



Hallside Primary School Remote Learning Guide

#WhenWeWorkTogetherAtHallsideEverythingIsWithinOurREACH

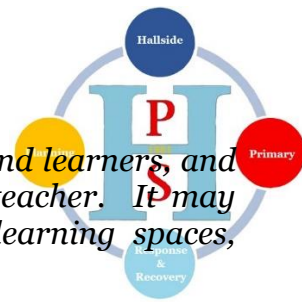
#HallsideApartAgainButStillTogether

#DoAllYouCanWhenYouCan

Remote Learning Overview

Education Scotland – Definition of Remote Learning

“Remote learning involves a combination of live interactions between teacher and learners, and also learning which takes place away from the direct presence of the class teacher. It may involve a range of learning experiences which take place in a variety of learning spaces, including outdoors and includes active and physical learning.”



South Lanarkshire Council - Definition of Continuity of Learning - Lockdown

“The South Lanarkshire Council definition of Continuity of Learning in this context is the continuation of educational experience in the event of National Lockdown. It is a critical component of school emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal school attendance.

Our aspiration is that continuity of learning during lockdown should be as close to the daily face to face experience as context allows.”

Hallside Primary School’s Guiding Principles

Our data collected via tracking pupil engagement in the March Lockdown and following up with supportive phone calls from SLT assures us that all children in our school have access to wifi.

All children now have access to a digital device at home, with 60 school and SLC devices currently out on loan.

In June ‘20 most (84%) of Parent/Carers stated that Google Classroom had been effective in supporting their child’s learning. Almost all (91%) of parents/carers felt that home based learning was well supported by school staff. Pupil and Staff feedback was positive regarding the use of Google Classroom as a digital platform for continuation of learning.

17% of teaching and support staff utilised Google Classroom to support learning prior to school building closure. This increased to 91% of all teaching and support staff during school building closure.

This information has informed our decision to continue to use Google Classroom as the main digital platform to support continuity of learning. We continued to develop its use and the pupils’ familiarity with it by installing it as the main vehicle for homework from August onwards. This has resulted in greater confidence and use by both pupils and staff. This decision will be kept under review based on consultation with all stakeholders.

The use of Google Meet, hosted within the Google Classrooms, will allow us to develop regular live video conferencing and the addition of Microsoft Teams allows us to invite all pupils to be together at assembly. For continuity and consistency we will continue to utilise these platforms, with the addition of Sumdog and Education City (both used previously in school) to supplement the educational content.

While we recognise that the national expectation of 1 hour live daily interaction (either by video or text) is a start point, we would expect to exceed this significantly as we did during the lockdown of March 2020.

We will, of course, take into account parental feedback on how this remote learning offer evolves and develops, however, please note that this has so far included requests to both post work in the evening and to restrict posting to between 9am and 3pm; to have all classes’ live meets at the same time and to have all classes live meets at different times; to have more work than is currently set and to have less work than is currently set; to have teachers set deadlines for work should be submitted and to have the flexibility to submit work at a time that works best for families. While it is impossible to be able to deliver a system that directly meets these widely differing individual requirements, we are striving to continually develop a remote learning offer that finds the right balance and helps to meet the needs of our children and families.

● Our Remote Learning Offer/What You can Expect from Us

• **Learning Opportunities** Teachers will provide a variety of learning opportunities, a balance of live interaction and independent activity, to develop learners' knowledge, skills and attributes. This content will remain in the Google Classrooms for pupils to revisit as often as necessary.

• **Learning Activities** Teachers will post activities based on the main areas of literacy, numeracy and health & wellbeing. They will also include other curricular areas, however, you may look to focus on the core recovery curriculum of Literacy, Numeracy & Maths and Health & Wellbeing.

• **Live Meets** Pupils will have access to live video sessions (a minimum of 5 per week) which will give regular opportunities for engagement with teachers, SLT, support assistants and, vitally, other learners and friends.

• **Message Support** Teachers will be available daily, live on the stream, to support by answering questions and providing feedback through the chat facility.

• **Additional Support** Tailored additional support through SLT/Support Assistants will be provided in smaller groups as directed by the class teacher.

• **Assembly** We will hold live weekly whole school assemblies (in Microsoft Teams) which will give us all a chance to "get together."

• **Recording** Live sessions, including the chat facility, may be recorded. If recorded, these are automatically and securely stored in the school's google drive and only accessible by school teaching staff. These will be disposed of following SLC guidance. Only staff can record.

• **Flexibility** You have the flexibility to submit tasks later in the day or week that suits your individual requirements. The way that Google Classroom works, tasks may have to have a deadline on them when posted and submissions may seem to be 'late' however, do what you can, when you can, means that no work is ever late.

• **Feedback** With an average of 30 pupils in a class and at least 3-4 pieces of work submitted per day, teachers will be receiving around 600 work uploads a week, with the flexibility to hand these in at a time that suits you, feedback will be as timeous as is manageable. It will not be possible for teachers to comment on every individual piece of work or photograph submitted, however this does not mean that they are not looked at, or used to contribute to overall assessment of progress. Staff are trialling different options to feedback such as digital voice platform Mote. Feedback will be a mixture of constructive critical comment, next steps and motivational statements.

• **Early** Work will be posted at 8am to allow discussion and set up time.

• **Weekly Plan** Teachers will post a weekly timetable on a Friday with live the teaching slots highlighted on a Friday to allow forward planning for families looking at the week ahead

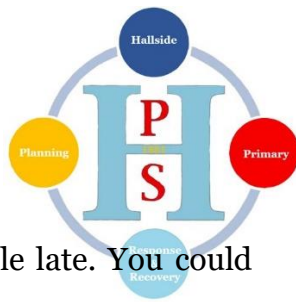
• **Tech Support** Contact us via the school office (gw14hallisdepsoffice@glow.sch.uk) for any tech support both in the supply of equipment and in help with access (also see our guidance notes; posted in every Google Classroom, on our website and emailed to all families).

• **Wellbeing** Members of the School leadership Team continue to contact families to "check in." While we may not get the chance to speak to everyone, if any of our families require any support at all please do not hesitate to use the school office email address (gw14hallisdepsoffice@glow.sch.uk) to request a call back. There is no need to include any confidential details, simply request a call back. We are still here to support you just as we normally would be. Our School Leadership team are also included in all google classrooms and are monitoring content and engagement. Teachers report weekly on levels of engagement and any required pastoral follow ups.

• **Hub** Childcare facilities for vulnerable pupils and the children of key workers are being provided in our school daily. Please contact us if this is something that you need to access.

• **Physical Resources** Having sent home learning jotters before lockdown, a wide variety of physical resources (such as lined, blank and squared jotters, additional paper, pencils, rubbers sharpeners, class novels etc) are available to collect from resource boxes placed outside the school daily. We have also included free sanitary products and these can be collected in the same way. If worksheets are uploaded and included by teachers you can; a) do the work in your jotter, b) screenshot the page and use mark up or other editing tools to write on it, screenshot when finished and upload c) or if necessary, email the required page to the office email address and we will print it out for you to collect.





● Expectation of Pupils

•**Daily** Log onto Google Classroom **every day** to register.

•**All You Can** Do all you can, when you can....don't worry if your work is a little late. You could send your teacher a message to let them know when you are able to hand it in.

•**Go Live** Access the live meets with your teacher (details of these will be posted on a Friday to help you to plan your week). It is really important for your wellbeing, as well as your learning, that you attend the live sessions on offer. We love seeing you and your friends and classmates do too.

•**The Best** Remember to always try your best, as long as you are doing your best that is good enough.

•**School Chat** You are free to catch up with each other using the stream, however, this should mainly be reserved for school matters or topics directed by the teacher. The stream should not be used for sharing personal info such as external contact details/ gamer tags or for setting up contact outside of GLOW/Google Classroom.

•**Ask** If you are stuck or need help please don't be afraid to ask. We have noticed some pupils are posting messages on the stream and other children are replying; this is great and shows how we always work together. Sometimes the teachers are on live meets with groups of children and it is difficult for them to get back to you right away – but they will.

NB – We have noticed that some pupils are adding private comments on the actual piece of work to ask a question or indicate you are 'stuck.' These can then be easily missed as teachers will not necessarily see this until the work is 'handed in.' It would be better to do this on the stream. If you'd rather not ask your question on the stream for all to see (although this can be useful as, just like in class, maybe other people were thinking of the same question), you could let the teacher know that you have left them a private message on the task so that they know to go and look.

•**Remember** When we work together, everything is within our REACH!

Expectations For Live Video Interaction

⇒ *Attend all of the live video sessions.*

⇒ *Be on time for the session starting and be ready to take part – your teacher will share the dates/times of online sessions. Discuss this with your parent/carer. You might find it difficult to join all live meets.*

⇒ *Have a pen/pencil and paper/jotter beside you to take notes*

⇒ *Let other people in your house know that you are joining an online lesson so they do not accidentally interrupt you once the session gets underway*

⇒ *Behave as would be expected in face-to-face lessons and listen carefully to your teacher*

⇒ *Use the chat button if you want to type a message for your teacher*

⇒ *Use 'raise hand' if you wish to speak. So that everyone can hear, only unmute your microphone as directed by your teacher – remember to mute it again once finished speaking.*

⇒ *At the end of the meeting, disconnect by clicking on the 'hang up' button. The teacher will **always** be the last to leave the call.*



● **Support from parents/carers/families**

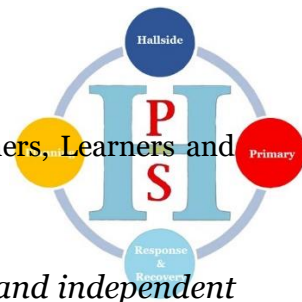
- **Plan** Check the remote learning timetable, posted on the previous Friday, which will help you to plan access to live sessions over the week.
- **Prepare** Familiarise yourself with the remote learning guide, including the extensive updated advice on accessing live video conferencing platforms Google Meet and Microsoft Teams.
- **Support** Support your child in accessing their live sessions and their activities and work. Attendance at the live google meets and whole school assembly are really important for children's wellbeing as well as their learning so it vital that they attend these sessions.
- **Pace Yourself** Remember that you cannot do everything. Look to do All You Can, but do it When You Can. Teachers will be happy to receive work when pupils are able to do it.
- **Let Us Know** Please contact us using the office email address (gw14hallsidepsoffice@glow.sch.uk) if you need any support. We are here to help. Please also use that email address to inform us if your child is unwell and unable to take part in remote learning, just as you would if they were going to be absent from school under normal circumstances. This will enable us to get that message to their teacher as soon as possible.

Support For Live Video Sessions

- ⇒ Check in advance of live sessions that you are set up to gain access, please see all of the advice and tips we have put together that has been emailed to all families, posted into all Google Classrooms and is on our school website
- ⇒ If you are still having difficulty, please contact us via the school office, gw14hallsidepsoffice@glow.sch.uk, so that we can help. We have not yet come across an issue that we have not been able to help resolve.
- ⇒ Help your child by finding a quiet and well-lit place, to take part in online lessons; the background area should be where other members of the household will not be visible on camera.
- ⇒ Encourage your child to attend all live interactions.
- ⇒ Remind your child of the need to behave appropriately and to follow teacher instructions.
- ⇒ Online meetings may be recorded to ensure everyone feels safe and secure while using video conferencing – your child will be reminded of this before recordings begin; only teachers are permitted to record meetings. Parents/carers must not record any live video sessions.
- ⇒ It is important that parents/carers do not attempt to participate in online meetings with learners, this is to protect your own privacy and that of others. If you need to speak to your child's teacher, please use the usual means of communication to do this.
- ⇒ If your child is experiencing difficulty during a meeting they should use the chat facility/unmute to communicate this to their teacher.
- ⇒ If you have any concerns about the use of Google Meet or Microsoft Teams or the content of online lessons, please contact the school via the school office in the first instance (gw14hallsidepsoffice@glow.sch.uk).

National Overview of Practice

Below are the summary findings of Education Scotland's consultation with Head Teachers, Learners and Parents.



BALANCE

Overall, it is important that schools develop the right balance of live interaction and independent learning that meets the needs of learners in their school. This needs to be communicated with parents to ensure a shared understanding of expectations.

EQUITY OF DIGITAL PROVISION

Where access to devices or internet connection is challenging, schools ensure learners are provided with hard copies of learning materials and resources. Approaches include delivering learning packs to children's and young people's homes, or providing a safe collection point in school or community buildings for collection. In addition, consumables such as jotters, pens and pencils are distributed routinely or left in a community location for families to access.

TRACKING ENGAGEMENT

In most schools head teachers report that pro-active measures are being taken to contact families to identify barriers to participation and engagement, discuss progress, assess wellbeing and offer support. Staff who have a supporting role maintain regular contact with identified groups of learners.

ASSESSMENT/FEEDBACK

Assessing and monitoring progress in learning Effective learning, teaching and assessment remain central to ensuring children and young people progress in their learning. Head teachers report that most of their teachers are using a range of approaches to provide regular feedback to learners on the individual learning tasks they are completing. Approaches include written feedback, voice recorded feedback and feedback during discussion sessions as part of live learning. Head teachers report that appropriate, meaningful and timely feedback to children and young people is challenging in the remote environment. While schools continue to develop creative approaches, they remain concerned about how well learners are coping with the levels of tasks. Schools report that it is often difficult to judge how much support learners receive at home and therefore, how much they are able to do independently. Schools are aware that more effective approaches need to be developed to review progress and ensure learning remains progressive for all learners. Schools commented that they would welcome further professional learning and guidance on effective approaches to assess children's and young people's progress during remote learning.

ADDITIONAL SUPPORT NEEDS

Schools continue to develop approaches to support children and families who require additional support with their learning. For example, one-to-one sessions and small group breakout discussions during live teaching. In some instances, support for learning teachers/support assistants are deployed to provide specific support for targeted groups of learners and activities on health and wellbeing issues.

QUALITY ASSURANCE

Since returning to remote learning provision in January 2021, a majority of schools have already engaged with parents to gather initial feedback on the approaches to home learning, either directly with individual parents or through surveys and virtual Parent Council meetings. Schools are beginning to use feedback from these engagements to inform further developments and improvements to the delivery of remote learning. Schools have a responsibility to ensure that all learners experience high quality remote learning. Senior leaders acknowledge the importance of reviewing and evaluating the quality of remote learning and recognise that further work is needed in this area to ensure all learners receive consistently high quality learning and teaching.