





### Rationale

Garrowhill Primary implemented the use of the Seesaw digital app in 2017. When schools closed due to the Coronavirus pandemic in March 2020, the school were well placed to move to a remote learning offer using SeeSaw as the platform for children to continue learning and receive daily feedback from their teacher. During this closure the majority of families were able to engage in remote learning using this platform.

On returning to school in August 2020, the school supported a group of second level learners in self-isolation. This highlighted the need to continue to improve the blended learning offer by taking action to enable learners to not only feel connected to their peers and teacher in the classroom but to ensure their learning progressed effectively.

### Actions

As staff had successfully been using Microsoft Teams for all collegiate work across the school throughout the closure and on return, using Teams to further support learners was a logical next step in improving the remote and blended learning offer.

During September 2020 all learners in P5,6 and 7 were shown how to access the Teams app

through their GLOW launch pads. By the end of this month, a group of pupils, who were self-isolating, were able to join the remainder of their class for a first live check in and a shared reading lesson.

The very positive feedback from parents after this first meeting highlighted the powerful impact on children of hearing their teacher's voice and being able to connect with peers when they are isolated from school.

When the January 2021 closure was announced, this reviewed remote learning offer to all families was implemented. At all stages children have daily recorded tutorials and lessons from their own teacher via Seesaw. Children in P4-7 have a minimum of three Teams meetings per week.

Teams meetings are used to discuss the daily tasks posted in literacy and numeracy. Teachers use the live meeting to check for understanding, review and give feedback on the previous day's work and introduce new concepts. Where it is appropriate, shared reading lessons also take place. This allows children to enjoy reading and challenging the text with their teacher.

In some classes, additional small group team meetings have been organised to give additional support in numeracy.

### Reflections

The roll out of the use of Teams has been very successful and improved learner experience through direct contact with teachers. However, Teams meetings do tie the child and family to a set time. Where a family are sharing devices, it may not always possible for the child to join the meeting. Given the benefits of Teams meetings, a digital device loan service has been started by the school.

Pre-recorded lessons on Seesaw have worked well

for all children and enabled independence at all stages with parents reporting this works best for them. These lessons are best when they are less than 5 minutes long. Children find them easy to access and they have contributed to improved levels of engagement in younger children.

### Reflective Questions

The Key Principles and Entitlements from the [CERG Remote Learning Paper](#) can be used to support reflection on this case study.

Entitlement	What are we currently doing?	What is working well? How do we know?	What could we stop, start or do more of? Who would do this and when?
Regular high-quality interactive learning and teaching using technology or other remote methods			
Daily registration/check in for every learner, recognising that the format for this may vary depending on the age and stage of learners			
Regular opportunities for engagement with other pupils to support learning, as well as informal engagement			

