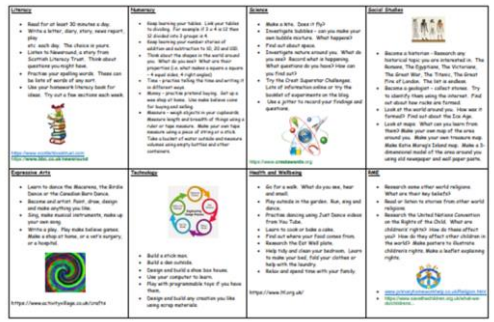
South Ayrshire Council

Educational Services

What remote learning looks like in South Ayrshire



Remote learning at Alloway Primary and EYC

- The EYC uses Seesaw to communicate with children and families. Weekly home learning ideas are shared focusing on play. Keyworkers are sharing daily video check in messages and a nightly bedtime story. Families are posting pictures and messages for staff.
- Primary 1-7 are all using Microsoft Teams and Seesaw for remote learning. Daily home differentiated learning grids are posted Monday – Thursday with a weekly grid posted on Fridays. These are posted on Teams, Seesaw and on our school website.
- We have a high level of pupil engagement and staff are following up children who don't connect with pastoral phone calls to provide support. Teachers are providing support on Teams and Seesaw. Teachers are recording teaching videos and posting help and support to pupils.
- Children are sharing work and pictures with teachers.
- A Nurture Team has been set up for on-to-one access via Teams to allow pupils access to our Support & Nurture Teacher to try to emulate online our check-in approaches at school.
- Teachers are making staff and pupil fun videos to help children connect with each other – class montages are being created and shared. Poignant videos were shared to commemorate VE Day.
- SLT are still driving whole school themes such as VE day ,Mental Health Awareness days and Kindness projects etc and all work is quality assured before posting it weekly to ensure a consistent approach and differentiation.
- We have set up a page on our webpage to share information about transition with new P1 parents and have been emailing parents weekly transition information and posting it on the webpage.
- We are using Sway to communicate information with parents and Forms to gather information from parents.
- Staff are utilising digital platforms to collaborate with each other via Teams and Skype.

Seesaw

Week beginning 27th April 2020

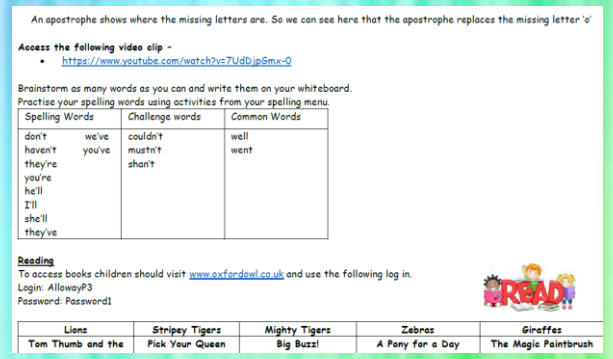
Weekly Learning

Monday 27th April 2020 / CLIC / Egyptian pages to read

Tuesday 28th April 2020 / CLIC / Egyptian pages to read

Wednesday 29th April 2020 / CLIC / Egyptian pages to read /Shaduf

Thursday 30th April 2020 / CLIC 9 Week 1_ / Learn Its Week 1_ / The Marvellous Plan – Cloze Passage with words / The Marvellous Plan Challenge No word box


An apostrophe shows where the missing letters are. So we can see here that the apostrophe replaces the missing letter 'o'

Access the following video clip -

- https://www.youtube.com/watch?v=7UdDjpGmx-0

Brainstorm as many words as you can and write them on your whiteboard.
Practise your spelling words using activities from your spelling menu.

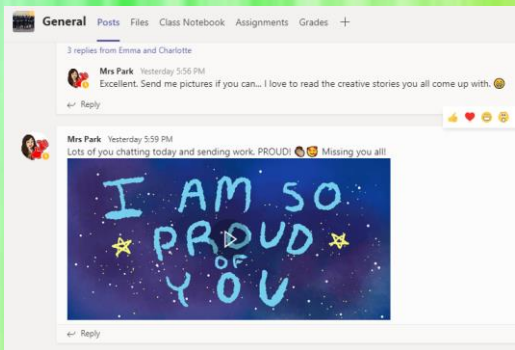
Spelling Words		Challenge words	Common Words
don't	we've	couldn't	well
haven't	you've	mustn't	went
they're		shan't	
you're			
he'll			
I'll			
she'll			
they've			

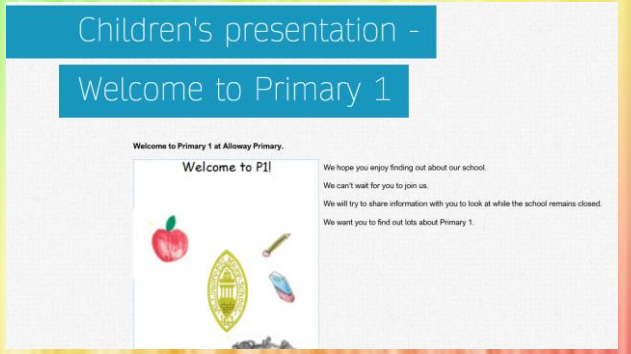
Reading

To access books children should visit www.oxfordowl.co.uk and use the following log in.
Login: AllowayP3
Password: Password1

READ

Lions	Stripey Tigers	Mighty Tigers	Zebras	Giraffes
Tom Thumb and the	Pick Your Queen	Big Buzz!	A Pony for a Day	The Magic Paintbrush





Home Learning at Barassie Primary School and EYC

To communicate with children and families and to share learning we are using:

- Seesaw –EYC to P3 (some P4 to P7 children have been identified to use Seesaw as Teams was too challenging)
- Teams – P4 to P7
- Activity grids and accompanying resources are all shared on Seesaw and Teams for children and families to access.
- Activity grids and resources are also posted on the class pages of our website. These are shared on a Friday afternoon to allow families to access them at a time suitable to them.

We issued a Family Update to share some of the learning taking place at home that has been shared with us.

CELEBRATING HOME LEARNING

Literacy

Our children have been listening to stories read by EYC staff, creating pictures of the characters and reading their own stories at home.

WHAT OUR FAMILIES HAVE ENJOYED SO FAR

I have found all the information very helpful. I have enjoyed being part of the learning by following the activity grids and links to websites etc.
Like having direct communication with staff.
Being really flexible about when we work - its easy to crack on with things when his mind is ready to focus, some days this just isn't the case! We don't have a rigid timetable, but we do seem to get most of the work done each morning.
To have activities to work on so there is some structure to home schooling
Encouraging his creative side, seeing how he copes with the school work out with the school setting.

Sharing Learning Experiences

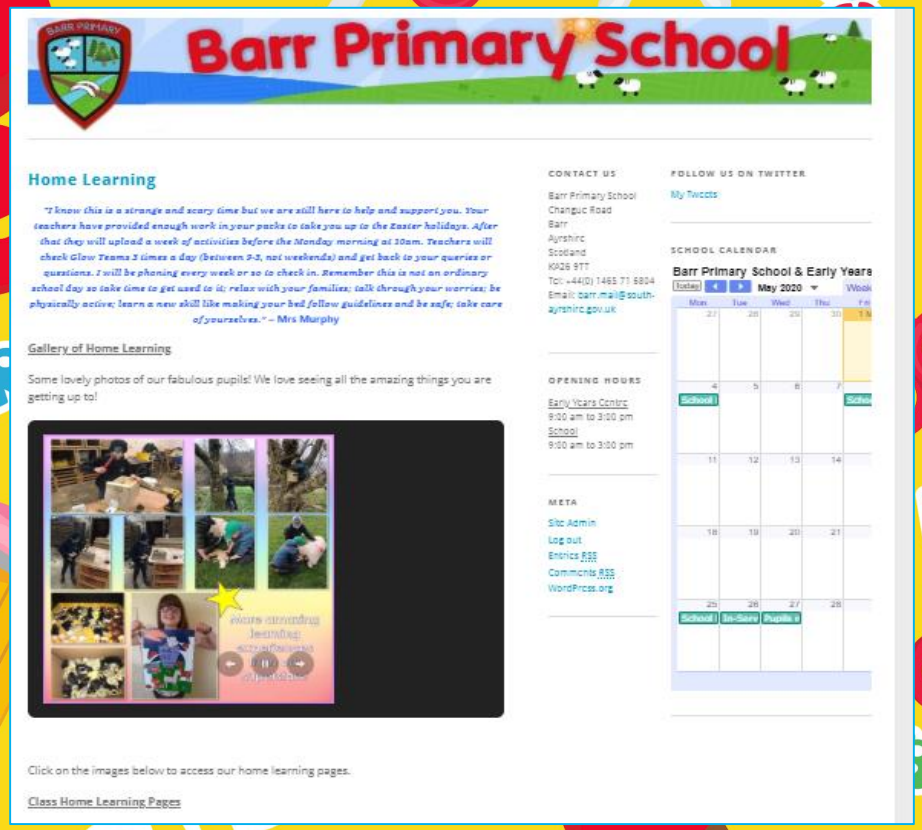
We have been using our school website and Microsoft Teams to share learning experiences with our pupils. On a Monday, an overview of activities is uploaded to both the Class Team and Class Home Learning Webpage. This details some activities that pupils can undertake over the week.

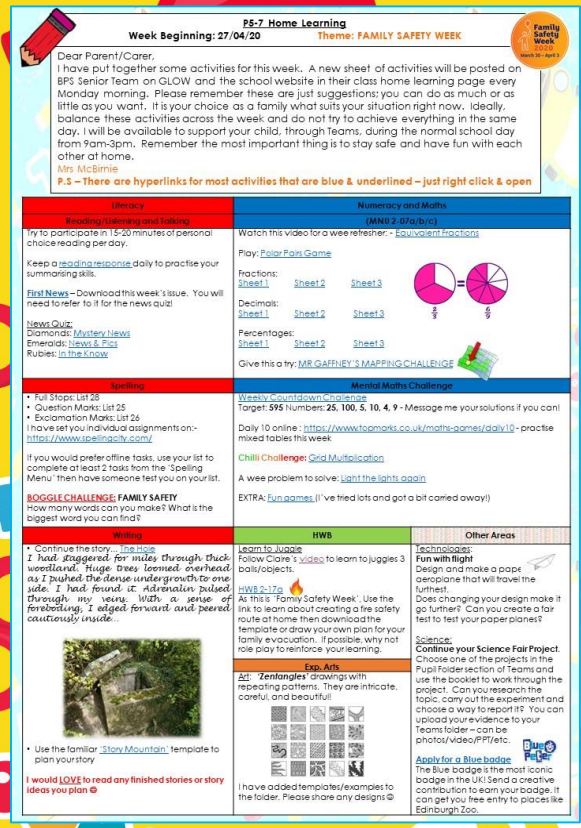
Staff then monitor the class Teams over the course of the week, to interact with the pupils, answer questions and respond to any photos or work that has been shared.

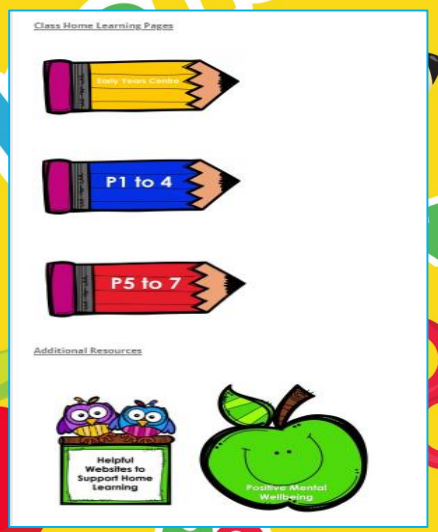
Each pupil has their own folder on their class Team where they can retrieve documents and store their learning.

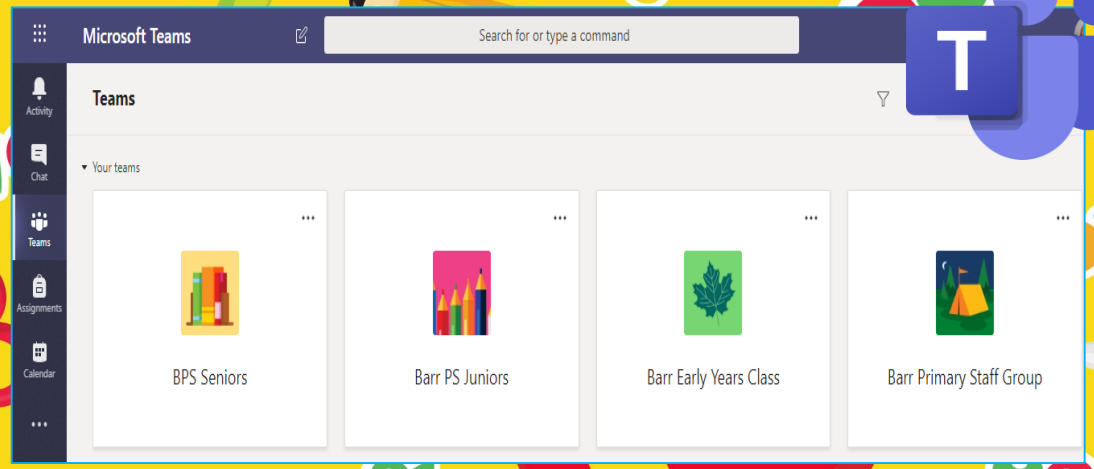
Staying Connected

We think it is important to stay connected with our families during this uncertain time and we do this in various ways. We share information through the school's Twitter page, website and emails. We also make weekly phone calls to families to check in and teachers respond to pupils through their class Teams page.



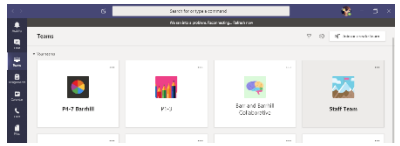






Home Learning @Barrhill Primary and EYC

GLOW TEAMS



- Glow Teams is used to upload all activities on a weekly basis
- Pupils upload photos and documents
- Glow Teams is used for communication between pupils and staff

SCHOOL WEBSITE

- All activities are uploaded weekly onto the Home Learning tab for each class
- Active Schools activities uploaded
- Mental Health activities uploaded weekly in HWB tabs on website
- Any new information regarding the school and/or Covid-19 is updated promptly

TWITTER

- Links to website put on weekly showing weekly activities
- Links to active schools put on twitter
- Any news regarding home-learning and/or Covid-19 advice put on as it becomes available

Phone-calls

- Head Teacher keeps in touch regularly with families
- Class teachers phone weekly to check pupils can access all their activities and see how they are doing

We are using Skype for Business to contact our families. We have set up group chats with keyworkers and now offer forums for help at home and as requested a 'Friends forum' for our children to talk with their nursery friends in a safe, friendly environment. We are here for our parents/carers as well as our children.

"Brilliant, makes my day"

"Just want to thank you so much for the group video chat today, **** has been really missing everyone and that made her day."

Senior leadership team have visited households to visually check in on families and encourage online engagement.

Health & Wellbeing

Dance classes, Cosmic Yoga, Sport & Leisure sessions with South Ayrshire coaches.

We share local information as well as government news.

Even in lockdown, our most favourite part of the week 'Funky Friday' continues.

Our remote learning takes place through our private EYC Facebook page that has been running for over a year. This has been a fantastic success for our children, families and community. A key and viable means of communication, allowing parents to work with a platform they recognise and enjoy.

Connecting with Staff

Vital for team morale.
Support for colleagues.
Meeting with SMT.

Daily challenges that help our children develop their skills

STEM

Numeracy

We continue to support Speech and Language by promoting NHS helplines.

Literacy

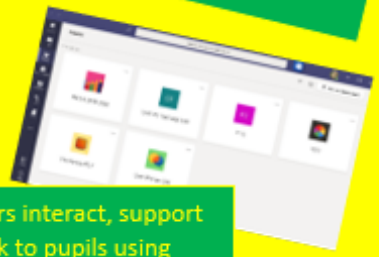
We host 'watch parties' through Facebook to bring new environments/experiences to our little ones during lockdown.

Safari Park Adventures

Songs & Rhymes

Bedtime stories from the stables

Class Teachers post a range of literacy, numeracy and cross-curricular suggested tasks daily/weekly on dedicated webpages through our Glow blogs website.



Class teachers interact, support and feedback to pupils using dedicated class 'TEAMS' keeping lines of communication open.

HWB support, resources and information updated weekly by DHT focussing on mental health and managing emotions.

'Teachers on Tour' – members of the senior leadership team have visited households to visually check in on families and encourage online engagement.

Mrs Hughes, our French expert, posts weekly French lessons on our school website with voice clips for pronunciation!

Twitter '@CairnPS' used to share information, ideas and activities with families.

Keeping learners connected

- Offline packs delivered monthly for learners unable to get online
- Pastoral check-in calls fortnightly to support families with home learning
- Signposting information collated and shared with families requiring support.

CAIRN PRIMARY

Digital Learning

Learners and families at the heart of our practice

Keeping staff connected

- Teaching staff collaborating on TEAMS using a dedicated page to share ideas and approaches to online learning
- CLPL files on TEAMS used to list possible online learning opportunities
- Skype used to virtually meet with staff teams and plan next steps in our response.
- EYC and school staff are connected and sharing resources through authority wide groups on TEAMS.

Parents/Carers have preferred using Facebook to communicate in P1/2. This has allowed the Class Teacher to keep in

Learning has continued at home using our Accelerated Reader, Education City and ReadingWise packages. This has also allowed staff to track engagements in learning at home and be responsive to the needs of families. We are 'registering' children who are engaging online and supplementing the learning of any children not online with paper work packs. ReadingWise access is allowing all children in P1-3 and targeted children in P4-7 to have access to differentiated

Accelerated Reader

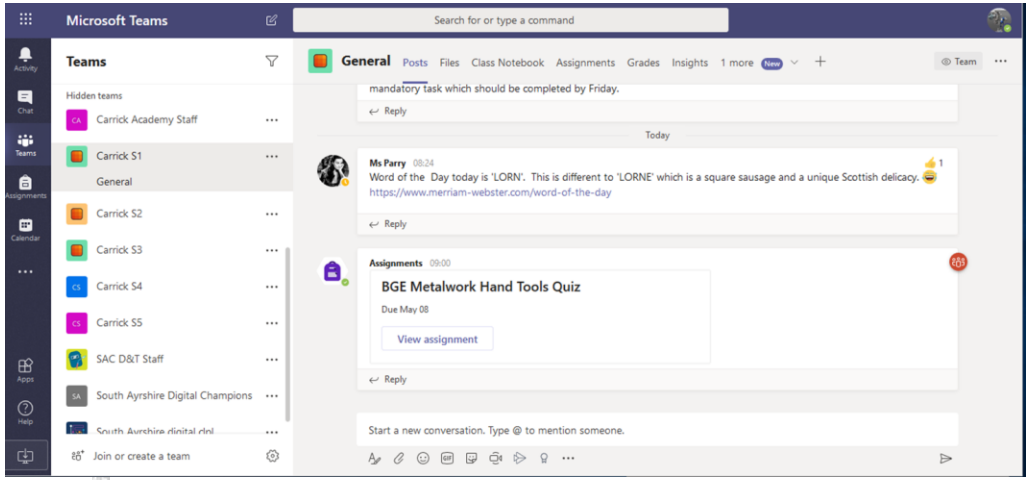
EducationCity

ReadingWise

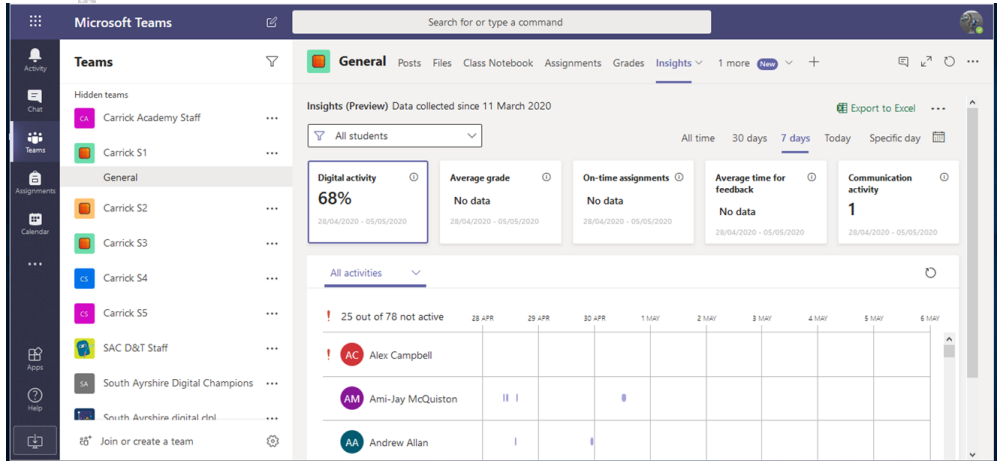
Weekly farm updates on our website from our very talented School Assistant Mrs Fisher. We even had a 'name the lamb' competition through

REMOTE LEARNING CARRICK ACADEMY

TEAMS

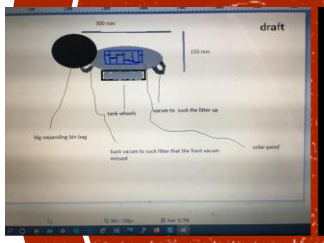


- We have created a Team for each year group. Making it easy for students to see work they have been assigned.



OTHER PROGRAMS

- Departments (in this case D&T) use other subject specific programs to complete tasks. Promoting personalisation, choice and creativity.



Microsoft Paint

Homestyler

Minecraft

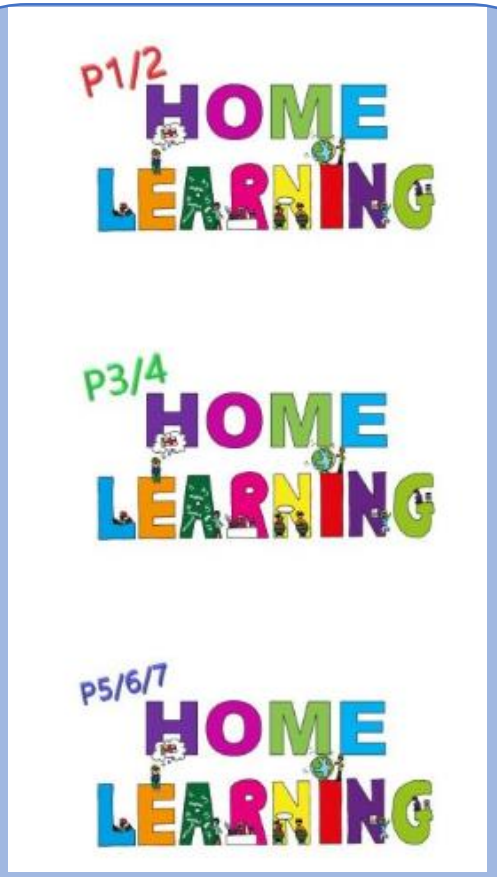
Sketching

Lego

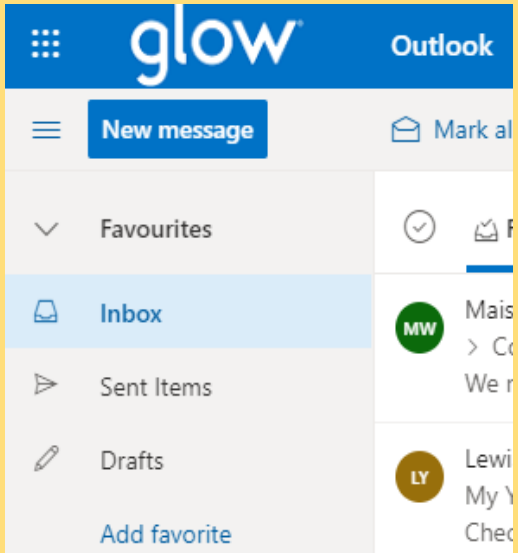
- We use Word online, PowerPoint online and Forms to allow students to easily create and submit work.
- Insights allows us to see which pupils are engaging in the work and contact those that aren't to see if we can help in any way.

OFFICE 365

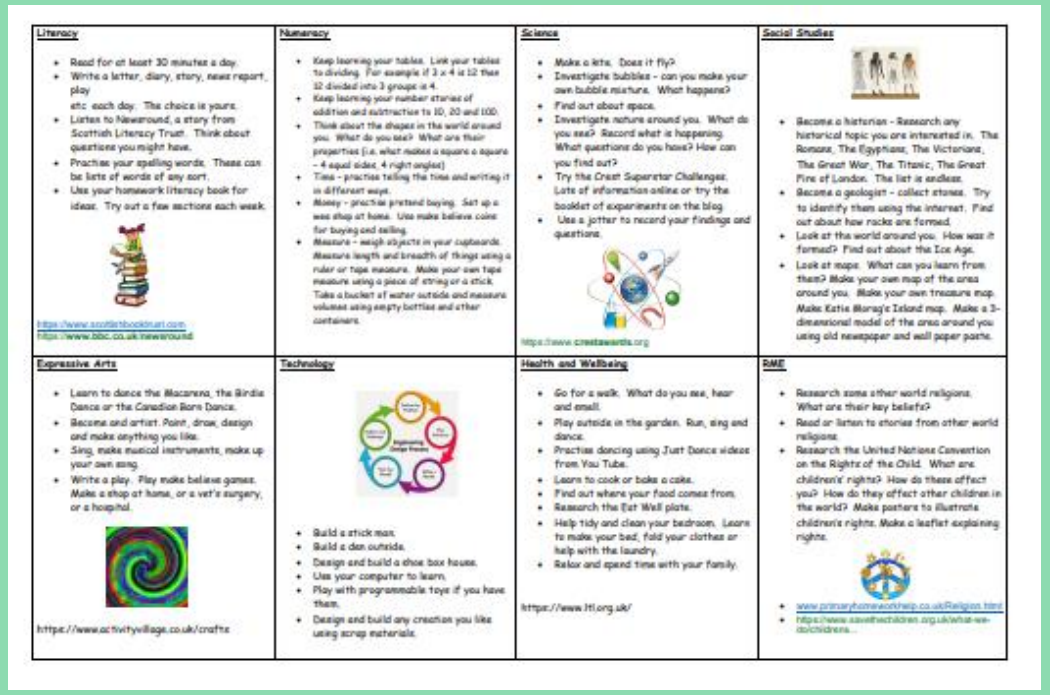
Colmonell Primary



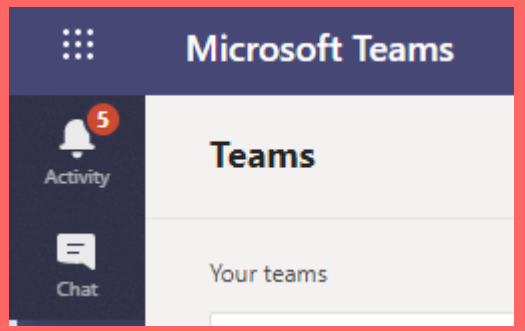
We have home learning pages on our school website where staff are uploading activities now and again for pupils to try if they wish.



Teachers and pupils communicate through GLOW emails. Pupils are encouraged to send photos of work or activities they have tried. Teachers share activities and tasks pupils can try if they wish here too.



All pupils were given an A3 sheet with a number of activities on it for each curricular area. This was given to them before schools closed and they are encouraged to use this as their main learning tool.



Pupils are being encouraged to use Microsoft Teams as their "playground". Somewhere to catch up with their friends.

Remote learning at Coylton Primary School…

School Website…EYC / class home learning grids, additional grids and associated tasks uploaded fortnightly onto website.

Twitter…we follow a variety of educational sites - home learning activities retweeted and encouraged. We are also sharing pictures and videos of pupils' learning. We have separate Twitter accounts for EYC and School.

Glow Teams…P4-7 pupils accessing Teams to engage in online learning and communicate with class teacher and peers. Teachers posting regularly to ensure regular engagement. Playground channels created in all Teams to allow pupils to chat with each other. Pupils reminded that staff can see this chat!

Literacy/Numeracy…Sumdog, Education City, Accelerated Reading, EPIC and AR Bookfinder, myON, Audible, South Ayrshire Online Library service and Oxford Owl all promoted. Support guides created for parents for online activities, e.g. support logging in, navigating site, etc. Engagement results from Accelerated Reading shared via Twitter each week.

Tutorial videos…PowerPoint tutorials are recorded with video and audio narration to help parents access online learning

Parent emails/phone calls…initial check-ins to ensure parents are accessing resources and receiving information from school via GroupCall and email. Weekly check-ins to continue for those non-engaging. Also, weekly check-ins for LAC and vulnerable families.

Monitoring engagement…Sumdog, Education City, Accelerated Reading and Teams all monitored by staff. Within Teams, staff are using Insight data to observe engagement. Channels turned off at weekends to ensure pupils have reduced screen time.

CLPL…staff have completed webinars from Education Scotland Digital Learning Team, Sumdog and Education City in order to increase skills in delivering quality online experiences for pupils.

Staff conference calls…staff are regularly seeking out new and innovative ways to engage learners in remote learning and share ideas at weekly meetings. EYC and Teaching staff meetings weekly. Discussions under way to organise a virtual sports day and transition videos for new P1's.

Monitoring Engagement

- Teachers monitor pupil engagement and progress with Sumdog, Education City, Readingwise and Twitter.
- Staff respond to, and encourage, evidence/photos of pupils' work
- Daily Twitter Challenges for EYC, Class 1 and Class 2 emailed to parents
- Weekly drop in session to collect resources

Learning Packs

- All pupils have received learning packs with wide range of suggested activities, websites, passwords and advice on home-learning approaches.
- Staff and school email contact details
- Weekly learning grids of suggested activities emailed

Engaging with children and families

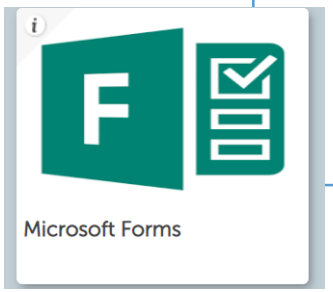
- Teachers send individual emails to pupils and parents
- Staff regularly check-in with vulnerable families
- H.T keeps in regular contact with families by phone/email
- H.T phones staff to check on activities, pupils and staff well-being
- Weekly call to pupils from class teacher
- Parental Information on website

Transition Activities

- Teachers send individual emails to pupils and parents of EYC/P1 and P7/S1
- Yearbooks/Leavers booklets
- Class 1 teachers welcome new pupils
- New start P1 parent information leaflet
- Curriculum Overview information

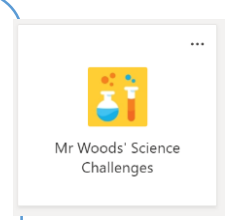
Surveys

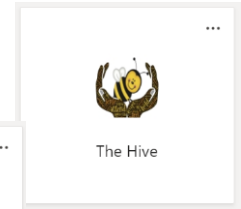
- Surveys have gone out to all families asking for their views on what is in place and any changes/additional needs they would like.

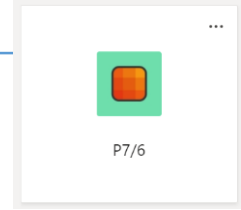


Teams

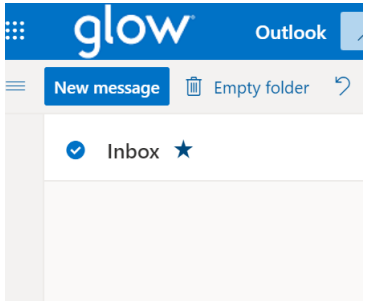
- Staff are communicating with pupils socially and sharing learning ideas.
- Pupils are sharing images and videos of learning they are doing at home.
- Pupils are encouraged to keep in touch with their friends on Teams





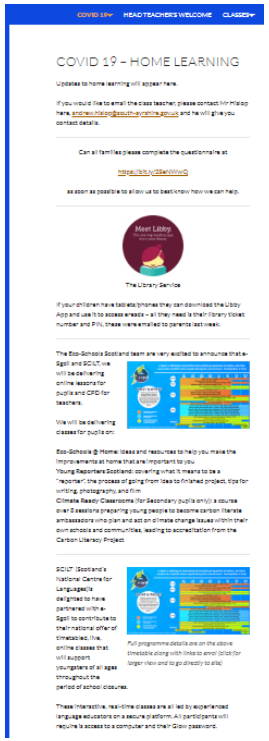


Emails/Telephone



- Regular phone calls to pupils from class teachers and Head Teacher.
- Emails between pupils & staff

Glow



- Pupils using GLOW to access apps.
- Sharing the learning information on class pages in BLOG
- Information and links for learning shared in our school BLOG

Teachers post to their Team on a daily or weekly basis to meet the needs of their classes.

Pupils have open communication on Teams to check in, chat, share jokes and experiences with their teacher.

Some pupils have individualised work plans emailed to them as they have more differentiated requirements.

Stage partners share planning on their Teams and collaborative groups have been set up to work on school improvement.

I.D.L.

Check out this video on bees.

https://www.youtube.com/watch?v=ta154f5Rp5Y

Now complete the bee activity sheets in Minibeast Files (Insects).

There's a paper bowl bee to make too.

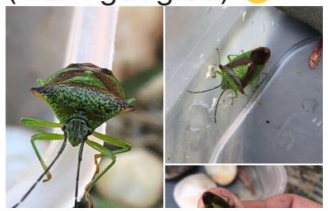
lay the insect game.

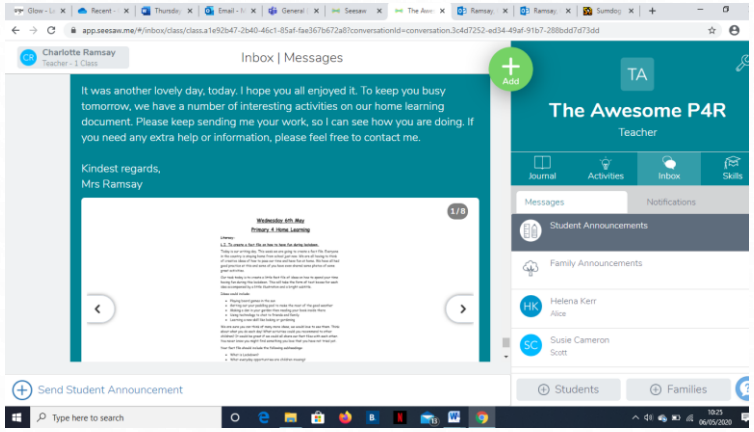
oll a dice and each time you get a number you can draw at part of the insect's body. Try to start with the head.

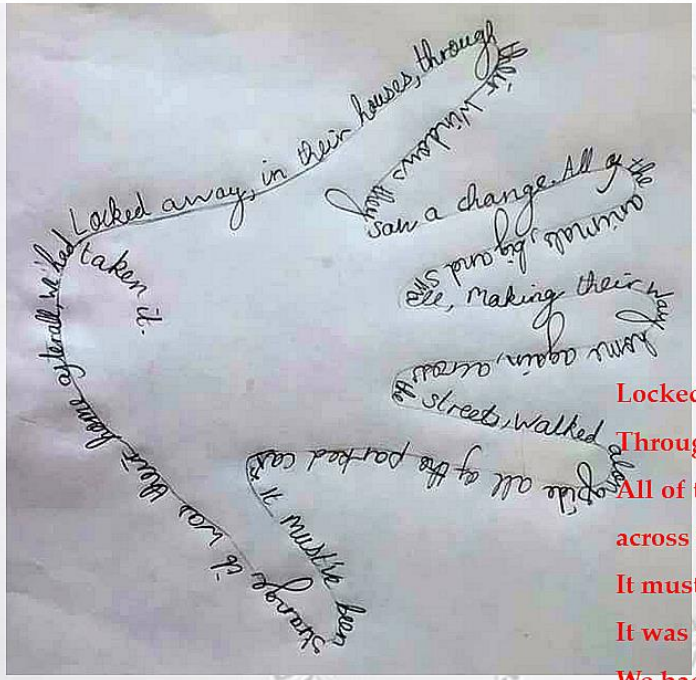
1 = antennae 4 = head
2 = legs 5 = abdomen
3 = wings 6 = thorax

Primary 2 (2019/20) > General

Hi I know its Saturday but I wanted to show you what I found. We went on a Mini Beast Hunt in our Garden to day and found this insect, its soo cool 😎. Its called a Birch Shield Bug (Mum googled) 😂.



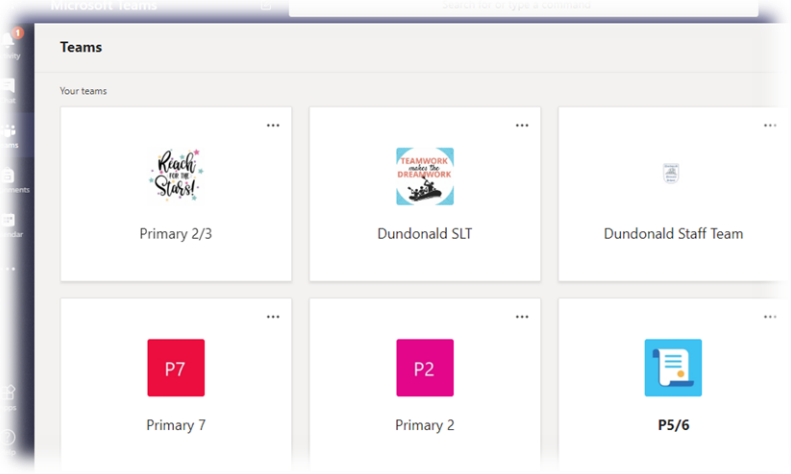




Locked away in their houses,
Through their windows they saw a change.
All of the animals, big and small, making their way home again,
across the streets, walked alongside all of the parked cars.
It must've been strange.
It was their home after all.
We had taken it.

Natalie F (P6)

DUNDONALD PRIMARY

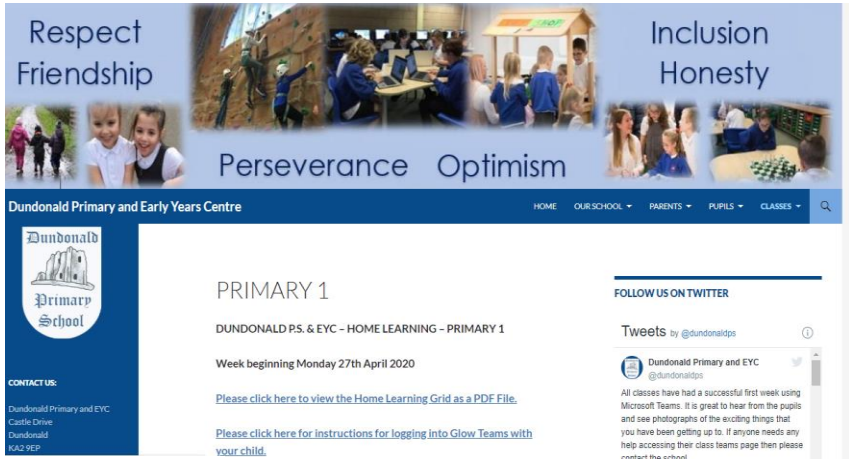


Microsoft Teams

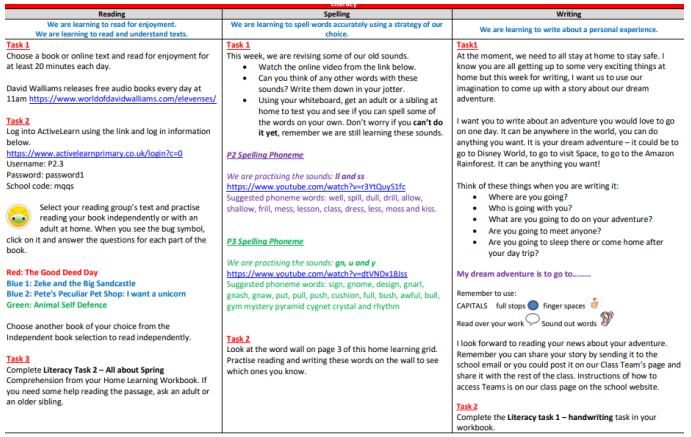
We have a Teams page for each class in the school. Parents, pupils and staff are enjoying communicating through this. Teachers check in with the pupils daily and are able to upload material onto this platform to support the learning at home. Pupils can ask questions and communicate with their teacher and classmates. Staff are also using this as a way of communicating and working collaboratively with each other.

School Website

We upload a weekly home learning grid onto our website and Teams account.
Each stage has their own grid with a range of activities to complete.
The home learning grids have made very good use of the online resources that are available during this time.



Example of Home Learning Grid



Reading	Spelling	Writing
We are learning to read for enjoyment. We are learning to read and understand texts.	We are learning to spell words accurately using a strategy of our choice.	We are learning to write about a personal experience.
Task 1 Choose a book or online text and read for enjoyment for at least 20 minutes each day. David Walliams releases free audio books every day at 11am https://www.worldofdavidwalliams.com/elevenses/ **Task 2** Log into ActiveLearn using the link and log in information below. https://www.activelearnprimary.co.uk/login?c=0 Username: P2.3 Password: password1 School code: mqqs Select your reading group's text and practise reading your book independently or with an adult at home. When you see the bug symbol, click on it and answer the questions for each part of the book. **Red: The Good Deed Day** **Blue 1: Zeke and the Big Sandcastle** **Blue 2: Pete's Peculiar Pet Shop: I want a unicorn** **Green: Animal Self Defence** Choose another book of your choice from the Independent book selection to read independently. **Task 3** Complete **Literacy Task 2 – All about Spring** Comprehension from your Home Learning Workbook. If you need some help reading the passage, ask an adult or an older sibling.	**Task 1** This week, we are revising some of our old sounds. • Watch the online video from the link below. • Can you think of any other words with these sounds? Write them down in your jotter. • Using your whiteboard, get an adult or a sibling at home to test you and see if you can spell some of the words on your own. Don't worry if you **can't do it yet**, remember we are still learning these sounds. ***P2 Spelling Phoneme*** *We are practising the sounds:* ***ll and ss*** https://www.youtube.com/watch?v=r3YtQuyS1fc Suggested phoneme words: well, spill, dull, drill, allow, shallow, frill, mess, lesson, class, dress, less, moss and kiss. ***P3 Spelling Phoneme*** *We are practising the sounds:* ***gn, u and y*** https://www.youtube.com/watch?v=dYvNDx1RIss Suggested phoneme words: sign, gnome, design, gnarl, gnash, gnaw, put, pull, push, cushion, full, bush, awful, bull, gym mystery pyramid cygnet crystal and rhythm **Task 2** Look at the word wall on page 3 of this home learning grid. Practise reading and writing these words on the wall to see which ones you know.	**Task1** At the moment, we need to all stay at home to stay safe. I know you are all getting up to some very exciting things at home but this week for writing, I want us to use our imagination to come up with a story about our dream adventure. I want you to write about an adventure you would love to go on one day. It can be anywhere in the world, you can do anything you want. It is your dream adventure – it could be to go to Disney World, to go to visit Space, to go to the Amazon Rainforest. It can be anything you want! Think of these things when you are writing it: • Where are you going? • Who is going with you? • What are you going to do on your adventure? • Are you going to meet anyone? • Are you going to sleep there or come home after your day trip? **My dream adventure is to go to.....** Remember to use: CAPITALS full stops finger spaces Read over your work sound out words I look forward to reading your news about your adventure. Remember you can share your story by sending it to the school email or you could post it on our Class Team's page and share it with the rest of the class. Instructions of how to access Teams is on our class page on the school website. **Task 2** Complete the **Literacy task 1 – handwriting** task in your workbook.

Twitter as Communication

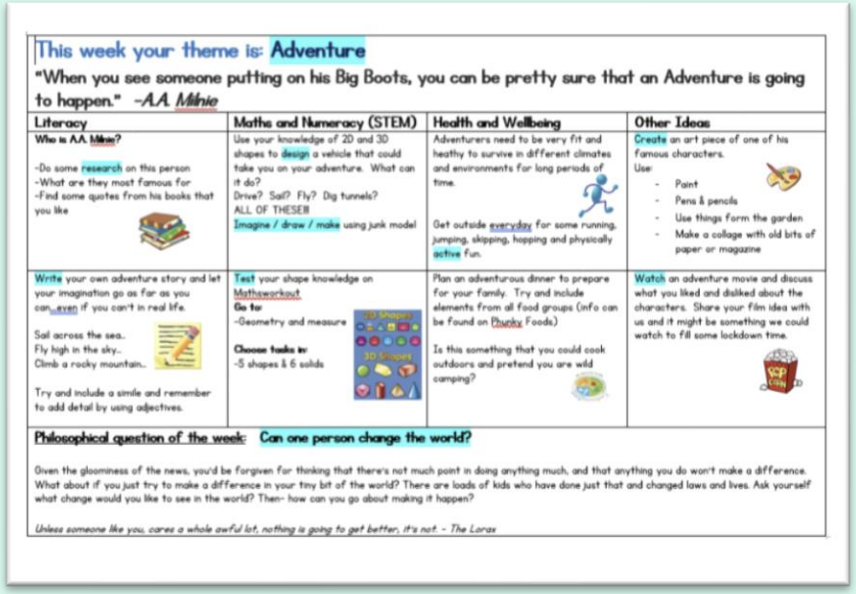
In addition to phone calls, emails and text messages, we have also been updating our parents and carers via our Twitter page.

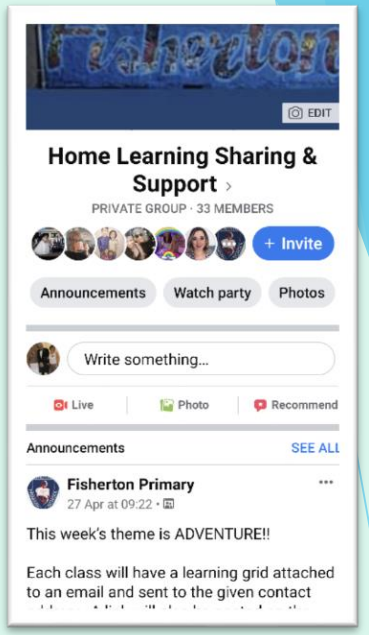
Online Resources

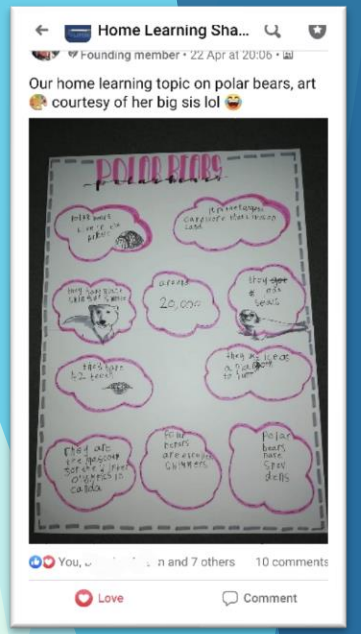
Teachers are using a wide range of online resources and programmes to support the learning and teaching of children. These are just a few of the digital resources that are being used.

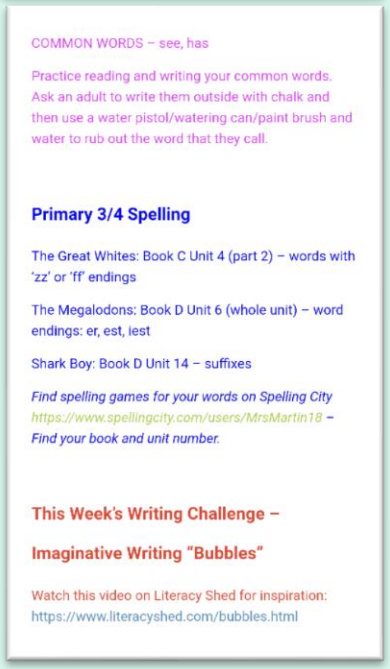
Seesaw

Our Early Years Centre and Primary 1 are using this online platform to communicate with one another and to share learning. This digital technology will be used to aid early years transition into primary 1.









- - We email parents to meet individual communication needs and feedback on story writing, quiz scores and activity engagement.
- - We created a private school Facebook and a 'Family Learning and Support' group within this page. The group has a wonderful sense of community and is a very supportive and respectful platform for us all to feel connected. I think this works well for our small village school and in meeting the needs of our families.
- - We share weekly learning theme grids on the school website, directly through email and on our closed Facebook group. The website also has spelling and reading direction, which is age and stage appropriate.
- - Pupils were issues with packs prior to closure and have information for logging onto Education City, Accelerated Reader, Bug Club, Readingwise, Nessy, Mathsworkout and code.org. They also have a list of useful websites they can use to support learning.

Forehill Primary School
Remote Learning

In Forehill we are all uploading weekly learning plans to our school website. Each year group has a learning hub where pupils can access the learning/worksheets provided.

All year groups use sumdog and Educationcity to support and track learning.

Linguascope is used to support learning of different languages.

Infant classes use the top marks website to support learning.

Upper classes are using glow emails and teams to have contact with pupils, share learning and experiences.

The mathsworkout website is also used in upper school to support learning of mathematical concepts.

Bugclub and Readingwise are used to support and track reading and comprehension skills.

All teachers have provided parents with email addresses and correspond with them daily through this.

Staff keep in contact through Skype for business to plan with stage partners and have professional dialogue with management team and colleagues.

Remote Learning at Gardenrose Primary School

- Microsoft Team for every class.
- Daily/weekly task grids shared with pupils.
- Files updated regularly for tasks.
- Pupil – teacher communication.
- Staff Team for communication and resources.
- Forms used as assessment tool.

- Parent/carers surveyed to see what they like/need support with. Will use this information to inform future planning and improve our services.

Digital resource list shared with pupils/parents.

- Sumdog competitions and challenges.
- Nessy subscription.
- Education city for all pupils.
- ReadingWise for all pupils.
- YouTube – PE with Joe Wicks, learning tutorials.
- BBC bitesize

Office 365

blogs

- Staff Skype meetings.
- Home visits to families.
- Phone calls to families.
- Resource box in local co-op.
- Paper based learning packs issued for those with limited IT access.
- Leavers hoodies delivered to P7's.
- Email contact with parents/pupils - sharing learning.
- Active, family-based tasks – baking, building, exercising etc.

- Bedtime story for infants on Facebook group Mon-Fri.
- Upper school story and quizzes on Facebook group Mon-Fri.
- Cooking video lessons from our Mandarin teacher.
- Live PE lessons via Facebook group x2 weekly.
- Sharing of resources from teams on school closed Facebook group, Glow Blog and Twitter.
- Communication and updates for parents/carers and pupils via Facebook, Twitter and blog.

OneDrive

My Music Online

www initiative

SHOW MY HOMEWORK

Kahoot!

YouTube GB

ClickView

eedi

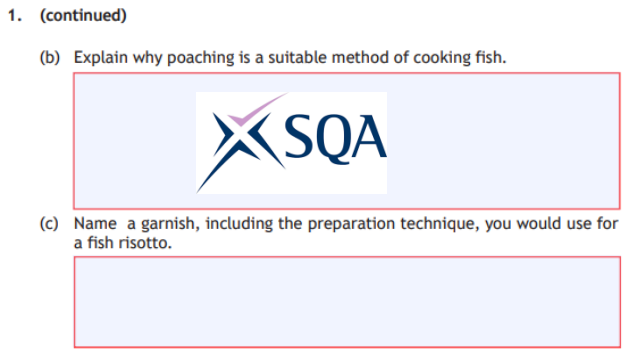
Digital distance learning @Girvan Academy

Maths Workout
Focused on attainment
Reduces preparation time
Engages and motivates students

linguascope.com
Monolingualism can be cured!

Google Arts & Culture

DYNAMIC LEARNING


1. (continued)

(b) Explain why poaching is a suitable method of cooking fish.

SQA

(c) Name a garnish, including the preparation technique, you would use for a fish risotto.

1

SCHOLAR

Ayr Grammar Primary School

329 pupils
13 Classes

We are using Teams, OneNote ClassNotebook, Education City, Sumdog, Reading Eggs, Reading Express along with a number of other websites.

Depending on the stage Home learning grids are uploaded every 1-4 weeks. Assignments are used to schedule a wide variety of daily/weekly tasks, activities and challenges covering all curricular areas.

We are using Microsoft Teams to communicate, keep in touch and share learning with pupils.

Pupils are encouraged to choose tasks and complete them in their own time.

Pupils share their learning by adding photographs, videos, pictures or documents by

- adding to their assignment
- posting in the general channel
- uploading it to their OneNote ClassNotebooks

Amanda Pickard

Primary 1b
25 pupils

Ayr Grammar Primary School

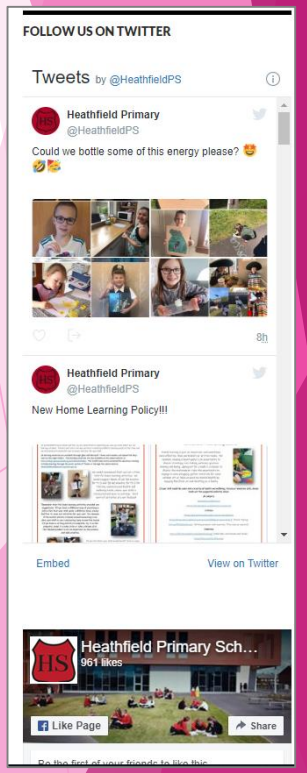
I'm using Teams, OneNote ClassNotebook, Sway, Forms, Thinglink, Education City, Sumdog, Reading Eggs amongst other things. Every 4 weeks there is a new home learning grid of tasks to choose from.

24/25 pupils are engaging online in some form or another.

I am using Microsoft Teams to communicate, keep in touch and share learning with my class. I encourage pupils to choose tasks and complete them in their own time. I regularly host live lessons and check ins using Teams Meetings.
I use assignments to schedule different tasks, activities and challenges including science investigations, reading challenges, phonics practice, numeracy tasks, art, exercise, dance, music, yoga, and other HWB focused activities. Pupils can then share their learning by adding photographs, videos, pictures or documents to their assignment, posting in the general channel or uploading it to their OneNote ClassNotebooks.
I use Analytics and Insights from my Team to check engagement and to check if further support is needed.

Heathfield Primary School and Early Years Centre

All learning materials are available through Glow and Microsoft Teams and teachers will upload the day's work on the night before. The learning materials are also available on the school website at https://blogs.glowscotland.org.uk/sa/heathfieldps. The staff team can be contacted for questions relating to home learning through the posts section of Teams or through the school email on Heathfield.mail@south-ayrshire.gov.uk



Digital home learning at Kincaidston Primary School & EYC

Staff

- Weekly staff video meetings
- Separate Teams 'chats' for EYC, teachers, SMT for daily interaction
- Use of shared documents on Glow to continue collaborative working for development and planning
- A wide variety of online CLPL courses completed by all staff
- Weekly tracking logs to identify pupils who may require more contact or support
- 'Contact with parents' record kept updated using shared file on Glow

Pupils

- EYC using Seesaw with Key Workers interacting and sharing ideas and tasks
- All classes in school using Seesaw; pupils uploading videos/images of their work or completing activities set
- P3 – 7 have a class Team to submit assignments to using O365 tools and to engage with class teacher and other pupils
- Use of Bug Club for E-books
- Active Learn and Sumdog for Maths
- Check-in phone calls with school councilor and nurture staff for those who need it

Families

- Parents have contact with class teachers through Seesaw
- Xpressions app used for communication and to send class work overview each week
- Phonecalls from EYC, teaching and management staff for vulnerable families
- Families Learn Together topic to allow whole families to work together
- Regular updates on Twitter and FB page
- School Kindles loaned to families with no technology access at home

KINGCASE PRIMARY SCHOOL

Microsoft O365

PowerPoint Screen Recorder has been used to create videos - 'how to guides' to share with students and to support colleagues via Teams

Microsoft Teams

We aim to deliver learning which offers a range of flexible, engaging and realistic tasks every day.

Each stage have their own Team where teachers can communicate with their pupils through the various channels.

The tasks are set in a way which means that children can complete them when it suits them and their family circumstances best.

Students can post comments/queries. They can upload documents, pictures or videos of their work.

Assignments on Teams allows teachers to give learners feedback.

We have used a range of websites and apps to support learning and provide different experiences for our children which are available on a range of devices.

Some of these websites give pupils immediate feedback. This allows pupils to navigate tasks independently, and lets pupils see where they can challenge themselves.

Most of our children are accessing online activities. We provide packs and deliver them to any children who may not be able to access the Teams online.

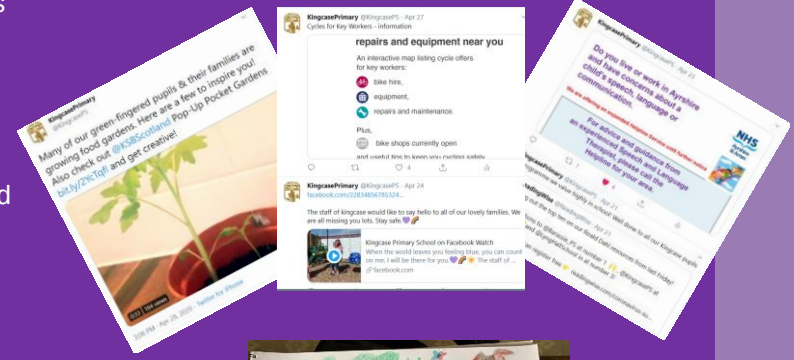
We are using data from our Teams to check engagement and phone parents to offer support.

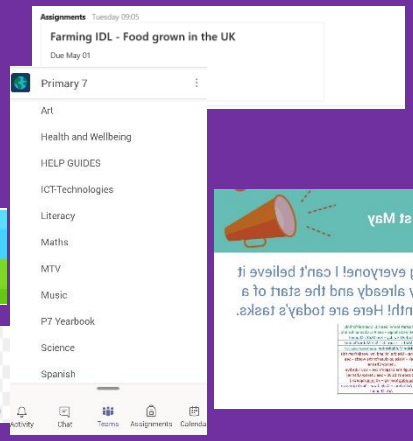
Transition activities and key links are evolving for Nursery/P1 and P7/S1 as they are supported through the new phase in their learning journey.

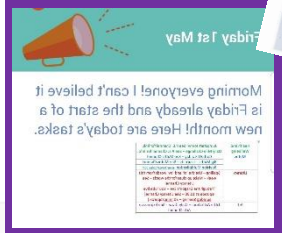
Our Secondary school and all feeder primary schools collaborate through Teams to plan transition events ensuring continuity in the types of activities offered.

We successfully achieved the Digital School Award and CRIS badge in June 2019. This has been invaluable in our transition to remote learning as staff have a wide range of technology skills and knowledge. All staff have fully embraced this new way of working and have grown in confidence using a range of apps and online platforms to support their children and families.

- We use Facebook and Twitter to connect with our local community to share pupil's work, uplifting messages and useful information to our parents and wider community







Remote Learning at Maidens Primary School and EYC

* Microsoft Teams has been used throughout the school to stay in touch with children, home learning resources are posted weekly for each class. Microsoft Teams 'Meet' facility has also been used for staff Meetings and to video chat with classes, which has proved very effective.

* Primary ½ had been using SeeSaw throughout the year so this is still being used to provide home learning tasks daily, aswell as Teams. Feedback from parents in this class has shown this is their preferred method of communication.

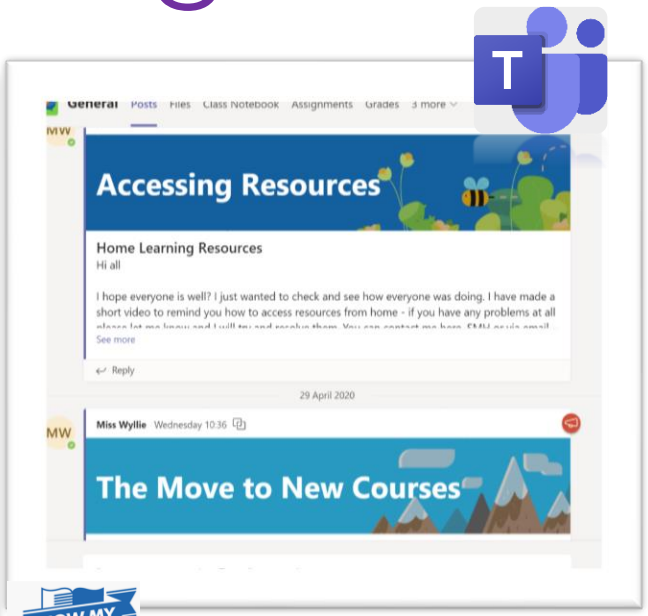
* We have also made use of Twitter to keep parents informed about resources being made available to them to assist with home learning.

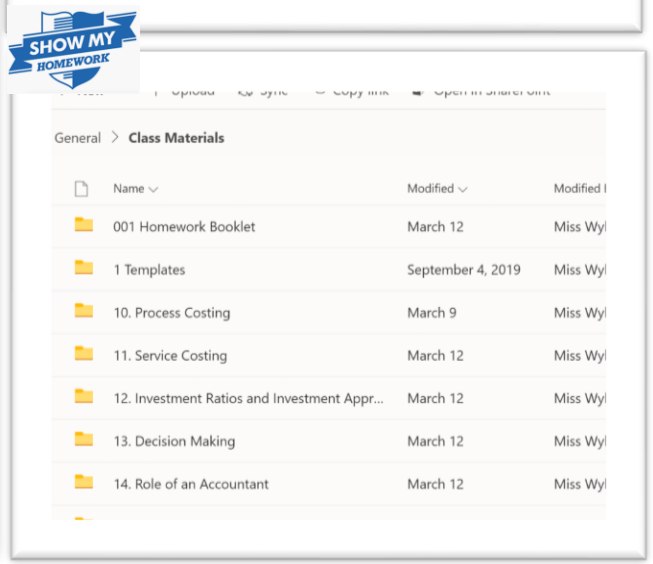
* The Early Years Centre have made great use of their private facebook group in order to stay in contact with children and families and this has been a very effective way of communication.

Miss Wyllie – Business Education
Marr College

Teams

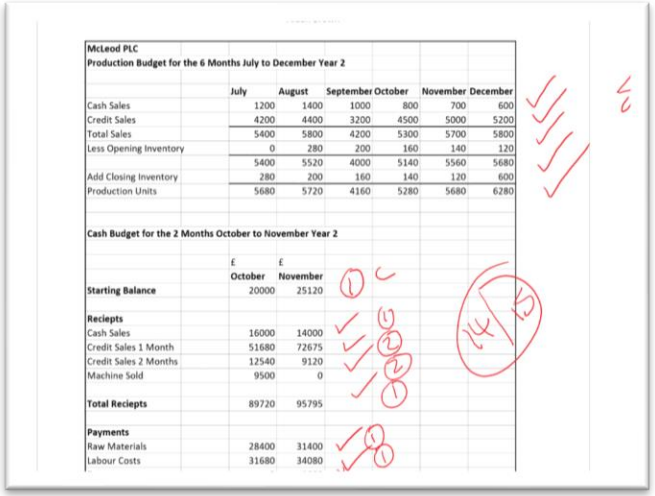
- Teams used to share resources and communicate with students. The school also uses Show My Homework to notify students and parents.
- Students can post comments/queries. They can upload documents or pictures of their work.
- Live meeting check ins. Also with staff for DM's
- Students struggling with access to ICT able to use the Teams app on their phone.
- Use of assignments to issue tasks and give feedback.
- Insights allows us to track digital activity and more.





OneNote

- Used to share resources and checklists
- Pupils can upload work.
- Why - I can mark their work digital through digital inking or audio feedback and they can access this feedback on any device

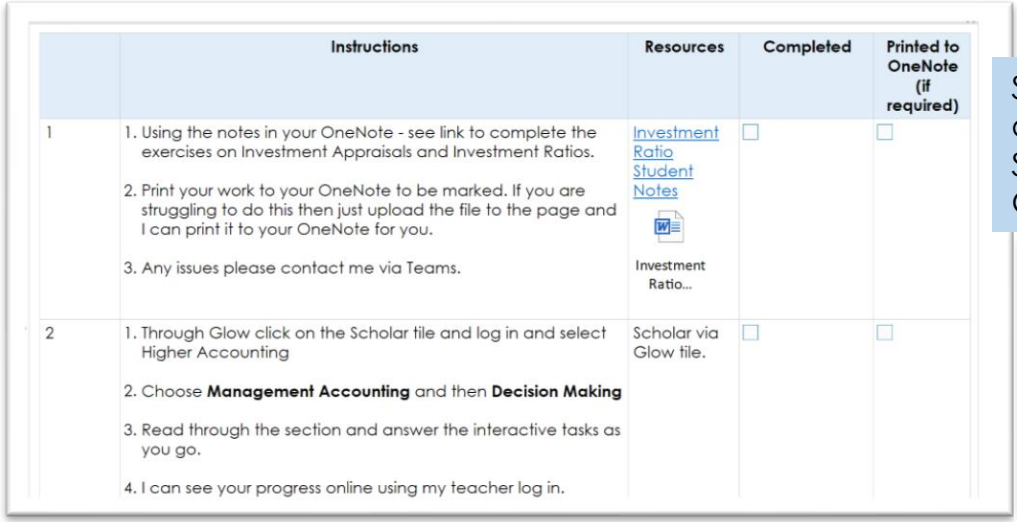


McLeod PLC
Production Budget for the 6 Months July to December Year 2

	July	August	September	October	November	December
Cash Sales	1200	1400	1000	800	700	600
Credit Sales	4200	4400	3200	4500	5000	5200
Total Sales	5400	5800	4200	5300	5700	5800
Less Opening Inventory	0	280	200	160	140	120
	5400	5520	4000	5140	5560	5680
Add Closing Inventory	280	200	160	140	120	600
Production Units	5680	5720	4160	5280	5680	6280

Cash Budget for the 2 Months October to November Year 2

	£ October	£ November
Starting Balance	20000	25120
Reciepts		
Cash Sales	16000	14000
Credit Sales 1 Month	51680	72675
Credit Sales 2 Months	12540	9120
Machine Sold	9500	0
Total Reciepts	89720	95795
Payments		
Raw Materials	28400	31400
Labour Costs	31680	34080



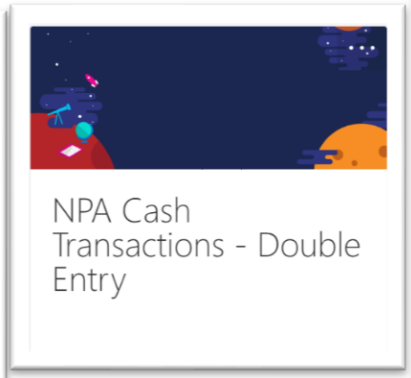
	Instructions	Resources	Completed	Printed to OneNote (if required)
1	1. Using the notes in your OneNote - see link to complete the exercises on Investment Appraisals and Investment Ratios. 2. Print your work to your OneNote to be marked. If you are struggling to do this then just upload the file to the page and I can print it to your OneNote for you. 3. Any issues please contact me via Teams.	Investment Ratio Student Notes Investment Ratio...	☐	☐
2	1. Through Glow click on the Scholar tile and log in and select Higher Accounting 2. Choose **Management Accounting** and then **Decision Making** 3. Read through the section and answer the interactive tasks as you go. 4. I can see your progress online using my teacher log in.	Scholar via Glow tile.	☐	☐

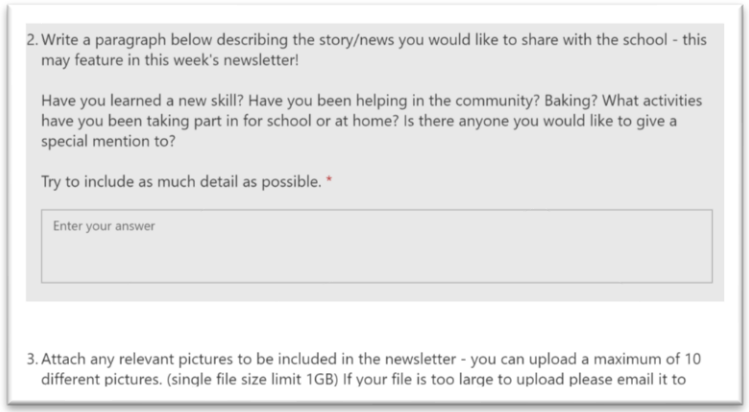
Students also access Scholar via Glow.

Miss Wyllie – Business Education
Marr College

Forms

- Used to assess learner's progress and understanding. Easily accessed via link or QR Code.
- Issued weekly to senior students to gauge learned.
- Issued weekly to all students to check in – stories and work they share are published in the school newsletter.
- https://joom.ag/W7LC
- Weekly whole school quiz issued to raise community spirit and allow students/families to win House points.





PowerPoint

- **PowerPoint Screen Recorder** has been invaluable. Used to create videos of 'lessons' and 'how to guides' to share with students via Teams and Show My Homework.
- We can include audio and demonstrations. These can be shared via **Teams, OneNote, SMHW, Sway or Wakelet** depending on teacher preference.
- Also **record slideshow** used to add audio to slides.

Student Guide - Use of MS Teams

7 items

S2 Digi Ent IDEA Award Demo.mp4

Monitoring Engagement

- Teachers monitor pupil engagement and progress with Sumdog, Education City, Readingwise and Twitter
- Teachers respond to, and encourage, evidence/photos of pupils' work
- Daily Twitter Challenges for Class 1 and Class 2 emailed to parents
- Weekly drop in session to collect resources

Learning Packs

- All pupils have received learning packs with wide range of suggested activities, websites, passwords and advice on home-learning approaches.
- Staff and school email contact details
- Weekly learning grids of suggested activities emailed

Engaging with children and families

- Teachers send individual emails to pupils and parents
- Staff regularly check-in with vulnerable families
- H.T keeps in regular contact with families by phone/email
- H.T phones staff to check on activities, pupils and staff well-being
- Weekly call to pupils from class teacher
- Parental Information on website

Transition Activities

- Teachers send individual emails to pupils and parents of new start P1 and P7/S1
- Yearbooks/Leavers booklets
- Class 1 teachers welcome new pupils
- New start P1 parent information leaflet
- Curriculum Overview information

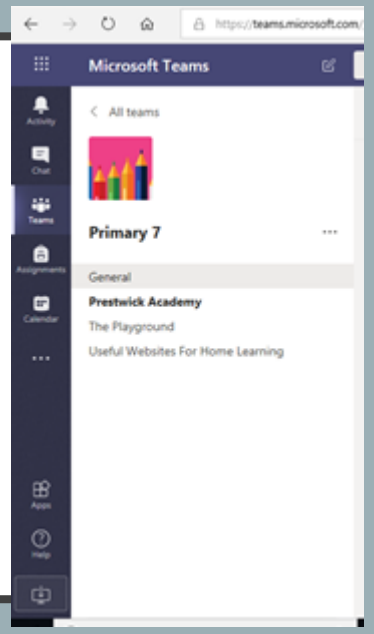
Our pupils are enjoying using Teams to communicate with their teachers and peers. We have a Team for each class.

Pupils and parents/carers can chat to teachers on Teams but can also email teachers or the management team directly.

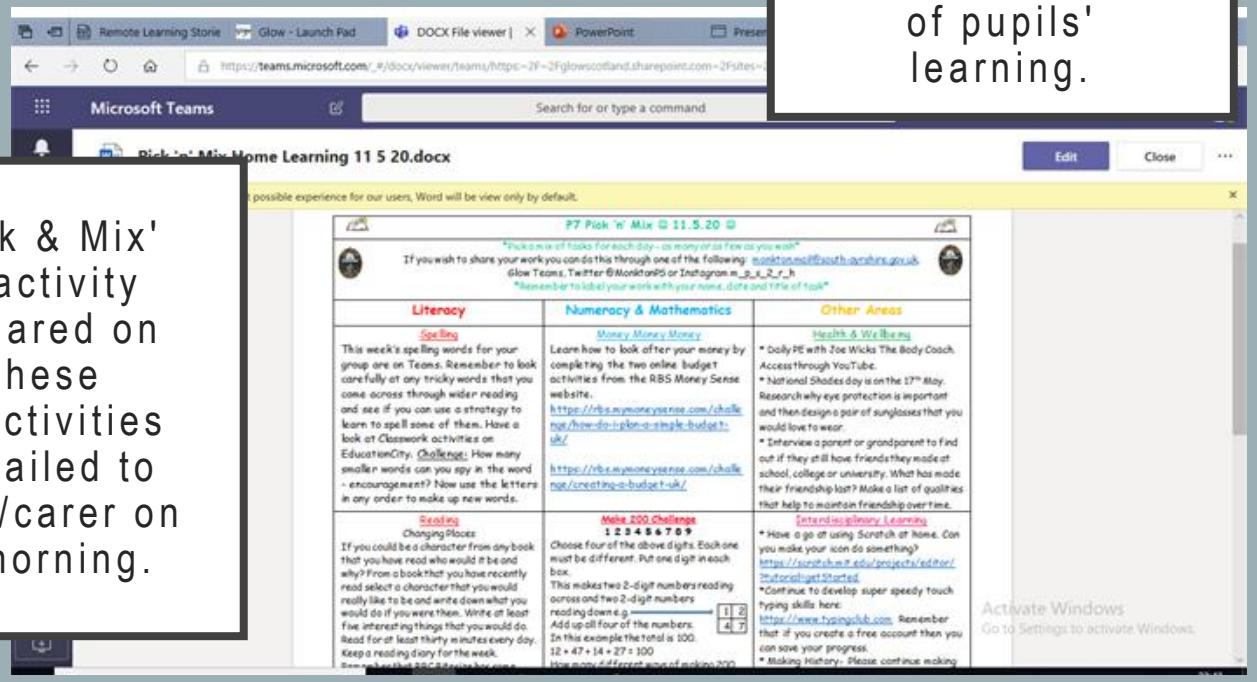
Pupils share their learning through videos, photos, screenshots and by uploading documents. Younger pupils are supported by their parents to share their learning.

Twitter and Instagram accounts are used to share teachers' ideas for learning and to celebrate and share examples of pupils' learning.

Teachers have set up different channels within Teams, such as 'Prestwick Academy' for transition information. All classes have a 'Playground' channel to provide a space for pupils to socialise with one another.



Weekly 'Pick & Mix' curricular activity grids are shared on Teams. These suggested activities are also emailed to every parent/carer on a Monday morning.



Muirhead Primary School and Early Years Centre
South Ayrshire
Remote Learning Summary

- ✓ Early Years staff share fortnightly tasks with their pupils on Seesaw. Children are responding with photos and videos of their home learning activities.
- ✓ Whole school staff engaged in ongoing digital CLPL including Education Scotland webinars, MSE courses, Open University, SCEL and COAST modules.

- ✓ Weekly learning grids are made available to pupils in Primaries 1-7 via the school website, Groupcall, Teams and Glow email. These are in a standard format across to the school to ensure clarity, consistency and progression.
- ✓ A variety of cross curricular tasks are suggested, including online, offline and active tasks.
- ✓ SLT and Class teachers are available daily to communicate with their pupils through Teams, email and pastoral care phone calls.
- ✓ Support teachers and support assistants also provide learning and engagement opportunities through Glow Teams
- ✓ Class home learning activities use a variety of digital platforms including web links, Forms quizzes, audio and video clips, interactive PowerPoints and Wordle.
- ✓ Pupils receive email feedback on work submitted and successes are shared on Twitter. Self-assessment opportunities are shared via Teams.
- ✓ Induction presentations and information using Sway and video with new P1 pupils from other EYCs added to Seesaw.

What REMOTE LEARNING @PWKACADEMY looks like

- Keeping up to date with news and education updates.
- Providing information instantly with pupils and parents about the school.
- Sharing good practice to other schools.
- Gaining handy tips for use in ICT.
- Creating department accounts to help keep in touch with pupils.
- Creating House Team accounts to keep pupils involved in.
- Setting challenges to keep our pupils active and involved. Challenges ranging from cooking to sports!

- Keeping in touch with classes
- Setting assignments
- Creating resource centres for all departments.
- Video conferencing with staff and pupils
- Setting up for the new academic year.
- Answering pupils questions and creating discussions.
- Setting expectations and tasks for new classes.

- Setting assignments alongside theory notes that will assist the pupils.
- Pupils showcasing their work carried out at home.
- Providing feedback and grades on submitted work.
- Creating quizzes to keep the pupils challenged.
- Using reports to monitor engagement levels from both pupils and parents.

- Departments are using **SWAY** to make interactive presentations.
- Using **FORMS** for surveys and quizzes.
- Creating resources and how to guides to help colleagues/parents and pupils make the most of home learning.
- Digitising workbooks to allow for flipped learning.
- Printing packs of work for those without access to online devices.

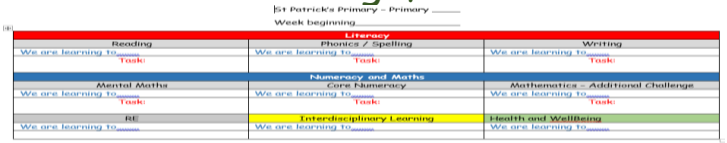
....and so much more!

St Patrick's Primary Home Learning Tools

Office 365 Home
Microsoft Office 365

Teams

All classes have their own Team where weekly learning is posted. Teachers have set up various channels to keep conversations focussed for example P7 have a playground channel to have a space they can catch up with peers. Learning can be returned via files, assignments or email. Staff use Teams for staff meetings, PRD's and CLPL opportunities.


St Patrick's Primary - Primary ____
Week beginning_____

Literacy		
Reading	Phonics / Spelling	Writing
We are learning to_____ Task:	We are learning to_____ Task:	We are learning to_____ Task:
Numeracy and Maths		
Mental Maths	Core Numeracy	Mathematics – Additional Challenge
We are learning to_____ Task:	We are learning to_____ Task:	We are learning to_____ Task:
RE	Interdisciplinary Learning	Health and Wellbeing
We are learning to_____	We are learning to_____	We are learning to_____

LIVE

Joining with our cluster parishes via Facebook Live for weekly prayer services and Mass.

Outlook

Pupils use their Glow email to send teacher work. Teachers also send Weekly Learning Grid via email.

Sway

Monthly newsletter and celebration of work sway created and shared with parents.

blogs
Glow Blogs South Ayrshire
Scottish Government

School Website updated with weekly learning grids.

groupcall Xpressions

Xpressions and email of weekly learning grid sent to parents.

Celebrate pupil achievements via school Twitter page.

Webinars to upskill staff in use of Glow as well as Readingwise and White Rose Maths

Southcraig School

Learning is an adventure

Parents Facebook page

School Challenges

Story Sessions

Idea sharing by parents and staff

Makaton sessions

Singing

Story telling

learning

Makaton

Personal on-line yoga sessions

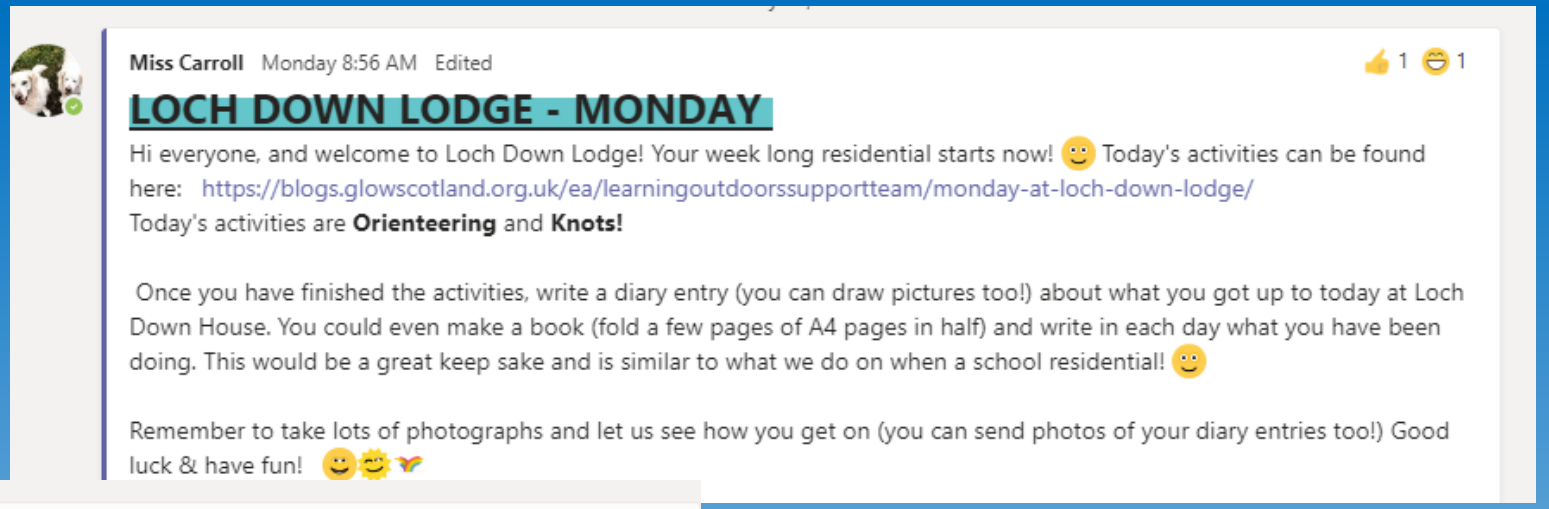
Friday morning signing choir

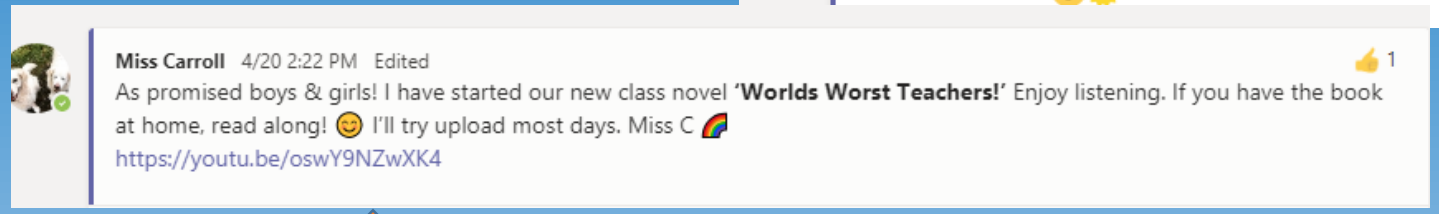
Live each week

……and much much more…….

Microsoft Teams

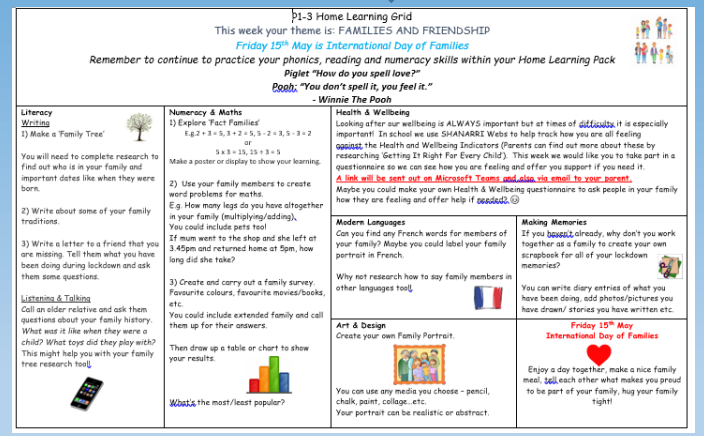
- Communication
- Share Resources
- Share learning tasks
- Set assignments
- Provide feedback





Teachers/EYP uploading videos to Youtube – story time.

Weekly learning grids provided for P1-3 and P4-7 – activities from all curricular areas.



Twitter

- Share learning
- Update parents
- Provide information

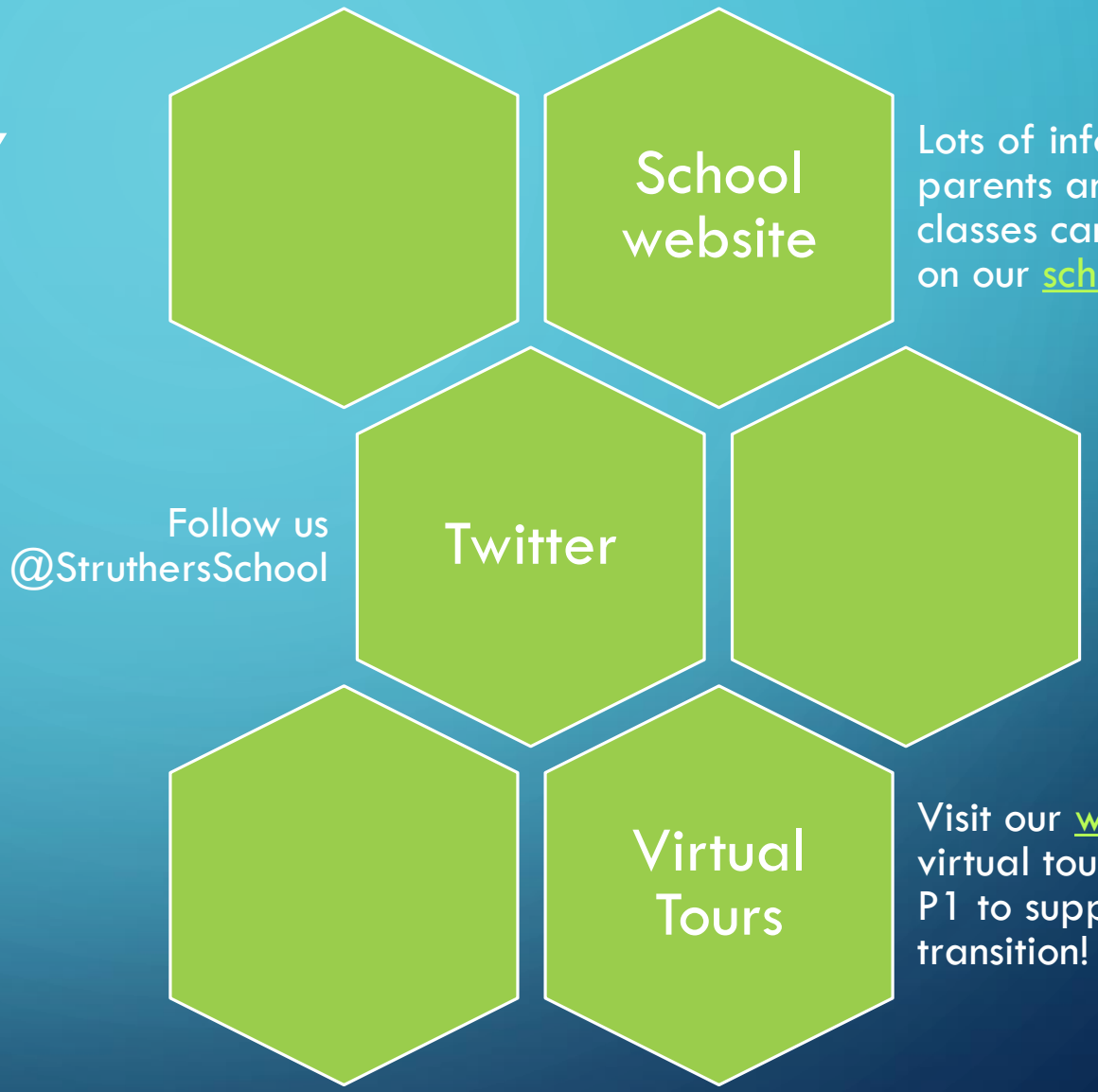
Glow

- Pupil Emails
- SWAY
- OneNote

Remote Learning at Straiton and Kirkmichael Primaries

STRUTHERS PRIMARY

- P1 & P2 SeeSaw
- P3 – P7 MS Teams
- Giglets for Literacy
- Skype / Teams Check-Ins
- Oxford Reading Tree
- Sumdog



Lots of information for parents and a hub for classes can be found on our school website.

Follow us @StruthersSchool

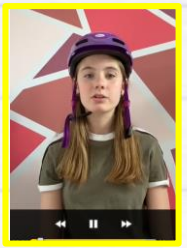
Visit our website for virtual tours of EYC & P1 to support pupil transition!

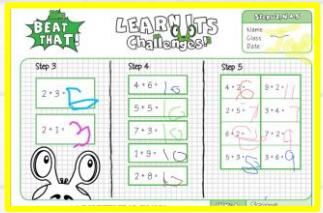
Remote Learning
Tarbolton Primary School and EYC

Teachers are delivering differentiated lessons via seesaw daily. Teachers will check in, in the morning with a video and set activities for the course of the day. As children post and respond with their work, teachers begin to interact via voice and written conversations.

HT and DHT send regular videos to all classes to check-in. This is extended on a Friday with a whole school/ community assembly which is created via Google Slides.
In addition, we have one teacher delivering P.E. across the school, another delivering STEM and a third delivering Expressive Arts.

Children evidence their work and post to their own learning journal with photographs, video and written evidence. Staff use this evidence to assess progress.
Engagement is monitored daily and registers are taken. This allows for early intervention, to ensure all learners are engaging and receiving a high standard of home-learning.





EYP's set tasks on seesaw for each of their groups of children. For N4 and N5 pupils, teacher sets literacy and numeracy tasks via seesaw.

Virtual assemblies and lunchtime quizzes help to involve pupils, all staff members and the community whilst linking to Rights Respecting Schools. Our Say it out Loud group have been sending acts of kindness.

Children are engaging in a wide range of written, play based, active and digital tasks daily. We are making use of various sites including reading wise, espresso, tig tag and oxford owl (e-books).
Assessments are taking place using platforms such as Microsoft Forms.

Staff communicate via virtual meetings and conversations on Microsoft Teams. This is also used as a planning and collaboration platform.

Children's ICT skills have massively improved and a real sense of ownership instilled in our learners as they are responsible for uploading their own work. In the upper stages, children are working collaboratively through media tasks.

Staff members are still liaising with external agencies e.g. cycling Scotland and active schools to provide lessons.

Parent interaction has been almost instant establishing a fantastic working relationship. Surveys have been issued to parents via forms to find a common approach to learning to suit all. Staff have adjusted approaches of delivery to suit.

Home Learning @ Troon Primary School

Weekly Learning

Class teachers produce weekly learning grids for EYC to P7.

Weekly grids include differentiated worksheets, weblinks, PowerPoints and photographs of how the learning should look.

These are e-mailed out to parents by year group and uploaded to our website each Monday.

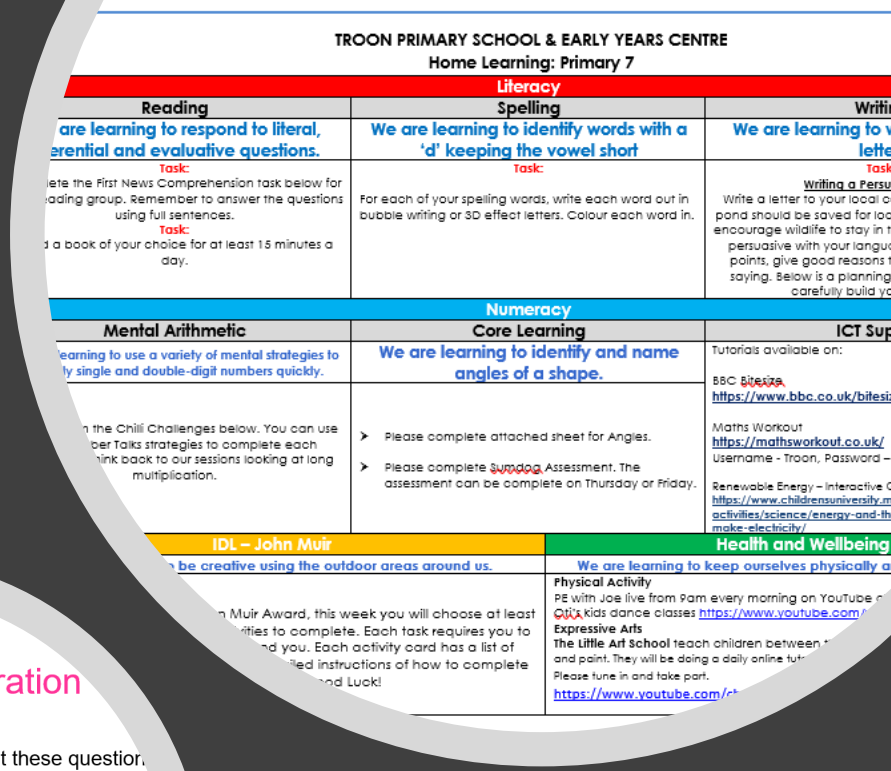
Weekly grids are produced for those pupils who require additional support for their learning. These are produced by oue pupil support teacher and e-mailed directly to the parents.

For families with no or limited access to ICT, we print and distribute weekly learning packs on a Monday to ensure all pupils have equal access to their learning.

Each class has a Team where they can communicate with their classmates and teacher. Any resources uploaded onto Teams are included in the weekly grid to ensure they are accessible to all.

Weekly food boxes delivered. This list is updated weekly.

We have adoptead a whole school approach with clerical staff, janatirial staff and school assistants all supporting our learners.


TROON PRIMARY SCHOOL & EARLY YEARS CENTRE
Home Learning: Primary 7

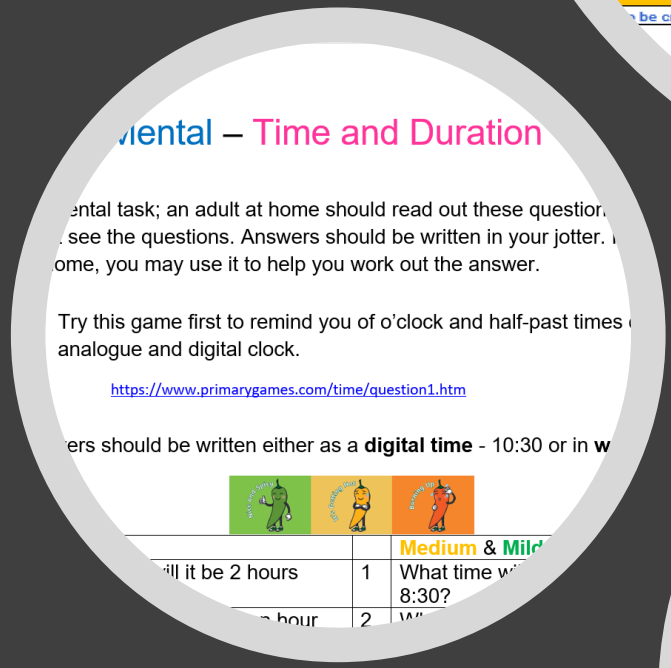
Literacy

Reading	Spelling	Writi
are learning to respond to literal, erential and evaluative questions.	We are learning to identify words with a 'd' keeping the vowel short	We are learning to v lette
Task: lete the First News Comprehension task below for ading group. Remember to answer the questions using full sentences. Task: a book of your choice for at least 15 minutes a day.	Task: For each of your spelling words, write each word out in bubble writing or 3D effect letters. Colour each word in.	Task: Writing a Persu Write a letter to your local c pond should be saved for loc encourage wildlife to stay in t persuasive with your langu points, give good reasons t saying. Below is a planning carefully build yo

Numeracy

Mental Arithmetic	Core Learning	ICT Sup
earning to use a variety of mental strategies to ly single and double-digit numbers quickly.	We are learning to identify and name angles of a shape.	Tutorials available on: BBC Bitesize https://www.bbc.co.uk/bitesi
the Chilli Challenges below. You can use ber Talks strategies to complete each ink back to our sessions looking at long multiplication.	➢ Please complete attached sheet for Angles. ➢ Please complete Sumdog Assessment. The assessment can be complete on Thursday or Friday.	Maths Workout https://mathsworkout.co.uk/ Username - Troon, Password – Renewable Energy – Interactive C https://www.childrensuniversity.m activities/science/energy-and-th make-electricity/

IDL – John Muir	Health and Wellbeing
be creative using the outdoor areas around us.	We are learning to keep ourselves physically a
Muir Award, this week you will choose at least ities to complete. Each task requires you to d you. Each activity card has a list of led instructions of how to complete od Luck!	Physical Activity PE with Joe live from 9am every morning on YouTube Otis kids dance classes https://www.youtube.com Expressive Arts The Little Art School teach children between and paint. They will be doing a daily online tut Please tune in and take part. https://www.youtube.com/ch


ental – Time and Duration

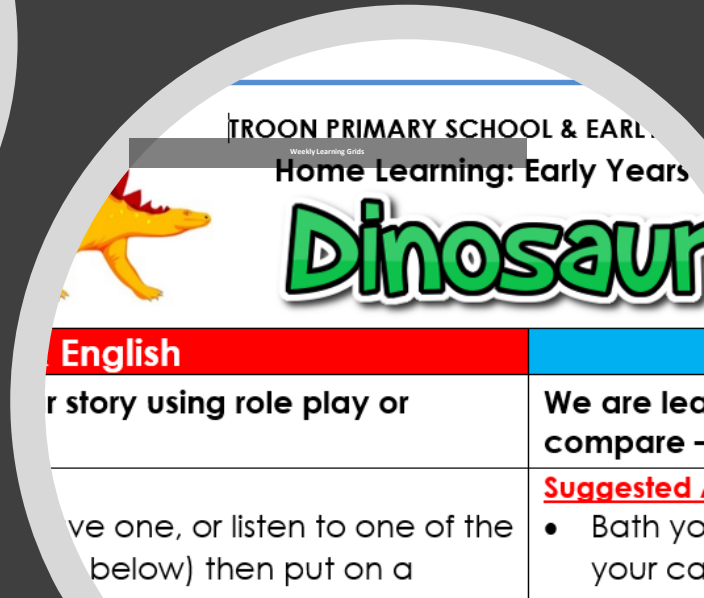
ental task; an adult at home should read out these questio see the questions. Answers should be written in your jotter. ome, you may use it to help you work out the answer.

Try this game first to remind you of o'clock and half-past times analogue and digital clock.

https://www.primarygames.com/time/question1.htm

ers should be written either as a **digital time** - 10:30 or in **w**

		Medium & Mild
ill it be 2 hours	1	What time w 8:30?
hour	2	W


TROON PRIMARY SCHOOL & EARL
Weekly Learning Grids
Home Learning: Early Years
Dinosaur

English	
r story using role play or	We are lea compare -
ve one, or listen to one of the below) then put on a	Suggested • Bath yo your ca

Home Learning @ Troon Primary School

Communication and sharing the learning

EYC parents e-mail photographs of learning to the school mailbox.

P1-4 share their learning via Teams in the files section or the conversation feed.

P5-7 are using the assignments tab.

We have set up nurture Teams to provide emotional support to individuals. This is a safe environment where our nurture and SLT can provide one to one support of and when required.

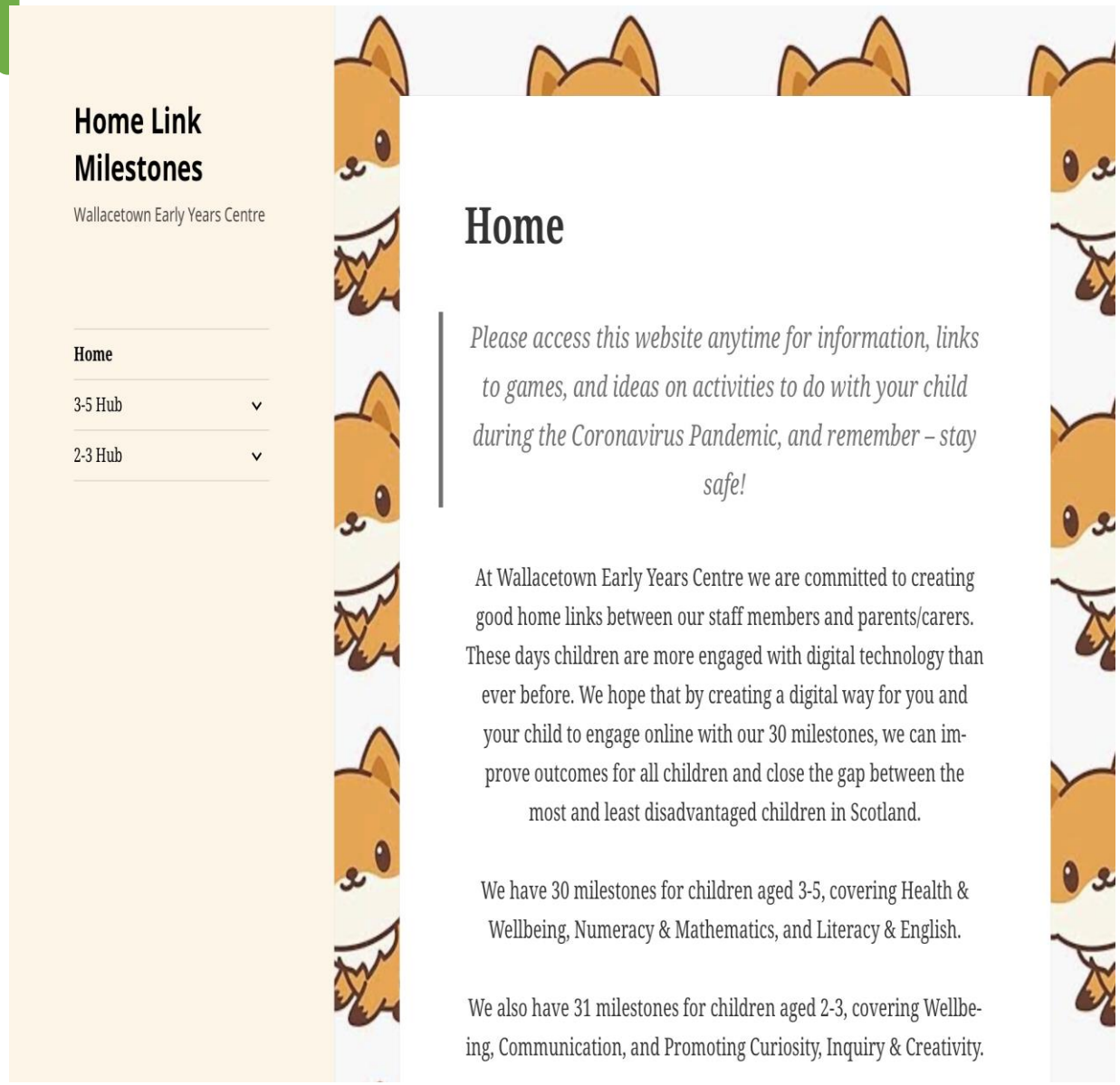
We are using a range of online platforms such as Pearson Active Learn, Sumdog, Oxford Owl and Ten Town. We have made a conscious decision to stick with platforms that the pupils are familiar with.

A weekly Newsletter is shared electronically with all parents including photographs of the learning

We offer weekly pastoral suppor to both staff and out vunerrable families as well as technichal support when needed. Home visits are completed as and when required.

We are producing a weekly sharing the learning video of photographs shared with the school. This will be uploaded to the school website and Twitter.

We are creating a Troon's Got Talent - Home Edition for pupils to share their talents. This will be shared with our school community and local care homes.

Wallacetown Early Years Centre, Ayr, Ayrshire

We created a website using GLOW Blogs that shares with parents the 2-3 and 3-5 year old developmental milestones and activities on how to help children achieve them. We are also using Twitter to provide ideas and links to interesting things that families can do together during this pandemic.