

Crawford Primary School

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.

Guiding Principles

Rationale

Crawford Primary School is 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 school community have a shared understanding of what Remote Learning is and what it will look like at Crawford Primary School. As stated above, continuity of learning is one of the priorities during this time of learning at home. Other priorities are the health and wellbeing of everyone within the school community ensuring 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.*
- *Remote learning does not mean exclusively digital learning but a blend of approaches appropriate to the circumstances of each learner.*

The full document can be found here:

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

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Head Teacher will:

- Coordinate the school's response to Remote Learning, including ensuring a consistency across the school.
- Make clear to all our stakeholders what our expectations are of them during Remote Learning
- Monitor children's engagement and support those who are struggling with Remote Learning
- Ensure that resources fully support teachers and pupils and appropriate guidance/training is available for all stakeholders
- Communicate regularly with all stakeholders
- Provide pastoral support to all stakeholders
- Signpost and access additional support services for eligible children and their families
- Establish and maintain structures to gather feedback and review Remote Learning
- Monitor the effectiveness and online security of Remote Learning

Teachers will: -

- Provide a high quality learning platform where all children have the opportunity to extend their learning
- Ensure that cyber resilience and internet safety is central to all digital technology use
- Monitor and track children's learning and wellbeing
- Provide appropriate support and guidance for all children and parents
- 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 Google Classroom
- Feel supported and listened to

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

Remote Learning Offer –

As Google Classroom was piloted successfully with our older pupils during the previous lockdown, staff have extended this to ensure all pupils have had practice with and made use of this platform in school so that pupils are now confidently able to use Google Classroom for remote learning.

Parent Information Guides have been issued to parents and a support video on uploading work is pinned on each Google Classroom. These information sheets are also available on the School App.

Teachers will post all classwork each day before 9:00 a.m. Pupils are expected to complete all daily work tasks that day if possible and then upload the work onto Google Classroom. If work cannot be uploaded, it should be completed in the jotters provided.

Literacy tasks, based around spelling, reading and a written activity will be set daily along with a mathematics and numeracy task, incorporating daily mental maths practice. Learning activities for one other curricular area will be also be uploaded daily. This task could be from any one of the other curricular areas.

Over the week, the literacy and numeracy tasks will include an element of direct teaching. This may be a pre-recorded piece of teaching by the class teacher or a recording from another source. Each literacy / numeracy group will have differentiated pieces of work to complete. These may be practical and/or written tasks. Jotters and paper have been provided in the resource packs. It is also possible to upload photos of work and activities that pupils have completed. Some work tasks will be completed online on a google doc / jamboard and pupils will submit this. Each piece of work should be submitted that day where possible. The teacher will give feedback to individuals / group / class as appropriate.

Pupils are not expected to be in front of a screen for their entire learning.

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

Assessment -

The submitted work will be marked regularly by the teacher. Feedback comments will link to the success criteria. Pupils will be asked to self-assess where appropriate. The live streams, when implemented, will provide opportunity for discussion regarding assessments.

Teachers will continue to track attainment as normal – using own recording which will be part of the teacher /HT dialogues every two weeks. HT will transfer information to school tracking sheet where appropriate.

Support

Teachers will be live online twice a day- once in the morning for a check in and once in the afternoon to answer any questions. 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 will take the form of a written stream 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.

Parents / Carers can email teachers or call the school if they are having difficulty accessing Google classroom or completing the tasks. Teachers will respond as quickly as possible to provide support.

Support for Support Assistants

SAs will be given training on Google Classroom 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.

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 out with these hours.

If teacher supporting learning in school, cover will be provided by SMT to enable time to answer queries from pupils.

Quality Assurance

SMT role

The HT will monitor pupil engagement on a weekly basis. Parent / carers will be contacted if their child has not submitted work to ascertain if support is required.

The HT is a member of every Google Classroom within the school and will shadow a pupil from each class weekly to monitor the teaching and learning. This will form part of the HT / Teacher dialogue session held every fortnight.

The HT will join one of the check- in streams each day in a pastoral capacity to maintain positive relationships with the pupils.

Each week HT will contact each family directly by telephone and if unable to make contact by email.

Staff role

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

Teachers will ensure equity of provision by providing appropriately differentiated learning activities and resources. Pupils will be given individual support as required. There will be a focus on pupils who are in Staged Intervention.

Learning Community Role

HTs in the L.C will meet weekly to share good practice, provide support and engage in solution focussed discussions.

Communication

Parents

Parents have been issued with help sheets and contact details to support their children to engage in remote learning. Help sheets have been uploaded onto the School App for reference.

Parents will be contacted at least weekly by the HT to ascertain how pupils learning is progressing and to give support and information if appropriate.

Additional resources and information will be communicated via email and the app to parents and carers.

Staff

Staff will meet informally on -line every Monday for coffee and pastoral care.

Each member of staff will have a meeting with HT every fortnight.

Staff meetings on Microsoft Teams will be held as deemed appropriate by staff and HT.

Pupils

Pupils are encouraged to make use of the stream section in Google Classroom to keep in touch with their classmates at check in time.

Pupils are able to ask questions of their teacher at least once per day by posting on the stream.

HT aims to deliver videos to each Google Classroom on a weekly basis and is planning live Google Meets once per week if the majority of pupils are able to connect. If not, these will be pre-recorded and posted on Google Classroom. Children can then comment using written posts on the stream.

Teachers are working towards using Google Meet at check in times if the majority are able to connect.