



Education Services:
Overview of Remote Learning
Opportunities in Glasgow



GLASGOW: Nurturing City





Education Services: Overview of Remote Learning Opportunities in Glasgow

Introduction

In Glasgow, our schools are empowered to develop approaches which best meet the needs of their communities. We updated our remote learning guidance and shared this with schools in December 2020. The Glasgow guidance articulates well with the Scottish Government; Education Scotland and West Partnership papers on Blended Learning.

Additional advice prepared by Education Scotland, in partnership with the Education Recovery Group, supports and augments this



guidance: <https://education.gov.scot/media/hblh4yy0/cerg-remote-learning-080121.pdf> (CERG Remote Learning). This advice contains helpful definitions of what remote learning is and how it can mitigate some of the adverse impact of reduction in face to face learning with our children and young people.

Each school developed their own position in partnership with children, parents and staff. This approach enables appropriate levels of empowerment for all working within the system.

For the last three years we have been planning and developing our approach to digital learning, placing us in a strong position to meet the challenges of remote learning. Appendix 1: Hardware Availability to support digital learning and digital inclusion provides further detail.

During the week beginning 11 January headteachers provided an overview of their remote learning planning and engaged in discussions on their responses to the guidance, provided nationally and locally. Dialogue took place in a range of ways including: city wide online professional learning sessions; one to one discussion with link officers; and follow up targeted support and challenge conversations.

Great visit to @mvpglasgow this morning. I could see almost 1000 notifications on @Seesaw by 10.30am

January Link Officer Twitter

Our school was excellent, managed a video call with the kids in the morning, but files weren't loading, quickly emailed all the work over, teacher been on hand all day for answering questions. Video catch up at end of day too @AvenueEndPs

January Parent Twitter

Message from Holy Cross Primary in Roma explaining current lockdown rules and online learning information. More languages to follow over the next few days

January Holy Cross Primary included filmed information Twitter

The chat on the P6 Showbie group is absolute gold. What I suspect was supposed to be a wee chat between the class has quickly turned into a photo album of everyone's dogs, cats and tortoise. It's like the virtual version of pets at home @stfrancisoa.

January Parent Twitter

During week beginning 18 January, link officers engaged with their schools again. An additional paper, Remote Learning Opportunities, was issued. This was produced by Glasgow's digital learning team to support the completion of a questionnaire completed by the link officers/schools to gather more detailed information. This provided a deeper overview of developing practice across the city.

The purpose of this paper is to:

- Identify and share what is working well across the city, maintaining the highest standards in learning and teaching
- Prioritise support for practitioners and professional learning opportunities, ensuring links to our skilled DLOs
- Continue to review our plans against the Education Scotland remote learning guidance of January 8, produced in partnership with the government's Covid-19 Recovery Group
- Use our learning to support future digital learning plans as our children and young people return to schools



Primary Schools

Contact with Families

'Online check ins are staggered to support those families with more than one child'

'Families called on a regular rota basis'

'Check ins with families have included providing food bags. ipad collection has provided a way of remaining in contact with families'

'Area set up in school for families to collect a range of resources. Good to say hello!'

'We have been focusing on the feedback we provide on SeeSaw. We are looking at how we can make our comments "nurture friendly".'

January Questionnaire Heads

All primary schools have processes in place to remain in contact with families with a focus on welfare and those who may require additional support. Examples include systems developed using SeeSaw where senior managers are able to monitor engagement and attendance, following up with check-ins with families through a range of communication tools. Headteachers are reporting that the implementation of quality assurance processes using digital tools is simplifying the family contact process and enabling a focus on the quality of learning experiences.

Commendably a range of contacts are taking place to ensure contact with families and include: phone calls; emails; social media use; surveys; video calls on Showbie; resource collection drop in; school app development; additional support needs telephone support clinics; parent council TEAMS meetings; pupil committee meetings on TEAMS; and innovative examples such as Head Teacher SeeSaw class development for 'Tea with the Headteacher'. Some staff, including family support/engagement staff, have also carried out 'doorstep visits' to check on family wellbeing.

Parents have reported that not all are receiving contacts from schools. Schools should continue to review their processes to supporting families' wellbeing to ensure all receive a personal contact while the schools remain open only for a minority of children.

Glasgow's Psychological Services have provided [a series of videos](#) for schools looking at topics such as building children's resilience and managing anxiety. Schools report that they are sharing these resources with staff to use and have found them helpful.

All primary schools responded to the questionnaire with 98% reporting that remote learning guidance is in place for practitioners. Headteachers are using the range of resources and information provided to review remote learning provision, reacting flexibly and quickly to support children's learning. Timetables and online learning schedules are provided to families by most primaries.

Awareness raising of the principles and entitlements contained within the CERG Remote Learning guidance has been welcomed and continues to support schools in focusing on the quality of learning.

Appendix 2 contains an example of Remote Learning Guidance for Practitioners.

Schools report that much progress has been made since March 2020. They feel better organised and better able to meet children's learning needs.

Professional learning opportunities have been provided on CPD Manager and participants report them as being highly effective in supporting skill development.

Most schools now have home/remote learning charters in place providing clear expectations for children and families.

Appendix 3 contains an example of Home/Remote Learning Charter.

Our school staff know their communities very well. There are a range of learning experiences being provided to children – not all of which require being on-line. Schools have packs which can be collected safely from schools or have been delivered to homes.



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Due consideration is being given to equity issues. Heads are reporting that the quality of learning is a key focus. Live learning is listed as an entitlement and can be a very positive aspect of remote learning provision, but it is recognised that it may not be the best mode of learning for all of our children. The understanding that 'remote learning is not about the Tech but the Teach' is the mantra coming through clearly in dialogue.

Arabic speaking staff supporting calls and a parent is helping with Mandarin call and translation

TEAMS weekly with SLT on engagement stats and calls/letters to follow up

YMI CREATE Materials being used with infant classes. Thank you!

80-85% engagement in upper classes, some children have been offered additional times where engagement has been more tricky

GCC resources being shared and used. T&L on TEAMS for parents too. Daily registration to ensure engagement and checked by SLT then Emailing parents to offer support and resources

DLOL supporting teachers with upskilling. This has been such a support

Pupil Council have been sampled on their views of the provision of remote learning through TEAMS

PEPASS resources are excellent!

January Questionnaire Heads

Engagement

All of our primary schools are tracking pupil engagement using the on-line tools. 96% of primary schools report increasing engagement each week.

The first [national overview of practice: Supporting the quality and effectiveness of the delivery of remote learning](#) was published on 22 January by Education Scotland and dialogue with our headteachers is reflective of comments within this paper around engagement. To support the challenges of remote learning perceptions and engagement with those most hard to reach, we continue to work closely with our city-wide Glasgow City Parent Forum. They are supporting our efforts to share guides and information. For instance, they reported that there had been

over 2000 site visits to our Wakelet which provides support for online learning and that in the first week of term there had been over 300 views of our "How to Guides" developed to help parents navigate and better understand the different platforms and digital tools school use. Our YouTube guides which they are sharing had 500 views of the videos held there, in the previous 28 days.

Schools are using a range of resources and creative approaches to challenge and support engagement:

- providing hard copies of Glasgow Improvement Challenge materials
- developing videos in multiple languages to support the families of EAL learners
- almost all schools providing recorded lessons - central support will now be targeted to those establishments where this remains a challenge, by the digital learning team and Digital Leaders of Learning
- almost all schools delivering recorded check ins or a mixture of live and recorded check ins
- use of the range of local and national resources available; and
- increasing use of West OS resource with a number of practitioners supporting lesson development.

Saint Charles Primary and LCR on twitter: staff have been busy making 50 resource packs for our P1s to help them as they are learning at home. Thanks to @StMonicaMilton for the great idea. Packs can be collected Mon-Fri 9.30 -2.30

Chyrnside PS on Twitter: the numbers are in and we are now sitting at an incredible 89% engagement on line this week

St Mungo's Primary on Twitter: We're getting good at using TEAMS to meet! First Pupil Council followed by our Primary 7 children

Current Strengths:

- range of welfare checks and innovative practice to safeguard learning;
- greater range of learning experiences being offered to learners across a range of platforms;
- increased range of both recorded and live delivery online with increase in daily "check ins";
- increased confidence of practitioners in delivering learning remotely;
- significantly increased engagement of learners in learning; and





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- positive feedback from parents and learners on the remote learning offer.

Areas for Improvement:

- increase the breadth of learning being offered;
- increase the level of learner engagement;
- ensure that all parents are contacted regularly both for welfare and learning; and
- develop quality assurance of learning provision to support staff in the delivery of high quality remote learning.

Early Learning & Childcare

There were 188 responses from nurseries. This included 110 from Council nurseries (100% response rate) and 78 from Funded Providers. There are 126 Funded Providers in total, so this represents a 62% response rate.

The Funded Provider response rate was affected by the closure of some settings.

Contact with Families

Most nurseries who responded (96%) are engaging regularly with their children and families to check on their welfare and progress. All council nurseries reported that they were engaging regularly with their children and families.

Similar to primary schools, not all parents report engagement with the nursery. Nurseries should continue to review their processes to supporting families' wellbeing to ensure all receive a personal contact while the nurseries remain open only for a minority of children.

Sharing Learning Ideas with Families

Live teaching online is not an appropriate model for such young children. Nurseries instead are sharing activity ideas, resources and videos of activities to support parents / carers in finding ways to engage their child.

A range of platforms are being used to support this with the most popular being standard social media and communication platforms such as closed Facebook groups, Twitter and email. With regard to non-social media platforms Seesaw is the most used followed by Glow, Microsoft Teams, Showbie and Google Classroom.

"We send out activities at the beginning of each week. The activities are geared to be quite easy to set up, many requiring minimum input from parents. The children at nursery will also be doing some of the activities. Parents have been recording/photographing the children doing the activities so we can see how they are getting on. We have also put storytelling and music and movement onto our learning journals for the children to view."

"We have started to upload the LEL home learning activities via Learning Journals. We will upload numeracy on a Monday and Literacy on a Wednesday, and we have asked our parents to share info/photos of the learning via the parent contribution on learning journals."

"Home Link activities can be accessed through Nursery Facebook page, or home link packs delivered to the children who have no access to a computer."

"We are asking parent's preference. Some choosing hard copies of worksheets to uplift & others (majority) getting work sent through email."

"Home learning packs have been delivered to all children at home. These will be given out fortnightly. We are also training the practitioners with Teams to try and support the families, unfortunately the lack of IT resources at families' homes is causing issues. We are using Literacy packs, Glasgow Counts and Health & Wellbeing resources obtained LPA. We have also included Practitioners in calling their key group children weekly."

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The majority of nurseries (62%) have home learning guidance in place to support their staff in engaging with children at home and 67% have made arrangements to enable parents to collect resources from the nursery.

Some live sessions are being delivered online by 44% of nurseries. These mainly take the form of live story telling sessions (parents are advised of timing in advance) or very simple activities which the child can follow along with. More common, however, (85% of nurseries) is the uploading of pre-recorded stories, singing sessions or other activities which the family can access when it suits.





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Current Strengths:

- greater range of learning experiences being offered to learners than in the previous lockdown;
- more use being made of the variety of platforms and social media opportunities to engage; and
- greater engagement with the Glasgow's Improvement Challenge Leaders of Early Learning team resource to extend activities on offer
- positive feedback from parents on the support being offered.



Areas for Improvement:

- increase the number of nurseries with home learning guidance;
- ensure that all parents are contacted regularly both for welfare and learning; and
- extend the range of ways in which families can deliver home learning activities.

ASL Schools

There are 21 Additional Support for Learning (ASL) schools in Glasgow which support children and young people with a range of additional support needs. In taking forward remote learning all our schools have been cognisant of these needs. This has led to individual and bespoke learning offers as well as whole class or school activities.

The majority of schools have delivered individual and often personalised learning packs to their children and young people. As well as learning activities, some of these packs have included craft materials, sensory materials, equipment from school as well as advice for families on how to use the learning pack.

Our Play Therapy specialist has included equipment that our young people have used in class to enhance the link to the learning – **Hazelwood School**

We have had such success with crafts that we are now looking at sending home resources for Home Economics lessons - **Abercorn Secondary School**

Our more complex children have specific and personalised packs to help support their learning needs – **Cardinal Winning Secondary School and Parkhill Secondary School**

We have not only provided personalised learning packs but recorded sessions to supplement these and have a suggested structure for parents. We have also set learning targets to try to ensure that our learners continue to make progress. – **Broomlea Primary School**

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ASL schools are using Seesaw and Showbie to share and celebrate learning activities of their children and young people. Most schools are reporting greater use of apps on iPads from staff with better engagement from pupils.

We have a young person's focus group which meets weekly to discuss our Health and Wellbeing activities and what we plan to do. We use the SHANNARI indicators to support planning – **St Oswalds Secondary School**

Our live assemblies reinforce our sense of belonging and we are signposting families who need support to other partners in the local community – **Linburn Academy**

All our pupils, staff and wider families are involved in our Daily Mile challenge. We have regular live Teams meetings to ensure that we there is peer interaction across classes – **Parkhill Secondary School**

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Development of the digital offer has increased, including work to support children's communication needs. Most are offering live or recorded sessions with some of secondary schools offering subject specific live or recorded lessons.



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Our staff are recording stories and reading them in context such as Goldilocks and the Three Bears being read as the teacher is making porridge and then showing how porridge is being made- **Kirkriggs Primary School**

We are using the Choiceboard app to improve our learners' communication skills- **Howford Primary School**

Our daily digital challenge has included Makaton challenges and a health and wellbeing focus such as yoga – **Ashton Secondary School**

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A programme of professional learning is supporting the specific professional development of communication apps supported by our partners at Call Scotland.

Current Strengths:

- greater range of learning experiences being offered to learners;
- increased confidence of practitioners in delivering learning remotely;
- strong partnership with parents and carers; and
- positive feedback from parents and learners on the remote learning offer.

Areas for Improvement:

- increase the breadth of learning being offered;
- ensure that all parents are contacted regularly both for welfare and learning; and
- develop quality assurance of learning provision.

Education Services will be taking a closer look at the quality of support and learning being offered to our children and young people with additional support needs in enhanced provision in mainstream schools in February.

Secondary Schools

All mainstream secondary schools completed the questionnaire. All headteachers report significantly increased levels of engagement compared with the first lockdown. In all schools, learners are following their normal timetables and are learning in all of their subjects. There have been some adaptations to timings to provide more flexibility to families to ensure all young people are able to engage, regardless of their circumstances. Timetables and schedules of lessons are shared with families to keep everyone in touch with the learning on offer.

Engagement with Families

All schools are using a wide range of strategies to keep in touch with families and support learners to engage with their learning. All schools are delivering live teaching as part of the range of learning opportunities being provided. Live teaching is offered alongside recorded lessons and learning tasks accompanied by live chat support. Staff are using a range of different platforms to deliver learning, the most common being Glow; Microsoft Teams and Showbie. Other being used alongside these are One note; Sharepoint, See Saw and Satchel:One/Show my Homework.

These live lessons are enhanced by lessons recorded by teachers who place lessons on Showbie for learners to access at identified times or at a time that works for them. There is an increasing use of West Online School, where resources are continuing to grow. Other recorded resources include BBC Bitesize.

Alongside the online learning and teaching, all schools have processes in place to provide resources for families to use. These are provided in a range of ways including packs being sent out to homes; staff delivering learning packs to homes where need has been identified or families have requested these resources. All schools also have learning packs and resources available for collection by families either by appointment or in identified areas within schools. The learning packs include learning resources; stationery including pen, pencils, jotters and paper for using in learning tasks and art and design materials.

All schools have a range of guides to support teachers in delivering the highest possible quality of remote learning. These are delivered in a range of ways with some schools having Guides to Remote Learning or Home Learning Resource or Home Learning policies. Others have a range of videos giving teachers advice and guidance on delivering learning on line. These have been informed Glasgow City Council's





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Remote Learning Guidance, the West Partnership's Blended Learning Guidance and guidance from Education Scotland. Staff are also supporting each other through meeting in Glow groups and Teams meetings where they can share practice and learn from experience.

All headteachers report growing staff confidence in delivering and supporting learning on line and teachers increasing their understanding and the range of strategies they can use to engage young people in remote learning.



"Live" includes, video lessons, talk over PPTs, support during the lesson - i.e. the teacher is with class in real time.

All year groups, all levels are experiencing an online provision which includes live streaming, live tutorials, recorded lessons and specific set tasks.

Pupils are following their normal timetable. Teachers are available online every lesson with the majority of lessons having live teaching.

Our Home Learning resource was developed in consultation with staff last term. It mirrors local and national advice. There is a checklist available to support planning and delivery which staff have found very useful and which has been customised to suit our context. There is also a directory of national resources available (including e learning) and an updated CLPL list.

We have had several all-teaching staff M Teams meetings with on-screen tutorials supporting staff up-skilling in using Glow Groups, M Teams and tutorial recording on video

We have a remote learning team that all staff are attached to and engaged with.

This is not a policy but is a guide on how to... with links to videos made by our staff for some activities.

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All schools are carrying out live check ins with young people. This involves real time communication between class teachers and their classes, live chats where learners can ask questions about their learning; give updates on their progress and receive feedback from their teachers. Year Group Heads are holding live weekly live assemblies on Teams and Principal Teachers of Pastoral Care are having check in sessions with their personal and social education or House groups to check in on all aspects of health and welfare.

Live check ins take place for every class once per week. These take the form of talking through any issues that have arisen over the week; working through examples; short tasks/ assignments and explaining what is upcoming in the following week/any deadlines looming.

All year groups, all levels are experiencing an online provision which includes live streaming, live tutorials, recorded lessons and specific set tasks.

Live check-ins are delivered through PSE lessons which are all live S1-4

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Learner Engagement

All secondary schools report a highly significant increase in engagement in online learning from learners in all year groups. One headteacher described it as “the polar opposite” of the last lockdown. All schools are monitoring attendance and engagement in different ways –sign ins for every lesson; attendance registers completed by class teachers which are then shared with faculty heads and concerns forwarded to Pastoral Care and Senior Leadership Teams for follow up on an identified pattern of engagement concern. Schools are gathering feedback from parents and learners that the experience is positive and parents report the approach the schools are taking is making it easier for them to support their children in their learning.

Schools report that engagement with senior phase young people is at a higher level than those in S1 to S3. While school staff are working tirelessly to engage with their young people there remain some young people who find remote learning challenging to engage with.

As in all aspects of the work of Glasgow schools, there is a significant focus on equity. From the very outset, young people who potentially would be vulnerable were sensitively identified and there have been regular contacts with those families to ensure engagement but also to provide support in terms of welfare and health and well being. There is a strong team approach to all schools to ensure early identification of issues or changed patterns of engagement and interventions are put in place. These approaches have all combined to increase the level of engagement in learners in all year groups.



Attendance and engagement is significantly better than last time. Attendance is better for many pupils online than before the Christmas break.

We are using Showbie with classes set up so we are able to monitor who is accessing the uploaded learning and engaging in live chat.

Yes, parental surveys and comments at weekly staff meetings online suggest that engagement is much higher.

We have surveyed pupils and parents and engagement levels are considerably higher this time round.

The formalised online registration gives us a record of who is consistently attending their live periods or not. Pupils are much more engaged.

Feedback from colleagues and parents would suggest that the reason for this is the greater volume of “real time” pupil-teacher interaction offered through live video lessons or similar

January Questionnaire Heads

Appendices 4 and 5 are examples from secondary schools of the support being provided for remote learning.

Current Strengths:

- a greater range of learning experiences being offered to learners; this is offered in a blended way to meet the needs of learners in different circumstances.
- increase in live lessons and live engagement between teachers and learners;
- increased confidence of teachers in delivering learning remotely;
- the ongoing monitoring of learner attendance and engagement and the quality of follow up in identified issues.
- significantly increased engagement of learners in all year groups in remote learning; and
- positive feedback from parents and learners on the remote learning offer.

Areas for Improvement:

- increase the range of learning experiences being offered;
- increase the amount of live teaching and live check ins on progress of all learners; and
- increase learner engagement across all year groups and abilities.



Appendix 1: Hardware Availability to support digital learning and digital inclusion

For the last three years we have been planning and developing our approach to digital learning. As a combination of the Council's Connected Learning Programme and the government funded digital inclusion programme, a total of 55,000 iPads and Chrome Books have been issued. Every member of teaching staff has a personal iPad. All pupils from P7 to S6 have a personal iPad. Class sets are available for P1 to P6. This was accelerated due to the pandemic.

As part of this total of devices issued, the council purchased 7240 (iPads/ Chromebooks) devices and 4225 internet connectivity solutions (MiFi/dongle) funded through the Scottish Government's Digital Inclusion fund. These have all been issued to families identified by schools.

We know that there continues to be unmet demand. This has increased since November 2020, with schools telling us that there are a greater number of children and young people without access to devices at home. While we are in a much better position than the first lockdown in March, with almost all households now having access to at least one device, we recognise that challenges remain for some families.

In terms of internet connectivity, we were able to meet all of the demand across the school estate in November 2020 using the digital inclusion grant. However, schools have started to report further levels of unmet need, mostly related to changes in family circumstances.



Appendix 2: Example of Remote Learning Guidance for Practitioners.

Knightswood Primary School Online Learning during Period of Lockdown – January 2021

During a period of lockdown, we need to ensure that high quality teaching and learning continues for our pupils and that the experiences offered to both those at home and those in school/hub are as similar as possible.

All teaching and learning will take place on Google Classrooms/Teams/Seesaw – from December we no longer use Dojo to communicate with parents.

Expectations of pupil conduct online should be set out clearly for the children as well as the actions that will be taken for inappropriate behaviours.

Planning and delivering Learning and Teaching

We should still be focusing on Literacy and English, Numeracy and Maths, and Health and Wellbeing using the experiences and outcomes to guide our planning. Other curricular areas should also be covered where possible, and cross-curricular links made where there is a genuine connection between experiences and outcomes.

Lessons can be conducted in a variety of ways- always remembering to focus on the learning through the use of learning intentions and success criteria. (This period of lockdown will not purely focus on consolidation of prior learning).

Teachers should be providing daily Literacy and Numeracy learning activities for pupils with a selection of HWB and other curricular areas across the week.

- Teachers can prepare a PowerPoint with a voiceover to guide the pupils during the lesson.
- A video lesson could be recorded/ sourced which pupils can watch.
- Lessons can be taught using a Teams Meeting.

Key points include –

- Learning activities for pupils should be a mixture of online and offline printable/written tasks.
- Tasks can be set daily through Assignments or a full overview provided at the start of the week. However; where this is the case, there should be enough learning activities to ensure that pupils have appropriate, quality learning activities to engage in daily. Additionally, teachers should direct the pupils to the specific activities to be completed each day during the morning check in.



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- The pre-prepared self-isolation packs cannot be used during this lockdown situation as these will be needed at other points in the term where individual pupils are required to isolate at home.

Online activities should include –

- Prim Ed Comprehension, Grammar and Spelling
- TeeJay Homework Booklets for each stage (in Curriculum Resources – Numeracy and Maths)
- Bug Club
- Sumdog

Daily Assignments (Reading, Writing, Phonics, Grammar, Numeracy, Maths) should be used and feedback given to the children in your class. Teachers should be providing feedback to pupils on the activities submitted to maintain pupil motivation, learning and understanding.

Connecting with pupils

Teachers should be checking in with their class twice a day. Firstly, to welcome them in the morning and give an outline of the plan of work/expectation for the day and then to catch up with them in the afternoon. These check-ins can be done via a Teams Meeting or posting a recorded video or audio message at a specified time on

the class channel. Remember to put a message on your classroom to inform your pupils of the time you will be checking in with them. During the lockdown period you may wish to do a variety of video, audio and live messages, depending on the age/stage of your learners and their engagement levels. Regularly throughout the day, teachers should be available to answer questions from the pupils via their classroom (through typed questions/answers). Teachers should also remember to take regular breaks away from their computer too. It would be advisable to set times where you will be able to support parents and carers directly too each day.

Advice and Support

Focus on learning across literacy, numeracy and health and wellbeing will be the key priority, with increasing learning experiences across the four contexts and wider curriculum. The principles of quality, play and outdoor learning should continue to guide the curriculum offer. GIC resources for play and Glasgow Outdoors will support this.

West Partnership are currently developing virtual lessons which teachers will soon be able to access and may be useful to support the learning and teaching for your class.

There are training videos on Teams on the Digital Learning Channel

Practitioners should include a variety of pedagogical approaches incorporated within the Glasgow Counts and Literacy for All progression frameworks and training modules to ensure high quality experiences. The Digital literacy CREATE and STEM progression frameworks will also assist.

- Glasgow Counts Glow Tile:
<https://glowscotland.sharepoint.com/sites/glasgowcounts>
- Literacy for ALL Glow Tile:
<https://glowscotland.sharepoint.com/sites/LiteracyforALLGIC>
- Glasgow Counts Glasgow Outdoors: Glasgow Counts Outdoors
- Literacy for ALL Glasgow Outdoors: Literacy for All Outdoors
- Glasgow Counts Learning at Home: Glasgow Counts Learning at Home
- Literacy for ALL Learning at Home: Literacy for All Learning at Home





Appendix 3: Example of Home/Remote Learning Charter

Garrowhill Primary

Home & Blended Learning Charter

What is a Home and Blended Learning Charter?

This charter is a set of guidelines to help children, parents, families and staff understand the expectations and principles around home and blended learning.

These guidelines have been developed to support the school community during any period of enforced school closure and /or self-isolation periods as well as with home learning issued to all children regularly. Throughout term time.

Blended learning is learning done from home when isolating with the teacher supporting from the classroom.

Home Learning is issued to all children regularly to encourage practice of new skills.

When setting Home and/or Blended Learning our Teachers will:

Post daily literacy and numeracy tasks for blended learning and signpost any other relevant Health & Wellbeing activity for learners.

Post core skills work for routine home learning to encourage practise of newly learned skills.

Give clear deadlines for all activities posted and archive the activity when the deadline passes.

Ensure that home and blended learning is meaningful and allows all children to develop a range of skills.

Ensure instructions are clear and allow students a means to ask for clarification, if necessary, through a direct email or message and give feedback against success criteria when tasks are completed.

Give clear limits of how much should be done, expected standards and timings for tasks

At second level help learners to break up longer pieces of home learning into smaller parts.

Be specific about where to find resources and provide direct links where possible.



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When appropriate, give guidance on suitable websites when setting research home learning.

Allow opportunities for students to regularly reflect on the learning process itself and their own readiness for learning.

Not set home learning in the holidays.

Not set tasks for children who are unwell.

Ensure families have access.

Consistent Routines

Routine is important. This charter suggests a structure to the week for learners that can be adapted to fit alongside their own family's schedule and resources (e.g. shared technology and facilities). All learning outcomes suggested timings and resources will be made explicit enabling pupils and teachers to track progress.

Quality over Quantity

This charter outlines an achievable amount of work each day for our learners. This is less than would be expected across a week at school and does not aim to replicate the school day.

The explicit instructions from teachers will ensure that the learning in this reduced time is focused and essential.

Learners are responsible for:

Checking their SeeSaw profile for work posted each day by their teacher.

Ensuring that they understand the home and/or blended learning assigned, i.e. timelines and any assessment criteria if relevant, and that they ask for clarification or assistance directly from their teacher when necessary.

Completing assigned home or blended learning in a timely manner. Not leaving any outstanding learning tasks or assignments to build up until it becomes overwhelming.

Parents, carers and Families can help by:

Working in partnership with the school to support access to a digital device.

Providing an appropriate environment for home learning e.g. a comfortable workspace and blocks of uninterrupted time that help support learning. Parents do not need to replicate the classroom at home.

Giving some support especially to children working at Early to first level, P1 to P4, to engage in tasks and communicate with their teacher.

Promoting a healthy balance between home learning and family time.

Providing encouragement and appropriate support without doing the home learning for their child. Helping to motivate them and coach them in time management and self-organisation skills when needed. Encouraging positive self-talk and staying connected with others.

Stopping their child from continuing to engage in home learning for extended periods of time, even if it is not complete. This is to support wellbeing, rest periods, family and social time. Encouraging home learning to be undertaken where possible in the typical hours of a school day but appreciating there may need to be some flexibility, especially where resources are shared as a family.

Let the school know if your child is reluctant to engage or if you need additional resources.

Effective Communication

Our main platform for communicating with our families is through our free school app.

This can be downloaded for Apple and Android through your app store by searching firstly for Scot Ed and entering our school name.

We ask all parents to have the app on their device and we will give assistance to any parent having difficulty with this.

Text alerts are used for absence and on occasion as reminders about some school events.

Our school website is updated regularly.

Any parent wishing to contact the school can do so by calling the school office or by e-mail. The number and address is listed below.

For out of hours emergency communication the following e-mail address may be used:





Appendix 4: Extract from Secondary Family Support with Online Learning at Home

King's Park Secondary

We know that our parents/carers and even older siblings will play an important role in helping our young people engage fully with their online learning and we are very keen to continue working in partnership with you for this. Please remember you are not being asked to teach your child as this will be done by our teaching staff. However, it is important that you monitor your child's engagement with their online learning (as you would with their homework) to help ensure they are keeping up to date with their learning, are making good progress and that they are also in good routines which not only promote achievement but also promote positive health and wellbeing.

You can help in the following ways:

1. If you haven't already done so, download the Satchel:One app (previously known as Show My Homework-SMHW). This will allow you to have conversations about home learning as you will have an overview of the tasks that have been set each week for your child(ren). Please get in touch with the school office on

(0141) 582 0150 or your child's Pupil Support Principal Teacher if you need your Parent Code for Satchel:One. Please check your child is keeping up to date with their work using Satchel:One.

2. Ensure your child is up, dressed and ready to learn for 8:50am each day and encourage them to get into good routines.
3. Help your child(ren) find a good place to work at home where they can concentrate well.
4. If there are any concerns or difficulties with the work, your child can contact their teacher to let them know and to ask for further support. Don't worry about this as we can sort it out together.
5. If there are any other questions or concerns, please contact your child's Pupil Support Principal Teacher so we can provide you with more support.

Technical Support

If you do not have Wi-Fi at home (even if you have a mobile phone and can use a hotspot), please let us know by contacting your child's Pupil Support Principal teacher or by calling the school office.

If your child is having any other technical difficulty, please get in touch too. For example, if your child can't log in to Glow or Satchel One, or needs an Apple ID password reset or is having technical difficulties with their iPad, please let us know so we can try to resolve the issue. If your child is unable to get past the Proxy Authentication on their iPad, please remind them to use their school computer login and password to complete this so they can access the internet. It can help to turn the iPad off and back on if this isn't successful in the first instance as this can prompt the Proxy box to pop up again. Please get in touch if your child can't remember their computer login details or their iPad passcode.

All pupils can access Microsoft Office (Word, PowerPoint, Excel etc.) through their GLOW log in if they are working from a PC or laptop. These are also available as apps on the iPad.

Online Learning Plan and Platforms to be used

Please use the YouTube link to access our House Assembly for January which outlines our online learning plans and the support available.

The QR code can be used to access our Blended Learning Strategy which outlines our expectations for our learners and staff and provides access to a range of supports for learners too.

All staff will communicate with pupils to ensure that they are aware of how to access their work. We are asking that pupils and staff following their normal timetables throughout the week to get them back into good routines and to be able to support our learners through more interactive online experiences. We are offering a number of live interactions throughout the week, where this is possible for staff to do, via Microsoft Teams. These will be between 5 minutes and 30 minutes long and will give staff an opportunity to introduce new topics/concepts, talk through tasks that have been set, give feedback and also give pupils the opportunity to ask and answer questions.

In order to deliver online education, staff will be using these main platforms -

1. Satchel:One (formerly Show My Homework) – Work required to be completed by your child will be shared via this platform. Young people and parents/carers have an overview of the tasks.
2. Microsoft Teams - Available as an app on the iPad and also through GLOW on a PC/laptop. Staff can add pupils to Class Teams or share a code with pupils to ask them to join Class Teams.



3. Glow – this is where your child can access emails from their teachers and they can also access a range of apps which are tiles on their Glow launchpad e.g. Teams, One Drive, SQA, Scholar.

4. Showbie – Available as an app on the iPad (requires a code from the teacher to join).

Why Are we Using These Different Platforms?

As with any online tool or platform, each of these platforms have a different role and different strengths. No one platform can do all of the required tasks, hence the use of more than one platform. Your child(ren) will most likely have used most or all of these platforms in class before but there are guides available on our Blended Learning Strategy to help too.

Satchel: One

Satchel:One is essentially an online homework diary that allows young people and parents/carers to have an overview of the tasks set. If a young person requires any clarification about their work, they can communicate with their teacher in the comments section.

This will also be used to direct young people to work set on other platforms so parents/carers are aware of all work being set.

Important whole school announcements for pupils and parents can also be shared on Satchel:One. Satchel:One can be accessed through Glow Launchpad or the Satchel:One app.

Microsoft Teams

Each pupil can be placed in a Microsoft Team for their classes. This is a virtual classroom which gives them access to tasks, worksheets and resources that are shared by their teacher.

Teachers can also use the video chat facility to conduct live interactions with pupils. Staff can set up scheduled meetings via Teams which young people are invited to so they can take part in these live interactions. Further guidance on the conduct expected of pupils is outlined in our House Assembly and on the next page so please support your child to follow this guidance during all live interactions and encourage them to engage with these.

In their Team they can also have online notes to record their work. This keeps all their work together in one online space for that particular Team (or class). They can also collaborate with classmates.



Education Services: Overview of Remote Learning Opportunities in Glasgow

Microsoft Teams can be accessed through the Glow Launchpad on a PC/Laptop or the Microsoft Teams app on pupil iPads. Please note, pupils can't access the Teams browser on their iPad.

Pupils can join live interactions via the Calendar icon in Teams but they can also RSVP to the meeting invites that are sent to their Glow emails which will add their meetings to their Glow and Teams calendars.

Please support us to ensure that your child behaves responsibly during all live interactions on Microsoft Teams by following the steps shown below -

- Learners attend all live interactions on time.
- Learners have all required resources to hand e.g. jotter, pen/pencil, classroom notes and/or they have accessed any files in advance if they have been asked to.
- Learners are dressed appropriately during live online engagement.
- Learners have chosen an appropriate location in the house e.g. have given consideration to background, camera angle, noise levels and privacy.
- Learners behave appropriately at all times. The same standards of behaviour which would

be expected in the classroom apply to online learning. For example, learners must not record or share any materials from these sessions with anyone else. They should also ensure that any verbal or posted comments are relevant and appropriate.

- For the security of all pupils and staff, parental involvement in online learning should be limited to supporting their child to attend an online lesson. For example, parents/carers should not try to intervene or try to talk to the teacher during an online lesson or post comments in the chat.
- Our teachers may record online lessons, in line with our current GDPR policy for the purposes of supporting home learning. They may use this for future use e.g. to share with pupils who haven't been able to join live sessions. If your child does not want to be recorded, they can turn their camera off. Learners and parents/carers should NOT record online lessons as this is a breach of privacy and data protection rights of other learners and staff.
- School staff are working from home and may have competing demands on their time. Your understanding and patience as parents/carers towards school staff is appreciated during this period of home learning.

- School staff will report any inappropriate online behaviour and contact with parents/carers will be made following usual school procedures.

If you would rather that your child didn't take part in these live interactions at all, please get in touch with your child's Pupil Support teacher as soon as possible. If you do not get in touch, we will assume that you are happy for your child to participate in online video-conferencing lessons and that you and your agree to meeting the expectations outlined in the guidance above.

GLOW Emails

Each child can access their emails easily through their iPad and this allows them to communicate easily with their peers and with staff at the school.

There is also a year group email address which will allow school staff the ability to send a message to all pupils within a specific year group. In the Blended Learning Strategy, there is a link to an email directory so pupils can track down their class teacher's email addresses easily. This staff email directory is also available at the end of this guide.

GLOW emails can be accessed through the Glow Launchpad or the Outlook app.

Showbie

Showbie is an app used by teachers to review pupil work and to provide feedback. It allows staff to instantly provide individual feedback to pupils on their work as it is interactive and personalised and allows the use of voice notes.

Young people will receive a 'class code' from their teacher to access their 'classroom' online. This will be posted in Satchel One for pupils to use.

Showbie can be accessed through the Showbie app on pupil iPads.

Additional Learning Resources

In addition to the home learning sent directly from teaching staff, pupils may wish to access additional learning or study resources. There are numerous online learning resources available. Some of these include the SQA website (<https://www.sqa.org.uk/sqa/84154.html>), BBC Bitesize (<https://www.bbc.co.uk/bitesize/secondary>), Scholar (available through GLOW), Esgoil online learning (includes access to live, recorded and supported learning resources as part of the National e-Learning Offer) and the West Partnership has also provided online learning.





Esgoil online learning

Broad General Education

<http://www.e-sgoil.com/esgoilbgeoffer2020/>

Senior Phase -

<http://www.e-sgoil.com/seniorphase20/>

Additional study support is available through

<http://www.esgoil.com/studysupport2020/>

Click on the link above and scroll down to click on 'REGISTER NOW'. This will then ask for your SQA candidate number, school and name and you will then be able to select the sessions you wish to attend. If you do not know your SQA candidate number please contact the school office.

West OS National E-Learning



This is another online learning tool which can be accessed through Glow. When you have logged into Glow, you will see your 'launchpad'. Here you can

click on 'Glasgow City Council' and you will find a 'West OS' tile. This will take you to a list of different Curricular areas where you can find resources and videos to support your learning.



Appendix 5: Extract from Secondary
Family Support with Online Learning at
Home

Hillhead High School

