

Kirklandpark Primary



Whole School Remote Learning Guide January 2021



Responsible

Respectful

Resilient



Remote Learning

Remote learning is the general term that is used when describing learning that takes place without teachers and learners being face-to-face in a physical classroom.

It is a method which enables continuity of learning when we cannot be in the physical school building.

SLC's Definition Of Continuity Of Learning

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 promises the continuation of teaching and learning despite circumstances that interrupt normal school attendance.

During this current period of National Lockdown this approach will be used by the staff of Kirklandpark Primary to continue to provide opportunities for all children to engage in learning and continue their educational experience.

Remote learning is directed by practitioners and undertaken by children and young people who are not physically with the practitioner while instruction is taking place. For most children this engagement will take place outwith the school building, however vulnerable children and children whose parent(s) meet the keyworker criteria will be able to continue to come to the school building to access learning.

Remote learning should be delivered in line with the 35 hour working week with the usual maximum contact hours. Remote learning does not mean exclusively digital learning but there will be a certain amount of directional input required to set up tasks and activities and to check understanding of progress.

Our provision offers a blend of approaches appropriate to the age and stage of our learners. Our planning takes into consideration, the desired learning outcomes and introduces new and progressive learning outcomes. Children's work will be differentiated as is appropriate to match their needs and interests.

Remote learning involves a combination of 'live' interactions between teachers 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.

Remote learning is not a substitute for full time classroom learning, however within the current context, it enables the children from Kirklandpark Primary to continue to learn whilst they cannot be in the physical classroom with their teacher and classmates.

High quality learning, teaching and assessment will continue to take place through remote learning.

Remote learning will offer learners:

- a level of autonomy over their learning
- flexibility for learners in where and when they learn
- potential for high quality consolidation of learning
- opportunities to develop and improve independent learning skills

- increased opportunities for personalisation in learning
- opportunities for improved engagement
- enhanced parental engagement in the children's learning whilst away from school.

In order to continue to ensure the best quality learning experiences for our children we will continue to modify and adapt our approaches



How will this look for our Nursery children?

When starting nursery, each of our children receives their own online journal. This journal can be accessed by our Nursery team and by the child's parent(s) / carer(s). Our staff and parents / carers use the online journals to communicate the children's learning experiences, successes and to share information. This is especially useful when the parents and carers are unable to come to the nursery in person. The journals also enable us to track the children's progress.

These journals will continue to be used whilst we are closed to most children. Parents are able to share the experiences of the children and it enables us to keep in contact with each family.

Targets will continue to be set for the children to ensure continuity in their learning.

Each week our nursery staff send home a virtual pack of materials that include suggestions for activities to engage the children. These usually have a central focus that is based on a well known storybook.

Throughout the week, the nursery team also post pictures of some of these examples to provide parents with a few additional ideas.

We are currently investigating the possibility of setting up a Google Classroom for each Nursery pod to enable the children and keyworkers to meet face-to-face digitally.



How will this look in Kirklandpark Primary?



Our Platform

The online platform that is being used by all classes in Kirklandpark Primary is Google Classroom.



Google Classroom

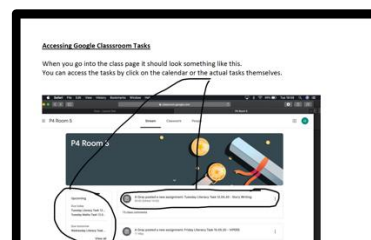
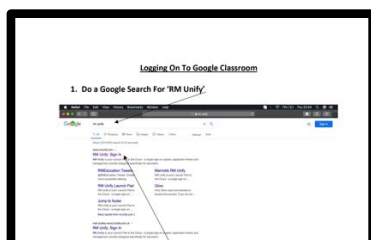
This platform was used during the first period of lockdown and we have continued to utilise it as our mechanism for accessing and submitting Homework since the children returned to school in August. This was deliberately carried out in case of a subsequent lockdown to ensure that staff, children and their parents / carers retained familiarity with its use.

Each of our classes have their own individual Google Classrooms. Each child on the class register has been added to the class. At Kirklandpark Primary, no child requires to use a class code to join the class.

All children in P2-7 have their Glow login details at the front of their homework diaries.

Parents of children in Primary 1 were sent their child's logins via Pupil Post in September. This was accompanied by hard copies of guides relating to access to Google Classroom and how to upload completed work.

We have posted 'Accessing Google Classroom' and 'Uploading Completed Work To Google Classroom' guides on our App and on Twitter. These guides are also available on our school website.



To access Google Classroom children should go to <https://sts.platform.rmunify.com/> and once they have entered their username and password, they should click on the Google Classroom Tile.



Daily Learning Via Google Classroom

Work that is set on Google Classroom will be appropriate to this mechanism of delivery and will only rely on the use of resources and materials that would be commonly found in most homes.

At the beginning of each week a message will be posted on our App. This message will contain a weekly timetable for each class. We will try to maintain the same timetable each week in so far as we can. In doing so, it is our hope that the children will develop a routine and therefore be able to carry out all / aspects of their timetable independently, depending on their age and stage. Parents and carers should not, however, try to recreate the school day.

Class timetables will cover the whole school day and will be broken down into time slots to help parents / carers to gauge how long children should spend on a task / curricular area. The circumstances of each of our families differ and it will not be possible for all children to complete the work at the designated times on the timetable. In such cases, parents should use the subject durations as approximate guides for how long teachers may expect tasks to take. Timetables will also cover almost all curricular areas to give the children lots of breadth and balance in their learning.

The image is a screenshot of a Google Classroom interface displaying a weekly timetable. The timetable is organized into columns for different subjects and rows for different days of the week. Each cell in the grid contains a list of tasks with their respective durations. The tasks are color-coded and include links to resources. The interface also shows the Google Classroom logo and navigation options.

Why have we done this?

We would like our children to have the chance to do all of the things that we'd planned for them if they'd been back in the actual school building. We have however, needed to adapt some of the planning as some of the activities wouldn't be suitable to be carried out at home.

The tasks themselves:

Each morning, your child's work will be live at the start of the school day.

Throughout the day, class teachers will be available through live-streaming to provide support, answer questions and clarify any misunderstanding.

Online tasks will be differentiated in the same way that they are within the physical classroom setting.

Remote learning will be well structured, whilst providing flexibility for individual learners.

Remote learning will include direct teaching, independent activity and live interaction.

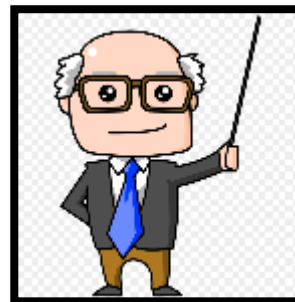
Direct Teaching will be delivered through various methods and will be dependent on what the class teacher feels is most appropriate. All direct teaching will have follow-up tasks.

Direct teaching can be delivered through

- pre-recorded lessons featuring the teacher
- pre-recorded lessons created by other practitioners
- explanatory PowerPoint presentations
- PowerPoint presentations that have audio explanations created by class teachers / other practitioners
- Video clips

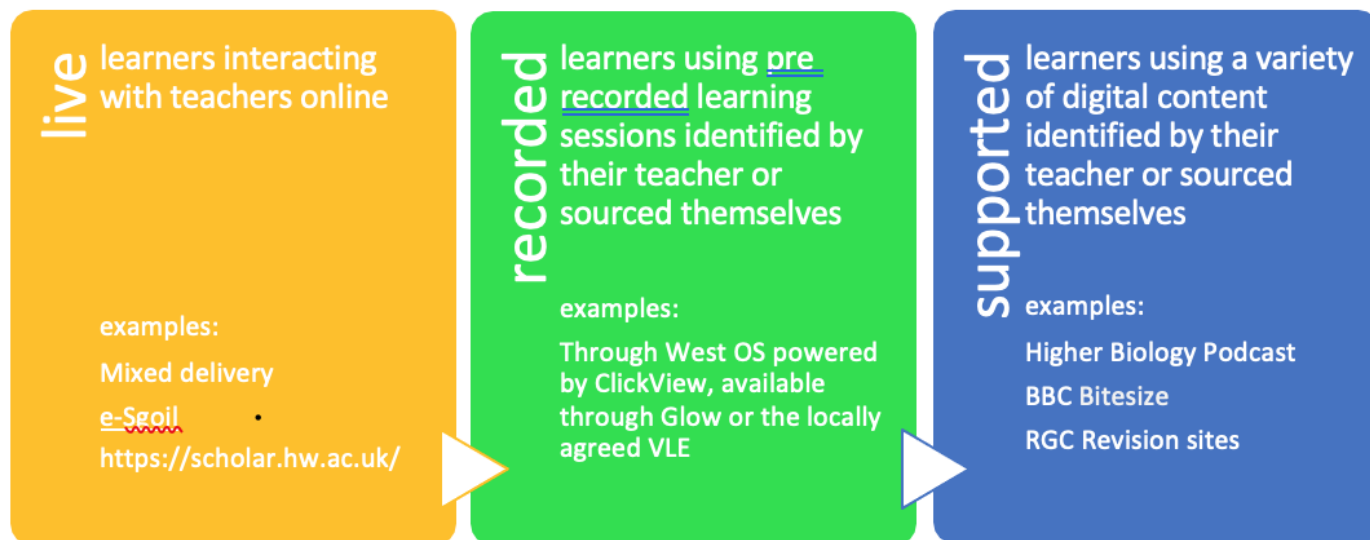
Direct teaching may focus on:

- Presenting new content
- Raising / answering questions
- Facilitating discussions on specific issues
- Summarising debates
- Correcting misconceptions
- Providing explanatory feedback



The National e-learning Offer

The three component parts of The National eLearning Offer:



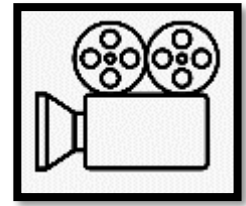
Live

e-Sgoil has developed a 3-18 offer for schools and centres to access as part of their remote learning plans.

Current availability is shown on their website <http://www.e-sgoil.com/>.

Recorded

This element provides pre-recorded lessons and linked activities with which children can engage. This is coordinated through the West Online School via the GLOW tile on the SLC area.



Supported

Resources created by Scottish teachers are available via <https://blogs.glowscotland.org.uk/glowblogs/nationalelearning/>.

Additional resources are also available through the National Improvement Hub.

BBC Scotland has developed a suite of resources to support school and these can be found at <https://www.bbc.co.uk/programmes/p04yy4wy>

Independent Activity helps teachers to assess children's understanding and it also helps to ensure that the children's screen time is not excessive. Children are not expected to be online throughout the period of time equivalent to an entire school day.

Independent activity will include:

- Follow up tasks to direct teaching
- Written tasks
- Research tasks
- Practical tasks
- Outdoor learning tasks
- Physical activity

Live-interaction is an important part of learning as peer interactions can provide motivation and improve learning outcomes (UNESCO in collaboration with Huang et al 2020). It is also one means by which teachers may provide feedback, support or reinforcement. This is only one method of communication, and will be used by teachers when they are confident that it is the best way to engage learners and they are comfortable in using the technology.

The children in Kirklandpark Primary will have the opportunity to interact with their teacher and classmates via video conferencing on a daily basis. They have the opportunity to communicate with the teacher throughout the day using email and via messaging on the Google Class stream.

We realise that children may not be able to join all of these sessions due to family circumstances. We have ensured that this will not prevent completion of the associated tasks.

We have timetabled each class with specific times over the course of the week for live interaction. We have organised things in this way to ensure that none of our twelve classes clash in terms of the time of their online engagement.



This ensures that:

- Children who share devices are not disadvantaged (with two or more children wanting access to live sessions at the same time)
- Parents who are using devices for work purposes or whose child needs support to access these sessions, have prior warning of online engagement times and can hopefully plan around this.
- Those who can engage in the mornings but not afternoons (and vice versa) can participate at some time during the course of the week.

The focus of Friday sessions will be our 'Star Of The Week' presentations. Each class will meet with their teacher and the Head Teacher.

Monday – Thursday will comprise of two daily check-ins and two interactive lesson sessions that involve the discussion of a set task. Two of these will be morning sessions and two will be afternoon sessions.

Individual class teachers decide which days are allocated as Daily Check-ins and which will be Live Lesson Discussions. There will however only be one daily check-in in the morning and the other one will be in the afternoon. The same applies to the live lesson sessions. This is intended to accommodate children who have limited online availability throughout the school day.

Live-stream sessions may include such things as:

- Games
- Story telling / reading
- Interactive pastoral sessions
- Clarification of strategies and any difficulties related to lessons
- Feedback on submitted tasks

Google Meet will be the only video conferencing tool that will be used as part of our remote learning offer at Kirklandpark. This can be accessed directly from the children's Google Classroom.

Google Meet can only be accessed by the children when the teacher starts a meeting.

All Google Meet sessions will be recorded in accordance with SLC Video Conferencing Guidance.

All children should mute their microphones. At the appropriate time, children will be invited to unmute their microphones by their teacher in order to pose / answer questions, to provide information or their opinion.

The chat facility on Google Meet will be available to pupils at the class teacher's discretion.

The 'raise hand' function should be used by children in the same way as they would if they were raising their hand to ask / answer a question in person in the physical classroom.

Cameras should be switched on as our Google Meet sessions have been designed to be highly interactive. In many cases, children are required to answer / share their opinions and views by visual means. This allows the teacher to see multiple responses at one time, maintain the pace of the lesson and make the best use of the time available. It also ensures that children who feel anxious about speaking on Google Meet are not excluded.

Due to the interactive nature of our sessions, recordings are not posted onto Google Classroom afterwards as all contain both audio and video footage of the children. This meets with SLC Video Conferencing Guidelines and is for Child Protection and Safe Guarding reasons.

Pupils, parents and carers must not record or take photographs of Google Meet sessions.

Online Etiquette

It is expected that communication via Google Classroom and Google Meet is appropriate and respectful, in the same way as it would be in the physical classroom.

Children should not communicate with teachers using text speak in order to help them to retain the distinction between how they communicate with their friends and how they communicate with their teachers and other adults.

Submission Of Completed Tasks

The children's completed tasks should be uploaded before midnight of the day that they have been posted (where possible). The teacher will mark the work and provide feedback during the following day. Tasks that are submitted late will be marked as soon as the teacher is able to do so.

Feedback will be given for most literacy and numeracy tasks. It will be at the teacher's discretion whether it is best to provide personal feedback or group / class feedback for tasks. They will use their professional judgement to select the most appropriate manner and this will vary for different tasks, just as it would do if the children were physically in school.

Personal feedback and tasks requiring correction will be returned directly to individuals via Google Classroom.

General feedback which is visible to the wider group will be posted as announcements of the stream page (in the 'something to share with the class' area) or within the task area in the 'add class comment.'

Feedback for other curricular areas will be given at the teacher's discretion, depending on the nature of the task.

What if it isn't possible for my child to do all of the tasks each day?

We understand that every family is different and all have unique circumstances.

Having a full timetable of activities will be welcomed by some parents but please do not worry if you don't think that it is feasible for your children to complete all of the tasks.

There may be a number of reasons for this and this could include everything

- from limited time due to your own 'work from home' commitments
- to sharing devices
- to, your child having an 'off day,' and not engaging with their work



We ask that

If your child can do at least a little literacy and numeracy each day it would help to keep their learning and their progress moving in the right direction.

Also, please don't think that the tasks need to be done at exactly the time given on the timetable. This just shows you what would happen in school. It might suit you best to move times around or to do online learning in the evening rather than during the day. Our model is intended to allow families the greatest flexibility.



What if my child is attending the Emergency Childcare Facility in the school?

The in-school childcare facility is manned by a small group of our staff.

Your child will have access to a school Chrome book to enable them to access their Google Classroom. Our staff will be on hand to assist your child when they need a bit more help with their understanding of the lesson, to aid with technical issues and where necessary, to help your child understand instructions and expectations.

We expect children to be able to work both at home and in the childcare facility with a level of independence, as they would be expected to do within the physical classroom. This will vary according to the age, stage and needs of each individual child.



How much help should children be given?

Your child's teacher has prepared lessons and work that is suitable for the age and stage of the class. Some activities (particularly Literacy & Numeracy) have been further differentiated to meet the needs of particular individuals and groups of learners within the class. This means that some tasks are designed to provide more guidance and support to aid less confident learners whilst others may provide greater challenge and push learning at a faster pace.

In addition to this, the teachers will provide instructions about tasks. These will include pointers to let you know what they would expect the children to do independently and what they might need a little bit of help and guidance with.

In general terms, when physically in school, children will not have an adult sitting with them, guiding them through each and every task on a daily basis. Once the teaching aspect of the lesson has concluded and the task has been explained it would be our expectation that most children would then complete it as independently as possible. We do, however, provide help to those who may need a little extra guidance. When monitoring children's work we often draw their attention to such things as instructions. Children often forget to read these in their haste to do the task. Regardless of age and ability, tasks are pitched to encourage independence where possible.

There are times when children can find some aspects of learning a little more tricky and it's absolutely fine to be on hand to guide them through those times. Within a school context we encourage children to persevere, to develop their resilience and a 'have a go' attitude. Continuing to do this at home would be beneficial for all children.

Quick Finishers

We've set out our timetables to cover a 'usual' school day.

Children are likely to finish their tasks a little more quickly than the allocated time.

This is because:

- there are likely to be less distractions at home than there are within the classroom
- transitions between activities at home is much faster as there is only one person involved rather than a class or group of people getting organised
- in school, we always have discussions about tasks and this takes up a bit of time as we clarify instructions or consider various opinions / strategies

If your child does finish a little more quickly than the allocated time, there are lots of things that he / she can do. Your child's teacher will have incorporated games and activities into the children's daily programmes. These are rarely one-off activities and can be repeated on a regular basis. Individual research activities could also be undertaken at such times. It might also be an opportunity to engage children in real-life learning, by having them help around the house. This might also provide an opportunity for a little bit of free choice for your child and some relaxation time.



What if your child's teacher is unwell or unable to engage with the children?

Occasionally your child's class teacher may need to take time away from the online classroom eg. for a medical appointment or to attend a funeral. They will let you know if they are not going to be online due to personal circumstances (although the specific reason won't be shared). Work will always be available for your child but there will be no online support until the teacher is able to return. Depending on the circumstances that may be later in the day or the following day. During Covid-19 school closures, we have no available staff to cover the online classroom for short absences as all members of staff are designated to other duties.

Longer periods of absence related illness, where possible, will be covered by the Senior Leadership Team. If this isn't possible, we will request support from the Area-Cover team.



What if your child is unwell and cannot engage in online learning?

If your child is unwell and cannot engage in online learning, please report their absence to our office staff as you would normally do. This can be by email (gw14klandparkoffice@glow.sch.uk) or by leaving a message on our telephone answering machine (01357 520177). Your child's teacher will be informed of your child's absence by our office staff.

Assessment

Assessment will continue to be an integral part of teaching and learning in order to best support children to progress. Assessment directly impacts on the pace of learning, whilst also ensuring that children are challenged at an appropriate level.

Assessment will be carried out through a variety of means including

- live online interactions and discussions
- submitted assignments through Google Classroom
- formative assessment methods including self-assessment and peer assessment (if appropriate)
- through the provision of good quality feedback within an appropriate time scale
- tracking engagement



Homework

Throughout the online learning period our usual homework programme will be suspended.

Expectations

It is our expectation that the children will continue to produce their best work. This means that we still expect them to give their best effort.

We will be looking for neat handwriting that is legible, with letters formed correctly.

Children in P1 & 2 should date their work.

Children in P3-7 should date their work, give it a title and both should be underlined.

Some tasks may be able to be completed online but children may prefer to complete them on paper and photograph / scan their work and submit it to their teacher.

In such cases, it is preferable that literacy and numeracy tasks are completed in the jotters that we have provided. Additional jotters can be collected from the school when children have completed those already provided.

Staff CLPL



The staff at Kirklandpark Primary have undertaken CLPL to become familiar with the use of Google Classroom as a mechanism for delivering remote learning.

This continued lifelong professional learning (CLPL) has been undertaken

- on a personal basis (with practitioners undertaking training on an individual basis to develop their skills to support their teaching eg. voice over recording for PowerPoint presentations)
- through shared information and guidance given by our ICT Co-ordinator
- accessing SLC central training (both live and recorded)
- through supporting each other and sharing good practice

Communication



Google Classroom



Our school website is used to communicate general information relating to our school.

Our School App and Twitter are used to communicate

- information updates
- day-to-day items and messages
- documents and whole school letters
- links to useful sources of information in the local and wider community
- the achievements of our children

Our School App and Twitter are our main methods of sharing information with parents.

Google Classroom is our online teaching platform and is used to support remote learning. Class teachers will respond directly to children's questions relating to their tasks and learning.

We have created a series of leaflets and documents to support remote learning. These have been shared via Twitter and our School App and are available on our website.

On a weekly basis, the Senior Leadership team will contact the parents of children who will find school closure more challenging than others. This contact will be by phone or email.

School Contacts

Email: gw14klandparkoffice@glow.sch.uk

Telephone: 01357 520177

Quality Assurance

Education Scotland's guidance notes that remote learning will not replicate or substitute face to face in school teaching – in style, approach or hours of delivery, however it can mitigate some of the adverse impact of the reduction in face-to-face learning.

Within the current context, digital and online approaches towards teaching and learning will be commonly used, however a variety of other methods will also be utilised. These may include:

- reading
- doing
- creating
- inventing
- playing
- problem solving
- observing
- investigating

Different approaches to remote learning will suit different types of content and the needs of different children.

All learning opportunities will reflect the principles of Curriculum for Excellence, allowing learners to develop their knowledge, skills and attributes in a variety of relevant contexts and across curriculum areas.

Key aspects of teaching and learning will be posted as recordings, presentations, lesson notes, diagrams and links to useful websites (according to what is age and stage appropriate) and will be available for children to revisit as often as necessary.

Elements of effective teaching that are present within the physical class will continue to be present in our remote learning offer:

- Clear explanations of tasks
- pointers to help parents to understand which aspects of a task children should be able to do unsupported and which parts may need some adult supervision and / or guidance
- scaffolding
- modelling
- feedback

Members of the Senior Leadership team have access to all Google Classrooms and Nursery online journals. They have the lead role in monitoring the quality and consistency of the remote learning provision across our establishment.

This role includes monitoring:

- staff health and wellbeing
- pupil engagement
- that planning is appropriate for the age and stage of the learners within the class, covering a range of teaching and learning styles whilst ensuring pace and challenge
- that planning shows breadth and balance across the curriculum

- that staff have access to appropriate quality CLPL
- that there is consistency in approach and provision across our establishment
- the sharing of good practice

and also encouraging staff to work collaboratively if and when applicable.



Engagement

Children's engagement with remote learning is monitored on a daily basis and reported to the Senior Leadership Team at the end of each week. Each class teacher submits a return detailing engagement with literacy and numeracy tasks.

All members of our Nursery team submit a weekly overview detailing which parents have engaged with our service through the Nursery journals.

Contact will be made with parents of children who are failing to engage with remote learning to encourage participation and to establish if there are barriers to engagement eg. Internet Access in order that where possible, we can provide help and support.



IT Provision

An audit was carried out with our learners (and with the parents of our youngest children) in September. At that time, all families had access to the internet at home. A very small number of families who did not have access to devices other than a mobile phone were given Chrome Books from our school to borrow for use with homework. These families still have these devices and almost all are using them to now access remote learning.

Any family whose circumstances have changed and who do not have access to the internet or to an IT device other than a mobile phone should contact us by email at gw14klandparkoffice@glow.sch.uk or by telephoning us on 01357 520177.



Childcare

Parents / carers who meet the Keyworker criteria that has been set out by the Scottish Government can apply to have their child / children attend school to enable them to continue to carry out essential jobs that will enable Scotland's citizens to come through and overcome the effects of the pandemic. In addition to this our most vulnerable children can also attend, however this is carefully balanced with the need to reduce social contact and therefore help to reduce the community transmission of Covid-19. We will continue to monitor and reconsider priority families on a regular basis.

A small number of our children are attending our Emergency Childcare provision as their parents are keyworkers (as outlined above). Patterns of attendance vary from child to child, changing on a weekly basis. As parental needs change, this service continues to evolve to accommodate the needs required.

All children attending our childcare are provided with access to the same online provision as their classmates. Members of our staff work on a rota basis to support the children to access these materials and to aid them in the continuation of their learning.

Useful Links



<http://www.kirklandpark-pri.s-lanark.sch.uk>

https://www.southlanarkshire.gov.uk/info/200228/health_and_medical_information/1863/coronavirus_covid-19_advice

<https://www.gov.scot/coronavirus-covid-19/>

<https://education.gov.scot/improvement/scotland-learns/>

<https://education.gov.scot/parentzone/learning-at-home/>

<https://www.nhslanarkshire.scot.nhs.uk/novel-corona-virus-covid-19/>