

# Newark Primary Remote Learning Policy



The COVID pandemic has affected many things including our ability to have all the children physically in the school, but we strive to ensure all children still have a connection to their teachers and friends through our opportunities for remote learning.

We will continue to display our values through everything we do at Newark. They are at the heart of our teaching and learning experiences and our partnerships with parents and families.

We love to **Nurture**

We promote **Enjoyment**

We are **Welcoming**

We have **Ambition**

We show **Respect**

We are **Kind**

## 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.”*

*Education Scotland January 2021*

In Newark Primary School learners can expect:

- Daily ‘Live’ check ins with their teacher- once through MS Team meeting and the other on the chat facility for pastoral care
- Daily Learning experiences from their teachers- these will include a variety of recorded content to support the learning. Recorded content can include audio/ video over PowerPoints, video clips of class teacher, ClickView, Oak National Academy, BBC bitesize, e-sgoil, YouTube links
- Follow up tasks linked to teaching. These may be written, oral or through play/ creating/ modelling etc.
- Their day to have non-screen time activities as well as time online
- Weekly tasks to be on the school website, on the Team and paper copies will be available for collection from the school
- Support for learning opportunities through live check ins or direct slots with a teacher
- Tasks set on BugClub for reading, Sumdog activities for numeracy/ spelling and use of any other online platforms that are used in class- these will be dependent on the age and stage of the children
- Daily literacy and numeracy tasks where work can be submitted for feedback from the teacher
- Work planned for them that meets their learning needs
- Opportunities for challenge tasks if they wish to try them- some children may also be directed to these by their teacher
- To submit work onto their file in their Team, send as an email, or send photos to the Direct Message (DM) facility on Twitter
- Teachers to assess the work submitted and provide feedback through Glow email to access themselves. Teachers will make contact with families to discuss preferred method of communication
- A Health and Wellbeing focus on a Wednesday and Emotion Works lesson from the nurture teacher
- Opportunities to check in with Miss Campbell (Nurture Teacher) through Teams or by any method that suits the family
- Tasks linked to their class topics including art, science, technology, music depending on the topic
- Weekly opportunities for outdoor learning and creativity
- Opportunities to ‘chat’ and ‘play’ with other pupils through the ‘Playground’ channel on their Team or through their live sessions

## **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 Newark Primary the role of the parent is to:

- Be actively involved in remote learning opportunities to ensure the children have their right to an education whilst not physically in school (UNCRC Article 28 & 29)
- Support their child to establish routines that suit each family's individual situation
- Support access to live check ins when possible (there is no pressure to attend all check ins over the week if you have other commitments/ sharing devices)
- Adopt realistic expectations about what remote learning will look like in your house. This will not be the same as what a day would look like in school. Parents are parents first and foremost
- Support emotional wellbeing and understand all behaviour is communication. Class teachers/ Nurture teacher can support with this
- Contact the class teacher or Miss Campbell (Nurture Teacher) if you have concerns over your child's mental health or emotional wellbeing
- Encourage your child to participate in Wellbeing Wednesday activities
- Encourage opportunities to have outdoor time regularly
- Support the teachers and school by communicating regularly if you have concerns
- Check emails/ Twitter regularly so you have the up to date information
- Provide your opinions and feedback through any questionnaires/ FORMS/ Twitter Polls etc. that are sent to help improve our offer
- Advise the school if your child will be absent from online learning/ hub due to illness
- Access the supports in school to assist parents with home learning (some examples at the end of the policy)
- Contact SMT if you have any concerns around child protection (Mrs O'Hagan), additional support needs (Mrs McGroarty) or engagement with remote learning/ access to hub (Mr Blyth)
- Contact Miss Iddon if your child has technical difficulties
- Contact Mr Blyth if you believe you don't have appropriate access to online learning
- Ensure that only the children use MS Teams. If parents have questions or queries they should make contact with the school through the normal ways.

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

**In Newark children will:**

- Make contact with their teacher at least every 2 days to check in and make sure they are safe
- Access their Team to see their friends, share their work and interact with their teacher
- Complete as many tasks as they can at home, and share what they have done with school
- Contact their teacher/ support staff member for help on Teams if they need it
- Try to have a daily routine which includes work (online and independent) and play
- Join in with Wellbeing Wednesday tasks and contact Miss Campbell for a check in if they wish

- Follow the instructions given by their teacher for live check ins e.g. mute when not speaking, use the 'hand up' to let the teacher know they have an answer- these will depend on the age and stage of the children
- Use appropriate language when using the chat facility on Teams- don't write anything you wouldn't say to your granny! Always remember to be kind.
- Try to share some work with their teacher that they have been completing every week. This can be uploaded to Teams, photo sent by email/ DM through Twitter

### **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 Newark the teacher's role will be:

- 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 e.g stationery, jotters etc.)
- Providing a weekly overview for children to follow at home/in the hub
- Assessing children's learning and providing 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 Acting 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)
- Attend the Hub in school to support learners one day a week- whilst teachers are in the hub they will not be on their Team

In Newark Primary Support Staff will:

- Support learning in the Hub 3 days a week (or as needed to cover absence or additional children)

- Be on Teams whilst working from home to support the children with their learning whilst working from home
- Attend Live check ins from home
- Undertake a variety of professional development activities/ professional reading which is directly linked to their role in school

In Newark the HT & DHT's will:

- Create a shared understanding between home and school of the remote learning approach, including roles and responsibilities of staff and parents
- Consult with staff, children and parents to create a Newark Remote Learning policy
- Support families if there are issues regarding 'digital exclusion/ vulnerability', provision of devices and connectivity issues
- Support staff if there are issues regarding 'digital exclusion', provision of devices and connectivity issues
- Work in partnership with agencies to support digital provision (for staff and children)
- Coordinate the hub (rotas of staff, hub registers, communication with parents etc)
- Monitor the attendance/well-being of children in the hub/at home (communicate with parents if needed)
- Update staff with information on recorded content (West Partnership, Clickview, e-Sgoil, BBC Bitesize, Oak National Academy)
- Monitor pupil engagement with remote learning (communication with parents if needed)
- Monitor provision of learning on Teams / Home Learning Packs
- Ensuring there is a consistently high quality learning provision (consistent approach across the school)
- Share the Inverclyde Digital Safeguarding Policy with staff and ensure it is being used consistently
- Gather feedback from remote learning provision (staff, children and parents)
- Sharing resources/ideas across the cluster
- Promoting remote learning/engagement on Twitter

### **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.

- Class teachers will monitor engagement weekly and record
- Acting Depute Head (J. Blyth) will be link Senior Leadership Team (SLT) for engagement tracking and will collate engagement statistics weekly
- Teachers will make contact with parents to support any barriers to engagement if there has been no contact after two days- this will be through preferred method of communication initially
- If teachers are unable to make contact, SLT will text, phone, make home visits to those with no contact

- Support will be offered to families who require it e.g. family circumstances, digital vulnerability. This could be a slot or more in the Hub- individual circumstances will be considered
- 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 so registers can be marked accordingly

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

- Weekly staff meetings to evaluate progress initially and share updates from guidance
- SLT sample learning packs regularly to ensure consistency of experiences for all children
- Members of SLT are members of all Teams
- Ongoing engagement with Parent Action Group (PAG) and whole Parent Forum
- 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 including focused meetings about remote learning
- Use of audit tools provided by the council's Education Services team

### **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

### **Parent Support/ Advice:**

Action for Children Parent Talk for help with emotional wellbeing, nutrition, behaviour and sleep

<https://parents.actionforchildren.org.uk//>

ParentKind website with links to support mental health, online learning and safeguarding

<https://www.parentkind.org.uk/Parents/Handy-resources-and-links-for-parents>

Connect Scotland- supporting partnerships in education

<https://connect.scot/top-nav/resources>

Scotland's Parent Club for advice and support baby- pre teen

<https://www.parentclub.scot/>

Parent Zone Scotland

<https://education.gov.scot/parentzone>

Barnardo's

<https://www.barnardos.org.uk>

Education resources for parents of children with Autism or communication and language difficulties

<https://www.scottishautism.org/services-support/covid-19-support/resources-parents-and-carers/education-resources-parents-and-carers>