



Kilmacolm Primary School

Remote Learning Policy

January 2021



Our Vision:

While the COVID-19 pandemic has changed many things, our commitment to ensuring that the KPS 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 with all our families.

Our school values of:

DETERMINATION, ENDEAVOUR, ASPIRATION, COMPASSION
continue to be at the heart of everything we do in KPS!

We aim to provide remote learning and care of the highest quality which:

- fosters creativity and confidence
- develops every child's skills, personality and talents
- ensures they can achieve their full potential academically, emotionally and physically

We strive for every child in KPS to....

'LOVE LEARNING, LEARNING FOR LIFE'

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.’*

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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.”

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In Kilmacolm Primary School learners can expect:

- A daily registration / check in of learners on Teams
- The class teachers to plan/organise their progression of learning, ensuring they continue to develop their knowledge and skills with ‘new learning’
- The class teachers to plan/organise their learning on Teams and in the Home Learning Packs (these will include all the resources needed eg books, textbooks, stationery, jot-ters etc)
- The class teachers to assess their learning and provide feedback on Teams
- The learning activities to be motivating, relevant and differentiated
- A detailed timetable to follow at home/in the hub
- High quality interactive learning methods on Teams for all curricular areas (teacher recorded content or recorded content from other platforms to support the learning)
- A balance of ‘live’ learning and independent learning
- Regular ‘live’ check-ins (either on video/dialogue on Teams)
- Regular video check-ins/reflection time (whole class and/or small groups, to ensure there are opportunities for engagement with the class)
- The promotion of class engagement with remote learning 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.”

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

- Ensure their child signs into Teams on a daily basis
- Check the School App, emails and Twitter for communication from the school
- Contact the Head Teacher / Depute Head Teacher if they require support with the remote learning (contact details below)
- Support their child to log onto Teams, follow the timetable, ensuring their child has regular breaks throughout the day
- Complete the remote learning Forms surveys that will be issued every few weeks
- Contact the school if their child is unwell and unable to complete the remote learning
- 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.action-forchildren.org.uk/>
- Encourage pupils to contact the class teacher (via Teams/email) should questions or queries arise about remote learning
- Support their child to participate in any scheduled live Teams check-ins and encourage participation and regular dialogue with the class teacher and peers through class Team pages
- 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!

Other information for parents:

- Kilmacolm Primary School App (please email the HT to request the username and password)
- Kilmacolm Primary School Twitter (@KilmacolmPS)
- Kilmacolm Nursery Class Twitter (@kpsnurseryclass)
- Kilmacolm Primary School and Nursery Class YouTube Channel (for access to a number of videos and playlists)

What is the role of pupils?

- Connect with staff and peers through Teams on a daily basis (register check in)
- Contact their class teacher on Teams if they need help/support
- Engage with the weekly remote learning timetable and complete suggested learning tasks - accessing pre-recorded lessons/online activities and independent tasks
- 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
- 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 (or via email) to allow the class teacher to give feedback
- Connect with peers on Teams (Pupil chat channel) to share ideas and maintain peer friendships/support
- 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'

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In Kilmacolm Primary School the class teachers are responsible for:

- planning/organising children's progression of learning (children to continue to develop their knowledge and skills with 'new learning')
- planning/organising children's learning on Teams
- planning/organising children's learning in Home Learning Packs (children to have access to physical resources eg books, textbooks, stationery, jotters etc)The class teachers will plan/organise their progression of learning, ensuring they continue to develop their knowledge and skills with 'new learning'
- providing a timetable for children to follow at home/in the hubThe class teachers to plan/organise their learning on Teams and in the Home Learning Packs (these will include all the resources needed eg books, textbooks, stationery, jotters etc)
- assessing children's learning and providing feedback on TeamsThe class teachers to assess their learning and provide feedback on Teams
- ensuring engagement for all by providing motivating, relevant and differentiated learning activities
- providing high quality interactive learning methods on Teams for all curricular areas (own or recorded content to support the learning)
- providing a balance of 'live' learning and independent learning
- providing 'live' check-ins (either on video/dialogue on Teams)
- organising regular video check-ins/reflection time (whole class and/or small groups, to ensure there are opportunities for engagement with the class)
- daily registration of learners on Teams (report to HT/DHT if a child has not engaged on Teams for more than two days)
- updating the 'Pupil Engagement' sheets (highlight any concerns immediately to the HT/DHT)
- promoting engagement on Twitter (minimum one message per day)
- All class teachers have a hub commitment every week, they will not be available on Teams at this time
- A daily registration of learners on Teams (report to HT/DHT if a child has not engaged on Teams for more than two days)
- updating the 'Pupil Engagement' sheets (highlight any concerns immediately to the HT/DHT)
- Providing support for the children in the KPS Hub, one day a week (they will not be available online at this time)
- Continuing to engage with Professional Learning (inline with the Working Time Agreement)

In Kilmacolm Primary School the support staff are responsible for:

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

In Kilmacolm Primary School the Head Teacher and Depute 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 / Home 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)
- promoting remote learning/engagement on Twitter and the App
- Planning regular assemblies/HT 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
- HT will organise regular class Teams 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/School App/Twitter
- Provide regular feedback opportunities through Forms surveys from pupils, parents and staff to ensure ongoing reflection and review of our remote learning provision.
- Ensure commentary on our remote learning provision is highlighted within the annual Standards and Quality Report
- 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 and Inverclyde Council 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

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