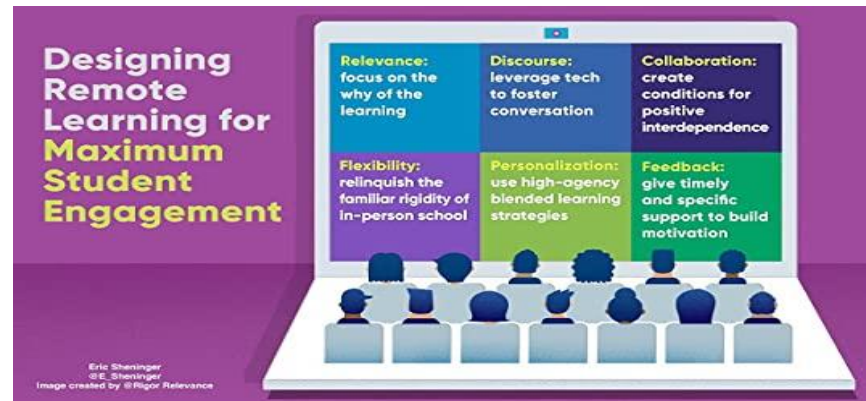


Balmalloch Primary School and Nursery Class



Remote & Blended Learning Policy



responsi**B**ility

gr**A**ttitude

BELIEVE IN YOURSELF

hu**M**ility and forgiveness

persever**A**nce

Love

ACHIEVE YOUR GOALS

h**O**nesty and gener**O**sity

respe**C**t

friends**H**ip & family

A Place of Enthusiastic Learning and Achievement!

Balmalloch Primary School & Nursery Class

Ruth McCarthy - Head Teacher - January 2021

Education Scotland - Principles of Curriculum for Excellence

Scotland's Curriculum for Excellence helps our children and young people gain the knowledge, skills and attributes for life in the 21st century. While the Coronavirus (COVID-19) pandemic has changed many things, our curriculum framework continues to apply. The core principles of Scotland's curriculum and the four fundamental capacities at its centre remain critical in putting learners at the heart of education.

During the 'Recovery Phase', Balmalloch Primary School and Nursery Class will be adapting learning and teaching, particularly during the initial phased return, with a strong focus on children's wellbeing, good mental health, and engagement. Balmalloch Primary School and Nursery Class and its practitioners will continue to be empowered to provide a curriculum that is adaptable and responsive to the full range of learners' needs, reflecting the context of the school community. Moving through recovery, the curriculum will include a focus on promoting and developing skills that will increase children's and young people's skills in independent learning, as part of the blended/remote learning approach.

Blended and Remote Learning

The majority of learners will experience learning away from the school setting (Universal/Additional), which will include online activities including research tasks and project work, and practical opportunities, discussions and other activities that can be carried out away from a digital device. There will however, be an emphasis on active learning and children working independently.

Since the majority of learners will not have daily contact with their teacher when working remotely, it is expected that learning at home activities will include provision of opportunities to consolidate learning and extend and enhance learning to take account of and meet the needs of learners and their families. This may be accommodated by providing access to pre-recorded lessons from the Digital School library, presentations, lesson notes, diagrams or links to useful websites.

Spending less time in school may have a detrimental impact on progress in learning for some learners. Attention needs to be given to those learners who face disadvantage. Careful consideration will be given to help mitigate barriers to learning and engagement.

Practitioners will carefully consider how they will plan most effectively for both the 'face-to-face' teaching and learning delivered in school (blended learning/pupils of key workers/vulnerable groups) and the learning that will take place remotely. Learners will need to adapt to their new circumstances and this may be challenging for some. Learners may be required to engage in tasks completely remotely or prior to working directly with their teacher following interactions which occur as part of the blended learning approach or at level 3 of the Staged Intervention model; Intensive - where vulnerable groups and children of key workers are provided with a place in the school/nursery setting. (Set criteria applies)

An effective model of remote/blended learning can offer learners:

- significant autonomy over their learning;
- a degree of flexibility for learners in where and when they learn;
- potential for high quality consolidation of learning;
- opportunities to develop and improve their skills in working independently;
- increased opportunities for personalisation in learning;
- opportunities for improved engagement;
- enhanced parental engagement in their child's learning away from school.

Key principles for a remote/blended learning model include:

- class teacher retains responsibility for planning and organising children's and young people's learning;
- regular high quality and teaching face-to-face teaching through the Blended Learning model or for children of Key Workers and those in the Vulnerable Groups category;
 - a shared understanding between home and school of the remote/blended learning approach and the respective roles and responsibilities of all involved;
 - learning opportunities which reflect the principles of Curriculum for Excellence allowing learners to develop their knowledge, skills and attributes in a variety of relevant contexts;

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- key learning which is available for learners to revisit as often as necessary;
- opportunities for learners to progress and extend their learning;
- approaches to assessment of learning and providing feedback that support and capture children's and young people's achievements in school and at home;
- ongoing dialogue, reflection and feedback with learners in relation to their own learning using the school's policy;
- provision of learning activities to ensure engagement for all by considering the age and stage of development of learners who require additional support with learning and any learners who may be particularly vulnerable or disadvantaged;
- partnership working with community providers and third sector organisations to support beyond school provision.

Partnership

Careful consideration will be given to the respective roles and responsibilities of the school, teacher, local authority and parents and carers. It is important to consider the support available across the system, including from Education Scotland, Regional Improvement Collaboratives and other national bodies.

The involvement of a further range of partners, including community and third sector organisations to support beyond school provision has the potential to provide rich and varied learning experiences. Learners could benefit significantly from a range of relevant opportunities for personal achievement as well as deepening their understanding of concepts learned in school through application in real-life situations. Careful planning and good communication will be essential to ensure a coherent approach. Balmalloch Primary School and Nursery Class, in collaboration with our local authority, will explore ways in which we can engage with partners, including Education Scotland (e.g.) National E-Learning, GTCS, Active Schools and Cluster Improvement and Integration Leads, for example, who may be able to enrich the learning offer available for learners.

Parents and carers

Parents and carers want the very best for their children but they are not expected to be practitioners. It is crucial that parents and carers are as certain as they can be about what remote/blended learning is, what it means for their children and how they can continue to contribute positively and effectively to the learning of their children.

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Doucet et al (2020) highlights that good communication between home and school will be essential. **"The method of communication must be one that is comfortable and familiar for students and their parents".**

Parents/carers will work with Balmalloch Primary School and Nursery Class to develop a shared understanding of how remote/blended learning differs from learning within the school environment prior to the 'Covid-19' pandemic. Parents/carers will be provided with the appropriate advice, support and communication from staff in order to assist with learning away from school. Engagement with parents and carers and adjustments to fit with their own circumstances and requirements are important to us. Although not all learning at home will be online or require the use of a digital device, support will be digital and, as a result, additional funding from the authority/Scottish Government will enable families to be supported that do not have digital devices or access to the internet. Parents/carers will receive information from the local authority and school regarding the plans put in place, including access to online learning so they and their children know what to expect. Balmalloch Primary School and Nursery Class has procedures in place to support families and further information can be obtained from the Principal Teacher/Acting Principal Teacher.

Advice for practitioners - Planning for a remote/blended learning approach

The 'Refreshed Narrative' for Curriculum for Excellence is a practical tool that supports schools when planning for a blended/remote learning approach with the four capacities remaining at the heart of learning. Focus on learning across literacy, numeracy and health and wellbeing will be the initial priority with increasing learning experiences across the four contexts; Cross-curricular linked themes, interdisciplinary learning (IDL) and play-based approaches will enrich the curriculum and be a useful bridge between learning in different spaces.

What constitutes high quality learning, teaching and assessment now has not changed. The professionalism of the workforce remains. We all remain committed to children's and young people's rights and positive relationships. In Balmalloch Primary School and Nursery Class we want our learners to be eager participants in their learning. Learning will be motivating, meaningful and enjoyable. Learning will be well matched to children's and young people's needs and interests. It remains important that learners understand the purpose of their learning and assessment remains integral to learning and teaching in Balmalloch Primary School and Nursery Class. What has

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changed in this period is the way in which we are seeking to attain high quality experiences for our learners. We will, however, adjust and tailor our approaches to help ensure the very best for all of our learners.

The Coronavirus (COVID-19): Curriculum for Excellence in the Recovery Phase guidance, published on 5 June 2020, supports practitioners and other professional practitioners in preparing their curriculum offer for and during the Recovery Phase. Helpful advice for planning online aspects of learning can be found in Education Scotland's Learning and Teaching Online: Advice for Practitioners (May 2020).

Questions – Remote/Blended Learning

- Which elements of this learning should be delivered face-to-face? Why? (Blended Learning Model)
- Which aspects of learning would be best suited to take place independently, away from the school/setting? Why?
- Are there activities and learning that can be done prior to face-to-face sessions (Blended Learning Model) to help learners become familiar with the topic or concepts, like the flipped classroom approach? Are there resources that can assist practitioners in this?
- Are there activities and learning that can take place after the face-to-face sessions (Blended Learning Model) to deepen understanding, reinforce and consolidate learning?
- Are there resources that can assist practitioners in this?
- How can we ensure learners, parents/carers and other professionals know what is expected in learning beyond the school?
- What resources can be provided that will help learners to revisit, apply and deepen their learning?
- Can carefully planned IDL challenges engage learners and enrich learning experiences?
- Can the benefits of play and outdoor learning be maximised to offer opportunities both in terms of engagement and wellbeing?

When considering the above it will be important to ensure activities are appropriate to the age and stage of learners. Realising the Ambition: Being Me (National Practice Guidance for Early Years in Scotland) encourages practitioners to consider learning spaces, interactions and experiences. The same considerations can be helpful when planning learning for **older learners**.

Personalised learning

Just as in classroom learning, activities, support and resources to be used away from the school/setting will be differentiated to meet the needs of learners. Where these offer the opportunity to build on, extend and apply previous classroom learning, this is likely to be more successful.

Professional Learning

It is important that, given the limited time with learners, a didactic teaching model does not become the norm. Practitioners should engage with a range of development opportunities to support personal and professional development towards targets identified through 'Professional Review and Development', continuing to build upon and improve the work of the school, with the main aim of improving outcomes for all learners. Practitioners should have access to professional learning opportunities which supports them to understand and provide blended and remote learning methodologies to ensure they are well equipped to support children's and young people's learning and achievements.

As is always the case, the class teacher retains responsibility for planning, organising, delivering and assessing children's and young people's learning. This new model of learning places demands on the class teacher, including how learning that takes place away from the classroom will be planned and organised effectively. Practitioners will be supported in aspects of planning and delivery by the school, local authority, other professionals, Regional Improvement Collaboratives and national bodies. (See Appendix 1)

Balmalloch Primary School and Nursery Class - Specific Guidance

When the school is closed for a period of time due to government action regarding the ongoing pandemic, Balmalloch Primary School and Nursery Class will revert to remote learning and teaching through the GLOW platform and Microsoft Teams. A staged intervention model will be used to effectively provide learning to meet the needs of learners; Universal, Additional, Intensive.

Universal: Remote Learning
 Contact with Teachers/Support Staff

Additional: Remote Learning
 Additional Support (e.g.) Support with digital/online-learning/How to access additional supports in the community

Intensive: Support for pupils of Key Workers (Criteria Applies)
 Support for 'Vulnerable Groups' (Criteria Applies)
 Support for learners in the 'Shielding' category (Letter from Medical Practitioner required)

The majority of the children will access 'Universal Remote Online Learning' whilst 'Intensive' in-school learning and teaching offers will be made available for the children of Key Workers who meet the criteria and those children who are identified as being in the 'Vulnerable Groups' category.

- Vulnerable Groups:
- *Children on the Child Protection Register
 - *Children who are Looked After and Accommodated /Care-experienced
 - *Children working with Social Work
 - *Children with Additional Support Needs (e.g.) Dyslexia/ASD/ADHD (Needs assessed on an individual basis)
 - *Children with a disability
 - *Parent/Carer - Physical/Mental Health needs (Criteria Applies/Proof from Medical Practitioner Required)
 - *Children affected by Domestic Abuse/Bereavement
 - *Children requiring support at key points of transition (e.g.) moving to another establishment

Additional support will be provided to families requiring help to access and support learning or meet mental and physical wellbeing needs.

This policy will form the basis of our action plan for remote learning at Balmalloch Primary School and Nursery Class. It has been designed to be a fluid document that will respond to the needs of our learners and the different learning styles they have.

Universal Learning & Teaching (Online Remote Learning)

Staff should prepare lessons to continue the children's learning journey remotely, ensuring progression, pace, challenge and differentiation, following the planned programme of work from forward planning. Where new learning needs to take place, staff should use online learning tools and authority resources to promote this. Staff should also prepare a period of time to consolidate online learning experiences when the children return to school.

Blended/Remote Learning School Day

Staff will be available each day online during the school day. Any changes to the set routines (e.g.) staff attending professional development training, will be advised to parents/carers by the practitioner.

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Routine Example:

<u>TIME</u>	<u>ACTIVITY</u>
9.00-9.15am	Welcome/Check-in
9.15-10.30am	Numeracy and Maths
10.30-10.45am	Break/Interval
10.45-12.15pm	Literacy and English
12.15-1.00pm	Lunch
1.00-2.30pm	IDL
2.30-3.00pm	Planning/Preparation/Assessment - Teachers Pupils uploading work/participating in exercise activity as part of HWB

To support parents/carers, staff will engage in partnership working through TEAMS and email during school hours. Staff should forward questions/enquiries relating to digital learning that they cannot answer to the Principal Teacher/Acting Principal Teacher. Teachers should only discuss 'Learning and Teaching' with pupils and parents/carers. Members of the Senior Leadership Team or identified members of staff will engage with parents/carers to provide additional support.

The School Day

Staff will prepare lessons each day (Monday to Friday) focusing on Literacy, Numeracy and Health and Wellbeing. IDL (Inter-disciplinary Learning) lessons will also be provided across the school week, which may take the form of a project or links to other areas of the curriculum including Expressive Arts or Religious Education for example. A timetable will support children and families with routine and length of time expected for tasks.

Each lesson should be preceded by the learning intention for each task and the success criteria to enable the children and teaching staff to measure their success or otherwise. Children should be aware of what they are learning and why at all times. Practitioners will use online learning programmes to support their planning, (e.g.) Epic Reading, SumDog, IDL, etc. This will ensure the pupils will

receive a broad and progressive remote learning experience. Lessons should be uploaded to the class folder on TEAMS. Staff will manage how they should be displayed, delivered, and how feedback to the pupil is given.

Remote learning tasks will not always require children to record their work digitally. There will opportunities for pupils to engage in the curriculum in a 'digital free' way without having to use digital devices for ALL tasks, including printable worksheets, creating models, art work, posters, outdoor learning opportunities, etc. These can be photographed or videoed and uploaded to their class team.

As part of Health and Wellbeing, staff will provide activities to enable learners to engage in physical activity to maintain the expected 2 hours of P.E. per week. An example of this would be providing a 30 minute exercise task to be completed each day, Monday to Thursday, as outlined above.

Assessment and measurement of our children's progress will gathered in a number of ways. Feedback will be provided to children for any completed work shared with their teacher through TEAMS. Individual folders may be set up for children and individual feedback provided in certain circumstances. Feedback may also be provided by email through Microsoft Outlook. Digital and online assessment tools, as well as pupil surveys through Microsoft Forms will also be used to gather performance data for school improvement. Teaching staff will also use formative assessment strategies which may include thumbs up - thumbs down, traffic light your task, Kind/Specific/Helpful, etc.

Additional Learning & Teaching (Support with Online Remote Learning)

Some children will require additional support to access the remote learning curriculum. This will be supported by the Senior Leadership Team (SLT) or identified staff in school who will make contact with families as and when required (e.g.) parental contact for support or from identification of a lack of pupil engagement using online platforms. Participation and engagement will be monitored and recorded similar to normal school attendance, ensuring robust data is gathered and acted upon to support progression in learning.

The Principal Teacher (PT) will track pupil engagement on Microsoft TEAMS, liaising with class teachers and contact families to provide technical support. During this initial contact, through email or telephone dialogue, the PT will offer a number of ways to overcome any technical difficulties, using guides and practical advice.

The DHT will provide cover in school to enable teaching staff to contact vulnerable families on a weekly basis and will provide support for any needs identified. DHT will liaise with partner agencies who offer family support and provide updates for teaching staff.

Intensive Learning and Teaching (In-School Learning)

Children of 'Key Workers' and in the 'Vulnerable Groups' category (Set criteria applies) will be offered a place at Balmalloch Primary School and Nursery Class to provide the appropriate level of support for families. Both parents/carers must provide proof of their Key Worker status and school places must only be used whilst both parents/carers are at work and unable to work from home. An effective system for collation of evidence and recording of information is in place in Balmalloch Primary School and Nursery Class, regularly maintained and updated by clerical staff.

Organisation of Class/Stage 'Bubbles' and Accommodation

Staff will be allocated to a classroom bubble depending on their current class commitments and will be supported by the SLT as and when required. The model for this will be as follows.

Rota

Teaching staff will work on a three-week rota system as follows:

- One teacher will provide face-to-face teaching for the class bubble in school (Remote Learning - Children of Key Workers and in Vulnerable Groups);
- One teacher will provide online lessons for allocated pupils working remotely (e.g.) Primary 7 pupils, which will be done at home by the member of staff;

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- One teacher will undertake Professional Development at home to enhance skills, which will be shared with colleagues to improve outcomes for all learners.

This will be rotated each week. (Appendix 2 - January 2021)

Rotas are subject to change depending on the circumstances encountered by the school (e.g.) a member of school being asked to self-isolate when working in school.

Partnerships/Agencies

Planned partner agency and Family Learning supports will be supported by the SLT as necessary.

A member of SLT will be in attendance each day to ensure effective leadership and management of the school and nursery.

The schools iPads/laptops/desktops will be allocated to individual children for use within their identified classroom/base.

Next Steps in Enhancing Digital Learning Provision (in School)

Short Term Targets

Comprehensive Wi-Fi coverage and connectivity for all areas of the school.
--

Ensure all pupils have access to a digital device and connectivity to support remote and 'in school' learning.
--

Long Term:

Review, evaluate and update school policy after an agreed period of time.

Review, evaluate and update planning for remote/in-school learning after an agreed period of time.
--

Review, evaluate and update approaches to providing effective feedback after an agreed period of time.
--

Professional Development to increase staff confidence, knowledge, understanding and skills to support digital learning; OneNote/Forms/Sway.
--

Increased engagement with Online Homework through TEAMS when schools return to full capacity.

Appendix 1

Classroom

- Adapt medium term planning models to align with attendance model of learners/classes to reflect blended/remote learning approaches with models to assess learning and impact.
- Develop learning activities to consolidate new concepts/skills before and/or after initial face-to-face teaching. (Blended Learning Model/Intensive Support Level - Children of Key Workers/Vulnerable Groups)
- Ensure a strong focus on health and wellbeing, literacy and numeracy.
- Develop and design IDL projects to ensure longer term learning outcomes are available to underpin and extend learning tasks.

School

- Develop a curriculum which is aligned with Scotland's Curriculum for Excellence in the Recovery Phase.
- Maintain an overview of learning to ensure consistency in the range and quality of activities for learning at home.
- Deepen and extend multi-agency community partnerships to create a beyond school offer for vulnerable learners.
- Produce clear communication to parents on school model and offer for learners/parents.

Local Authority

- Develop a local authority offer to support localised blended learning models.
- Deliver local materials/platforms for to support curriculum and learning.
- Develop a multi-agency approach for the most vulnerable learners and those who require additional support.
- Extend focus of targeted and individual support for schools to develop blended learning support as appropriate.

Regional Improvement Collaborative

- Use collaborative networks to support leaders and practitioners.
- Extend regional curriculum support materials.
- Develop regional offer/platform to share best practice in blended learning.

National

- Extend national webinar offer to support professional learning, share best practice and support leadership.
- Extend joint webinars across national bodies on key aspects of the range of available pathways, including NQ courses, units and apprenticeships over session 2020-21.
- Extend 'Scotland Learns' to provide a resource bank of learning at home activities for literacy, numeracy, health and wellbeing, and themed/IDL to support teachers deliver a blended model of learning for broad general education.
- Establish a shared project offer with the Lego Foundation to support creative learning beyond school.
- Launch national ESgoil/Education Scotland/ADES e-learning provision to support in-school and remote learning planned through local authorities and schools within the blended learning environment during the Recovery Phase in session 2020-21. Initially focused on senior phase, with live, interactive lessons complementing the work of teachers and schools.
- Continue to support the delivery and assessment of SQA qualifications through use of existing teacher support materials on the Understanding Standards Website and develop additional materials as required through use of SQA Academy.
- Promote and extend SQA Ushare - open learning resources.
- Share, on a national platform, effective practice in supporting a remote/blended model of learning.
- To raise awareness of the National E-Learning offer to support learning and teaching - <https://education.gov.scot/improvement/national-e-learning-offer/>
- To provide a 'One-Stop-Shop' of resources through GTCS - <https://education.gov.scot/improvement/supporting-remote-learning/supporting-remote-learning>

Appendix 2 – January, 2021

Rota – Staff Attendance in School

Stage	Room	W/C 11.01.21	W/C 18.01.21	W/C 25.01.21
Primary 1	P1a	Diane Davidson/Coral McNeil	Kirsty Hay/Coral McNeil	Natasha Guiliani
Primary 2	P2b	Emma Duff	Habeeba Ashraf	Hannah McCarthy
Primary 3	P3/4	Laura Emslie – Mon-Wed Ingrid Morris – Thurs-Fri	Dianne Wright	Megan Arbuckle
Primary 4	P4a	Ben Clark	Katie Paterson	Amy Martin
Primary 5 & P6	P5 or P5/6	Elaine McGill	Ashley Wright	John Paterson – Monday/Tuesday PM/Friday Lauren Sommerville – Tuesday AM/Wednesday/Thursday
Primary 7	P7a/P7b	Kate Patrick	Kate Patrick	Kate Patrick

Rota - Staff - Remote Learning - Working from Home

Stage	W/C 11.01.21	W/C 18.01.21	W/C 25.01.21
Primary 1	Kirsty Hay/Coral McNeil	Natasha Guiliani	Diane Davidson
Primary 2	Hannah McCarthy	Habeeba Ashraf	Emma Duff
Primary 3	Dianne Wright	Laura Emslie – Mon-Wed Ingrid Morris – Thurs-Fri	Megan Arbuckle
Primary 4	Katie Paterson	Amy Martin	Ben Clark
Primary 5 & P6 Teachers preparing 'Remote Learning' for their own class.	Elaine McGill Ashley Wright John Paterson – Monday/Tuesday PM/Friday Lauren Sommerville – Tuesday AM/ Wednesday/Thursday	Elaine McGill Ashley Wright John Paterson – Monday/Tuesday PM/Friday Lauren Sommerville – Tuesday AM/ Wednesday/Thursday	Elaine McGill Ashley Wright John Paterson – Monday/Tuesday PM/Friday Lauren Sommerville – Tuesday AM/ Wednesday/Thursday
Primary 7	P7a – Lorna Grant P7b – Lee Vernet	P7a – Lorna Grant P7b – Lee Vernet	P7a – Lorna Grant P7b – Lee Vernet

Rota - Staff - Professional Development - Working from Home

Stage	W/C 11.01.21	W/C 18.01.21	W/C 25.01.21
Primary 1	Natasha Guiliani	Diane Davidson	Kirsty Hay/Coral McNeil
Primary 2	Habeeba Ashraf	Emma Duff	Hannah McCarthy
Primary 3	Megan Arbuckle	Laura Emslie (Mon-Wed) Ingrid Morris (Thurs-Frid)	Dianne Wright
Primary 4	Amy Martin	Ben Clark	Katie Paterson
Primary 5 & P6	John Paterson – Monday/Tuesday PM/Friday Lauren Sommerville – Tuesday AM/ Wednesday/Thursday	Elaine McGill	Ashley Wright
Primary 7	Kate Patrick	Lorna Grant	Lee Vernet

Rota - Additional Support Needs Staff

Primary 1	Mrs Smith	Monday/Tuesday/Wednesday AM
Primary 2	Mrs Smith	Wednesday PM/Thursday/Friday
Primary 3	Mrs Hourigan	Monday/Tuesday/Wednesday AM
Primary 4	Mrs Hourigan	Wednesday PM/Thursday/Friday
Primary 5	Mrs Connelly	Monday to Friday
Primary 6	Miss Bonds	Monday/Tuesday/Wednesday AM
Primary 7	Miss Bonds	Wednesday PM/Thursday/Friday

Appendix 3

Digital Learning Resources
Oak National Academy - Online Lessons
National E-Leadership
https://education.gov.scot/improvement/national-e-learning-offer/
GTCS - Resources
https://education.gov.scot/improvement/supporting-remote-learning/supporting-remote-learning
Virtual Classroom - Practitioners
NLC Learning Continuity Resources
Into Film
BBC Bitesize
Sumdog
Epic
Glasgow Science Centre
StudyLadder
Teach Your Monster to Read
https://play.google.com/store/apps/details?id=com.teachyourmonstertoread.tmapp&hl=en_GB (Android)
https://apps.apple.com/gb/app/teach-your-monster-to-read/id828392046 (Apple)
Home Learning - Parent Support: https://www.nllife.co.uk/parentsupporthomeschooling/
Parent/Carer Support Dashboard