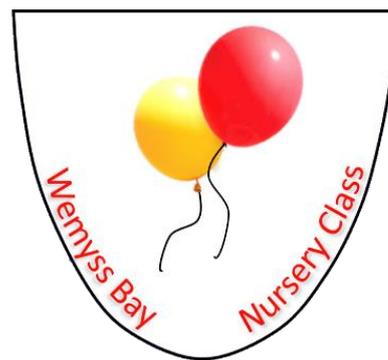
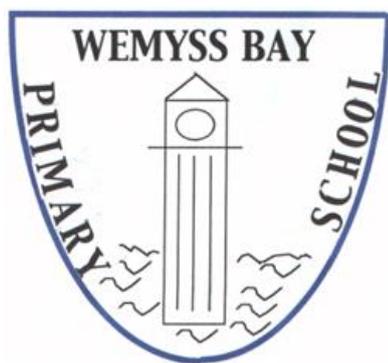


Wemyss Bay Primary School and Nursery Class



Remote Learning Policy

January 2021

Wemyss Bay Primary School and Nursery Class

Remote Learning Policy

A policy designed to guide the delivery of meaningful, interactive experiences which support continuity of learning and which are equitable and available to all pupils.

Rationale:

In December 2020 the First Minister announced that schools should provide remote learning from January 2021. This policy sets out to share expectations and establish a collective understanding of what remote learning means for our school community for this period of school closure and/or further closures.

Aim:

This remote learning policy aims to:

- set out the expectations for all members of our school community with regards to remote learning
- ensure consistency in the approach to remote learning for pupils that supports continuity of learning
- establish how we will implement and quality assure our remote learning offer
- provide clarity as to how our school's approach to remote learning links to guidelines from both the council and Education Scotland

What is remote learning?

*'Remote learning is learning that is **directed** by practitioners and **undertaken** by children and young people who are not physically with the practitioner while instruction is taking place.'*

Education Scotland January 2021

What will remote learning look like for learners?

"Learners should not engage in online learning for the entirety of the school day. Learning may include activities such as research tasks, project work, practical opportunities, discussions and other activities that can be carried out away from a digital device."

Educations Scotland January 21

The way that we approach remote learning reflects our school and nursery values:

Honesty

We will be HONEST in communicating the capacity we have to offer remote learning. We will deliver remote learning that is sustainable and mindful of student, family and teacher wellbeing

Commitment

We will be COMMITTED to our priority of valuing connection and communication over content by offering a selection of learning experiences that we think are the most important and that our families have identified they value.

Respect

We will offer remote learning that is flexible. We will RESPECT that our families all have differing experiences and capacities to undertake and support remote learning. We respect that our teachers are also facing significant and differing challenges at this time.

Equality

We will work to ensure all our students have EQUAL opportunity to access the learning experiences and chances for connection across the week. We will provide pupils and families with user friendly short tutorials to help them access the learning experiences offered through TEAMS. We will provide short explanations to help students understand how to complete the tasks they are being offered and to develop their learning. We will connect with those families who may not have the capability to connect with us digitally. We will attempt to communicate with every student to ensure all our students have equal opportunities to connect.

Achievement

We will offer families and students a fortnightly learning plan so that they understand what concepts they will have the opportunity to learn, the purpose of this learning and how they can ACHIEVE success. We will also offer students feedback on the learning tasks and activities they complete so that they develop their understanding around their achievement and improvement, to learn from their mistakes and where their next learning goal lies.

Rather looking at this experience with a deficit approach, we choose to view this experience as an opportunity to learn differently. Our students may walk out of this experience with more empathy, greater family connection, a greater appreciation of the outdoors, more independence and creativity.

In Wemyss Bay Primary School, learners can expect:

Daily check in / registration

All children will be allocated to a Class Team, accessed through their GLOW account. A member of teaching staff, usually the child's class teacher, will check open the Team every morning for a check in. There will also be the opportunity for a check out at the end of each school day.

A variety of learning experiences

Learning experiences will be planned and designed to meet the needs and learning styles of our pupils. These learning experiences are structured within a fortnightly frame and will be posted on the class Team as assignments. Although there will be core literacy and numeracy tasks each day, there will be a deep dive in to literacy in the first week, and numeracy in the second. Consolidation and extension materials will be available in addition to the core tasks. A plan will be sent home to families every second Monday via email so that pupils know the focus of the learning for the fortnight and parents are able to support their children during remote learning activities. The plan will detail the learning intentions, success criteria, tasks and any special instructions.

Literacy

- Reading
- Writing
- Grammar and Spelling

Numeracy

- learning experiences focussing on different elements of numeracy and maths

Cross Curricular Learning

- Creative cross curricular challenges or projects designed to run over several weeks

Health and Wellbeing

- a weekly assignment
- Wellness Wednesday will take place every week and will enable students and teachers to focus wellbeing, connection and communication. The afternoon of each Wellness Wednesday will be protected time for teachers to plan and undertake distance career long professional learning.

Physical Learning Packs

We are aware that some children and families may find some aspects of online learning challenging. We will provide paper based learning packs to complement the online offer as requested and required. These will mirror the online offer but in some cases, may be different according to the needs of the child. All children, whether using paper or online materials, should check in daily and should access the online teaching aspects of learning (pre-recorded content, live lessons, PowerPoints, etc).

Whilst Primary 1 and Primary 2 pupils should engage with their class team daily, the majority of their tasks will be paper based. Learning packs for these classes and for children in other classes for whom a paper pack has been requested, will be available for collection in the front entrance of the school on a weekly basis. Work should be returned via the same method and will lie in quarantine before teacher feedback is provided.

Live check-ins

Twice a week, on Mondays and Thursdays, there will be a live check in with wellbeing and pastoral care as the focus. The times of these will be communicated well in advance and will be staggered to allow children sharing devices to access their check in at the allocated time. These check-ins may also be used to support learning, with the Monday session focusing on the structure and tasks of the week and the Thursday session acting as a plenary session. These check-ins will also provide opportunities for engagement with other pupils as well the Posts function of the Team. All pupils should engage with live sessions, including those working from physical packs.

Explicit teaching

Given that new content and concepts will be introduced during remote learning, explicit teaching will take place.

This may take the form of:

- Live lessons using Teams (Staff are not expected to engage in one-to-one live meetings)
- Recorded lessons, with links to videos uploaded to ClickView or the school YouTube channel posted in the assignments
- Pre-corded content on national websites such as Oak National Academy with links posted in the assignments
- A PowerPoint Presentation with recorded narration

Teachers will inform their class of the timings of any live sessions through either the fortnightly plan or through the Posts function on Teams.

Support strategies

Each Team will be monitored by member of teaching staff throughout the day, with some time for screen breaks. Queries can be posted via the posts function and the teacher will address the issues, providing live support for learning accordingly. Where appropriate, teaches may call families to guide and provide support.

Process for submitting work

Work can be submitted through the assignment submission function, the class notebook or by uploading photographs of completed work.

Feedback

Feedback will be offered on the core learning experience tasks that pupils submit either through the assignment submission function, the class notebook or by uploading photographs of completed work. The focus of feedback will be the learning evidenced and steps to further improve learning.

Supports to develop independent learning

In addition to the core assignments, each class will have a folder in the Files section of Teams which will signpost pupils to consolidation, extension and challenge materials. For children at Early Level, these activities will be predominantly play based. There will be a focus on developing metacognition strategies as teaching staff identify need, to enable pupils to learn with increasing independence.

Support for wellbeing

Teachers will alert the Senior Leadership Team if they have concerns about the wellbeing of a child. There will be a presence in the school every day and families can contact staff via telephone or email if a wellbeing issue arises. Ensuring the welfare and wellbeing of all children is a priority and we will work with families and with partners in Social Work, Barnardo's and Action for Children as appropriate, to ensure unmet needs are identified and addressed. Families may also be signposted to the Inverclyde advice line.

What is the role of parents?

"Parents and carers want the very best for their children. It is important to stress that, in a period of remote learning, parents and carers are not expected to be teachers and we understand that many will be juggling work and childcare."
Education Scotland January 2021

We understand the challenges of balancing demands of home working and of supporting home learning.

We ask parents to consider the following:

To encourage home learning by providing time and space for their child's homeworking and by showing an interest in their child's work.

To develop a daily routine with consistent night time and morning patterns, daily exercise, time for assignments, time for recreational reading, and time to talk about learning.

To support both social and cognitive engagement with their child's remote learning programme. This means encouraging their child to engage socially with the team in live sessions and through daily check-ins, and to engage cognitively with their learning assignments. Reading the fortnightly plan will help families to understand the planned learning. Parents should contact the school if their child is unable to engage in the planned remote learning experiences.

We will support families with regular fortnightly communication via our Community Connections newsletters and through social media platforms including Twitter and our website.

Links to our support videos and to national support platforms such as <https://www.parentclub.scot/> will be included in these communications or will be emailed separately as needs are identified.

In addition, there will be contact via telephone to offer additional support and to enable the school to fully understand the impact of remote learning on families. Parents can contact the school via telephone or email.

The views of families will be sought through the use of digital questionnaires.

What is the role of pupils?

Pupils are expected to engage daily. We recognise live digital meetings etiquette as a work place skill and this will be taught through the live sessions. Pupils are expected to adhere to the agreed live protocols. Pupils can raise and issues they are experiencing through the posts function on Teams and their teacher will respond accordingly, either with the pupil directly, by phoning home or by raising the issue expressed with the senior leadership team.

What is the role of staff?

'Class teacher retains responsibility for planning and organising children's and young people's learning, with learning supported by parents and carers'

Education Scotland January 2021

Teaching staff will plan and deliver, using a range of approaches, remote learning experiences in line with the curriculum and the needs of their pupils, providing support and challenge as appropriate. They will give feedback on submitted core assignments.

Teaching staff will track engagement, and alert the Senior Leadership Team where a child has not engaged for two consecutive days, or where a child has not submitted core learning assignments.

Teaching staff will support the delivery of Critical Childcare and Supported Access to Remote Learning Hubs in the school building on a rota basis.

Support staff will support the delivery of Critical Childcare and Supported Access to Remote Learning Hubs in the school building on a rota basis, will assist in the production of paper based learning packs and other tasks deemed essential to facilitate remote learning experiences. Support staff will be encouraged to engage in professional development activities from home when not in school.

Clerical staff will support the delivery of Critical Childcare and Supported Access to Remote Learning Hubs in the school building by monitoring the rotas and being the first point of contact for families. Clerical staff will record daily pupil attendances. They will assist in the production of paper based learning packs and other tasks deemed essential to facilitate remote learning experiences. Clerical staff will support the senior leadership team in procurement processes and administrative tasks.

All staff will be expected to attend remote staff meetings as agreed.

What will happen if pupils are not engaging?

We recognise that tracking engagement in remote learning is a key aspect of our safeguarding responsibilities to children as well as supporting pupil and family well-being. It is also important that we track pupils' engagement in remote learning to identify families who may need additional support to access the remote learning provision.

We will therefore employ the same rigour to monitoring pupil engagement as we do with pupils' physical attendance in school. Teachers will track engagement through Microsoft teams. When this data identifies concerns including 2 days of non-engagement with remote learning, the school will contact families to ascertain why a pupil isn't engaging and to explore what support can be provided.

During periods of lockdown, all pupils not in school will be marked as learning from home. Parents will be asked to let the school know when their child isn't able to learn at home due to illness in the same way that they would if they were not able to attend school.

How will we ensure quality?

The Senior Leadership Team will be members of each class Team and will therefore access and monitor the quality of engagement and assignments. In addition, school moderation activities will be facilitated to share good practice. Opportunities for relevant Career Long Professional Learning will be sought and staff will be signposted to these as appropriate.

The Senior Leadership Team will engage with the Parent Partnership to seek their views on the remote learning programmes and questionnaires will be used to gather feedback from pupils, staff, and parents.

Inverclyde Council's audit tool will support the ongoing review, and engagement with the school's Quality Improvement Officer will guide the provision.

Learning and data gathered from our Remote Learning journey will be acted upon and will feature in the annual Standards and Quality Report.

Wemyss Bay Nursery Class

Rationale:

In December 2020 the First Minister announced that Early Learning and Childcare Settings should also provide remote learning from January 2021. This section of our policy sets out to share expectations and establish a collective understanding of what learning at home means for our nursery community for this period of closure and/or further closures.

Aim:

This remote learning policy aims to:

- set out the expectations for all members of our ELC community with regards to learning at home.
- ensure consistency in the approach to learning at home for children that supports continuity of learning.
- establish how we will implement and quality assure our learning at home offer,
- provide clarity as to how our ELC's approach to learning at home links to guidelines from both the council and Education Scotland.

Pedagogy

Our Learning at Home programmes will continue to be based on the pedagogy of play, including outdoor play, and will offer a range of opportunities that can be undertaken both indoors and out. They will reflect, though not necessarily replicate, the curriculum offer that would be available within the setting.

Learners in Wemyss Bay Nursery Class can expect:

A variety of learning experiences

Learning experiences will be planned and designed to meet the needs and learning styles of our learners. These learning experiences will be structured within a fortnightly frame, which will be emailed to all families every second Monday morning. This ensures that pupils know the focus of the learning for the fortnight and parents are able to support their children during remote learning activities

The digital learning pack with activities themed around a key story, will include ideas for families to explore literacy, numeracy, Health and Wellbeing and The World Around Us. As well as activities, there will be links to support videos produced by staff and to other websites that may provide additional ideas for developing the chosen theme.

In addition, Workout Wednesday routines will be posted on Twitter each week complementing the whole school and nursery approach to Wellbeing Wednesday.

Friday is designated as Fun Friday when an additional curricular challenge will be posted on Twitter.

Physical Learning Packs

We are aware that some children and families may find some aspects of digital learning challenging. We will provide paper based learning packs to complement the online offer as required.

Learning packs for families who request them will be available for collection in the front entrance of the school on a fortnightly basis.

Our Nursery staff will check in with families providing the opportunity to offer feedback over the period of lockdown. This will allow us to keep our approaches under constant review.

Check-ins – pastoral and to support learning

Key Workers will contact the families of their children at least once a fortnight, providing opportunity for dialogue about wellbeing and learning. These conversations will inform ongoing care and learning plans and the development of learning journals in due course.

Support for wellbeing

Early Years staff will alert the Senior Leadership Team if they have concerns about the wellbeing of a child. There will be a presence in the school / nursery every day and families can contact staff via telephone or email if a wellbeing issue arises. Ensuring the welfare and wellbeing of all children is a priority and we will work with families and with partners in Health Visiting, Social Work, Barnardo's and Action for Children as appropriate, to ensure unmet needs are identified and addressed. Families may also be signposted to the Inverclyde advice line.

What is the role of parents?

"Parents and carers want the very best for their children. It is important to stress that, in a period of remote learning (learning at home), parents and carers are not expected to be teachers (ELC Practitioners) and we understand that many will be juggling work and childcare." Education Scotland January 2021

We understand the challenges of balancing demands of home working and of supporting learning at home.

We ask parents to consider the following:

To encourage home learning by providing time and space for their child's learning at home and by showing an interest in their child's activities and play.

To develop a daily routine with consistent night time and morning patterns, daily exercise, time for play, time for storytelling and time to talk about learning at home activities.

To support both social and cognitive engagement with their child's remote learning programme. This means encouraging their child to engage socially with their peers, albeit remotely, through posting on Twitter their experiences of learning at home, and to engage cognitively with their learning at home activities. The digital fortnightly plan will help families to understand the planned opportunities for learning. Parents should contact the school / nursery if their child is unable to access or engage in the suggested experiences.

We will support families with regular fortnightly communication via our Community Connections newsletters and through social media platforms including Twitter and our website. The views of families will be sought through the use of digital questionnaires.

Links to our support videos and to national support platform such as <https://www.parentclub.scot/> will be included in these communications or will be emailed separately as needs are identified.

What is the role of staff?

'Class teacher (ELC Practitioner) retains responsibility for planning and organising children's and young people's learning, with learning supported by parents and carers'

Education Scotland January 2021

Early Years staff will plan a range of learning at home experiences in line with the curriculum and the needs of our children, supported by the production of videos.

Early Years staff will alert the Senior Leadership Team where there is little evidence of a family engaging with the Learning at Home programmes.

Early Years staff will support the delivery of Critical Childcare Hubs in the nursery building on a rota basis.

Early Years staff will be encouraged to engage in career long professional learning activities from home when not in the nursery. The Senior Leadership Team will provide information of available opportunities. Staff are expected to keep a log of their learning and to reflect on the impact of any learning undertaken. A template for this purpose will be shared by the Senior Leadership Team.

How will we encourage engagement?

We recognise that tracking engagement in the learning at home provision is a key aspect of our safeguarding responsibilities to children as well as supporting pupil and family well-being. It is also important that we track engagement in learning at home to identify families who may need additional support to access the remote learning provision.

We will therefore monitor engagement with the Learning at Home provision as we do with physical attendance in nursery. When a concern about levels of engagement is identified, the Nursery staff school will contact the family families to explore what support can be provided.

During periods of lockdown, all children not in nursery will be marked as learning from home. Parents will be asked to let the Nursery know when their child isn't able to learn at home due to illness in the same way that they would if they were not able to attend nursery.

How will we ensure quality?

The Senior Leadership Team will work closely with Nursery staff and will preview the Learning at Home programmes, monitoring the quality of the provision and will also monitor the responses from families via posts on Twitter. This will also inform levels of engagement.

The Senior Leadership Team will engage with the Parent Partnership to seek their views on the learning at home programmes and questionnaires will be used to gather feedback from families.

Inverclyde Council's audit tool will support the ongoing review and engagement with the school's Quality Improvement Officer will guide the provision.

Learning from our Remote Learning journey will be acted upon and will feature in the annual Standards and Quality Report

Further reading / related documents:

- Inverclyde's Remote Learning Guidance, January 2021
- Inverclyde digital safeguarding guidance, revised January 2021
- [Education Scotland Remote Learning](#)
- Maximising Engagement during lockdown – Inverclyde Attainment Challenge 2021
- [Learning at Home](#) – Parentzone Scotland resources
- [Read, Write, Count](#) - a national initiative which aims to improve the literacy and numeracy skills of Scotland's children.
- [PlayTalkRead](#) - encourages parents and families to include easy and fun reading, writing and counting activities in their everyday lives.

Version	Date	Author
V1	26.01.2021	AG
V2	27.01.2021	AG