Biggar Primary School & Nursery Class

Remote Learning Position Statement 2021

Readiness to Learn from Home-Whole School Remote Learning Overview

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.

Rationale

Biggar P.S & N.C are in the Biggar Learning Community, a geographically wide and varied area. There are numerous issues in terms of connectivity and in light of this, the Learning Community decided that live streaming of direct teaching would not enable equity for our learners.

The purpose of this document is to ensure the Learning Community have a shared understanding of what Remote Learning is and what it will look like at Biggar P.S & N.C. As stated above, continuity of learning is one of the priorities during this time of learning at home. Other priorities are the health and well being of everyone in the school community and to ensure equity for all.

Remote Learning has been defined by the Education Scotland Recovery Group (CERG) as:

Learning that is directed by practitioners and undertaken by children who are

not physically with the practitioner while instruction is taking place.

Remote learning involves a combination of "live" interactions between teacher

and learners and also learning which takes place away from the direct presence

of a 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.

The full document can be found here

https://education.gov.scot/media/hbln4yy0/cerg-remote-learning-080121.pdf

Remote learning does not mean exclusively digital learning but a blend of approaches appropriate to the circumstances of each learner.

As Seesaw was used successfully during the first lockdown March-June 2020 and was subsequently used as a platform for homework, this is the platform we will continue to use. The children use it regularly in class and are familiar with the system as are parents via the homework activities.

A "Parent Support" guide has been issued on the app illustrating how to submit work / upload photos / access a Google Meet etc.

Remote Learning Offer

The nursery class will put a weekly grid online for parents to access. This will be on their Learning Journals. This will have a range of activities across the curriculum for children to access. Staff and parents will continue to use the e-journals to communicate.

The primary teachers will post work on Seesaw either the evening before or by 9am on the day it is to be completed.

Literacy tasks, based around spelling, reading and writing will be planned for daily along with mathematics and numeracy tasks, incorporating daily mental maths practice. Learning activities for one other curricular area will be provided daily.

Over the course of the week, each Literacy and Numeracy group will receive direct teaching input, either a pre-recorded session by their class teacher or by links provided by the class teacher to other recorded teaching input.

Each literacy / numeracy group will have differentiated pieces of work to complete.

To support the "direct teaching" there will also be activities / tasks to complete. These may be practical or completed on screen or on paper. Work can be submitted directly to the teacher through Seesaw by responding to an on screen activity or by taking a photo and uploading it.

Tasks will range from play based, to outdoor, to practical and written formats. Pupils will not be expected to be in front of a screen for their entire learning.

Learning intentions and success criteria will be shared with pupils as normal.

Each piece should be submitted that day where possible. The teacher will give feedback either to individuals / groups / class as appropriate.

Some children, who receive additional support in school, will receive some support from support assistants during the week.

Assessment

The submitted work will be marked regularly by the teacher. Feedback comments will link to the success criteria and may take the form of digital stickers, group feedback or private individual feedback. Pupils will be asked to self assess where appropriate. The live streams will provide opportunity for discussion regarding assessments.

Teachers will continue to track attainment as normal.

Support

For pupils:

Teachers will be live online for at least an hour per day (eg twice a day, 30 minutes a.m. and p.m.) This is not a compulsory session but allows the children to check in with their teacher. This will provide an opportunity for a pastoral check in and for plenary sessions regarding learning if appropriate. This may take the form of a written or audio stream with staff working towards live face to face streaming. As internet connectivity is unreliable, not all children may be able to access the live streams. Teachers will therefore respond to written comments online, thus allowing all pupils to access support individually. Some pupils will receive targeted supported from support assistants/ class teachers. This may be in school part time or via telephone or Google Meet, depending on family circumstances and/or support required.

Outwith live interactive sessions pupils can ask their teachers questions about the set tasks or ask for some support. These will be answered as soon as the teacher can.

For parents:-

Parents / Carers can contact teachers through Seesaw or call the school if they are having difficulty accessing the platform or completing the tasks. Teachers will respond as quickly as possible to provide support.

Parents can contact the school for digital support / the loan of a device / additional resources etc..

Support for School Support Assistants:-

School support assistants will be given training on Google Meet and Seesaw both in school when supporting learners and remotely by accessing the SLC Staff tile and webinars.

Support for teachers:

Digital Learning provides greater access for all. However, please be mindful of your own privacy and that of others.

Teachers will access support from their I.T co-ordinator; SLC Staff training tile; SLC Digital Support Development Officers.

Digital platforms are available all day, every day, however teachers are not. Teachers are asked to provide feedback to tasks, where appropriate, in a timely manner. The same way they would if written work was being submitted.

Staff should be available during the working school day 9am-3pm with the exception of their CCC time. Staff should not feel obliged to respond to emails / pupil requests outwith these hours.

Quality Assurance

Staff role

All staff will engage in personal professional development by accessing live webinars, the SLC training tile, West Partnership and Education Scotland supports, resources and research with a specific focus on remote learning.

Teachers will: -

- Provide high quality learning experiences through Seesaw where all children have the opportunity to extend their learning.
- Teachers will ensure equity of provision by providing appropriately differentiated learning activities and resources.
- Ensure that cyber resilience and internet safety is central to all digital technology use.
- Monitor and track children's learning, wellbeing and engagement.
- Provide appropriate support and guidance for all children and parents.
- Pupils will be given individual support as required. There will be a focus on pupils who are in Staged Intervention.
- Check in regularly with children to give feedback and pastoral support.
- Foster an open pathway of communication between the school and home.

Children will:-

- Engage in Remote Learning and activities which are motivating, meaningful and enjoyable
- Contribute their views through Seesaw and Google Meets.
- Feel supported and listened to.

Support staff will:-

- Support children in the school to access Seesaw and complete their tasks.
- Support children via Seesaw and Google Meet to provide targeted interventions / suppor.t
- Support activities outwith the learning posted by the class teacher ie baking / art.
- Support staff by preparing resources etc..

Parents will:-

- Encourage children to access online learning and associated activities.
- Engage in their children's learning.
- Be realistic and not put too much pressure on themselves or children.
- Maintain child's daily routine- sleeping habits, daily exercise,
- Spend quality time discussing their school work/chatting/reading with their children.
- Alert schools when they feel they and/or their children are struggling.

SMT role

- Coordinate the schools response to remote learning including consistency across the school.
- Provide appropriate support and guidance for all staff, children and parents.
- Check in regularly with staff and children to give feedback and pastoral support.
- Foster an open pathway of communication between the school and home.
- The Head Teacher and Depute Head will monitor pupil engagement weekly to take account of different family circumstances and arrangements for completing work. Parent / carers will be contacted by telephone if their child has not submitted work to ascertain if support is required.
- The Head Teacher and Depute will monitor the teaching and learning in classes on a weekly basis. A recording form based on Q.I 2.3 Learning and engagement and 2.4 Personalised Support will be used as an evaluation tool.
- The Head Teacher/Depute will offer a weekly assembly working towards incorporating a live pastoral element to maintain positive relationships with the pupils.
- The Head Teacher and Depute will check in weekly with vulnerable children and will make contact, at least once, with all families over the duration of lockdown. Team Leader and Nursery teacher will make contact with nursery families.
- Establish and maintain structures to gather feedback and review remote learning. A Google form will be used regularly to ascertain parental, pupil and staff views of remote learning. The results will be feedback to these groups along with action points.

Learning Community role

- Head Teachers in the Learning Community will meet weekly to share good practice, moderate, provide support and engage in solution focussed, professional dialogue.

Communication

A regular Google form will be issued to parents / carers, staff and pupils to ascertain views regarding remote learning. Feedback and action points will be sent to these groups through Seesaw and newsletter.

Additional resources and information will be communicated via Learning Journals, See Saw, emails and the App.

Nursery staff will engage with parents / carers throughout the week via e-journals.

There will be a weekly staff meeting for Early Years and Primary staff via Google Meet. Support staff will meet with the Team Leader when in school to support learning.

There will be a weekly pre-recorded assembly. Children can comment / discuss during the live streaming.

Any face to face contact will only take place following training for staff and all necessary permissions being granted for this process.