Education, Communities and Organisational Development

Moray Schools

Covid-19 | 2020

Remote Learning Surveys

...for Moray's children and young people

Introduction

Covid-19 led to lockdown of our Moray schools in late March 2020. As a result, schools and officers at Headquarters worked together in establishing new ways of working across our local authority and schools. Contingency plans were put in place, including planning for remote learning and its delivery.

On initial lockdown, the majority of Moray schools provided paper-based resources with most embracing new digital platforms including Microsoft Teams and Google Classroom. Once established, all schools refined learning and teaching delivery methods, reviewing what was in place and streamlining arrangements for remote learning and teaching.

> **"...I am extremely proud of all my staff for embracing a huge digital learning curve - Microsoft Teams - myself included...my teaching staff who have worked collegiately despite being remote from each other and supporting...with numerous virtual coffee sessions/training meets, online training and WhatsApp to keep up morale..."** *Headteacher A*

Through regular virtual briefings with Head Teachers, progress with online learning and Covid-19 arrangements as Scottish Government guidance was published was determined. In late April/early May 2020 an initial capture of remote learning and teaching platforms was taken (**Appendix 1**) with later Covid-19 Home Learning Schools' Survey completed by all schools in late May/early June 2020 (**Appendix 2**). The initial capture was used to determine progress with the later – more comprehensive survey – in late May/early June 2020 designed to gather feedback on:

- Learning platforms in use and learner engagement
- Concerns around non-engagement
- Staff confidence in use of online digital platforms for learning and teaching
- Support accessed for building staff confidence in online digital platforms
- Methods of contact and communication with parents
- What worked well with remote learning
- What could have made remote learning better
- Further support required moving forwards (including local authority support)

Procedure

Findings for this report are taken from two separate data and information collection activities. All **53** of our operational Moray Schools contributed to both data and information collection activities.
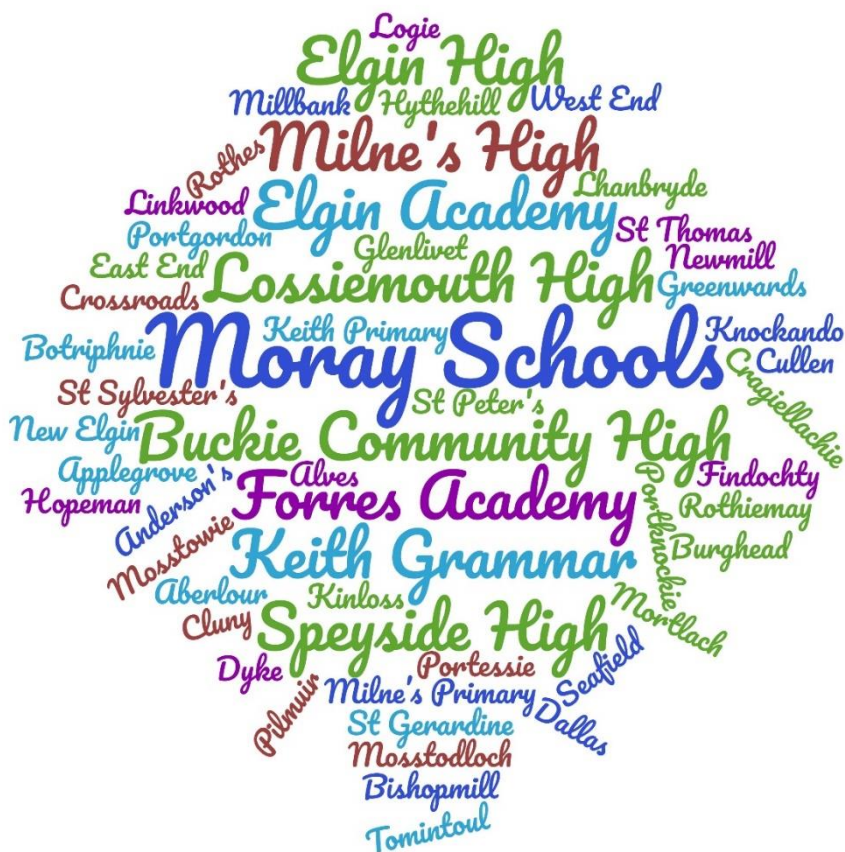
> *"...It has been trial and error and we are open to trying new things to keep our families engaged...we have remained flexible in our approaches...clear and regular communication has been praised from the teachers and the school by parents and the Parent Council...key to maintaining positive links through our challenges..."* *Headteacher B*

Review activity:	Collected:	Format:
Verbal report from Head Teachers – Moray Covid-19: Remote Learning & Teaching Overview	April/May 2020	• Qualitative narrative summary report – contained within **Appendix 1** • Engagement by all Head Teachers across our **53** schools
Covid-19 Home Learning Schools Survey	May/June 2020	• Quantitative and Qualitative summary report – contained within **Appendix 2** • Engagement by all **53** of our schools

Findings

Detailed findings from both data and information collection activities are contained within Appendix 1 and Appendix 2. Key findings are summarised below.

Moray Covid-19: Remote Learning and Teaching Overview (Appendix 1)

From Headteacher reports, lockdown required move to online digital platforms supported by GLOW. By April/May 2020, the following key evaluations are made as summary of remote learning activities:

- **Almost all** schools issued paper-based resources packs in support of home learning on initial lockdown
- **All** schools continued to review access to learning resources for learners, providing paper-based resource packs where appropriate
- **All** schools embraced digital platforms in support of online learning including GLOW derived solutions (for example, Microsoft Teams, Google Classroom), Show My Homework (Secondary Schools), Class Dojo and school applications ("Apps")
- **Most** schools required to adopt a remote learning digital platform (e.g. Microsoft Teams/Google Classroom) on lockdown supported through GLOW with **most** staff undertaking professional learning activities in support of remote learning and teaching
- **All** schools maintained focus on Literacy, Numeracy and Health and Wellbeing learning with **most** embracing inter-disciplinary learning (IDL) tasks and activities
- **Most** Primary Schools adopted a learning grid approach to planning and delivery of daily and weekly learning activities
- **All** schools maintained communication with parents through learning activities set, check-ins and use of other tools (e.g. Groupcall, e-mail)
- **All** practitioners worked remotely through uncertainty, undertaking remote teaching and providing virtual and paper-based learning activities in support of our children and young people in Moray schools

> *"...A Moray wide approach to ICT needs to be developed for education, there is a clear willingness and demand from staff across the schools to use online learning to support our young people. Staff are seeing and hearing the practice across Scotland and they have a desire to replicate that in Moray..."* Headteacher C

Moray Covid-19: Remote Learning and Teaching Overview (Appendix 1)

In late May/early June 2020, a further detailed questionnaire was issued to schools in the form of the Covid-19 Home Learning School Survey. Responses were received from all 53 schools with key findings outlined below.

**Learning Platforms in use and levels of learner engagement**

The graph and table below highlight learner platforms in use and levels of engagement:
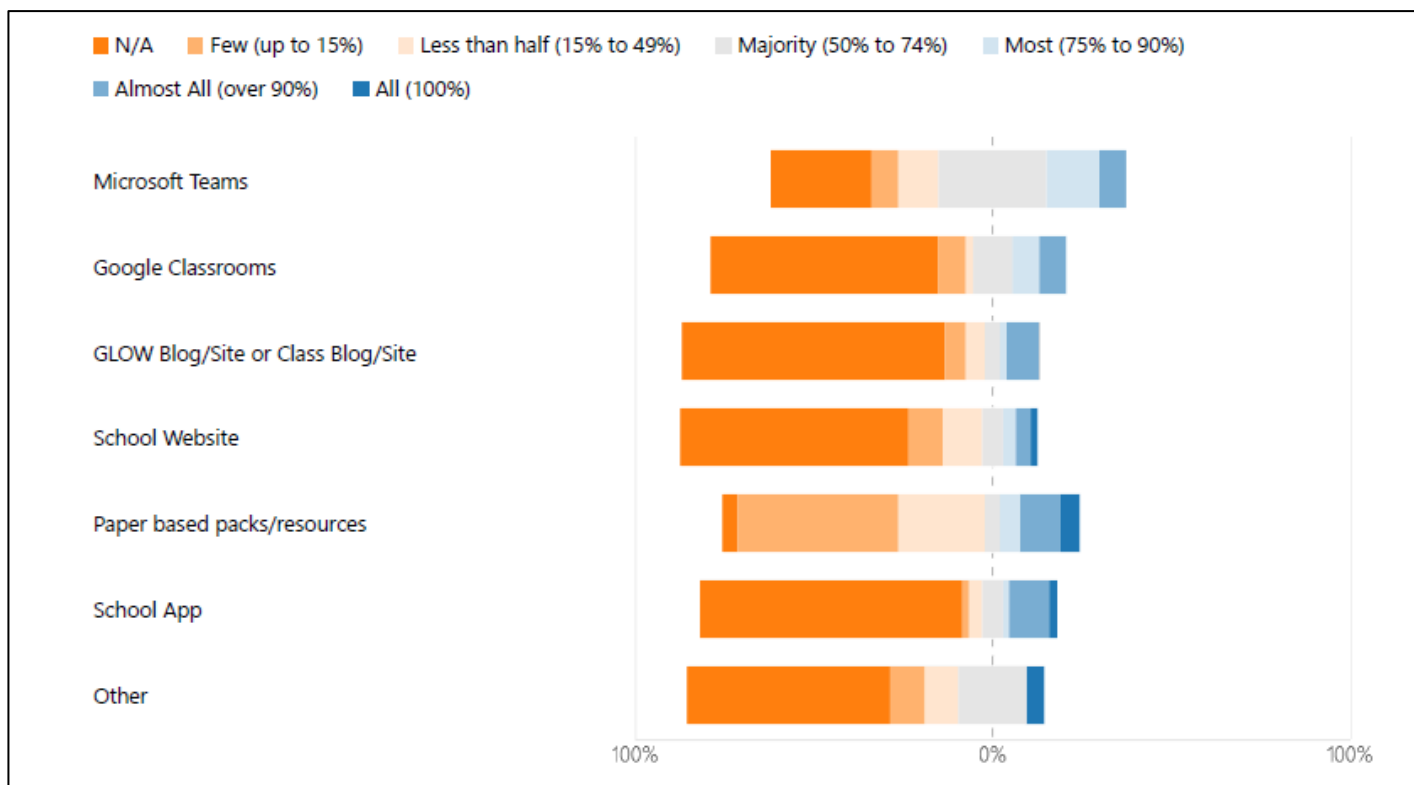
	Overall Schools Engagement	Learner levels of engagement: % of schools in Moray						Not Applicable
Platform		All	Almost All	Most	Majority	Less than half	Few	
Microsoft Teams	71.5%	0%	7.5%	15.1%	30.2%	11.3%	7.5%	28.3%
Google Classrooms	35.7%	0%	7.5%	7.5%	11.3%	1.9%	7.5%	64.2%
Glow Blog/Site	26.5%	0%	9.4%	1.9%	3.8%	5.7%	5.7%	73.6%
School Website	35.9%	1.9%	3.8%	3.8%	5.7%	11.3%	9.4%	64.2%
Paper-based packs	96.3%	5.7%	11.3%	5.7%	3.8%	24.5%	45.3%	3.8%
School App	26.5%	1.9%	11.3%	1.9%	5.7%	3.8%	1.9%	73.6%
Other Platforms	42.8%	4.8%	0%	0%	19.0%	9.5%	9.5%	57.1%

In summary, the following key points are identifiable:

- **Almost all** schools continued to distribute and support learners using paper-based resource packs. However, learner levels of engagement were **lowest across all learning approaches** in use
- The **majority** of our schools embraced Microsoft Teams as a digital learning platform. Engagement levels are **positive** overall across schools using this platform
- A **minority** of schools made use of Google Classroom with levels of engagement **encouraging**
- A **minority** of schools made use of Glow Blogs/Website with **mixed** levels of engagement experienced
- School Apps were used in a **minority** of our schools, with positive levels of engagement overall
- **Most** Moray schools also used other learning platforms with mixed levels of engagement. This includes engagement with **Class Dojo**, **e-mailing** learning activities and **learning grids** using **Glow e-mail**, **Show My Homework** (secondary), **Social media** options and **other digital learning platforms** including **Sumdog** and **Education City**.
- **Other platforms** in use and number of schools identifying themselves as using these is contained within the graph below:
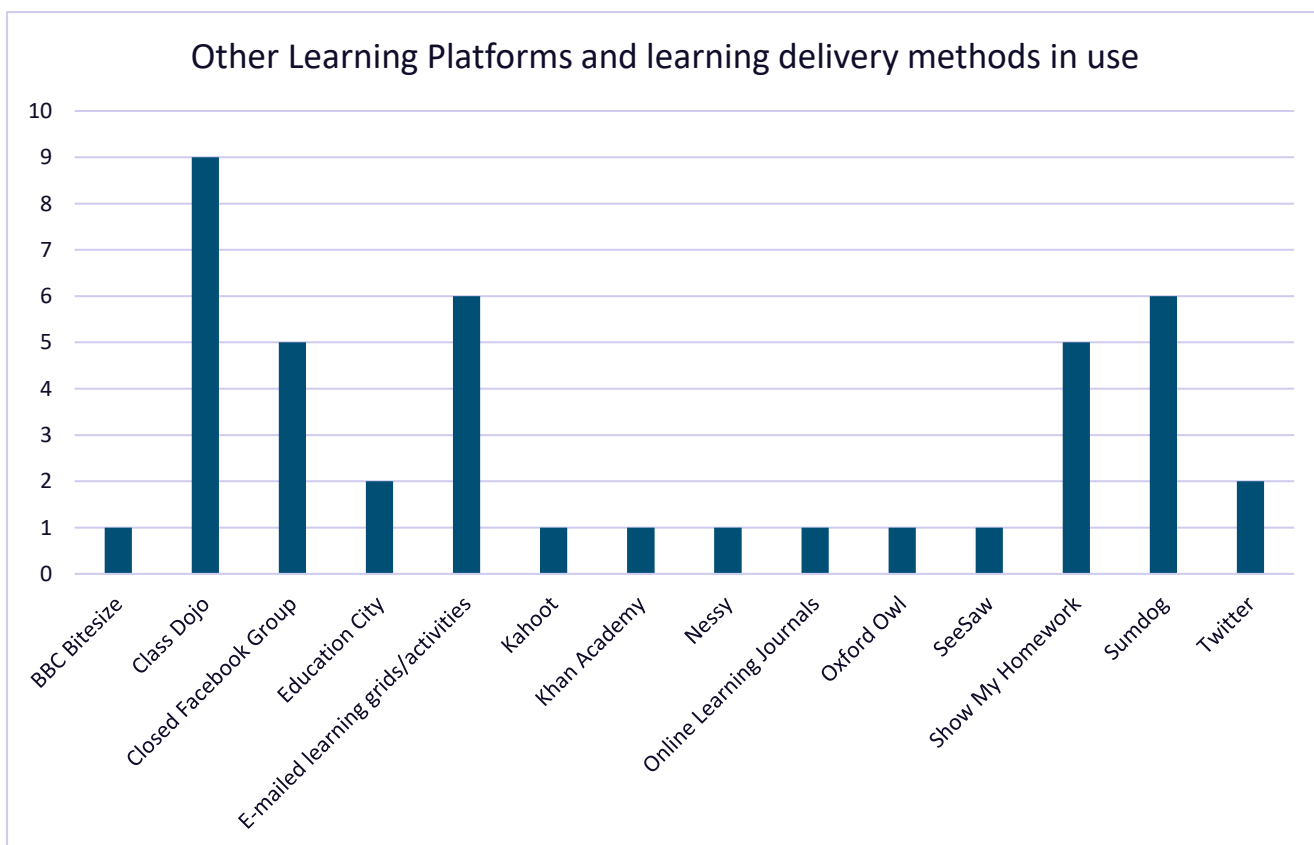
Other Learning Platforms and learning delivery methods in use

> **_"...We trained staff very early - 10 March and set up a protocol. Prior to Easter holidays we set up channels including a help channel where a team of staff supported pupils and wrote a protocol in line with pupils, parents and staff feedback which became our policy. We have video assemblies and so far received overwhelmingly positive feedback. This has been amended in line with self-evaluation procedures..."_** _Headteacher D_

Concerns around non-engagement

Moray schools were asked to identify specific stages where lower levels of engagement had been experienced, grouped by key stages: Primary (lower stages – P1-P3), Primary (upper stages – P4-P7), Secondary (lower stages – S1-S3) and Secondary (upper stages – S4-S6).

🔵 Primary: P1-P3	19	
🟠 Primary: P4-P7	19	
🟢 Secondary: S1-S3	7	
🔴 Secondary: S4-S6	7	

Overall, there are **no identifiable stages** where engagement was weaker than other stages. In further comments contained within Appendix 1 (Question 6), specific stages are identified or specific groups/cohorts within stages (or "pockets" as they have been identified). Initial issue with question set-up where a "no response" option was not enabled was resolved shortly into survey run.

A number of primary schools have reported **Primary 7** engagement lessening as the term progressed with **imminent transition to secondary school**, post-Summer. **Primary 1/Primary 2** engagement has been lower in a number of schools due to **levels of parental involvement required** in support of learning from home. Other pressures including **access to ICT**, difficulty in parents supporting learning at home due to **wider family and work pressures**, and **issues around learner independence in early stages of Primary requiring greater parental support** are noted as some reasons around possible lack of engagement from particular stages.

> *"...Primary school children are reliant on their parents to get them online and support/encourage/motivate their learning. Some parents are working (shift work) and have multiple children so this can cause problems...We don't always know the full extent of the stresses and strains each family is under..."* Headteacher E

> *"...No specific year groups - concerns about engagement are linked to individual children's circumstances rather than specific year groups. Difficulties with engagement range from behaviour of children at home, parent wellbeing, other stresses - worrying about income, family dynamics..."* Headteacher F

> *"...Primary 1 and Primary 2 - low level engagement with online learning. Reasons have included parents of P1 and P2 pupils being overwhelmed by the online approach, not confident with technology, not coping with work/home schooling needs, difficult to get pupils to focus..."* Headteacher G

Staff confidence in use of online digital platforms for learning and teaching

Overall, **teaching staff grew in confidence** in their use of online digital platforms during lockdown where at time of survey, levels of confidence across our schools are high. As illustrated below, **support staff confidence was less**. However, direct engagement in delivery of online learning was lower. From survey comments in later questions, schools with lower levels of staff confidence were going to address this on physical return to school in support of online learning and any future lockdown.

Legend: ■ N/A ■ Few (up to 15%) ■ Less than half (15% to 49%) ■ Majority (50% to 74%) ■ Most (75% to 90%) ■ Almost All (over 90%) ■ All (100%)

Categories: Teaching Staff, Non-teaching Staff
Axis: 100% — 0% — 100%
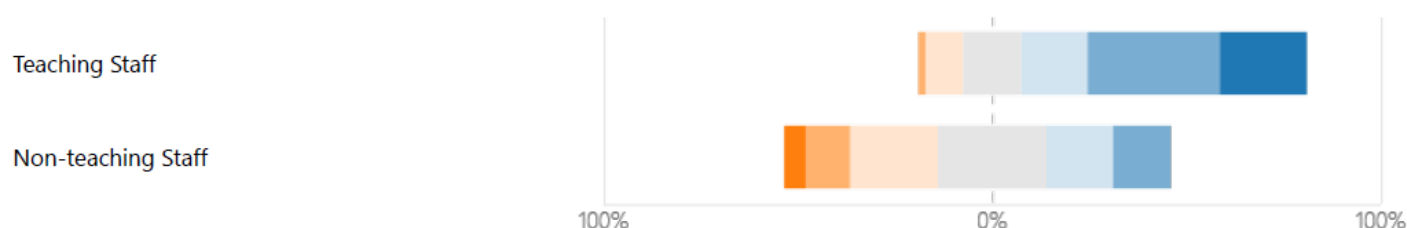
Levels of confidence are noted below, with 22.6% of schools reporting **all** teaching staff were confident with online platforms, 34% stating **almost all**, 17% stating **most** were and 15.1% stating the **majority** were (88.7% - high confidence levels overall). Non-teaching staff had lower levels of confidence as noted below.

	All	Almost All	Most	Majority	Less than half	Few	N/A
Teaching Staff	22.6%	34%	17%	15.1%	9.4%	1.9%	0%
Non-teaching Staff	0%	15.1%	17%	28.3%	22.6%	11.3%	5.7%

Support accessed for building staff confidence in online digital platforms

In order to gain confidence in online digital platforms, staff made use of a variety of supports during lockdown. In advance of lockdown and in anticipation of move to remote learning and teaching using online platforms, a number of schools undertook initial training in school. However, for **most** schools, practitioners worked remotely and rapidly in order to upskill on learning platforms to continue learning and teaching on lockdown. The graph below illustrates supports accessed:

● Moray Learning Technologist ...	36
● Education Scotland Support ...	24
● School's own "In-house" cham...	51
● You Tube tutorials for self-tea...	34
● Other support materials availa...	30
● Other	7
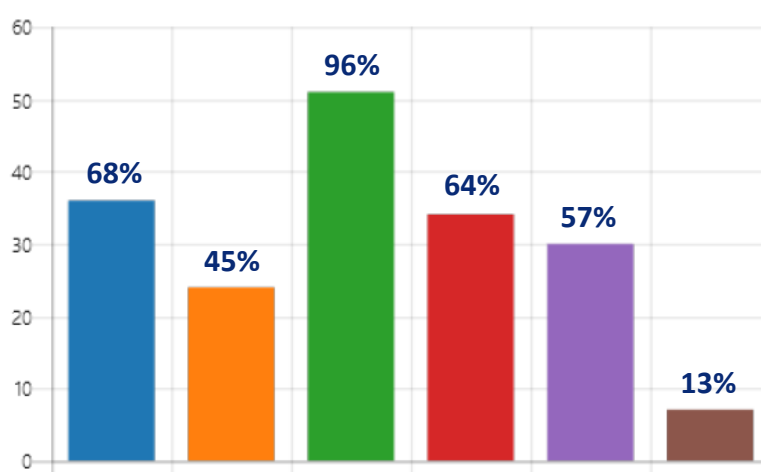
Almost all schools made use of their own 'in-house' ICT champion to support their learning and build confidence in online learning platforms (96%) with the **majority** making use of Moray's Learning Technologists through daily webinars on learning platforms and bespoke support (68%). The **majority** of schools also made use of YouTube tutorials on areas of professional learning focus (64%) with 57% using other support materials they already had available. **Less than half** (45%) embraced Education Scotland's digital team's offer of support through webinars and pre-recorded walkthroughs on use of digital learning platforms available online.

A **few** schools (13%) made use of other supports including **staff supporting one another**, **training undertaken prior to lockdown** and other supports including **Google**.

Methods of contact and communication with parents

During lockdown, schools maintained communication with parents/carers through a variety of methods. In particular, **almost all** schools maintained communication using e-mailed newsletters and school communications (98%) and through direct telephone call contact (96%). Groupcall and text message alerts were used by the **majority** of schools (62%) where social media communication was further popular (Facebook – 49%; Twitter – 51%).

Social Media - Facebook	26
Social Media - Twitter	27
School Apps (Primary, Second...	16
Class Dojo	8
Online learning journals/e-jou...	5
E-mailed newsletters/commun...	52
Telephone Calls	51
Group Call/Text Message alerts	33
Other	19
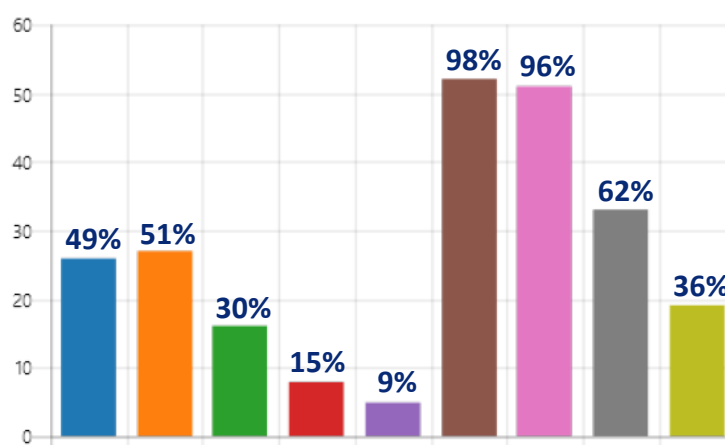
Schools further support contact with parents/carers through other means. This included use of **digital platforms** (Google Meet/Zoom) for online Parent Council meetings, delivery of **paper-based learning packs** to identified pupil home addresses for wellbeing check-ins, **wellbeing walks** with identified learners, **school websites** and other **Google and Microsoft tools available within GLOW**.

> *"...Online learning journals are a modified 'Reporting to Families' document to allow parental and pupil feedback on learning experiences offered, and an opportunity to share additional learning from life skills undertaken during lockdown - challenges set by clubs, household activities etc ..."* Headteacher K

What worked well with remote learning

Schools provided a range of positive comments with regards to remote learning. These are summarised in the wordle on page 11. In particular, the following are identified by a number of schools as common positive features:

- **Online platforms** – Microsoft Teams and Google Classrooms
- **Replicating "in-school" events** online (e.g. assemblies, IDL activities)
- Provision of **paper based packs** supported raised engagement
- **WhatsApp** use **amongst staff** for sharing practice and communication
- **Staff sharing good practice** and **staff creativity in continuing learning**
- **Staff collaboration** and support
- **Oxford Owl** for reading (eBooks and literacy learning resources)
- **Craft packs** provided by the school to support creative subjects (e.g. Art)
- **Children's adaptability**
- **Virtual events** – e.g. Sport Day, HWB week
- **Social media** – Facebook
- **Feedback provided by learners on learning activities**, enabling changes to learning offer

> *"...The offer of paper packs, although an additional workload for SLT to complete, has ensured almost 100% engagement across the school. Less than 1% of the school is not engaging on any platform offered (3 pupils)..."* Headteacher L
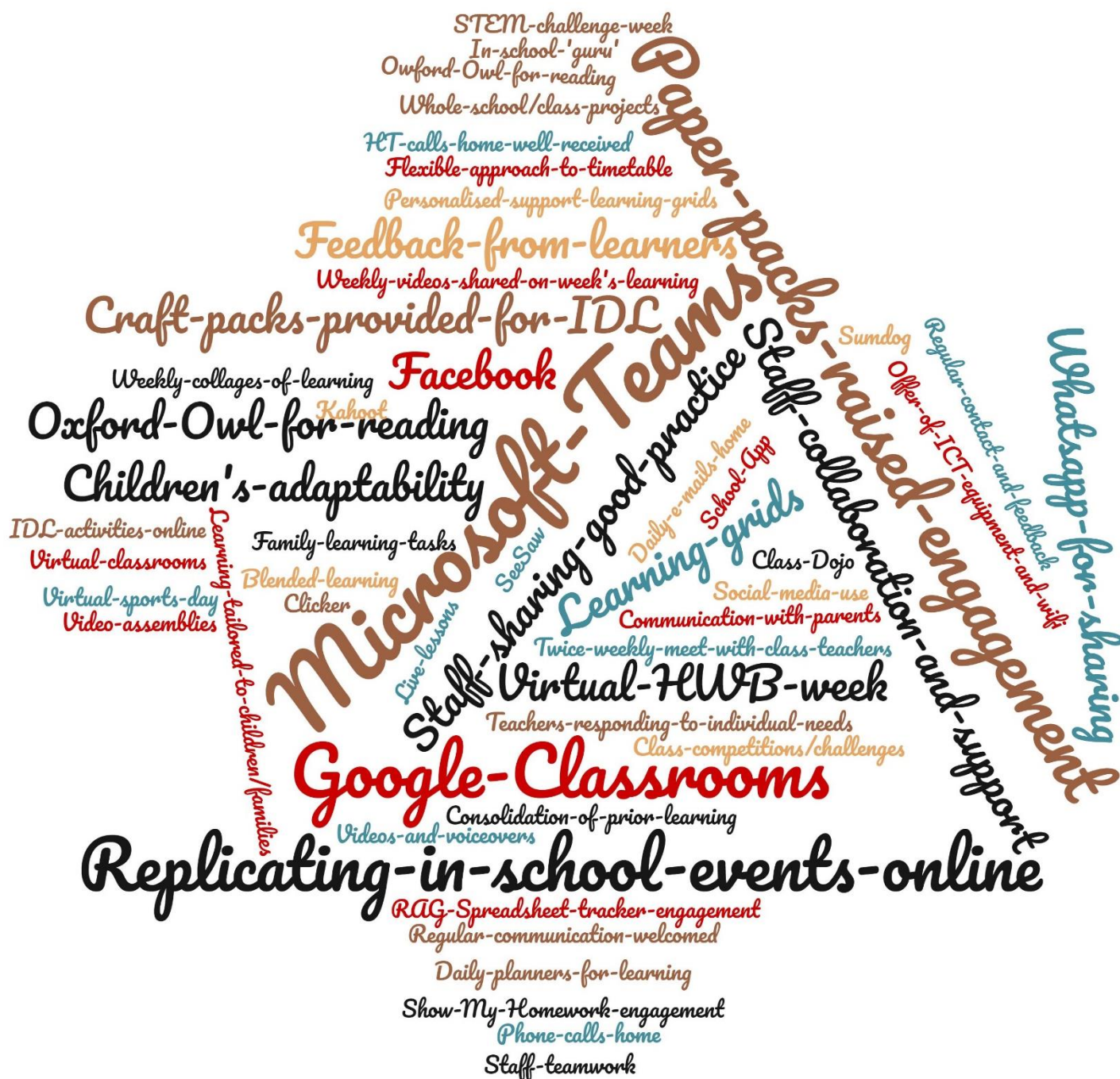
What could have made remote learning better

Schools further identified a range of things that may have made remote learning even better for them. Summarised in the wordle on page 12, the following are identified by a number of schools as notable common factors adversely impacting on remote learning:

- **Parent understanding of how to access and use digital platforms**, affecting the support they could provide to their children at home
- **Need for authority ICT strategy moving forwards**, where much work in lockdown was reactive to the situation and unplanned

- **Multiple online platforms were in use during lockdown**, with options appraisal now required by schools to streamline platforms in use as suited to their school context
- **Access to school systems** (e.g. Seemis) and files held on workgroup means that new ways of storing files (e.g. Sharepoint) require investigation
- **Learner access to ICT and Wi-Fi** where applicable restricted engagement in online remote learning, affecting a number of children and families
- **Parental expectations at times over what schools could deliver exceeded what was possible**. As such, further communication is required with parents in the event of future lockdown to support remote learning
- **Where live learning was not enabled during lockdown, such learning and teaching activities** – reflective of staff readiness for this – **may have supported learning further**
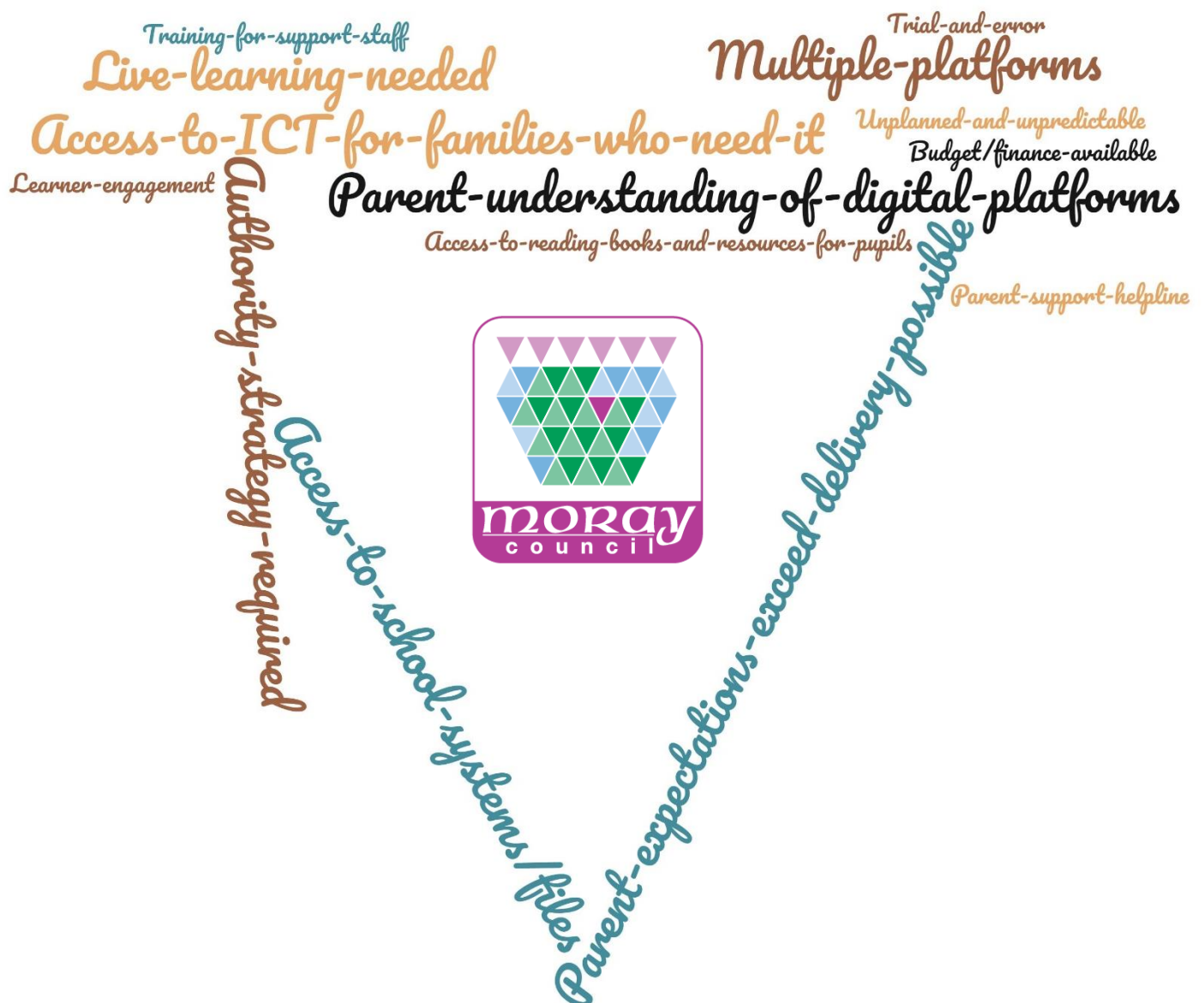
> *"...Continued support in delivering ICT resources to those in need. Continued webinars from the Moray support team. These have been highlighted by a number of members of staff as an excellent resource - thank you..."* Headteacher M

> *"...For families who struggle to help their child engage or struggle to support their child's learning, access to 2-way video calling would have helped greatly. Real-time supporting of a learning activity or modelling interaction could help support or encourage..."* Headteacher N

> *"...Our biggest barrier is that of parental perspectives and opinions about education and its value. Some of them simply don't want to engage..."* Headteacher O

Further support required moving forwards (including local authority support)

When asked for any further comments around the remote learning experience during lockdown, various comments were received mirroring analysis above. Key elements of note include:

- **Everyone** – staff, learners, and families – **embracing challenges** associated with remote learning
- **Levels of staff confidence with live learning/online teaching** in a live feed environment
- **ICT issues affecting remote learning** – learner access to ICT or connectivity issues in certain areas of Moray
- Need for **parental guidance on expectations around remote learning**
- The need to **review blended learning approaches**, including **provision of paper based resources**
- **Pride of schools in their staff, learners and families for the remote learning and teaching activities undertaken during lockdown** and **hard work** embraced by all in making this happen
- Challenges presented to practitioners in **voluntarily supporting childcare hubs while also supporting remote learning activities** for their school and class(es)
- Emerging issues on return, **including need for Head Teachers to access virtual meetings from home due to technology/connectivity/bandwidth issues in school**

Some-families-followed-their-own-home-learning

Parents-very-supportive

More-requiring-paper-packs

Proud-of-all-staff

Proud-of-all-learners-and-families

Everyone-embraced-challenges

Issues-with-paper-pack-provision

Moray-ICT-strategy-needed

Engagement-dips

Moray-Learning-Technologist-support-valuable

Need-for-parent-guidance-expectations

Thank-you-to-HQ-for-support

ICT-issues-affecting-remote-learning

Staff-not-comfortable-with-live-learning

"…It feels as though parents are becoming increasingly frustrated with glow and electronic communication- more and more are now requesting paper packs as time goes on…" *Headteacher P*

"…I feel that everyone has risen to the many challenges and have faced them head on despite their fears. GLOW usage has soared and we now are familiar with so many different communication platforms…Through necessity we have seen what is available and we must hope that this will translate into far better use of IT…"

Headteacher Q

Conclusions

Schools across Moray have provided a range of responses to key questions, supportive of informing future home learning activities, local authority and school planning when considering next steps. This survey will inform contingency and scenario planning, coupled with the learner survey and parent/carer survey results.

Critical findings include a range of **positive** themes emerging as a result of remote learning and teaching due to Covid-19:

- **Staff commitment to responsive upskilling in online digital platforms**, rapidly **embracing new professional learning** for remote learning and teaching
- **Learning platforms embraced by staff, learners and their parents**
- **Positive levels of engagement in learning activities** set
- **Use of Microsoft Teams** in particular, and **Google Classroom**, with **positive levels of engagement**
- **Teaching staff confidence** in using a range of learning platforms
- The **range of learning activities provided by practitioners**
- **Support of remote learning and teaching through teacher collaboration**, support from '**in-house champions**', **Moray Learning Technologists**, **online support** and **wider support materials**
- **Positive communication with learners and families**, with **e-mail** and **direct phone calls** used by almost all our schools for **regular contact** supported by **text messaging and social media**
- High levels of **staff collaboration and support**

Reasons where remote learning and teaching was a **less positive** experience included:

- **Levels of lower engagement experiences by a number of schools**: this includes for some schools, **lower stages Primary, P7, S4 and senior phase students pre-timetable change**
- **Parent confidence in supporting children** in their learning and **use of online digital platforms**
- **Support staff confidence** in use of **online digital platforms**
- The **wide range of online digital platforms** in use within schools with need to streamline and focus for maximum impact from training and learning
- Issues with **access to school systems and files**

- **Access to ICT for all learners** and **issues with Internet connectivity** in certain areas in Moray
- **Parental expectations around remote learning and teaching** differing from what was possible within restrictions and resources available
- **Difficulty in engaging with learners** due to **restricted access within GLOW to two-way videoconferencing** (for live learning and teaching)
- **Difficulty around engagement as lockdown continued**, with request for **increased remote 'blended learning' approach and mix of paper-based and digital online resources**
- Competing priorities for those staff **volunteering in childcare hubs while also maintaining contact with their class(es) for remote learning**

Recommendations

Following review of learner feedback, the following recommendations are made in support of home learning or future blended learning approaches in our Moray schools:

SS 1	Schools should continue to identify gaps in learning and through parental communication, identify reasons for lower levels of engagement and identify interventions to mitigate this in the event of future lockdown
SS 2	Support for parents during future lockdown activities should be considered including extension of online platform support materials for learners, in order for parents to support children in their learning
SS 3	The local authority should develop guidance for schools in support of future remote and blended learning during Covid-19 lockdown, using surveys undertaken to inform next steps along with key research in this area.
SS 4	The local authority and schools should work to identify learners with insufficient ICT access and digital connectivity in order to support remote learning using identified digital platforms

SS 5	Schools should evaluate staff readiness for live learning and teaching using available digital platforms, ensuring appropriate training is undertaken and safeguarding arrangements are in place in adoption of live learning, further building on creative education delivery embraced during Covid-19 lockdown
SS 6	In embracing digital platforms and live learning, the local authority and schools should look to streamline and agree the number of learning platforms in use in order to reduce confusion and need for learners to work on a variety of platforms
SS 7	Schools should consider how to strengthen confidence of support staff in use of online digital platforms, in support of virtual communication and learner support in the future including pupils with ASN
SS 8	Schools should plan for a range of contingencies – e.g. remote/blended learning for groups and stages – in the event of further disruption to school-based education. Schools should consider a blended approach to learning tasks, mixing paper-based resources with digital learning activities in order to ensure continued interest of learners, providing variety in learning.

Moray Education
September 2020

Appendix 1: Moray COVID-19: Remote Learning and Teaching Overview *(April/start of May 2020)*

Buckie High School	Cluny Primary School	Cullen Primary School	Findochty Primary School	Millbank Primary School	Portessie Primary School	Portgordon Primary School
• Virtual Learning: Show My Homework (BGE) and MS Teams (Senior Phase); gradual move to G-Classroom (GLOW) • Positive engagement building overall, BGE and Senior Phase (new t/t) • Paper resources	• Using Google Classrooms (GLOW) • Most pupils engaging positively and Groupcall has supported issuing message to boost engagement • Paper packs for equity	• Class Dojo in use across the school with positive engagement and feedback • P7 using Microsoft Teams (GLOW) and P4-P7 Digital Leaders; P3-P7 G-Classroom • P7 – reviewing Google Classroom (GLOW)	• Using Google Classrooms (GLOW), App with positive engagement of most • Designing challenges for pupil engagement – e.g. HWB Beehive challenge • Paper packs for equity • "Lucy's Lockdown" book – pupil COVID understanding	• Using Microsoft Teams with most pupils engaging positively across stages • Paper packs sent out to families identified for equity; use of Groupcall for contact messages and check-in • Positive engagement	• Using Google Classrooms across school – set up with learning tasks, L&N, HWB "Food Diary", challenges • Positive engagement in learning overall • Paper packs for equity where required issued • Positive engagement	• Using Microsoft Teams across the school • Positive engagement with learning activities for L&N, HWB, wider curriculum areas to be extended • Paper packs for equity, issued, Learning Grids • Linking with Portknockie

Portknockie Primary School	St Peter's RC Primary School	Elgin Academy	Bishopmill Primary School	East End Primary School	Seafield Primary School	St Sylvester's RC Primary School
• Microsoft Teams adopted across the school • Positive engagement in learning overall • L&N, HWB, IDL based tasks • Support staff keen to be involved also in support of learning	• Learning grid posted on School App – work sent back via GLOW e-mail with feedback • Paper packs "doorstep dropped" • Reviewing GLOW as platform to use	• Virtual Learning: Show My Homework and School Website • Move towards MS Teams across the school (GLOW) – remote supporting • Positive engagement overall	• Using school website for posting learning, Twitter and Microsoft Teams check-ins • Overall positive engagement • Paper packs as appropriate – check-ins	• Physical resources sent out to families/doorstep dropped • Microsoft Teams check-ins – staff on Teams and attending webinars • Overall good engagement – ICT access for families	• Using GLOW for learning, with paper packs further issued • GLOW Team meets with teaching and support staff. Seafield App for general communication • Overall, positive engagement in learning across stages	• GLOW Microsoft Teams set up for classes and work underway – L&N and wider curriculum/HWB • Learning packs also issued to identified children • Engagement positive over time including EAL

West End Primary School	Elgin High School	Greenwards Primary School	Linkwood Primary School	Mosstowie Primary School	New Elgin Primary School	Forres Academy
• Digital resources issued using GLOW Microsoft Teams, Class Dojo • Almost all pupils engaging digitally (5 not engaging digitally, no paper packs) • Overall positive – L&N, HWB, curriculum tasks	• Virtual Learning: Show My Homework, Scholar, GLOW – Microsoft Teams/Google Classroom • Positive engagement across the school – more in BGE, Senior Phase with t/t change increase	• Digital resources through Microsoft Teams (4-7) and School website (1-3); extending to GLOW Google Meet (Staff) • Paper packs issued for equity (new jotters offer) • Positive engagement	• GLOW Microsoft Teams rolled out from P1, class notebooks • Closed Facebook pages for communication/sharing/challenges/optional grids • Paper packs for equity • Positive engagement	• Seesaw learning journal, sharing learning using Facebook, Education City • Daily greeting to school, work posted and sent in/marked electronically • Overall positive engagement in learning	• GLOW Microsoft Teams, One Note for P4-P7 • Initially physical packs, p1-P3 and learning grids posted – closed Facebook groups/class groups • Extending GLOW use • Positive engagement	• Virtual Learning: Show My Homework, Scholar, GLOW – Microsoft Teams • Individual learners supported for equity including ASN – resources • Overall positive engagement

Alves Primary School	Anderson's Primary School	Applegrove Primary School	Dallas Primary School	Dyke Primary School	Kinloss Primary School	Logie Primary School
• Home learning issued by class via GLOW blogs sharepoint, learning challenges set – L&N, HWB, curriculum areas • Learning logs to capture learning. Positive engagement in learning	• Class Dojo with weekly messages, learning grids and learning tasks • L&N, HWB, IDL, creative • Looking towards GLOW – upper stages and P7 transition; positive engagement overall	• Learning grids issued weekly – GLOW Google Classrooms across stages • L&N, HWB, IDL, creative • Working well, positive engagement, mapping engagement	• Microsoft Teams, challenges and learning activities – L&N, HWB, IDL, creative tasks • Sharing learning, Twitter for celebrating • Positive engagement across school to date	• GLOW teams and e-mail – positive engagement in learning – L&N, HWB, IDL across stages • Overall positive engagement in learning to date – staff meetings supporting learning	• Using Class Dojo and Microsoft Teams, positive engagement • Using Twitter for celebrating success – staff reading for literacy • Targeted support/packs • Positive engagement	• Using Glow Teams, learning in L&N, HWB, IDL, curriculum areas • Education City, Purple Mash, learning packs (hard copy), e-mails • Digital passport • Positive engagement

Pilmuir Primary School	Keith Grammar School	Botriphnie Primary School	Crossroads Primary School	Keith Primary School	Newmill Primary School	Rothiemay Primary School
• Learning through GLOW Google Classrooms • Physical packs delivered to targeted children and families, check-ins • Groupcall – messages • Overall positive – building engagement	• Virtual Learning: using Show My Homework, Scholar, GLOW Microsoft Teams, GLOW Google Classrooms • Overall positive engagement in learning	• GLOW e-mail groups for issuing learning – children e-mailing once a week; (GLOW Teams) • Physical paper packs issued (+more requests) • Positive engagement of learners	• Using GLOW Google Classrooms set up across stages – L,N,HWB, IDL • Extra physical packs being provided as identified for support • Positive engagement	• Using GLOW Google Classrooms/Teams, App • Monday Learning Grid/ teacher creative tasks and challenges incl. L,N,HWB, IDL; standard Mon e-mail (barriers) • Positive engagement	• GLOW e-mail groups for issuing learning (GLOW MS Teams) • Paper packs initially and as requested for identified learners • Overall, positive engagement	• Google classrooms (GLOW) across stages • L&N, HWB, IDL, creative tasks – curriculum areas • Mapping engagement and targeting as required for support • Positive engagement

St Thomas RC Primary School	Lossiemouth High School	Burghead Primary School	Hopeman Primary School	Hythehill Primary School	St Gerardine Primary School	Milne's High School
• Hard copies issued (p1/2) and virtual learning using GLOW Microsoft Teams, App • Children uploading work for teachers, based on L,N,HWB,IDL learning; positive engagement in learning	• Virtual Learning: Show My Homework, GLOW Microsoft Teams, school website for comms, targeted pupils for equity/inclusion • Positive engagement in BGE, senior phase with t/t change	• Class Dojo as main communication method • Extending to GLOW – Google Classrooms • Paper packs for equity delivered to families • Positive engagement overall – Mon Dojo learning tasks	• Using e-journals and mapping learning • P1-P3 emerging literacy and play based resources, L&N; P4-7 looking at Teams Positive engagement overall • Initially physical packs	• Using Class Dojo and Microsoft Teams through GLOW • Home learning paper packs also provided • Positive engagement overall – celebrating success using social media feeds	• Using Class Dojo and (extending to GLOW) • Blocked learning and physical packs delivered to more vulnerable • Positive engagement overall, most pupils engaging in learning	• Virtual learning: Show My Homework, GLOW Microsoft Teams and Scholar; considerable Teams investment • GLOW Teams central platform for learning • Positive engagement of all

Lhanbryde Primary School	Milne's Primary School	Mosstodloch Primary School	Speyside High School	Aberlour Primary School	Craigellachie Primary School	Glenlivet Primary School
• Home learning grids, issued Tuesdays, L&N, HWB, creative/IDL • GLOW MS Teams, HWB Diary, Twitter challenge every day – using GLOW, Twitter and App • Positive engagement overall across stages	• Learning using School Website and GLOW Teams, book out to all P4-P7 for literacy. • L&N, HWB check and IDL, paper packs (equity) sent out • Overall positive engagement, all stages	• Using GLOW for virtual meets, GLOW Teams • Teacher packs – "taste and try" and L&N, HWB • "Family Tasks" to support family learning • Learning log in pack – option of family log • Positive engagement all	• Virtual Learning: Show My Homework, GLOW Microsoft Teams, G-Classroom, SMH • Celebrating learning/ success – Twitter feeds (school/HT/depts.) • Positive engagement learning activities by all	• Using Facebook (private groups) based on parent feedback – L&N, HWB, creative tasks • Paper packs for equity issued • Positive engagement in learning across stages in learning	• Learning grids issued from Admin a/c to parent e-mails; L&N, IDL, creative tasks • Learning shared through MS Teams • Packs for equity; Craft packs available for collection at school	• Home learning packs issued through poly-tunnel, parent e-mail contact • L&N, HWB, creative tasks – Internet connectivity an issue • Very positive engagement of all

Knockando Primary School	Mortlach Primary School	Rothes Primary School	Tomintoul Primary School			
• GLOW Microsoft Teams across stages, Sumdog • High levels of engagement with MS Teams • Offering physical packs every 2 weeks for families with ICT issues	• GLOW Microsoft Teams in use – L&N, HWB, IDL • Paper packs for equity if required • Almost all engaging in online digital platform, positive feedback • Twitter, e-mail, blog	• GLOW Google Classrooms, P1-P3 have option of jotter completion/uploading • Paper packs for equity • Very positive engagement across stages	• Timetabled Literacy/ Numeracy challenges and practical/creative activities;P5-7 on GLOW • Paper based resources for equity as required • Parent e-mails; Internet connectivity issues			

…for Moray's children and young people. Thank you!

Please see below, the summary of results received from all of our 53 schools in Moray in June 2020 relating to Home Learning and how things are going with digital platforms in use. This includes a review of what's working well and what we could change for the future to make things even better.

The overall summary is provided by question below, with any additional information entered by survey respondents in extended text questions or where 'other' answers requested further information (Q1 and Q2 are omitted, these questions asking for Head Teacher name and School name). Many thanks to all of our Moray Head Teachers for completing this survey, where sharing of responses may support new ideas and will inform planning moving forwards.

3. In your school, which of the following learning platforms are in use and based on the total number of learners who have access to each platform in use, what percentage (%) of learners are currently engaging in learning using these platforms?
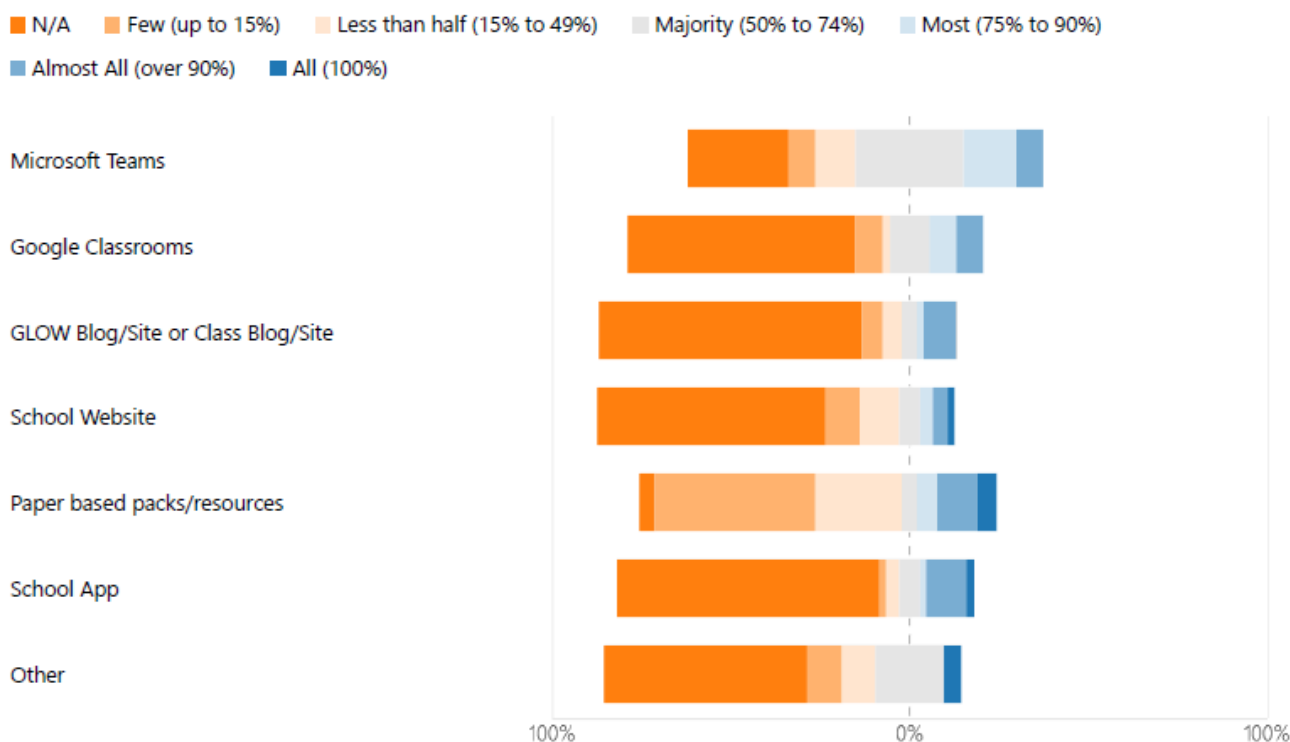
4. If you answered "Other" in question 3 above, which other learning platforms are you using to support learning at home and how successful are these other learning platforms?

37
Responses

Latest Responses
"Kahoot - very successful "

"Glow email Group"

1	We are using Class Dojo as our families and staff were already familiar with this. It has been very successful and children/parents find it relatively easy to use and access the work. Feedback from families has been extremely positive. Staff are able to respond to queries about the work through messages. We have just started to use Teams with P7 but this is at early stages. We are using Oxford Owl website with a few families and support staff are phoning and listening to the children reading the online books to support more vulnerable children with their reading.
2	Class Dojo - 100% of parents / carers are engaged with the app. Class teachers are sending regular messages to their classes and engaging to support families. This is often the first point of contact with the school when a family is experiencing any form of difficulty related to home learning, COVID-19 related or other. Pupils are also using Sumdog for numeracy and Charanga for music, with all pupils in the school signed up to these websites and between 50-75% engagement.
3	Children have learning grids published on school app weekly. They return work and receive feedback via GLOW email. Nursery also share on their FB page.
4	Show My Homework is used widely in the BGE.
5	Groupcall Forms Emailed learning grids
6	We are reaching learners through a variety of approaches: Glow- Microsoft Teams- currently at the time of completing this, the majority of pupils are engaging with this Glow - Mail - The majority of pupils are accessing Glow emails and responding to emails sent directly to them by class teachers and engaging in learning activities. Education City - The majority of pupils are accessing this to complete online learning Sumdog - The majority of pupils are accessing this to complete online learning Big Maths - The majority of pupils are accessing this to complete online learning Where we have identified that children are not engaging, I have telephoned families to offer further support and talk through the difficulties they are having. This has resulted in families being provided with IT equipment or paper resources where appropriate. We have also provided materials such as craft kits, gardening kits and a reading book exchange for families.
7	Closed facebook groups - all direct emails with work attached - up to 15%
8	Facebook closed groups 50-74% Emails 10%
9	We are using online Learning Journals. All children from Nursery to P7 have an account. Weekly learning activities are uploaded by teachers and parents upload photos and comments about the children's learning experiences. We are very pleased with the level of engagement using this site.
10	BGE pupils (S1 & S2) are currently using SMHW. They will move up to S2 & S3 on June 1st and will transition from SMHW to Teams. Our BGE pupils are confident in using SMHW and it allows for parents/carers to view learning tasks in order to support their children at home.
11	We use Class Dojo with super engagement from families
12	We are using two digital platforms. Dojo is our other with 91.9% uptake. Our paper packs are for 102 pupils for various reasons, but many don't have access to printers or have numerous siblings and limited devices. Teams is more popular with older classes and dojo is accessed by all ages and stages. * Website has been refreshed during lockdown and re-launched. Contains essential advice but not linking to learning just yet.
13	The P1 - 4 class are using a mixture of paper-based learning supplied via email and paper-based learning collected from the school. The P5-7 class are using Teams to download their learning packs.
14	PATT Facebook page-Parent Council Twitter Grids are also on here for ease of access Should families not be able to access glow.

15	Email
16	Class Dojo is used by all class teachers and SfL to message families and post home learning activities as well as stories and 'how to videos'; we post longer videos on our You Tube channel if necessary. We also use Education City and Sumdog. We have high levels of engagement using these methods with a few children getting paper packs delivered to them weekly. All children were given mental maths and HORS packs before school closed which allows them to work on these skills at home without access to IT. Parents are reminded regularly about looking at links on the school website 'Home Learning' page to supplement the activities given out by class teachers. There are also library books available outside school a few mornings each week for families to come and borrow.
17	N/A
18	The majority of staff are using Sumdog with their classes and are finding it is successful particularly with children who do not always access teams.
19	N/A
20	Facebook class groups
21	Emailing work directly to parents to print out instead of going through Google Classroom.
22	Dojo - used alongside Google Classrooms - seen by almost all for extra information / communication
23	Sumdog is available to all pupils. Some classes have a high uptake as the teacher sets or involves them in challenges. Nessie - used by specific pupils but use is erratic. Website - just developed a Glow blog which is working well to support P1 transition and has gone live to all. Classes sharing work.
24	Twitter - PE Teacher has shared challenges Variety of online learning resources such as BBC Bitesize, Big Maths Online, Oxford Owl, Sumdog, Nessy, Epic
25	showmyhomework - should only be used as a duplicate now as parents cannot see GLOW teams. We also use Google site for hosting our virtual library - traffic data for this unavailable as google analytics not Moray Council approved
26	NB of those who are being given paper packs (only 6.5% of school) the engagement is excellent.
27	Keyworkers - around 70 children are being supported through keyworkers with school mobile phones on a weekly check in with the families and we've found that this support, wellbeing and sign posting to other services is working very well. School website - we have recently set up a new GLOW website and BLOG. We know this is proving popular but difficult at this stage to get exact data.
28	Glow email Group
29	We have been using SMHW for BGE and young people have been engaging well with this. There is a mix of Google Class and Microsoft teams being used also. Some departments have developed their own websites for private use.
30	We are using Seesaw with Primary 1. This has been very successful with full engagement from children and parents. We intend rolling this out across the whole school.
31	I clicked less than half for the website, blogs and paper packs because there was not a don't know option. We have issued paper packs and have work on the School Website hosted as a Glow blog but it impossible to quantify how many children are actually accessing these resources. I believe most children are accessing something. I have asked the parents again and am currently waiting for replies via an online survey.

32	Show My Homework - Majority up to 74%
33	Khan Academy
34	Dojo used to push learning grids out to all learners. Also used to share video challenges and read bedtime stories to learners.
35	Show My Homework (Satchel). Some departments still using SMH as a supplemental learning platform. SMH provides a degree of familiarity for teachers, children and parents. Many departments are using SMH in this manner but plan to move to one platform (either Teams or Classroom)
36	Glow email Group
37	Kahoot - very successful

5. Are there any stages in particular where you are concerned with low levels of engagement?

● Primary: P1-P3	19
● Primary: P4-P7	19
● Secondary: S1-S3	7
● Secondary: S4-S6	7

6. Are there any year groups in particular (e.g. P7, S3) that are concerning you as a school with regards to low levels of engagement? What may be the potential reasons/barriers for this?

49
Responses

Latest Responses

"The younger children are more unfamiliar with using Glow and other ...

"No-fairly consistent across all stages."

"P3/4 (4 children only). We have supplied paper based duplicates of on...

Apology is made regarding this question – mid-way through the survey, a number of schools highlighted that they were unable to leave this question unselected, where no year groups caused concern. Comments below reflect where this was the case prior to changing this question from 'required' answering to optional. **Question 6**:

1	My answer to Question 5 is NO but it does not give me this option (so I ticked S4-6). All of our stages have engaged very well and staff for younger children have been very creative in how they have presented the learning with lots of photos etc. There are a few families who have not engaged so well or have not had access to sufficient devices but this is currently being addressed. Those are the families we are addressing by using support staff to help with reading.

|	
2	We are monitoring engagement across our learning platforms weekly and identifying different levels of engagement from different cohorts each week as on a weekly basis this can vary across the school. P5 and some P7s this week have had lower engagement, last week it was P1s and P3s. All parents have been asked to check in with the class teacher weekly through MS Teams or Class Dojo, messages, emails and phone calls have all been used to support learners and families. This week every child will receive their own labelled pack from a designated place outside of school with their learning for the week and letters from the class teacher, SFL, HT and Parent Council. We will be monitoring engagement and collection of the packs and delivering the remaining packs and checking in on the families who are not engaging.
3	Primary one. This is a vulnerable cohort of children. Many of these children have parents who struggle with their own mental health and even when schools open as normal they struggle to support the children and even getting the children into school can be challenging for some families in primary one.
4	There are pockets of disengagement in all year groups and this would align with those who are difficult to motivate when in school. In some households' language is a barrier along with access to appropriate IT. In some cases there are mental health issues which are causing anxiety and a range of emotional issues. Our pupil support team are engaging with the most vulnerable and alerting other agencies where necessary. We are currently collating reports of poor engagement and will then target those with least engagement via phone calls.
5	The engagement can be sporadic. It depends on the activity that has been posted and also with the amount of support they have available in the home. I am concerned with low levels of engagement in reading activities especially in the primary 4 to P7 classes.
6	Primary 7 pupils aren't engaging that well with plans for transition activities. They have been invited to suggest ways to celebrate this event virtually but very few have responded. Possible reasons could be that we still have 6 weeks to go of this term and also the fact that it's perhaps just too unfathomable for them with everything that is going on.
7	Access to ICT Parents own confidence in supporting child/ren Didn't have as much opportunity to build pupil confidence and involve parents in the online platform prior to closure - have managed to support many online but some are still resistant
8	No specific year groups - concerns about engagement are linked to individual children's circumstances rather than specific year groups. Difficulties with engagement range from behaviour of children at home, parents' wellbeing/other stresses - worrying about income, family dynamics, etc...
9	Pockets of non-engagement throughout. some will be addressed with use of laptop. Probably the worst year group is P7 but then this would reflect what they are like as a year group when in school.
10	There are actually no stages in particular where we have concerns about engagement. However I was unable to submit the questionnaire until I had chosen a stage!
11	There are no year groups causing us particular concern with engagement but I was unable to submit the questionnaire without selecting a stage.
12	P1 - quite a few children with ASN or learning needs who are not managing to engage with school type tasks but whose parents are offering home experiences such as baking/ crafts etc.
13	We have recently introduced the use of Glow Teams to the P4-7 classes and the engagement is not as high as we would like. We think this is because it is a new area of learning and families are getting used to using it as a platform. Teachers are sharing 'how to' guides and will be making it an expectation that children complete some of their learning tasks on Glow.
14	Current engagement data shows lower statistics in our S4 cohort. The transition from S3 to S4 is a big leap for some and they are finding the new way of working challenging. This is monitored across all

	departments with communication with parents/carers to encourage engagement. All staff continue to support these pupils and as pupils gain confidence in using Teams our engagement data improves daily.
15	No - there are a few families across the school but we support them through weekly check-in, provision of paper packs or ICT
16	We have 2 families with non-engagement families on all platforms. One family - with two children, have been offered the hub to support input, but attendance has not been good, and social work are supporting. We have one family who despite weekly calls, provision of paper pack work and non-collection are not engaging.
17	Question 5 required an answer, as a school, we don't have concerns regarding low levels of engagement. All children have been engaged in the tasks with most completing everything very well. All children/or parents are providing photos as evidence of the children's work. One without broadband has discussed the work over the phone. However, issues have including lambing season (where children have been helping on the farm), IT (lack of laptop/broadband), parents ability to support learning (working from home themselves, run a shop, parents ability to support learning).
18	Not too low but less than others. P1 and 3 parents working and children in hub also. Are doing work but may not be returning on glow.
19	In respect of Q5 I am not concerned about P4 - 6. P7 are somewhat less engaged than other year groups. For many of them they have already 'left' primary school.
20	Across the P1/2 class there are 5 out of 23 children who have registered with the online Google Classroom and 1 not registered (even though they have a laptop) but for a variety of reasons are not fully engaging online mainly lack of parental support, and other commitments in a single parent family - these families are receiving paper based packs and are communicated with via phone calls and email. Most are communicative and state they are completing tasks - but no evidence of work completed.
21	In general, A snapshot of responses Primary school children are reliant on their parents to get them online and support/encourage/ motivate their learning. Some parents are working (shift work) and have multiple children so this can cause problems. Difficult to get some parents to realise the importance of at least staying in touch. We don't always know the full extent of the stresses and strains each family is under.
22	No specific year groups are of particular concern (I had to select P1 to 3 above as it wouldn't let me submit the form otherwise) but we have noticed across all stages there has been a general decline in engagement with online learning over the past couple of weeks. Potentially, this could be due to the fact we are 7 weeks into term and children are becoming tired. In an attempt to re-engage, we have organised a health week for next week with a variety of activities for siblings and family members to engage in together.
23	Lower engagement from P7s as focus is now on high school
24	There is a fairly even spread across the 3 classes in the school. There are a number of family groups where none of the children are engaging with the work online as parents are preferring to do a more holistic approach to learning at home while looking after health and wellbeing.
25	P1 and P2a are lower in levels of engagement. Too young to read and access independently. Maybe older siblings are using the computers. Happier to colour, do crafts, play in garden in the nice weather, etc. Some are accessing work via website. We've called every family to offer support but not everyone answered all called back.
26	P2 - there are a high number of pupils with specific needs and challenges in this class. We have put out bags of activities and games but it is hard to judge how successful this has been. P1-3 activities

	more difficult to capture as some are more activity based. e.g. Singing/saying for phonics, whiteboard maths.
27	Primary 1 and Primary 2 - low level engagement with online learning. Reasons have included parents of P1 and P2 pupils being overwhelmed by the online approach, not confident with technology, not coping with work/home schooling needs, difficult to get pupils to focus. P4 in particular - low level of online engagement - some have similar barriers to those for P1 and P2. Particular personalities in class who have not engaged - not cooperating
28	P7 - Pupils feel that they have already left Primary School to transition to SHS, so don't need to engage with us. We have a group of 6 pupils this year in the Enhanced Transition group, which is quite a large group for us and the majority of them have not engaged fully with their online learning. I have been posting out paper copies of their online learning to most of them.
29	P2 - don't know why? P7 - engagement has worn off as the term has progressed. Do they feel that it is pointless given that they are not returning here?
30	Individuals - parents not challenging or trying to curb kids' anxieties and making excuses for them not working others followed up with robust pupil support team system.
31	Pupils are looking at work online but not necessarily handing in work. However, work may be handed in when we return.
32	Younger pupils, due to independence rather than access, are less obviously engaged online.
33	Any families who are non-engaging have Keyworkers assigned to them and this system appears to have proved effective.
34	No-fairly consistent across all stages.
35	We are most concerned by the engagement of S3 and S4. Not sure what the barriers to this are.
36	We have had varying levels of engagement with different platforms e.g. almost all our pupils have engaged with Sumdog however active maths tasks have had less engagement.
37	Primary 5-6 Possibly Parent ICT skills and their understanding of the curriculum e.g. Numeracy concepts
38	I think initially, we had less online engagement for the P1 - 3's on Teams but this has begun to change as more information has been shared with parents. In P1 - 3, the direct engagement has been with parents and in P5 - 7, it has been with the children on Teams. Parents are reporting using the Website.
39	Current S2/ new S3. This year group engagement pre lockdown was already a concern. Today we have moved them onto their s3 choices so will be carefully monitoring engagement this next couple of weeks.
40	There are concerns in all year groups with pupils who have chosen not to engage / are unable to access online learning or engage but do not complete the work satisfactorily.
41	N/A
42	A number of P7's have expressed that as they won't be returning to X PS they didn't need to worry about doing it.
43	No, just individual families. We know they are safe and well, they just have lower engagement.

44	P6 - THEY ARE A GROUP REQUIRING MORE SUPPORT IN SCHOOL
45	Primary 1 Rely on parents to be engaged and to take the time to teach the children rather than leave their child to complete a work sheet or play a game on their device.
46	Change in timetable at the beginning of May has helped increase attainment in the Senior Phase. Staff are planning the use of online learning with packages of work that have purpose. Low engagement in BGE does not mean all pupils are not engaging. There have been some excellent examples of quality home learning and the SLT are making weekly 'praise phone calls' to let parents and children know how well they are doing. Lack of suitable ICT equipment continues to be a worry, as does a pupil/parent's ability to judge suitability. Many families are struggling with poor internet connectivity. A lack of suitable training for pupils and parents is also an issue. Some pupils that have highlighted an inability to access have not even attempted to use the VLE and after speaking to staff have managed to access with no issues.
47	P3/4 (4 children only). We have supplied paper-based duplicates of online learning for these pupils but parents are struggling to support their children due to work and family commitments or mental health. Support has been offered.
48	No-fairly consistent across all stages.
49	The younger children are more unfamiliar with using Glow and other online learning platforms.

7. In your school, what proportion of your staff are confident in digital learning platforms currently in use?
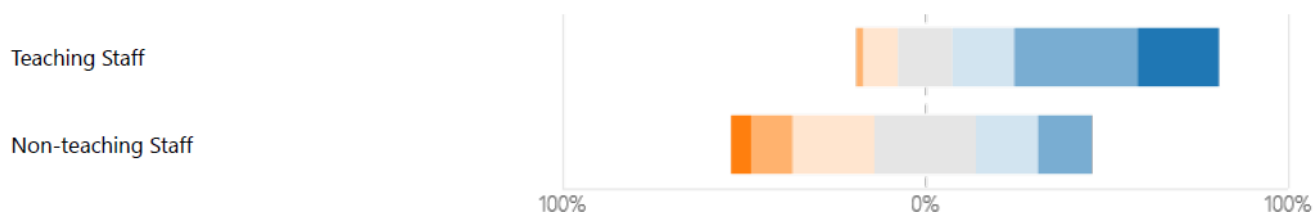
8. In order to build staff confidence in learning platforms, which of the following supports did you make use of?

Moray Learning Technologist ...	36
Education Scotland Support ...	24
School's own "In-house" cham...	51
You Tube tutorials for self-tea...	34
Other support materials availa...	30
Other	7
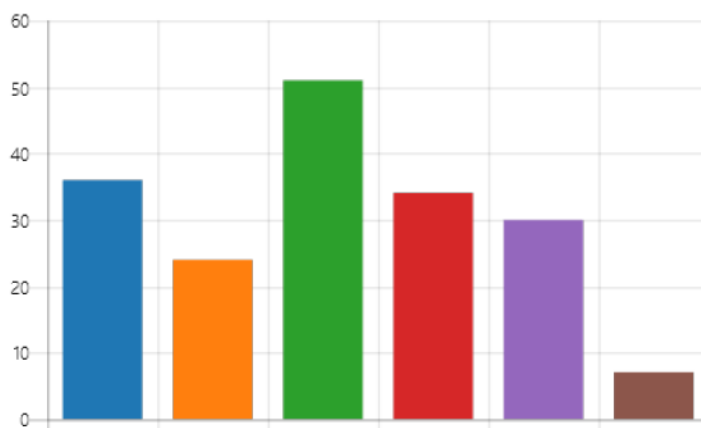
9. If you answered "Other" to question 6 above, which other supports did you make use of?

10
Responses

Latest Responses
"Google! "

| 1	Staff training before the school closed for developing confidence in delivering through GLOW. Designated time in the first week of closure for staff consolidate their skills. All staff are supporting each other through how to sheets and sharing tips on MS Teams through GLOW. It has been fantastic to watch their confidence in technology grow and how they are supporting each other through the challenges with technology.
2	Used the tutorials on GLOW and TEAMS.
3	All the teaching members of staff - sharing knowledge and skills as we navigated our way through setting up Google Classrooms.
4	Staff training session at X HS instead of a Moderation ASG after school meeting we were meant to have in March.
5	N/A
6	Institute of Physics CLPL available in Teams
7	Other - coaching and mentoring between colleagues. Whole Staff WhatsApp group to keep us together as a team and post questions.
8	Subject specialist group virtual meetings
9	All were promoted.
10	Google!

10. How are you maintaining contact with parents as a school, including updates on learning and general communications?

●	Social Media - Facebook	26
●	Social Media - Twitter	27
●	School Apps (Primary, Second...	16
●	Class Dojo	8
●	Online learning journals/e-jou...	5
●	E-mailed newsletters/commun...	52
●	Telephone Calls	51
●	Group Call/Text Message alerts	33
●	Other	19
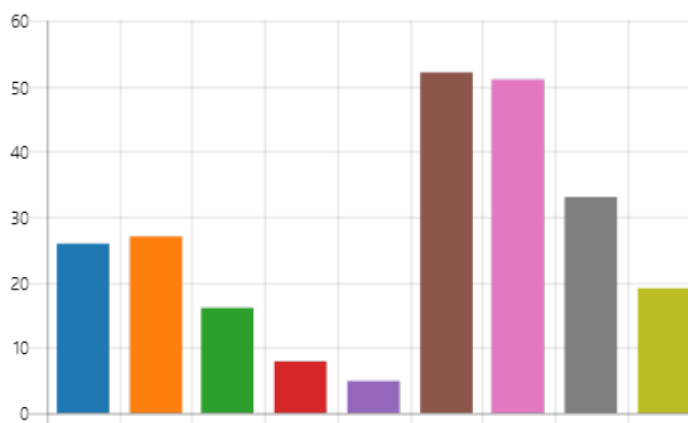
11. If you answered "Other" in question 8 above, what other methods of communications are you using?

22
Responses

Latest Responses

1	In continuing to maintain our school community, we have been sharing videos with our families. These have included a recap of the year so far on the first day of term, weekly HT Challenges (Get Caught Reading, Being Sporty, learning something new) for all of our community to join in with and including working with Morayvia for VE day celebrations. When we identified an issue with P1 engagement, we responded by recording daily stories read by different teachers each day and a collaborative piece supported by our Chair of the Parent Council. These will also be shared with our partner nurseries to aid transition into P1. We have also had an online parent council meeting this week, attended by all members and our local councillors and supports identified by the Parent Council for online drop-in sessions for parents who are needing additional support.
2	Staff living in Buckie drop off paper copies of work to children and will have eyes on contact. HSLW and EAL help out and the Polish translator has helped maintain contact with my Polish families who have been finding it difficult. As we have a widespread catchment area staff in x have maintained contact with one family and enlisted the help of a member of the church. Staff have written letters to their classes telling them what they have been doing and getting parents to share them with the children.
3	We recently held a virtual Parent Council meeting using Google Meet. This was well received and we plan to hold another one before the end of this term.
4	Forms through group call this is currently a free trial period and is similar to Google Forms and Microsoft Forms - for school admin this would provide an admin forum rather than using multiple forums to ascertain information. Would there be scope for an authority rollout in line with Groupcall? Member of staff is available to hand out resources at school weekly
5	School Website Classroom Assistant/PSA delivering learning resources to children
6	Paper materials for learning being delivered to pupils and contact being made at the same time.
7	Online learning journals are a modified 'Reporting to Families' document to allow parental and pupil feedback on learning experiences offered, and an opportunity to share additional learning from life skills undertaken during lockdown - challenges set by clubs, household activities etc We are not using Group Call but we are testing via SEEMIS
8	We have been using daily emails with a newsletter every 2 to 3 weeks, a weekly collage of photos for both classes showing the work of all the children and a little update of what they've been doing and a weekly school magazine. Parent Council meetings through Google Meet. Also using the chat facility in Teams to communicate.
9	School Website
10	We have set up Wellbeing Walks with some children and PSAs
11	N/A
12	Facebook class groups

13	Occasionally Facebook but mainly used by parents to communicate with each other. Twitter not widely accessed by parents.
14	Comprehensive school website updated almost daily by Head Teacher
15	Parents can use private messaging to contact teachers. A few have used this method and teachers will then either contact SMT who will phone or else phone themselves.
16	Parents are encouraged to email the school with any issues/concerns/questions. Teachers were happy for their Glow email addresses to be shared with parents who may require advice/support from teachers re activities set. Virtual Parent Council Meetings to discuss any queries from parents.
17	Virtual library site - developed by a librarian from another school who has supported our school as we have a gap in librarian provision.
18	School Website/Glow Blog
19	School website
20	Seesaw and Microsoft Teams
21	On occasion staff have visited the home with resources / methods of support Moray ICT support with laptops/dongles
22	Zoom for staff meetings and Parent Council meetings.

12. Do you have any other comments regarding what is working well with your approaches to learning at home (including anything you would have done differently as time has gone on)?

46
Responses

Latest Responses
"Teachers have been recording themselves reading class novels using Y...
"We started using Teams before lock down so luckily we were able to te...

1	Phone calls home have been warmly welcomed including speaking to the children. Weekly for the most vulnerable and every few weeks for the rest of the class. Using Oxford Owl to support specific children with reading has been great. Support staff are enjoying this and feel valued. It took a while to set up and is a bit complicated (requiring a device and a phone).
2	It has been trial and error and we are open to trying new things to keep our families engaged and provide opportunities for learning. We have remained flexible in our approaches and clear and regular communication has been praised from the teachers and the school by parents and the Parent Council., which I believe has been key to maintaining positive links through our challenges.
3	We have been noticing a dip in learning so have been trying to replicate some of the events and activities we would have done in school this term. Next week is well-being week which would have happened in school but planning for what could be managed at home such as a virtual sports day. This will hopefully help staff as well as some staff are finding it difficult that they are preparing work and families not engaging. Have purchased and issued resources such as coloured pens and pencils. Have put out simplified learning grids for parents who struggle with literacy which has been appreciated. We put out a survey monkey about home learning to parents which had a positive response. Had a whole school sumdog challenge which engaged a lot of the children.

4	Parents seem happy with the flexible approach to the timetable where they can cover the work at times suitable to them within the week. With work being set mainly on Mondays we have reduced the alerts to mobile phones and reduces the overwhelm this was causing. Having the timetable finished and ready for issue was appreciated by all and allowed pupils to see what their week would look like. This aided them in planning their study and spreading the workload throughout the week. Weekly communication with parents has kept them informed and has reduced potential complaints and queries. If I could have arranged some in-house training prior to lockdown then that would have helped with staff confidence in using Teams and/or Google Classroom. As it is staff are learning as they go and this is causing stress for those less confident. This would also have meant the one platform could have been favoured which would have been easier for families to access. Some staff are creating recorded explanatory videos and voiceovers and, with more confidence, we may have seen more staff delivering instructions in this way. Where the sis happening it is greatly appreciated by pupils, making tackling tasks far easier, and so I would like to see this grow over time. I feel that families without the necessary ICT could have been supported sooner rather than waiting for the delivery of donated IT (from benefactors) which has not in fact materialised. It is disappointing that a promised scheme that would have taken the pressure off schools has not come to fruition for whatever reason. Now school have to issue laptops, some brand new, and hope that they will be returned intact as they are unlikely to be able to replace damaged goods.
5	Our approaches to learning at home have been based on how well we know our children and families, by tailoring the learning to enable parents to support the tasks if necessary. We give detailed instructions as to what we expect from the task and are allowing the children to use skills they have already developed and transferring this knowledge into the tasks being set. We have ensured that parents know we are contactable should they require support and we provide resources if needed. We need to ensure that digital skills at all stages are taught as a core part of learning and not as an add on.
6	It has helped some pupils to have access to Clicker at home which we have managed to facilitate. Also P1-4 pupils had a delivery of a craft pack recently as we wanted them to engage with creative activities away from a screen. They were able to use the packs to complete IDL based tasks.
7	Regular contact with many children and families Reduced the quantity of activities in response to feedback gained from Teams/GroupCall/Emails/Phone calls Would have liked the opportunity prior to closure to work with parents to build confidence and knowledge of online learning
8	None
9	The use of facebook and in particular the messenger aspect has helped to break down some of the barriers for parents contacting teachers.
10	We are working Microsoft Teams in X and Google Classrooms in my other school (Y). Having seen both in use I feel Google Classrooms is more "user friendly" for pupils and families. However, Microsoft Teams offers more features such as tracking pupil's engagement. I'm still learning about both!
11	Facebook groups are popular although tends to be same parents posting, most posts are seen by many more. Teaching videos and check in videos have been very well received. Class competitions work well to see results.
12	Teaching staff have benefited from still being able to work collaboratively using teams, sharing good practice and supporting each other when problems arise.
13	Our 'Sharing Good Practice' channel within our whole staff Teams allows for staff to support each other. This has been invaluable in our transition to Teams and highlights our #Team approach to Learning & Teaching.

14	The offer of paper pack, although an additional workload for SLT to complete, has ensured almost 100% engagement across the school. Less than 1% of the school is not engaging on any platform offered (3 pupils).
15	The daily emails and weekly collages are very well received from the parents. Getting the amount of learning and levels appropriate for home schooling have taken time to get right.
16	We have done a survey with parents and this along with feedback to staff through glow and in telephone calls, parents are happy with what we are doing and have praised teaching staff. They think we have the balance right between digital and non-digital and the range of curricular areas. We have each week's grid based on a new context and this is proving popular as is the p3-7 grid created as a whole to support families. P 1 and 2 also work very closely together. Our sfl team also are working on super individual weekly grids and activities. for individuals with complex needs.
17	I may have decided to use a digital platform, ie GLOW/TEAMS. However, many parents have embraced the 'Learning Packs' which has given us a 100% engagement across the school so I am unsure whether to change to a digital platform at this time.
18	Dojo has been very positive, we used it already and it has really shown its worth. Parents and teachers can message each other, children can upload their work to show their teacher and whole school items - songs, videos, quizzes, challenges, messages, links to interesting websites etc can be shared more widely too. We have been very careful not to overburden families and have told them that about an hour and a half each day of schoolwork is absolutely fine especially if they are trying to juggle working from home too. Teachers report positive comments from parents about the work being sent home. On reflection I would have given out number lines, 100 squares, multiplication squares in the original home learning pack, we did give everyone a snakes and ladders game with counters and a dice so that could be used as a number square/line. I would also have given every child more library books too. And if we had had more time before closure, made certain that every parent was accessing Dojo rather than catching up on our return after Easter.
19	I think the balance of learning activities provided has been well received by most parents - balance between screen, written and active tasks. Communication to parents email direct from HT Glow Email has been appreciated. Second set of jotters and pencils sent home recently. Art and Craft Packs sent to 60 families by request. Sunflower Seeds to grow sent out to over 50 pupils by request. Sewing Kits - Felt and thread (no needles) - ready to be sent out to 30 pupils by request. Slideshow of weekly home learning on school website. Support staff set extra fun challenges for all pupils - shared and showcased on website. Introduction of Home Learning Star Awards - 2 per class each week - parents are emailed on a Friday with a certificate. House Point Quiz Challenge on Google Forms - great response after only one day on classroom. Working on a family quiz through Kahoot to involve whole family Involvement in local community projects - X Community Snake
20	As it is a small school, the class teacher was able to have an individualised approach to the learning online since the beginning. We made the decision to use the last week of face-to-face teaching to focus on learning how to use Google Classroom together with the children which allowed everyone to feel more confident with it. The offer of ICT equipment and Wi-Fi has made a huge difference for some families at X PS.
21	Having children feedback on learning activities ; currently we want them to engage so if learning is something they enjoy they will come back to it. More collaborative planning to ensure continuity and staff working together this would maybe combat feelings of isolation amongst staff.
22	Teachers are being responsive on a personal level to the needs of pupils on Google Classrooms and feeding back to management. Teachers are in stage groups on WhatsApp to aid planning and communication. They are also in cross-stage groups to plan for our upcoming health week. This has helped to extend contact between different members of staff.
23	Pt acting as internal guidance teacher with school mobile working well

24	There is quite a mixture of approaches with paper packs, emailing work out all together and Google Classroom. For a majority of families though, Google Classroom has been successful. We made the decision to use the last week of face-to-face learning to learn how to use Glow and Google Classroom all together with the children which helped everyone feel more confident in using it.
25	Google classroom working well and parents like it - we find it an easier interface than Teams but the High school is engaging with transition groups through Teams so it is another platform for pupils / parents to familiarise with. I would have put P7 onto Teams if I had known this rather than Classroom, perhaps a common platform across authority / ASG would be useful as we are now using digital platforms more regularly in the future. We have found sharing pictures / work with pupils and parents has been more of incentive for them to engage rather than private comments / phone calls. If they see what others are doing and especially if they are contributing to a collaborative project can be a powerful tool for engaging families, otherwise they can isolate away from all that is happening around them including the learning others are doing. Community / whole school / class projects have been very effective - e.g. Class TV channel (pupils researching articles / weather forecast, items of interest etc). Innovative IDL has been key to maintaining pupil motivation for learning at home.
26	This week (25 - 29 May) we responded to dip in engagement and also on telephone and email feedback and had an 'HWB week' with a different pack of fun activities and a virtual sports day. Parents seemed thankful. We are giving some hard copies to families who need that. We are truly doing the best we can. The PSAs are staffing 'virtual break times' (aka 'fake breaks', to some staff). Fewer children than we thought are participating but it might be the nice weather or the fact parents are working from home.
27	Having an in school 'guru' has helped immensely.
28	Staff have opted for a daily planner format - very clear for pupils and parents at first those not engaging with online learning were unaware of learning and teaching being shared in daily planners. To improve this we started putting a weekly overview grid for each class on the School App every Monday morning - and this reached almost 100% of families. For families with more than one sibling in the school - it was very clear to see all relevant classes within one document. Introduced 'Family Learning Tasks' for other areas of the curriculum: Science, Art, Music, Technology, H&WB - encouraging siblings to work together on one theme and a more practical use of resources within one household.
29	Microsoft Teams – I'm very proud of how our whole staff, including support staff and Nursery staff, have upskilled so very quickly. They are very supportive of each other if they are having difficulties posting files/assignments etc. to the different Teams. They share tips/photos on what has worked well or a certain method to use with staff who are finding a particular aspect tricky. Support staff are part of the Craft Club and Gardening Teams online and are leading the Craft Club Team. Nursery has its own Team also. Staff without childcare responsibilities have been leading some live sessions through Microsoft Teams and this has helped greatly with the transition process, as the vast majority of pupils are getting to see and hear from their class teacher for next session. I am in school on a Tuesday to photocopy and distribute the paper copies of the online learning for that week and to scan and return completed work from pupils to teachers. I am also very proud of how quickly pupils have upskilled and are able to navigate their way through the channels, have conversations with both teachers and peers and have worked out how to be able to return completed work.
30	1. The children mostly respond very well to the twice weekly 'meets' with their teachers. 2. Differently - found out earlier in the term who required IT devices. However, the provision of these took a good while. Nobody's fault, just how it was.
31	We trained staff very early - 10 March and set up a protocol. Prior to Easter holidays we set up channels including a help channel where a team of staff supported pupils and wrote a protocol in line with pupils, parents and staff feedback which became our policy. We have video assemblies and so far received overwhelmingly positive feedback. This has been amended in line with self-evaluation procedures.

32	Paper packs issued as requested/ issues have arisen. Some being hand delivered for contact. Non-engagers tracked and contacted by pupil support staff. ASN support in subject class Teams to support individuals. SMHW engagement has been excellent and increasing as contact with families has increased with tracking of issues. New Facebook page has increased spreading of key messages and proved popular. Parental consultation showed high level of satisfaction with communication, amount of work set and quality of work set. Inclusion Coordinator been in contact with those at risk of non-engagement. Delivering resources, etc. Technician providing ICT support to parents by phone and devices for collection. Guides provided by ASN for logging on and using platforms. Youth Worker helping pupil's access college enrolments. PTsG delivering food packs, ICT, paper packs. Any contact with families helping keep engagement going. Working with ASG staff on referrals to food larder and The Loft on activity packs and food parcels. Again, any contact with families has helped maintain motivation and engagement. Now working with Connect Team to help get access to Hub provision/ face to face support for children at high risk of non-engagement and mental health/ wellbeing issues.
33	We have variations in practice between teachers which are difficult to address remotely - so consistent expectations around, say, face to face meetings / teaching. Our systems are also set up more to consolidate previous learning than progress new learning. Had we had anticipated the length of absence we would have pursued greater use of teaching using video etc
34	Good to have all classes set up on GLOW at an early stage. Time spent on pastoral care systems such as child counselling, paper packs, Key Workers has paid dividend in supporting families to learn. Whole Staff WhatsApp and Microsoft Teams meetings for all groups of staff is working well. ASG Head Teachers meeting on Teams weekly and sharing learning for all ASG teaching staff. PEF Team, particularly HSLW has been invaluable.
35	Teachers have been recording themselves reading class novels using YouTube channels and sending children the link with related learning activities. Phone calls-teachers and members off support staff have been supporting parents struggling to get their children to engage. Weekly phone calls using Oxford Owl online resources to 'hear reading' over the phone has worked well for learners and parents.
36	We have an engagement monitoring RAG spreadsheet which is analysed regularly A number of members of staff have set up virtual classrooms as per Alison McCook training which is working well Regular quizlet maths quizzes every morning have provided structure to young people PSE – class meets at set time AS HT I have joined a class in every department – this has allowed me to interact more with young people and to experience the learning they are engaging with Recorded ppts for music – time consuming to learn how to do Personalised on line strategies put in place for identified young people, through Guidance and PEF
37	Our blended approach of online, paper packs and active learning resource packs, specifically for P 1-2 has worked well with positive feedback from parents. Many pupil's engagement in Nessy, after securing free subscriptions until June. This is monitored by SflT and pupil's set targets to continue making progress. Open door approach (via email, telephone conversation, Glow) to enable parents can contact the school for support/advice on home learning has been used by families.
38	I would have asked the parents which type of technology their family had access to and how many children it was shared between before lockdown rather than only asking the children.
39	Facebook video updates at key points are very well received by the school community
40	Teams is working well - obviously a focussed approach with training and communication to parents/pupils prior to lockdown would have been ideal. Staff have been excellent overall in upskilling and going way beyond the norm to provide for learning for pupils / and engage with families
41	Home learning has gone well and most families have appreciated the model we are following. Some want more like 1 2 1 tuition via video conference.

42	Strength of staff team. Whole school topics to make it easier for families with pupils in different stages/classes. Use of Seesaw app.
43	A CALL FROM THE HEAD TEACHER HAS ENGAGED MANY MORE FAMILIES WITH GLOW.
44	There are many things we are learning as we go: School System (SeeMIS, e-mail and workgroup VPN) access needs to be provided remotely. Staff have been creative in their use of GLOW to meet this need but access to these school systems would have allowed a continuation of the safe and familiar systems that schools already have in place. This is the most important feature of school operation that we need to function as efficiently as possible. We have been clearly told not to use GLOW for this type of information/communication but if we don't use GLOW for this then we cannot function as a school. The Summer break gives some opportunity for this gap to be filled so that we can start the blended learning approach using GLOW for learning and teaching keeping the school systems (sensitive information) completely separate. Training: we acknowledge the need for training for all staff in the use and embedding of VLE in the classroom. There has been an amazing effort amongst staff to provide VLE for their pupils but it has been 'learning on the job' and some have found it hard. As a school we have left it open to staff/departments to decide on their VLE as each system provides a different experience that may suit some subjects more than others. For example, Class Notebook (onebook) offers some useful features for Art/Technical whereas Business prefer simplicity of Classroom. The vast majority of pupils are coping well with the two platforms and we see no need to change our position. Training for pupils and parents also features highly. All partners have been learning to use these systems and communication can be difficult when remotely trying to get people up and running. Could the Learning Technologists deliver parental sessions to support parents with use of the VLE? We would have liked to have moved our staff workgroup across to GLOW SharePoint site. This would have allowed many departments to continue to access their materials. This would have allowed the sharing of more sensitive information in a controlled format. We would have involved the Learning Technologists from the outside to support the setting of permissions to allow this to happen.
45	We started using Teams before lock down so luckily we were able to teach the majority of children how to use it and offer parental tutorials before we closed. We have stuck to the same routine throughout but varied learning to maintain motivation. We have daily contact with the children who 'check in' in the morning and post learning and photos throughout the day, we post compilation of the week's learning as a video on a Friday on Teams to encourage sharing of learning and to provide an opportunity to see each other. We have class chats within Teams which also helps maintain the sense of belonging to their class and encourages discussion about learning (this is particularly successful in P5-7). We have created transition activities and videos for our P0s (nursery children) which the whole school have been involved with. We have maintained P7 motivation by creating a series of transition activities bespoke to them. We have responded to feedback from parents and adjusted as the weeks have progressed e.g. there was a dip in motivation a couple of weeks so we had a STEM challenge week to reinvigorate. I believe that one of the key elements that has helped maintain our high levels of engagement is providing feedback and celebrating learning. We comment on each assignment that is submitted and have continued to give our assembly LEARN praises. I have continued with our Friday weekly updates to parents and have used this as an opportunity to thank them and encourage continued engagement.
46	Teachers have been recording themselves reading class novels using YouTube channels and sending children the link with related learning activities. Phone calls-teachers and members off support staff have been supporting parents struggling to get their children to engage. Weekly phone calls using Oxford Owl online resources to 'hear reading' over the phone has worked well for learners and parents.

13. Is there anything that would support learning at home further, including any other supports from a local authority or wider perspective?

40
Responses

Latest Responses

"Funding - we are creating a lot of home learning materials for our chil...

"We have been using Teams for staff meetings and to store shared files...

"For families who struggle to help their child engage or struggle to sup...

1	Nothing at this time.
2	Access to ICT will help families.
3	If there was a helpline that parents could access with a team of support technicians then this would alleviate the many technical questions that staff are being asked on a daily basis. Perhaps school technicians could have been recruited to a support team so that they could have fielded all queries.
4	I know we have asked parents to let us know if any further support is required but many feel uncomfortable to do so. I have had to telephone parents (those which I know have limited or no access to a digital device) and say that I think a digital device would support the learning before they would make that application. Many parents need to be digitally upskilled and given more explanation and introductions to the platforms we are using. this has been a learning curve for all of us and we are learning from each other and everyone is working to their strengths,
5	The Education Scotland newsletters for Parents and Carers are good and we have shared those.
6	Look at planning ahead to support maintaining and improving infrastructures that have been achieved. ICT have pulled out the stops to get us this far. It will need to continue to enable learning to evolve further and not regress. Future ICT supports for using iPads within the learning estates as younger children will become more confident using them with the provisioning of ICT during lockdown
7	Not that I can think of
8	Our biggest barrier is that of parental perspectives and opinions about education and its value. Some of them simply don't want to engage.
9	More access to IT equipment for more families.
10	Not at this time.
11	Continued support in delivering ICT resources to those in need. Continued webinars from the Moray support team. These have been highlighted by a number of members of staff as an excellent resource - Thank you.
12	Access to virtual classroom experiences - teachers and pupils being able to meet 'face to face' would support further engagement. If all schools were using one digital platform this would support transitions to secondary schools, allowing Guidance teachers to create teams for their new pupils and do team building activities, secondary staff to introduce themselves. A drop in hub for pupils would be ideal using HSLW/Inclusion officers etc to support individual pupils - older ones - to talk in confidence.

13	Training for support staff to fully access GLOW and its resources including TEAMS.
14	Alison has been really good with all the webinars. As a staff we have figured out everything and been on our own journey with this and we think we have it right for our school context and families. Really proud of how the staff team has come together for this and work in their teams. Share point is great for this and it made us become confident in use of glow and also get to grips with the benefits of share point. We will continue with this way of working in the future. So not really any further supports.
15	I think that each school doing what suits it has been the best way to go. Every context is different and I don't think being told/given what we should send home would work although it is hard work making sure it is all running smoothly. The IT provision from school has helped families and seems to be working well. Moving forward I think that having a bank of computers which can be loaned out on a longer-term basis would be useful to have for those families who need them.
16	Being able to use Google Meets with pupils - even if camera option is disabled to allow virtual class/group meets with the teachers.
17	Access to technology for all. Also support for parents/carers to access digital learning platforms - somewhere centrally to talk them through problems. For parents and children to realise that this is school at the moment and the importance of them engaging in virtual learning. This will be more pertinent as it looks as though we will have blended learning and there will be new learning occurring. Teachers and children both having the same knowledge of the digital platforms that will be used at home so we have a smooth transition to blended learning.
18	As pupils return to school perhaps a more centralised and uniform approach across the authority for online learning?
19	Central resources and clear expectations from. Moray perspective does parents about what they can expect especially when we move to blended learning
20	There has been a number of households that have commented that the internet in the rural setting has not been able to cope with the increased demands of learning at home with parents working from home. As a wider perspective, there remains a need to ensure effective broadband coverage in all rural areas.
21	The difficulty is that school computers have been collected by / delivered to families who have little / no experience of using laptops and despite printed instructions find it very difficult to access learning platforms such as glow / google classrooms once they have the computers (some have difficulty reading) I feel some parents are then too 'embarrassed' to contact school to seek advice - a 'live' ICT helpline for parents may be a way for them to access support so they can be 'spoken through ' setting up for home learning.
22	Need more support if we were to do virtual CPMs - training, equipment etc. I ran out of wifi allowance and had no internet at home for two days - lots of calls to Vodafone. Some parents are asking for video conferences etc (not just for academic but to lift moods) - some emails have been quite negative and demanding. An email from HQ going to parents regarding this would be helpful.
23	Staff, parents and pupil would like the opportunity for the pupils to have face to face contact via class meets. As time has gone on this seems more important as more children are missing each other and their teachers and seeing each other would help their wellbeing.
24	It is still a very mixed picture in terms of IT devices across the school community which in turn impacts on equity in education. If we are to continue for an extended period with remote learning, the opportunity to further extend the loan of IT equipment / internet access must be looked at. Upskilling of pupils and parents needs to go with this also. Health and wellbeing is well supported through the Connect Teams currently - however again if remote learning is to be continued longer term - pastoral support for the wider school community will be required - possibly a dedicated member of staff to

	support HT with this. Provision of additional 'work mobiles' so ASN and Class Teachers may be able to contact families.
25	We have now run out of laptops to lend as we have reconfigured them all and distributed them to local families. If we don't get stock to replenish them, then pupils will be unable to access any IT Learning and Teaching in school when we return in August. Even the laptops in individual classrooms have been distributed.
26	1. Easy to follow 'How to' guides for parents provided as a central resource which all schools could access for staff and parents. 2. IT Dept to be more available to help us sort out IT problems rather than us having to try and work it out for ourselves!!! Nobody's fault in particular. I do realise IT are not an infinite resource...
27	We need to capitalise on the gains and not revert back to an over-cautious IT approach and reluctance to progress because of fear of downsides across the authority. This is a golden opportunity to refresh our IT strategy, learning from other local authorities who already do these things well. We need to use these platforms for video conference and have parental access on GLOW. Access to a decent email service from home and SEEMiS would be great going forward. We need to use GLOW emails and GLOW going forward.
28	Unsure at this stage.
29	We have been using Teams for staff meetings and to store shared files. Teachers have bene uploading their weekly tasks-all staff can access to share workload and collaborate to put together weekly learning packs. It is almost like they have a stage partner to share workload as would be the case in larger school. We will continue to use this moving forward. We hoped to organise a team meet for P7 before end of term. I notice there is guidance out today which will help teachers to organise this. Thanks.
30	I feel that internet reliability etc in X HS catchment is so sporadic that it makes online learning more difficult – this is something that our local MP was affected by on two occasions and it was reported in the papers. Our young people and staff deal with this all the time in engaging with and delivering online learning. The COVID gap will become worse in a rural setting if this is not addressed as a matter of urgency Consistent availability of ICT equipment – this has partially been addressed now for those who have applied – a Moray policy to provide all young people with a device would now seem imperative Work to ensure parents are aware of works set and how much some young people are completing in comparison to others Video call protocol to support practical music lessons
31	ICT support to up skill parents e.g. workshops.
32	Still requiring many (currently 18) laptops / some dongles. May have to look at how we get other resources out to families e.g. textbooks, jotters, pens, pencils etc (resource packs effectively)
33	An attendance check-in for pupils that is linked to Seemis if possible so as HT I can track engagement better. Would love the use of GroupCall as this would be extremely valuable during this crisis. This would make contact and tracking contact with parents much easier.
34	Similar devices would be helpful. Very tricky but one of the hard parts has been the complexities of supporting multiple different platforms on even more types of devices. Face to face contact with pupils has been requested. This is tricky to do but may be worth it if possible.
35	Better I.T. (VPN has been temperamental). Poor internet speed at home for some staff has been an issue working with online support. This is no fault of the council but can is a barrier.
36	MORE FAMILIES HAVING MORE THAN ONEW DEVICE
37	ICT Equipment: staff and pupils. The latest communication stated we should not access sensitive information with a Wifi enabled device. As most staff are using their own ICT equipment and Wi-Fi

	are we to assume staff will be provided with the appropriate ICT equipment to continue their jobs? There will be a growing need to provide pupils with fair and equitable access to ICT. The 'old laptop' that someone was using to begin with as short-term measure probably isn't suitable for long term use. I believe we will have an increased demand for ICT from pupils in August. Is now the time to decide standards and provision (e.g. Chromebooks). Greater support for pupils and parents for ICT at home. Whilst we have done our best to resolve ICT issues remotely for parents and pupils, it continues to take up a huge amount of time and many of the problems are beyond our skillset. For example stepping a parent through the removal of file sharing filters from their ISP so their child can access the VLE is at the limit of our ability to support. What happens beyond this point? How do parents get the help they require?
38	For families who struggle to help their child engage or struggle to support their child's learning, access to 2-way video calling would have helped greatly. Real-time supporting of a learning activity or modelling interaction could help support or encourage.
39	We have been using Teams for staff meetings and to store shared files. Teachers have bene uploading their weekly tasks-all staff can access to share workload and collaborate to put together weekly learning packs. It is almost like they have a stage partner to share workload as would be the case in larger school. We will continue to use this moving forward. We hoped to organise a team meet for P7 before end of term. I notice there is guidance out today which will help teachers to organise this. Thanks.
40	Funding - we are creating a lot of home learning materials for our children to ensure equity and this is going to really impact on our school budget. I am very concerned. I am also concerned about the need for individual resources when we return to school in August and how much these will cost.

14. Any other comments or feedback?

34
Responses

Latest Responses

"No, thanks for your support. Apologies for late submission - I lost the ...

"It feels as though parents are becoming increasingly frustrated with gl...

"Providing a good quality experience for home learning is time consum...

1	Parents have been very supportive and positive.
2	None.
3	-
4	I feel that everyone has risen to the many challenges and have faced them head on despite their fears. GLOW usage has soared and we now are familiar with so many different communication platforms and surely this can be taken forward when we return to school. Through necessity we have seen what is available and we must hope that this will translate into far better use of IT.
5	Thank you for the immense work to get home learning platforms and accessibility to current levels. Online webinars and supports for all staff to upskill and engage learners have been well supported and engaged in by Millbank staff - notably LearnTech and also Early Level Pedagogy
6	Perhaps ICT equipment could have been arranged sooner - I had the stock in school but wasn't issued to families until 19.05.2020 Support from other schools in the ASG has been useful - ASG based HT meetings has been very useful rather than Moray HT Meetings, this has allowed a more focussed approach in the local area

7	Moray digital skills tile is very useful as a one stop shop for resources. If the Moray Council device loan was just for school devices we could have implemented this from the start.
8	Quite a number of families are receiving information from us but have decided to follow their own home learning paths. Quite a number of families with key workers have found it difficult to share evidence of work due to time involved. A few have asked for jobs to keep the children busy i.e. worksheets so they can focus on their work for a time however, with mainly younger children who are not used to these types of learning tasks that isn't always appropriate. A number of families are asking for reading books despite 'Oxford Owl' being offered. We are providing SFL children some books but sharing books more widely would involve more movement. A lending library is something we might offer once Lockdown is eased a bit.
9	I would like to comment that I am extremely proud of all my staff for embracing a huge digital learning curve - Microsoft Teams, myself included. Particularly, my teaching staff who have worked collectively and collegiately despite being remote from each other and supporting each other with numerous virtual coffee sessions/training meets, online training and using what's app to keep up morale. To my support staff who have all engaged with Teams for professional development and have also on their what's app group continued to support each other. I would also like to note the dedication of all my staff, particularly the SLT, who have volunteered at the hubs. Only those with childcare arrangements (husbands keyworkers), have vulnerable members of the family or needed to self-shield have not been in. However, these members of staff have supported classes on digital platforms when their teachers have been in the hub. Another excellent example of collegiate working. Finally thank you to the staff at HQ who have supported us at all times. *I have answered question 5 in relation to early stages accessing teams - but it not a huge concern as level of engagement across all platforms is 100% but the survey told me I had to tick one of the boxes before I could submit.
10	Moving forward to June/August ensure the balance between school and home learning doesn't create an unmanageable workload. The home schooling - preparing resources, providing feedback for the children and communication with parents is already a full schedule.
11	Discussed with staff about videoing teaching as suggested but staff do not feel comfortable with this for a number of reasons so we have continued with our grids. P7 are now on teams for transition work to X.
12	We've found that across school there are some weeks when everyone's engagement dips. We have had messages from families letting us know they are struggling and we just reassure them not to worry and make the most of going outdoors, that it's ok to feel like this and we'll be here to support the children on their return to school. My main focus and priority on our return to school is going to be the emotional, mental and social wellbeing of pupils, their families and staff and by following the six nurture principles I hope we can do that successfully. I also appreciate the work that the officers and very reduced central team have done over the past few weeks.
13	The staff at X PS have certainly risen to the challenge of Online Learning with pupils and with each other over the last few months. They are tempted to work longer hours being in an online environment (which many admit to doing) compared to in school teaching - simply because the laptop is there and they get so involved and emails from pupils and parents can arrive at a variety of times through the day. I worry about August and trying to balance the commitments of face to face teaching, with Online Learning and the work/life balance that is needed for wellbeing. I'm sure we'll be thinking this through as an authority in the coming weeks.
14	I had to put an answer in question 5 but with such a small cohort in every year group it is difficult to say that there is a particular stage that we are concerned about.
15	N/A
16	Guidance for parents on home learning from moray council on what they can expect from their schools. As parents do compare and we need a consistent approach across Moray

17	I had to put an answer in number 5 but having tracked engagement since the start, there is a fairly standard level across the school of roughly 2/3 in each class engaging with online learning.
18	Q5 - I don't feel any age group in my school are more concerning than the other - it is generally family groups rather than stage and engagement was mixed across both age groups - It wouldn't let me submit without choosing though - couldn't see anywhere to put 'No'
19	I appreciate you must be very busy. I'm sure we'll get answers to all the 'going back' and 'how do we work in school AND carry on with home learning?' type of questions as soon as you know.
20	I am waiting for the necessary equipment to enable access to SEEMIS at home and this will be helpful. Remote access to emails is great however for completing various portal activities - it still requires dropping in and out of school to have access to do this. Also to access the staff work group requires being in school. If remote learning continues it would be more efficient as an organisation to have full access from home. This is most certainly not a criticism of our IT Team - indeed they have done a superb job over the last few months - but would increase the efficiency of SLT time and resource.
21	Staff are cautious at the moment about pre-recording lessons, as they are aware that whatever is put up on the internet, stays on the internet for years to come, and also that their image can be used elsewhere without their permission. They are more comfortable with the live sessions, as taking advice from Alison McCook the filming of a live session would be illegal.
22	1. It was extremely stressful at the start of lockdown to start to train the staff in the use of Google Classrooms to then find it was not GDPR approved, to then ask staff to learn Teams to then find out that Google Classroom had been approved. This caused unnecessary huge anxiety amongst the staff. 2. We are still producing a huge number of paper packs each week (some parents just don't want IT devices!) and yet there has been a stop put on us being able to order paper! Nothing to do with IT directly but still a concern regarding a different type of 'learning platform'.
23	Appreciated that everyone is working very hard. It would not let us send the form unless we had clicked an answer to Q5 - this is not what we feel but we had to tick something (hope this makes sense) Stay safe everyone and keep up the good work.
24	Big thank you to Headquarters Team for support and communications put in place. Overwhelmed at how hard our staff team are working to support families at X.
25	It feels as though parents are becoming increasingly frustrated with glow and electronic communication- more and more are now requesting paper packs as time goes on.
26	Blended learning will allow more effective use of time – feedback in class Streamline platforms – as GC was not available to begin with and many staff had not had experience in its use or training, we used Micro Soft teams, as GC became available, I was happy to leave departments to use which ever platform they felt comfortable with. This is now something that will be looked at to ensure consistent approach. Time spent when back in school ensuring all young people are as confident in use of ICT. Finally – the time effort and enthusiasm with which all SHS teaching colleagues have embarked online learning has been phenomenal – this must be recognised. Also well done to young people and their families for their efforts to engage positively and successfully with task set.
27	I think, all in all, that the level of engagement has been good. There are some families that have found it tricky for a variety of reasons to engage online and are reporting they are using the paper resources. As yet, we have not been able to feedback to learners and their parents regarding paper-based work.
28	Just the development of a co-ordinated recovery plan across the secondary schools - to ensure equity. I know this is coming through HT meets etc.
29	Support for Education Department has been appreciated.

30	STAFF WILL REQUIRE A LOT MORE TRAINING AND SUPPORT TO ENSURE VIRTUAL LEARNING CAN CONTINUE AND PROGRESS
31	A Moray wide approach to ICT needs to be developed for education, there is a clear willingness and demand from staff across the schools to use online learning to support our young people. Staff are seeing and hearing the practice across Scotland and they have a desire to replicate that in Moray.
32	Providing a good quality experience for home learning is time consuming and may cause workload issues when children return to school! We intend to continue with Teams for home learning when school resumes but will hopefully be able to do the bulk of our teaching in person.
33	It feels as though parents are becoming increasingly frustrated with glow and electronic communication- more and more are now requesting paper packs as time goes on.
34	No, thanks for your support. Apologies for late submission - I lost the email amongst all the others. Hope you are well.

School names substituted with X/Y