



Moorfoot Primary School

Remote Learning Policy

At Moorfoot Primary we strive for our learners to achieve success and be equipped with the skills and knowledge to make the best life choices. When children are unable to attend school we remain committed to continued provision of high quality learning, teaching and assessment. This will take the form of “remote learning” which will be completed outwith the school setting. We recognise that while remote learning cannot replicate face to face teaching, we endeavour to provide an experience that is accessible by all, adopting a flexible approach which suits our learning community.

Rationale:

In December 2020 the First Minister announced 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 learners and their families for any periods of school closure.

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 and supports continuity of learning
- demonstrate 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 our Local Authority 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 2021

In Moorfoot Primary School learners can expect:

- Daily registration/ “check in”:
 - Daily online registration through Teams, to ensure robust tracking of pupil “attendance” and safeguarding procedures.
 - Regular opportunities to take part in “live” check in sessions with teaching staff.
- Learner experiences:
 - Learning will be shared with pupils on Microsoft Teams via “Assignments”.
 - There will be no expectation for learners to be online throughout the school day.
 - There will be a continued focus on Literacy, Numeracy and Health and Wellbeing as part of the learner experience.
 - Learning may include “live” lessons, pre-recorded lessons or videos with supplementary support materials and follow up activities, to enhance learning.
 - Pre-recorded lessons may be presented by Moorfoot Primary school staff or alternatively selected from a number of educational websites including, ClickView, Oak National Academy, BBC Bitesize, Inverclyde **** and West Partnership online school.
 - Live lessons may also be shared with learners through e-Sgoil.
 - Learners will be invited to “submit” learning to seek feedback from their Class Teacher. This will be done via Assignments or Class Notebook.
 - Pupils will be invited to at least two weekly live sessions with their Class Teacher. Dates and times will be issued in advance.
 - Home learning packs will be provided for all learners and updated accordingly. Collection times for new packs will be shared with parents.
 - Whole school Health and Wellbeing activities will be planned for every learner on Friday afternoons.
 - A “chat” channel on Class Teams will allow pupils to engage with their peers to encourage social interaction
 - A “Questions about my Learning” channel will provide opportunity for pupils to ask questions to take forward their learning.
 - Learning will be a balance of live learning and independent activity.

Commented [M11]: Can we add to glossary??

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

- Support and encourage their child to actively engage with learning at home.
- Promote the use of learning on Teams.
- Make the school aware of difficulties accessing learning due to illness or experiencing problems with digital technology. Support will be provided.
- Access the Moorfoot “video guides” to Glow and Teams to further familiarise themselves with the learning platform. All guides can be found on the school YouTube channel and social media (see appendices)
- Contact the school office to discuss any concerns via telephone or email address. All contact details are available on the school website.
- If possible, create a routine for learners to engage with daily learning
- Support pupils to “timetable” devices, prioritising “live” sessions, if they are sharing devices with siblings.
- Encourage their child to follow the school Teams Charter when online.
- Most importantly we ask parents do not place too high expectations on themselves or their child during times of remote learning.

What is the role of pupils?

- Follow the guidelines in the Teams Charter (see appendices)
- Contact staff via the class Team to ask questions about their learning.
- Register daily via the Moorfoot Primary Team.
- Self-evaluate their own performance each day in order to assess where they require support.
- With support, create their own daily routine. This could be a written list of activities to complete and set breaks, or a discussion with a family member to plan their day.
- Complete **at least** one Literacy and one Numeracy activity each day.
- Learners should not engage in online learning for the entirety of the school day.

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

- Teachers with responsibility of a class will be expected to plan and set learning for their pupils.
- Class teachers will be available on Teams from 9am to 3pm Monday to Thursday and 9am to 11.45am on Fridays.
- Learning should be differentiated and appropriate support and challenge provided by class teachers.
- Opportunities should be provided for learners to consolidate, extend and enhance their learning.

- Any resources used, including websites and worksheets, should be shared with home learners. Staff will upload to Teams and paper copies will be made available to families.
- Class teachers should provide recorded lessons to consolidate and to teach new concepts.
- Learning should be a mix of online and offline activities.
- Staff should liaise with stage partners to ensure consistency in expectations and quantity.
- Teachers will provide feedback to pupils on their learning which may include ongoing dialogue, reflection or feedback from the pupil in relation to their progress.
- Teaching staff should continue to explicitly teach pupils how to organise and effectively manage their learning independently
- Ensure all pupils are equipped to engage with remote learning and have the appropriate skills to navigate Teams and access video links and teaching resources. Inform SMT if they are aware of pupils not engaging with online learning.
- Prompt pupils to reflect on their work or to consider the strategies they will use if they get stuck.
- Teachers will not hold one-to-one sessions with pupils unless this has been risk assessed and approved by HT.
- If a parent contacts a teacher directly then this should be passed to SMT in the first instance.
- To ensure our we stay safe online, all teaching staff should familiarise themselves with the GTCS document 'Engaging Online'.
- Staff should continue to follow Inverclyde Child Protection guidance if they believe a child to be at risk.
- SMT will continue to communicate with parents via social media channels and the weekly newsletter to share updates and information.
- Share additional learning activities which can be found in the Moorfoot Learning Blog.
- SMT will review remote learning through questionnaires to parents and pupils and via the weekly newsletter feedback form.

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

- We will track engagement in learning using Insights on Teams and discussion with class teachers.
- Parents will be contacted when pupils have not engaged on Teams for 2 consecutive days.
- Support will be offered to families struggling to access Teams or engage with learning online.

- Engage in dialogue with pupil group on their preferences for learning.
- Seek views of pupils through questionnaires.
- Ensure learning is “pitched” at correct level for pupil.
- Encourage engagement through raised pupil awareness of additional ‘fun’ sessions on Teams, e.g. assembly, story time, virtual classrooms.
- If all strategies have been explored and engagement remains low, SMT will discuss next steps with parents.

How will we ensure quality?

- SMT are members of all class Teams.
- SMT will provide professional learning opportunities to support teachers in the delivery of remote learning.
- Live and pre-recorded lessons will be modelled by DHT and CMOs.
- Staff will engage with moderation activities to create a “Five Star Digital Lesson”. This will provide a greater understanding of what high quality learning and teaching looks like online.
- Ongoing engagement with Parent Councils
- Use of questionnaires to gather feedback from pupils, staff, and parents
- Commentary on remote learning within the annual Standards and Quality Report
- Engagement with the council’s Education Services team to include focused meetings in relation to remote learning

Commented [MI2]: What do you think?

Commented [MB3R2]: Happy to delete. Xx

Commented [MB4R2]:

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
- School Website
<https://blogs.glowscotland.org.uk/in/moorfootps/>
- School Learning Blog
<https://blogs.glowscotland.org.uk/in/moorfootps/learning-at-home/>
- Glow and Teams Videos
https://youtube.com/playlist?list=PLO-fOYb9IsNQ_OhPm8ValF7HrnzZi744
- e-Sgoil
www.e-sgoil.com

Appendix A: Pupil “Stuck” Strategies

1. Identify the problem
 - Be clear what it is you want to know and work out how clearly to express it. Do you understand what the question is asking? Do you need to read the passage again?
 - What knowledge do you already have that could help you? Write down the information you DO know.
 - Can you look back at an easier question – how did you solve that? Which strategies did you use? What are the similarities and differences between the given problem and problems you have solved in the past, and why?
 - What are the similarities and differences between the given problem and problems you have solved in the past, and why?

2. Browse solutions
 - Which resources are there to hand that will help?
 - Look at what others are doing.
 - How are other people getting unstuck?
 - Think about how you can use the resources shared by the class teacher (e.g. video lesson) books and the web.
 - Did you answer a similar question before? Can you compare the answers or your working? Where have I seen this type of question before?

3. Buddy – check with three people in the class who you think might be able to help. These might not be your best buddies so choose someone who “gets it”.

4. Check you answer – Does the solution make sense? Can I solve it differently?

Appendix B: An example of a remote learning schedule

9:00 Open Teams and go to the registration page.

Go to Calendar on Teams. Write down any live sessions you have today and add to your schedule.

9.15 Visit your Class Team.

Go to Assignments and General channel to download your assignments for the day and catch up with your class teacher.

9.30 Literacy: Watch the videos your teacher has provided and complete the follow up tasks.

10.45 Break

11.00 Numeracy: Watch the videos your teacher has provided and complete the follow up tasks.

12.15 Lunch

1.00 Visit your Class Team

Complete any literacy and numeracy work set for today.

Go to the General channel and catch up with any additional activities, e.g. Art lesson, Virtual Classroom, Sumdog.

2.00 Brain break – take some time to come offline. This could be to complete some mindfulness colouring, reading etc.

2.30 Check over any completed tasks.

Upload your completed work to Assignments.

3pm Finish for the day

Appendix C: Teams Charter

Thank you to all of our pupils who shared their ideas and opinions. We have used your voices to create our Teams Charter.

- We have the right to be educated

Pupils	Teachers
We will try our best.	We will share learning materials and videos.
We will listen in live lessons.	We will organise live sessions.
We will encourage others.	We will help anyone that is stuck.
We will help each other.	We will answer your questions.
We will ask questions if we don't understand	

- We have the right to be heard

Pupils	Teachers
We will be kind to each other.	We will monitor the chat areas.
We will post nice comments only.	We will delete comments that are mean or rude.
We will be polite and not rude to anyone online.	We will mute pupils that consistently post things that are rude or mean.
We will report any negative comments.	We will be there to help on Teams.

- We have the right to be treated fairly

Pupils	Teachers
We will treat everyone the same.	We will make sure everyone has what they need to be successful.
We will give people time to check in with their teacher.	We will share recorded and live videos so that everyone gets the chance to access learning.
We will wait for our turn.	We will help everyone.
We will listen to others.	We will set work that is the right level for that pupil.

- We have the right to be safe

Pupils	Teachers
We will keep our logins safe and we won't share our passwords.	We will share ways to set up safe passwords.
We will not give out personal information on the internet.	We will share safe websites only.
We will tell an adult if we are worried about anything online.	We will monitor the class Team.
We will stay on trusted websites.	

