

Wester Overton



Primary School

Remote Learning Policy

January 2021



Remote Learning

Remote learning is learning that takes place without teachers and learners being face-to-face in a physical classroom. During lockdown, this approach will be used by our staff 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 of keyworkers will continue to come to the school building to access learning.

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 is not a substitute for full time classroom learning, however within the current context, it enables children to continue to learn whilst they cannot be in the classroom with their teacher and classmates. High quality learning, teaching and assessment will continue to take place through remote learning.

West Overton's Remote Learning Offer involves a combination of approaches. It will involve a range of live, recorded and supported experiences which take place in a variety of learning spaces, including outdoors and includes active and physical learning.

Live -Live learning involves learners interacting with their teachers online via Google Classroom Stream, email or Google Meet video conferencing.

Recorded- Recorded learning sessions involve learners accessing pre-recorded lessons.

Supported- Supported learning sessions involve learners using a variety of digital content identified by their teachers.

Remote learning at Wester Overton 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 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, adapt and improve our approaches.

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 Chromebooks from our school to borrow for use.

What will Remote Learning look like in our school?



Our Platform

The online platform that is being used by all primary classes in Wester Overton Primary is Google Classroom. This platform was used during the first period of lockdown and we have continued to use it as our platform for accessing homework since September 2020. This was a planned implementation put in place to ensure that children and families retained familiarity with the platform so that they were confident using it in the event of another lockdown.

Every child has been added to their Google Classroom by their teacher, and children have been shown how to access their class and work, how to upload their work and where the feedback for their work is. All children have had their Glow Log-ins provided and have been logging in to Google Classroom using these since September to access their homework.

To access Google Classroom, children must first log in to Glow-go to <https://sts.platform.rmunify.com/> and then click on the Google Classroom Tile. Parents have been sent guides on how to access Google Classroom and how to upload work on Google Classroom through our School App.

Learning Via Google Classroom

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

Every class has a timetable for the week in the 'Classwork' area. We will try to maintain the same timetable each week so that children will develop a routine and therefore be able to carry out their timetable independently, depending on their age and stage. The weekly timetable will cover almost all curricular areas to give the children breadth and balance across their learning.

These timings are given only as a supportive structure and parents and carers should not try to replicate the school day. We understand that the circumstances of each family differs and it is not possible for all children to complete the work at the designated times on the timetable. All lessons are pre-recorded or are accompanied by clear written instructions, so that learners can access their Google Classroom at any time and will never be disadvantaged by home circumstances or by when they are able to access their Google Classroom.

Why have we done this?

We would like our children to be able to continue to engage in the progression of learning that we had planned for them. We have adapted our planning to make all of our activities accessible to all learners.

The tasks themselves:

- Your child's work for the day will be live at the start of every school day.
- 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 to access at any time.
- Remote learning will include direct teaching, independent activity and live interaction.

Throughout the day, class teachers will be available from 9.30-10.30am and 1.30-2.30pm through live-streaming to provide support and answer questions.

Components of Remote Learning at Wester Overton

Direct Teaching

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 may consist of:

- Presenting new content and concepts in learning
- Providing instructions and scaffolding task for learners
- Providing explanatory feedback before moving on within a concept
- Raising and answering questions over a live stream
- Facilitating discussions on specific issues
- Summarising debates
- Correcting misconceptions

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

Independent Activity

Independent Activity helps teachers to assess children's understanding and to ensure that 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 may include:

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

Live Interaction

Live-interaction is an important part of learning and 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 Wester Overton Primary will have the opportunity to interact with their teacher and classmates via Google Meet over the course of each week. They also have the opportunity to communicate with the teacher throughout the day using email and live on the Google Class Stream from 9.30-10.30am and 1.30-2.30pm every day. We understand that children may not be able to join all of these sessions due to family circumstances. Emails and stream questions received outwith the live sessions will be responded to as soon as possible, and the Senior Leadership Team are always available to give advice and support through individual phone calls.

Over the course of the week, a small group of children will join their teacher each day on a Google Meet video conference for a pastoral check-in. This will give each child space and time to talk and ask questions. Each class will also have at least one whole class Google Meet each week with their teacher and/or a member of the Senior Leadership Team.

Live-stream sessions may include such things as:

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

Google Meet sessions will focus on pastoral care and health and wellbeing. Moving forward, teachers may work with small groups to give feedback. These sessions will not contain content which will disadvantage the learning of those unable to attend the live sessions. All lessons will be pre-recorded to allow learners to access their learning at anytime throughout the day, or even during weekends. To avoid widening the attainment gap, it is vital that we ensure that all families will be able to access learning at different times. Research evidence shows that recorded content is just as effective as live teaching and has many advantages: [Education Endowment Fund - Research](#)

Online Etiquette

Google Meet can only be accessed by the children when the teacher is ready to start a meeting. Only then will the link become visible. Google Meet sessions will be attended by two adults. Meets involving children cannot be recorded to be shared at a later date or time due to Child Protection and Safeguarding reasons.

- All children should mute their microphones when joining the Meet. At the appropriate time, children will be invited to unmute their microphones by their teacher in order to pose / answer questions.
- 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 or answer a question in person in the classroom.
- Cameras should always be switched on as our Google Meet sessions have been designed to be interactive. In many cases, children are required to answer or share their opinions and views visually. This allows the teacher to see multiple responses at one time and make the best use of the time available as would be the case in the classroom. It also ensures that children who feel anxious about speaking on Google Meet are not excluded.
- Recordings are not posted onto Google Classroom afterwards (as per SLC Guidelines) as all contain both audio and video footage of the children. This is for Child Protection and Safe Guarding reasons.
- Pupils, parents and carers must never record or take photographs of Google Meet sessions.
- Communication via Google Classroom and Google Meet must always be appropriate and respectful, as it would be in the classroom. We pride ourselves on good manners at Wester Overton.
- 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 as soon as possible. The teacher will read all work submitted and provide feedback to individual pupils so that constructive feedback is given for all areas over the course of each week. It will be at the teacher's discretion whether it is best to provide personal, group or 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 on the stream page or within the assignment in the class comment area. Groups of children may also be invited to a Google Meet to discuss feedback.

Assessment

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

Assessment will be carried out through a variety of means including

- live online interactions and discussions on the Google Classroom Stream
- submitted assignments through Google Classroom
- self assessment and peer assessment (if appropriate)
- good quality teacher feedback within an appropriate time scale
- tracking engagement

Effort & Expectations

Children at Wester Overton are hard workers and it is our expectation they will continue put in their best effort and produce their best work, just as they would in school.

- Children in P1-3 should date their work.
- Children in P4-7 should date their work, give it a title and both should be underlined with a ruler.
- Handwriting should be legible, with letters formed correctly.
- Work should be neatly presented.
- Children should use a sharp pencil and use a ruler to draw any lines.
- Wherever possible, tasks should be completed in the jotters provided and photographs of the completed work uploaded to Google Classroom.

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 spreadsheet detailing engagement with literacy and numeracy tasks.
- All nursery children receive a weekly phone call to monitor and support their engagement with our Nursery Learning Site.
- Contact will be made with parents of children who are failing to engage with remote learning to establish if there are barriers to engagement eg. Internet Access in order that where possible, we can provide help and support.

Frequently Asked Questions

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's possible 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 working commitments
- Families sharing devices
- Children having an 'off day,' and not engaging with their work

If your child can focus on literacy and numeracy each day, this will help to keep their learning and their progress moving forward. Remember that the tasks do not need to be done at exactly the times given on the timetable. This is only for structure and it might suit you best to move times around or do online learning in the evening rather than during the day. Our model is intended to allow families the greatest flexibility and ensure no-one is disadvantaged.

How much help should I give my child?

Your child's teacher has prepared lessons which are suitable for the age and stage of the class. Some activities, particularly in Literacy & Numeracy, have been further differentiated to meet the needs of individuals and groups of learners within each 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 forward at a faster pace. In addition to this, teachers will provide instructions and videos for children to support learning, so these should be watched/ read before attempting the task.

The vast majority of our children do not have 1:1 adult support when they are in school. Once the teaching aspect of the lesson has been delivered and the task explained it would be our expectation that most children would then complete the task as independently as possible. We will always 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 following the instructions, as children often forget to read these in their rush to finish 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 challenging and it's fine to be on hand to guide them. Within a school context we encourage children to persevere, and to develop their resilience and a 'have a go' attitude. Continuing to do this at home will be beneficial for all children.

Why are some children still attending school?

Parents and carers who meet the keyworker criteria set out by the Scottish Government can apply to have their child attend school to enable them to continue to carry out essential jobs which help 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 community transmission of Covid-19. We will continue to monitor and reconsider priority families on a regular basis.

All children attending our Emergency Childcare provision 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.

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 and your child will have access to a school Chromebook to enable them to access their Google Classroom. Our staff will be on hand to assist your child when they need support with their learning. 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 classroom. This will vary according to the age, stage and needs of individual children.

What if my 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. 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 illness related absence will be covered by the Senior Leadership Team. If this isn't possible, we will request support from the Area-Cover team.

Should my child continue to complete their usual homework tasks?

Throughout the online learning period our usual homework programme will be suspended. Our usual reading, spelling and maths has been built in to the weekly online programme.

Quality Assurance

Education Scotland's guidance acknowledges that remote learning will not replicate or substitute face to face in school teaching in style, approach or hours of delivery. It can however, 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
- scaffolding
- modelling
- feedback

Members of the Senior Leadership team have access to all Google Classrooms and Nursery Learning Site. 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

Staff Training

The staff at Wester Overton Primary have undertaken training 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
- through staff inset training days and staff meetings
- accessing SLC central training (both live and recorded)
- through supporting each other and sharing good practice

Communication



Current News About Us Parent Information Nursery Information Important Documents Community ↓
Active Schools Parent Council Newsletters Mental Health Resources Pupil Voice Groups ↓
Home Learning Area Website Accessibility Statement



Google Classroom

We pride ourselves on excellent communication, and this is even more important during lockdown. We share information promptly at all times.

Email, our School App and Facebook are our main methods of sharing information with parents. These 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

Google Classroom is where your child's teacher will directly interact with them.

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

On a weekly basis, the Senior Leadership Team will track engagement and contact the parents of children who have found school closure more challenging than others. This contact will be by phone or email.

Useful Links for Parents

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

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

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

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

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

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