of a weekly learning template
- Ensure continuity of 'new learning' based around the principles of ensuring challenge and enjoyment, breadth, progression, depth and relevance
- Planning and organising children's learning on Teams. Staff will ensure that resources are updated appropriately and accessible. Resources will also be printed and accessed by children in the school childcare hub.
- Planning and organising learning experiences to ensure that new learning is supported by a variety of pre-recorded materials and resources from a variety of high quality sources such as ClickView/National Oak Academy/E-sgoil
- Assessing children's learning and providing feedback on Teams to ensure that learners are supported and understand any identified next steps in learning. Make sure children know when work will be 'allocated' and the timescales for completion, with clear success criteria.
- Adopt ongoing assessment approaches to support and capture children's achievements in school and at home
- Provision of learning activities for learners who require additional support for learning and any learners who may be particularly vulnerable or disadvantaged
- Ensuring engagement for all by providing motivating, relevant and differentiated learning activities
- Providing high quality interactive learning methods on Teams for all curricular areas (this may draw upon staffs own pre-recorded lessons or other recorded content to support the learning)
- Providing a balance of 'live' learning and independent learning tasks for learners to complete and gradually introducing increasing opportunities for independent study and skills development as appropriate
- Providing 'live' check-ins either on video or dialogue on Teams
- Organising regular video Team check-in's for reflection time. This may be whole class and/or small groups, to ensure there are opportunities for engagement with the class
- Daily registration of learners on Teams (report to SLT if a child has not engaged on Teams for more than two days)
- Updating the 'Pupil Engagement' sheets (highlighting any concerns immediately to SLT)
- All class teachers will have a weekly commitment to provide support for the children in our childcare Hub. When staff are in the Hub they will not be available on Teams during this time. Staff will keep pupils informed as to when they will be available / not available on Teams to support
- Continuing to engage with Professional Learning (in line with the Working Time Agreement)

In Inverkip Primary School the support staff are responsible for:

- Providing support for the children in the Hub
- Helping to prepare the Remote Learning Packs
- Completing on-line training at home

In Inverkip Primary School the Senior Leadership team (HT/DHT) Head Teacher are responsible for:

- Creating a shared understanding between home and school of the remote learning approach, including roles and responsibilities of staff and parents
- Supporting families if there are issues regarding 'digital exclusion', provision of devices and connectivity issues
- Supporting staff if there are issues regarding 'digital exclusion', provision of devices and connectivity issues
- Partnership working with agencies to support digital provision (for staff and children)
- Coordination of the hub (rotas of staff, hub registers, communication with parents etc.)
- Monitoring attendance/well-being of children in the hub/at home (communication with parents if needed)
- Updating staff with information on recorded content (West Partnership, ClickView, E-Sgoil, BBC Bitesize, Oak National Academy)
- Monitoring of pupil engagement with remote learning (communication with parents if needed)
- Monitoring provision of learning on Teams / Remote Learning Packs
- Ensuring there is a consistently high quality learning provision (consistent approach across the school)
- Creating a 'contingency plan' for remote learning if staff are absent
- Gathering feedback from re remote learning provision (staff, children and parents)
- Liaising with the Parent Council on a regular basis to gather views and adopt an ongoing focus on school improvements priorities
- Promoting remote learning/engagement on Twitter and the App
- Planning regular assemblies/SLT check-ins for each class on Teams

What will happen if pupils are not engaging?

It is important that we track pupils' engagement in remote learning to identify families who may need additional support to access the remote learning provision. As well as this tracking engagement in remote learning will be a key function of our safeguarding responsibilities to children as well as supporting pupil and family well-being.

- We will track engagement and participation through the Teams platform and through regular communication with the class teachers and the SLT team
- If a child has not engaged for longer than 2 days in a row then a member of the SLT team will make a pastoral call home to check that all is okay and offer support if needed
- Class teachers will monitor daily engagement and encourage tasks to be uploaded on teams for feedback. Staff will arrange 1:1 phone calls or smaller group Team meetings for any child who needs additional support

- The school will liaise with community partners should any concerns arise around Child Protection and safeguarding responsibilities
- Parents should let the school know when their child isn't able to learn at home due to illness in the same way that they would if they were not able to attend school. The school will record this and adapt expectation to engage on Teams when unwell.

How will we ensure quality?



The SLT will align tracking / monitoring procedures and systems to ensure that remote learning plans are high quality and meeting the needs of our learners. This will feature a number of actions such as:

- ❖ Weekly overview of remote learning plans to ensure moderation of provision
- ❖ Continued weekly tracking of engagement through Teams and individual dialogue with families and staff should any concerns arise
- ❖ SLT will engage regularly with class Team pages and join scheduled 'live' Team meetings to check in with pupils and gather pupil voice
- ❖ Regular staff meetings to encourage collegiate dialogue and share good practice. Addressing any issues arising through a solution orientated approach
- ❖ Gain insight on remote learning in practice through implementation of plans in the childcare Hub
- ❖ Prompt response to parent feedback/concerns

We will:

- Continue to develop strong communication between school and home through a variety of channels such as email/phone calls/Twitter/website
- Provide regular feedback opportunities through Form questionnaires from pupils, parents and staff to ensure ongoing reflection and review of our remote learning provision. Adopting a dialogic approach – listening, talking and observing – will be used as a first stage in gathering formative information about learning needs
- Ensure commentary on our remote learning provision is highlighted within the annual Standards and Quality Report
- Planning will build on the experiences and progress of children and will use a strengths-based approach – building on what children can do
- Ensure ongoing partnership and engagement with the Parent Council to drive and review school improvement priorities
- Continue to engage with our school 'Recovery Plan' to ensure any development needs and actions are implemented and reviewed as outlined
- Provide opportunities for staff to participate in moderation activities targeting consistency of provision across classes/stages. Staff are rotated in the childcare Hub regularly and this allows staff to implement remote learning plans from across all stages
- Provide regular opportunities for staff to engage in professional dialogue, collegiate activities and encourage professional learning activities to develop pedagogical understanding and build staff capacity
- Keep abreast of updated Scottish Government guidance and adapt
- Environmentally scan and scope good practice at a National level through engagement with professional learning community and Education Scotland publications.
- Liaise regularly with the Education Services team including focused meetings on our remote provision and use of audit tools to review practice

Further reading / related documents:

- Inverclyde's Remote Learning Guidance, January 2021
[Inverclyde update guidance for schools and ELCs 1 2 final.pdf](#)
- Inverclyde digital safeguarding guidance, revised January 2021
[Inverclyde Digital Safeguarding Guidance Updated Jan 2021V2 \(1\).pdf](#)
- Education Scotland Guidance
[Education Scotland Remote Learning](#)
- Maximising Engagement during lockdown – Inverclyde Attainment Challenge 2021
[Maximising Engagement during Lockdown 2 Inverclyde AC January 2021.pdf](#)
- EEF Support resources for schools and parents (Education Endowment Fund)
<https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/>
- [Learning at Home](#) – Parentzone Scotland resources

