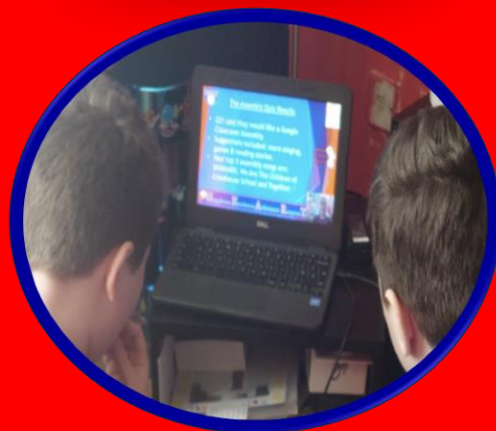




2020/2021

Crosshouse Primary School & Early Learning & Childcare (ELC)



Remote Learning Policy

**Information for
Parents/Carers**



Phone: 01355 25300
Fax Number: 01355 579874
Email: gw14crosshouseoffice@nlow.sch.uk
Website – www.crosshouse-primary-lanark.sch.uk

What is Remote Learning?

'Remote learning is learning that is directed by practitioners and undertaken by children...who are not physically with the practitioner while instruction is taking place.' (Education Scotland)

Continuity of Learning

South Lanarkshire Council define Continuity of Learning as 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.

At Crosshouse Primary & ELC our aim is to provide...

Learning experiences which follow on from previous teaching and learning episodes

High quality teaching and learning planned and delivered creatively

Lessons that mirror face-to-face teaching as much as possible

Careful consideration of how a day should be structured

Opportunities to make use of digital technologies and resources

Age and stage appropriate teaching and learning episodes, including play based approaches

Opportunities for written and spoken tasks, rather than exclusively ICT based

Planned learning experiences with supporting materials

A combination of 'live' interactions, recorded lessons and outdoor opportunities

Please Note:

- Our expectation is that no young person should be sitting at a screen for lengthy periods.
- We are mindful that our learners may find it difficult to concentrate.
- We will 'chunk' the learning into smaller parts to help keep learners engaged.

What are our Guiding Principles?

At Crosshouse Primary School, children are at the heart of an inclusive community, where they can **'achieve success for today and prepare for tomorrow by attaining, believing and achieving'**. We strive to maintain excellent connections with our children and their families during periods of lockdown. We believe that the bridge outside our school symbolises this connection as we work together to develop a remote learning experience which best suits the needs of our learners and their families.



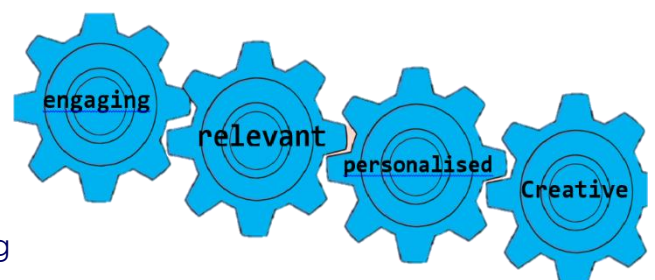
Ensuring Readiness for Remote Learning





At Crosshouse Primary School, we have:

- Used 'Google Classroom' during the March-June lockdown.
- Identified specific areas of curriculum more suited to remote learning.
- Produced physical learning packs: containing jotters, stationery, reading books, workbooks, whiteboards and materials.
- Distributed learning packs in January 2021.
- Tracked engagement between August and December.
- Used this evidence to provide families with ICT equipment and internet access.
- Utilised Google Classroom and Google Meet between August and December to ensure staff and pupil access and confidence growth.
- Facilitated staff training sessions on pre-recorded lessons, Google Meet, Screencastify and Loom.

Learning & Teaching

We believe the success of our remote learning is rooted in the same 4 connecting cogs which underpin all of our high quality learning and teaching here at Crosshouse Primary School.



 <p>We will:</p> <ul style="list-style-type: none"> • Provide engaging and motivating experiences at home or in school. • Employ a range of teaching and learning approaches. • Utilise a range of methods to engage the children in their learning. <p>We ask parents/carers to be mindful that some days it may be a method, which suits your child better than other days, but we will endeavour to ensure we meet the needs and interests of all learners.</p>	 <p>We will:</p> <ul style="list-style-type: none"> • Use the most relevant teaching and learning approaches. • Ensure these are best suited to the age and stage of our learners. • Include play and outdoor learning for all, but particularly younger children • Involve children as much as possible in decision making e.g. topics of interest.
 <p>We will:</p> <ul style="list-style-type: none"> • Ensure lessons and tasks are differentiated. • Offer an element of choice for learners in some lessons/tasks. • Employ the chilli challenge approach. • Signpost learners to the most suitable chilli challenge level and tasks during these lessons. • Celebrate the achievements of learners. <p>Parents/carers should be aware that not all children in the same class will be allocated the same work. Google Classroom has the facility for class teachers to assign different tasks to individual learners.</p>	 <p>We will:</p> <ul style="list-style-type: none"> • Be creative in lessons, tasks and experiences. • Provide opportunities to develop the 4 core creativity skills: curiosity; open-mindedness; imagination and problem solving. • Provide practical and play based activities. • Encourage learners to be creative thinkers. • Provide problem solving tasks, • Facilitate opportunities for collaboration. • Celebrate success in creativity.

**What does
'Remote Learning'
look like?**



Google Classroom (GC) is our main platform

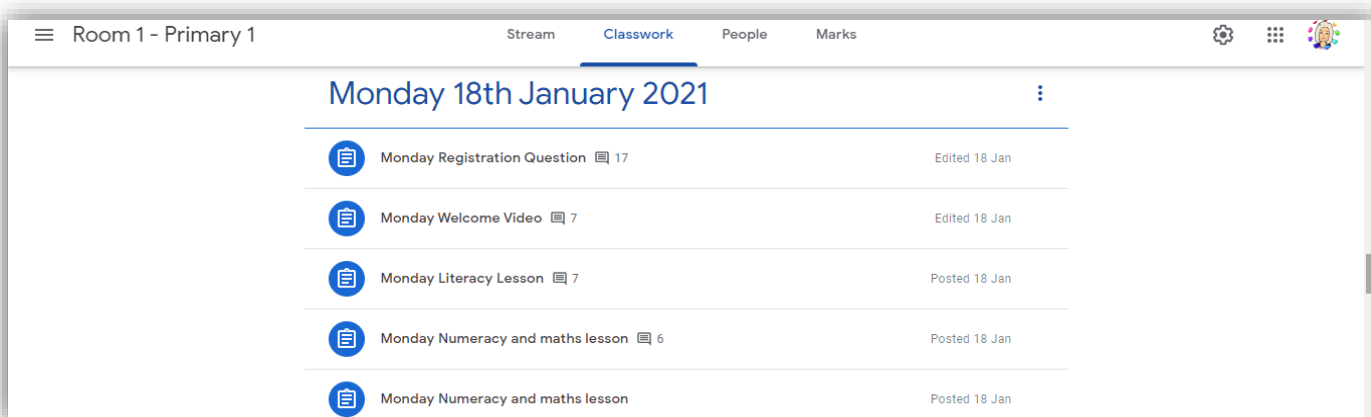
All rooms have a GC

Our School Captains and Pupil Leadership Groups also have access to separate Google Classrooms

How will the Google Classroom look and what will it contain?

- Google Classrooms are organised by day.
- Tasks are posted at 8am.
- A daily registration question will be posted, this should be completed by 10.30am, where possible.
- A daily welcome video from the class teacher.
- 3 lessons per day; Numeracy, Literacy & one other curricular area.
- Pre-recorded lessons and differentiated follow up tasks.
- Tasks are progressive, varied, differentiated and appropriate to age and stage of learners.
- Teachers may share pre-recorded lessons and follow up tasks with stage partners.
- Class teachers may also direct children to a variety of pre-recorded lessons from the National e-learning offer including those within the West Online School (West OS) powered by ClickView.
- 2 hours of PE delivered by our PE teacher. Pre-recorded PE lessons for P1-3 and P4-7.
- Daily 'live' interaction on the Google Classroom stream with class teacher. Class teachers will advise children in advance, of the times throughout the day when they are online and available for live interaction.
- At **least one daily** occurrence of pre-recorded lesson, which may consist of one or more of the following; **Voice** note/recordings, **reading** a story aloud, **video** examples of tasks/methods.

Example of Google Classroom Organisation



Live Engagement using Google Meet

- From 11th - 29th January - Weekly pastoral 'check-ins' with learners.
- Video Conferencing Policy and User Agreement emailed to all families (January 2021).
- Head Teacher attended 1st live Google Meet with all classes to explain User Agreements.
- From 1st February move to live lessons twice per week (as per consultation with parents/carers).



Remote Learning 20/21

Supporting Continuity of Learning for all by 'Attaining, Believing & Achieving'

Also included:

- Optional challenge and early finisher tasks.
- Weekly pre-recorded whole school assembly and follow up tasks.
- Monthly Heart Awards posted to learners.
- Monthly Pupil Leadership Team Google Meets.
- Adapted offer of whole school events e.g. Burns Competition.



Quality Assurance - How do we monitor quality, consistency and levels of engagement?

- Guidance issued to all staff on set up of Google classroom.
- Expectations as outlined above.
- SMT membership of all Google Classrooms, who monitor daily engagement.
- Discussion of Google Classroom Learning & Teaching at weekly staff meetings.
- Moderation of Google Classrooms and activities at staff meetings.
- Teachers and SSAs are members of all Google Classrooms within their department.
- Daily tracking of engagement levels through register, stream interaction and task submissions.
- Office staff complete a daily register using Google Classroom registration question.
- Class teachers complete a level of engagement tracker every week. (see below)
- SMT compare daily registers and engagement trackers.

Engagement with Online Learning & Google Meet												
m.1	Week ending			Week ending				Week ending				
	SIMD	FME	ASP	15.1.21	Google Meet Y/N	22.1.21	Google Meet Y/N	29.1.21	Google Meet Y/N	5.2.21	Google Meet Y/N	12.2.21
1												
2												
3												
4		No			N		Y					
5		No			N		Y					
6		No			N		Y					
7		No			Y		Y					
8		No			Y		Y					
9		No			Y		Y					
10		No			Y		Y					
11		No			Y		Y					
12		No			Y		Y					
13		No			Y		Y					

- High engagement - almost all tasks attempted.
- Moderate engagement - majority of tasks attempted.
- Some engagement - few tasks attempted.
- No engagement - no tasks, comments, etc. evident.

SMT Actions for engagement:

- **No engagement** – phone call to offer support and guidance. Pastoral Note on SEEMIS.
- **Some engagement** – Email with support materials or telephone call. Pastoral Note on SEEMIS.
- **Moderate engagement** – Continue to monitor.

How do staff, parents/carers and learners communicate with each other?

Parents/Carers

- Email or telephone the school office.
- Email contact lists have been set up for each class.
- Weekly Timetable of Google Meets sent via email.
- Member of SMT on duty to talk to parents/carers from 8am-5pm Monday-Friday.
- Weekly Remote Learning Sway.
- Monthly remote learning evaluation.
- Monthly Parent Council Meetings.
- Regular updates sent via email and published on school website.
- Twitter used to signpost parents/carers to important updates.
- Regular individual phone calls to vulnerable families and children.

Next Steps

- Review monthly Remote Learning Evaluations.
- Formulate a plan for supporting individual children.
- Review how teachers give feedback to ensure consistency across the school.
- Review due dates of GC tasks.

Learners

- Feedback on all submitted work, with a mix of ticks, emojis and comments!
- Certificates, stickers and motivators used by teachers.
- Class teachers available on live stream at designated times every day.
- Twice a week Google Meets.
- Responses to private comments on Google Classroom.
- If remote learning continues over a prolonged period all children will receive a phone call from their class teacher.

Staff

- Weekly staff meeting.
- Weekly Remote Learning Sway.
- Monthly Remote Learning Evaluation.
- Regular updates sent via email.
- Regular individual phone calls to vulnerable families and children.
- If Lockdown continues over a prolonged period all children will be phoned by a member of staff to discuss wellbeing.



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Believe &
Achieve**

