



SHETLAND ISLANDS COUNCIL

CHILDREN'S SERVICES



Mr S Clubb
Head Teacher



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<https://blogs.glowscotland.org.uk/sh/sjhs/>

11th May 2020

For all staff, pupils, parents and carers.

SJHS - Implementing a strategic plan for delivering remote learning

Background.

The past few weeks have seen a momentous shift in how we deliver learning and teaching to our young people. Staff and pupils have been fantastic at upskilling and supporting each other with *Glow* and we are all really benefiting from this. We are now at a point where we need to reflect and develop a more systematic approach to delivering the curriculum so that we can protect staff, pupils, parent and carers from the stress and anxiety that the last few weeks have entailed.

Key principles.

This plan is based on delivery of learning using *Glow*, the preferred model for the delivery of learning in all Shetland schools.

We are not trying to recreate the school week, we are supporting pupils with their learning, in other words, providing them with opportunities. As stated in the Scottish Government, document 'Supporting Pupils, Parents/Carers and Teachers' -

"Our starting point is a clear understanding that schools are closed but learning continues: we all have a role to play in supporting learners. There is no expectation that the kind of learning approaches and experiences provided in schools will be replicated at home while schools are closed during Term 4."

There is not an expectation that pupils will complete all the work we set. Pupils should manage their time in a way that suits them, their families and access to technology. We fully understand that many families

RESPECT

EQUALITY

ACHIEVEMENT

CREATIVITY

HAPPINESS

have to share devices. It is about what works best for you and try not to stress thinking that the school is expecting more or judging you. We are not.

- The OECD report 'Quality education for all during Covid-19 crisis' states;

"Educators, parents, and students need to focus first on adjusting to new healthy routines and environments, which will take time to develop"

Parents and carers are not expected to be teachers, nor to home educate in the formal sense. The needs and the circumstances of families will vary considerably depending on where they are in the country, their child's specific needs, their household circumstances and their knowledge and confidence. The focus is ensuring that parents and carers feel supported in relation to their child's learning at home.

We also want to make sure that pupils try to have a focus on Health and Wellbeing and opportunities to pursue their interests, be creative, be happy, spend time with their families and enjoy the outside environment.

Following discussions between the Senior Leadership Team, Extended Leadership Team, Teachers and the Parent Council, we have agreed a strategic plan for delivering remote learning. The plan covers the following key areas:

- 1. Communication and support for teachers, pupils and parents and carers**
- 2. Guidance for all teachers to support a consistent approach to remote learning**
- 3. A system for supporting pupils and families**
- 4. Ideas for supporting time management issues**
- 5. Home learning SJHS values**

1. Communication and support for teachers, pupils and parents/carers

- All teacher and pupil communication should be through the *Glow* platform.
- Teachers should not use alternative platforms or social media.
- Teachers can use Video Conference platforms providing they adhere to the protocols provided by the Children's Services.
- Parents and Carers can make general enquiries through the school email account or by contacting the school by phone:
 - Telephone (01595) 745320
 - E-mail-sandwick@shetland.gov.uk
 - <https://blogs.glowscotland.org.uk/sh/sjhs/>
- If parents and carers would like to request a school laptop or support for improving their internet connectivity they should contact the school.
- The school will continue to update the website and our Twitter feed.
- All parents and carers are to be provided with staff glow email addresses so that they can contact staff directly about any issues to do with the curriculum.
- Staff should liaise with their line manager for advice and guidance on any parental enquiries with which they require support or advice.
- Parents and carers should contact Principal Teacher ASN, Claire Adamson about specific ASN enquiries.
- Secondary pupils, parents and carers should contact PT Pupil Support, Marnie Harpe about specific enquiries concerning careers, positive destinations, health and wellbeing and general support.
- Staff, parents and carers should contact the Head Teacher or Depute Head Teacher for any other reason.
- All staff should check their school email on a regular basis as this is the Head Teacher's preferred means of communication with all staff. Senior Leadership will also be participating in the *Glow* teams.

DisplayName	FirstName	LastName	Glow Email Address	Class
Mrs Bray	Jane	Bray	gw08brayjane@glow.sch.uk	P1/2
Mrs McClelland	Gemma	McClelland	gw17mcclellandgemma@glow.sch.uk	P1/2 & EYD
Mrs Osborn	Karen	Osborn	gw14osbornkaren@glow.sch.uk	P2/3
Mrs Adamson	Alice	Adamson	gw14adamsonalice@glow.sch.uk	P4
Mrs Tate	Theresa	Tate	gw09tatetheresa@glow.sch.uk	P5/6
Mrs Coghill	Clare	Coghill	gw09pearsonclare2@glow.sch.uk	P5/6
Miss Saunders	Kristen	Saunders	gw14saunderskristen@glow.sch.uk	P6/7
Mrs Richardson	Diane	Richardson	gw19richardsondiane@glow.sch.uk	ASN - Primary
Mrs Adamson	Claire	Adamson	gw09adamsonclaire2@glow.sch.uk Claire.adamson2@shetland.gov.uk	PT ASN
Ms Bruce	Yolanda	Bruce	gw09bruceyolanda@glow.sch.uk	Maths/Physics
Mr Chant	Paul	Chant	gw17chantpaulbruce@glow.sch.uk	Technical
Mr Clubb	Stuart	Clubb	gw08clubbstuart@glow.sch.uk stuart.clubb@shetland.gov.uk	Head Teacher
Mrs Dort	Deborah	Dort	gw19dortdeborahjulie@glow.sch.uk	Home Ec/Hospitality
Mr Finlayson	Neil	Finlayson	gw09finlaysonneil@glow.sch.uk	PT Curriculum /Chemistry/Science
Mr Harpe	Yannick	Harpe	gw10harpeyannick@glow.sch.uk	Modern Languages
Mrs Harpe	Margaret	Harpe	gw09harpemargaret1@glow.sch.uk	PT Pupil Support
Ms Hastie	Tracy	Hastie	gw17hastietracy@glow.sch.uk	English/RME
Mrs Inkster	Jeanna	Inkster	gw16inksterjeannabal@glow.sch.uk	Music
Miss Inkster	Suzanne	Inkster	gw09inkstersuzanne@glow.sch.uk	Computing/Business Studies
Dr Irvine	Gordon	Irvine	gw08irvineg@glow.sch.uk	PT Curriculum/Social Subjects /Geography/Physics
Mr Jackson	John	Jackson	gw14jacksonjohngeorg@glow.sch.uk	Maths
Mr MacPhail	Kyle	MacPhail	gw19macphailkylealex@glow.sch.uk	PE
Mr Manson	Michael	Manson	gw12mansonmichael@glow.sch.uk Michael.manson@shetland.gov.uk	Deputy Head
Ms Mounsey	Emma	Mounsey	gw19mounseyemma@glow.sch.uk	Modern Studies/English /Social Subjects
Mr Murray	Cameron	Murray	gw20murraycameronrob@glow.sch.uk	Maths
Mr Price	Leslie	Price	gw08priceles@glow.sch.uk	Art
Mr Rich	Anton	Rich	gw19richantondavid@glow.sch.uk	Biology/Science
Mrs Smith	Joan	Smith	gw08smithjoan@glow.sch.uk	PE

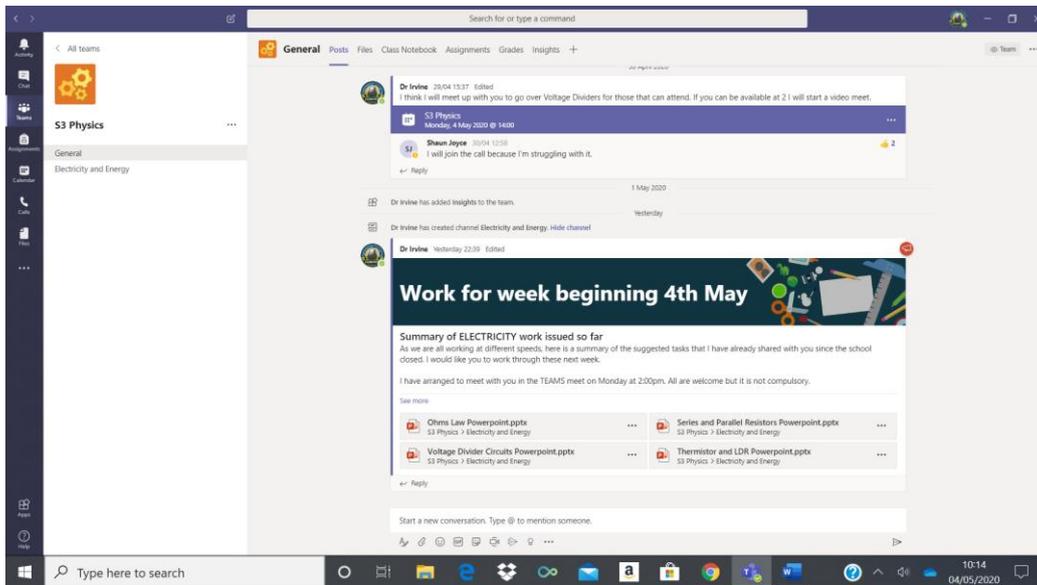
2. Guidance for all teachers to follow:

All staff

- No deadlines should be set for any work as there has to be flexibility for all.
- Weekly core tasks should be uploaded on a Friday for all classes. Doing so will support pupils and families to plan their week in a more strategic and flexible way. Core tasks will be bigger pieces of work that require some time to complete and are based on the Curriculum for Excellence Broad General Education, experiences, outcomes and benchmarks. This is not work that must be finished that week, it is an offer to pupils to help support them with their learning. Other smaller ideas for learning activities can be shared with pupils at any time but this should be limited so that pupils are not being overloaded.
- Teachers should continue to give consideration to the quality of work provided for the week rather than quantity.
- Teachers could set times in the day where pupils, parents and carers know you are available to be contacted. This will allow time for staff to manage their day better.
- Teachers should be checking their teams on a daily basis through the week and responding to work sent back and requests for help and support.
- We strongly recommend that teachers should not be contacting pupils, parents or carers after the school working day or at weekends, unless through their own choice. We fully acknowledge that there has to be flexibility as everyone's situation is different.
- Teachers can refer to the EIS working from home guidelines.

Secondary Department

- S4 pupils who will transition to the AHS are now receiving learning packs from the AHS. Our PT Pupil Support, Mrs Marnie Harpe and teachers will continue to engage with all S4 pupils, providing support and advice as they approach their transition from SJHS.
- S3 pupils are advised to concentrate on subjects they have chosen to take in S4.
- Weekly tasks will be uploaded by teachers on Friday, with an Announcement in TEAMS, GENERAL channel.
- The work can be found by opening up the specific work channel within the class TEAM, found on the left hand side of the main page. The work/lessons/tasks with instructions and resources can be found by opening the FILES tab for this channel.
- The pupils can work through these tasks at their own pace, but it would be good practice to work through them in order.
- Pupils can communicate with their teacher via the POSTS in the work channel or GLOW Mail.
- Specific Tasks/Questions may be assigned to pupils by teachers via Assignments in TEAMS (this may take the form of a quiz, written task submitted as a WORD document, FORMS task, etc.), so that they can assess learning/progress and give feedback to help with learning.



Primary Department

- All primary teachers will be using *Glow* teams.
- Feedback will be given for work that is submitted and will focus on any success criteria set
- Teaching staff will provide literacy, numeracy and health and wellbeing activities every week in designated channels.
- Weekly plans will be uploaded to Teams and emailed to parents.
- Teaching staff will use Class Notebook or Forms when allocating work. Pupils/ parents can email work to class teachers Outlook account if they prefer.

Early Years Department

- A weekly grid will be sent out every Tuesday, this covers all aspects of the curriculum including, literacy, numeracy, health and wellbeing, music, P.E, art etc.
- A 'story of the week' will be read by a different person from nursery or from within the school.
- A daily email will be sent out containing a 'bairns to bumps' activity. These activities will be related to the developmental overviews we currently use for all 3 & 4 year olds.
- Parents and Carers can provide contributions on their child's online learning journal. This allows staff to see how the children are learning through play in their home environment.
- Staff, on a daily basis comment and interact with parents and carers via the 'your learning journal' app and the daily email which is sent out.
- There are weekly interactive tasks including, making up a rainbow message, creating a slideshow with the children, and staff have made up packs which have been sent home to children.

3. A system for supporting pupils and families

- Systems are in place to see how all our pupils are getting on and to make sure we can offer support and advice to pupils, whilst fully understanding that there is no requirement for pupils to do the work set.
- PT Pupil Support, Marnie Harpe and DHT, Michael Manson will be asking teachers for the names of pupils who they identify as possibly requiring support or advice to help them engage with their learning.
- PT Pupil Support and DHT will send out an email and offer any support/advice that may be required. This is not about enforcement it is simply about supporting engagement if there is a specific issue we can help with.

4. Ideas for supporting time management issues

- Pupils could try and have a focus on literacy, numeracy and health and wellbeing each day.
- Pupils can dip in and out of other subjects as required but should try to engage with all subjects and teachers over time.
- Don't just rely on your teachers, work will be set by teachers but you might want to try an alternative activity set within the home.
- Dedicate appropriate time to learning, as guided by your teacher(s).
- Check appropriate online platforms, as directed by the school, for information on courses, assignments, activities and resources regularly.
- Identify an appropriate space to study/learn.
- Take plenty of breaks.
- Make time for your social and emotional wellbeing, this should be your top priority.
- S3 pupils should concentrate on subjects they have chosen to take in S4.
- S4 pupils who will transition to the AHS should work on their new 'AHS Learning Packs' rather than work set by SJH teachers.
- Pupils could plan their day/week so that they have a range of activities for the day/week and are not spending large chunks of time in front of a screen.
- All pupils should try to make some time to keep physically fit and to exercise every day.
- Please refer to the following link for lots of support and advice from SIC Children's Service
- <https://blogs.glowscotland.org.uk/sh/digitalschoolhub/>

5. Home learning SJH values



Respect - each other and support each other as you learn how to adjust to remote learning.

Equality - share your resources within your family so that everybody can have access to what they need.

Achievement - try to make sure you engage in learning, hobbies, outdoor activities, physical fitness, family time and your health and wellbeing so that you continue to achieve things.

Creativity - do not just rely on your teachers, be creative about your learning and activities and share ideas with your family and friends.

Happy - more than anything look after you and your family and have happy times when you can despite the unusual situation we find ourselves in. Make people smile and be nice, caring and thoughtful young people.

Let us all **REACH** out and help each other.

Finally, remember we are here to support and encourage you and to share our experiences as we all learn how to learn in a different way. Most of all we want you to prioritise staying healthy and happy and to know that the school is always here to help you in any way possible.

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There is no doubt that we are:



Kind regards,

Stuart Clubb

Head Teacher

Sandwich JH School

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