

Milne's
Speyside
ASGs. Moray
Lossiemouth
Elgin-Academy
Elgin-High
Buckie
Forres
Keith



Education, Communities and Organisational Development

Moray Schools

Covid-19 | Lockdown 2

Remote Learning Survey 2021

...for Moray's children and young people

Introduction

Covid-19 led to lockdown of our Moray schools once more in **January to March 2021** on direction of the Scottish Government. This follows from prior lockdown in late **March 2020 extending to June 2020**. Schools and officers at Headquarters worked together once more in establishing new ways of working across our local authority and schools, using intelligence gathered and lessons learned during the 2020 lockdown to inform 2021 lockdown activities.

Contingency plans were put in place, including planning and quality assurance of remote learning and its delivery. Following an initial recovery period from August to December 2020, the further period of lockdown from start of term in January to March 2021 led to re-establishment of Remote Learning and childcare provision for children of critical key workers, identified vulnerable children and Additional Support Needs (ASN) pupils.

“For equity we have focused on both methods - digital and paper - where parents last lockdown preferred the paper packs...teamwork across both the teaching and support staff has been fantastic - really proud of how they have all worked collegiately to support the children and families this lockdown and provide learning activities for our children...” School/HT A

On first lockdown in **March 2020**, the majority of Moray schools provided paper-based resources with most beginning to embrace 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.

On lockdown in **January 2021**, schools were better equipped in terms of established Remote Learning practices based on prior lockdown experience, **mixing Remote Learning** approaches in order to maximise learners’ experiences including live teaching, digital approaches and paper-based books and resources following feedback from previous lockdown surveys from key stakeholder groups.

While considerable requests for live teaching were made initially, based on research available and key guidance issues, a variety of Remote Learning approaches were adopted as a more suitable approach which *included* live learning. Approaches also extended to pre-recorded voiceover PowerPoints, research based activities, flipped learning approaches and activity based learning – including family learning challenges – to name a few approaches embraced. **Quality Assurance of Remote Learning** offer was well considered by our schools, strengthening learning experiences further following feedback during 2021 lockdown.

Through regular Head Teacher virtual meetings, progress reports, intelligence gathered during previous lockdown, engagement and participation rates, it is noted that considerable progress has been made across our Moray Schools in Remote Learning approaches. In Moray, we further developed Remote Learning and Teaching Guidance Toolkits to support our schools (**Appendix A**) with all schools adopting core online learning platforms in support of Remote Learning. In March 2021, a Remote Learning Survey was completed by all of our schools, exploring similar themes to those in the Remote Learning surveys completed in late May/early June 2020.

Feedback has once again, been gathered on:

- Learning platforms in use and learner engagement
- [Learner engagement*](#)
- [Learner participation*](#)
- Staff confidence in use of online digital platforms for learning and teaching
- [Approaches adopted in support of Remote Learning*](#)
- [Mechanisms and communication methods in use to support learner wellbeing*](#)
- [Learner progress in learning*](#)
- [Level of support in Remote Learning from home*](#)
- Further support accessed for building confidence in [Remote Learning delivery*](#)
- 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 any other comments](#))

** indicating additions/amendments from surveys undertaken in May/June 2020*

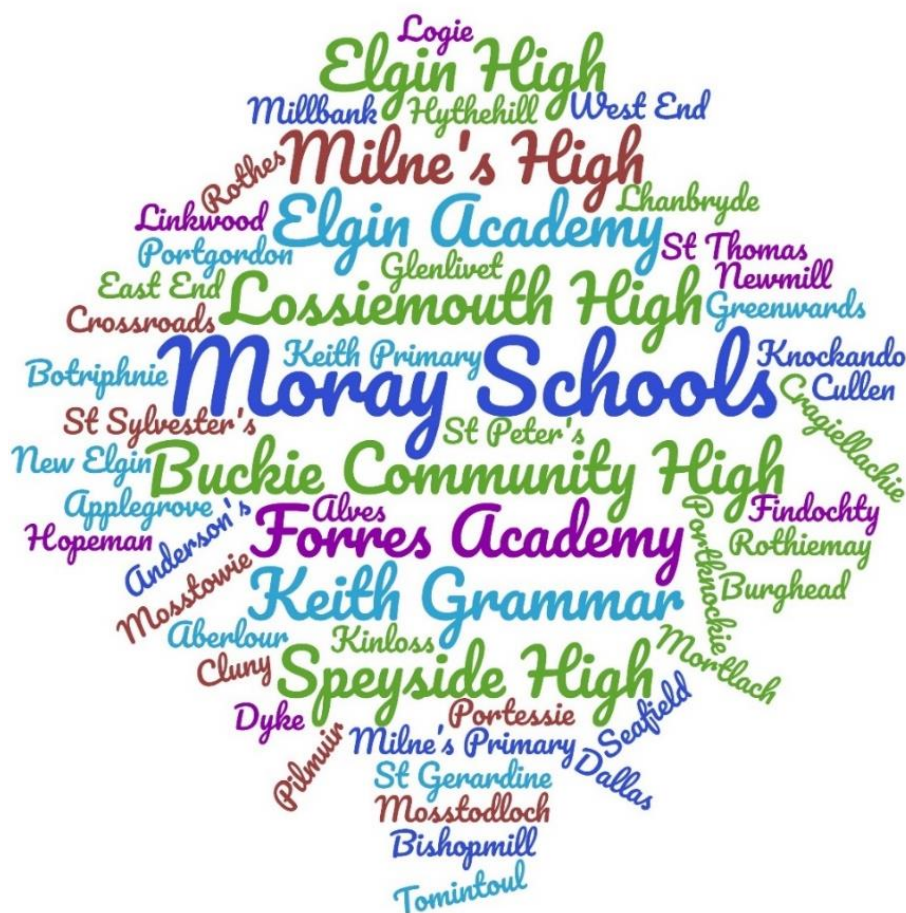
“Development of ICT skills amongst all members of the school community. This has inspired us to find out more about completion of the Digital Schools Award...recently attended a CPD session on this (thanks to Moray Digital Learning Team...) and found the session really useful and inspiring....” School/HT B

“Engagement across both digital and paper based learning activities: 68% of families who responded to our survey said they have managed alright to access online learning activities, but uploading activities was challenging (18.5%) and 92% of families who responded to our survey said they have collected paper packs each week. There has been a significant increase from last lockdown with the amount of work uploaded and returned which staff are feeding back on each week...” School/HT C

Procedure

Findings for this Remote Learning Survey report covering lockdown during **January to March 2021** are taken from two core data and information collection activities – our **Moray Primary Schools' Survey** and **Moray Secondary Schools' Survey**.

Previous data and intelligence was gathered last session during Lockdown 1 through 3 key surveys: *Moray Learners' Survey*, *Moray Schools' Survey* and *Moray Parents/Carers' Survey* reported previously as information reports to the Education, Communities and Organisation Development Committee – [click here for online access to these surveys](#) (please scroll to bottom of 18 November 2020 Committee Reports – Information Report). All **53** of our operational Moray Schools contributed to both data and information collection activities through a Primary School Survey and Secondary School Survey.



Review activity:	Collected:	Format:
Covid-19 Home Learning School Surveys: Primary Survey and Secondary Survey	March/April 2021	<ul style="list-style-type: none"> Quantitative and Qualitative summary report – contained within Appendix B, C Engagement by all 53 of our schools; 45 Primary Schools and 8 secondary schools

“Greatest success... Learning and acting on first period of lockdown... Constant reviewing and QA over the past 6 weeks... Staff willingness to expand their knowledge and practice... Move to live lessons/interactions...” School/HT D

Findings

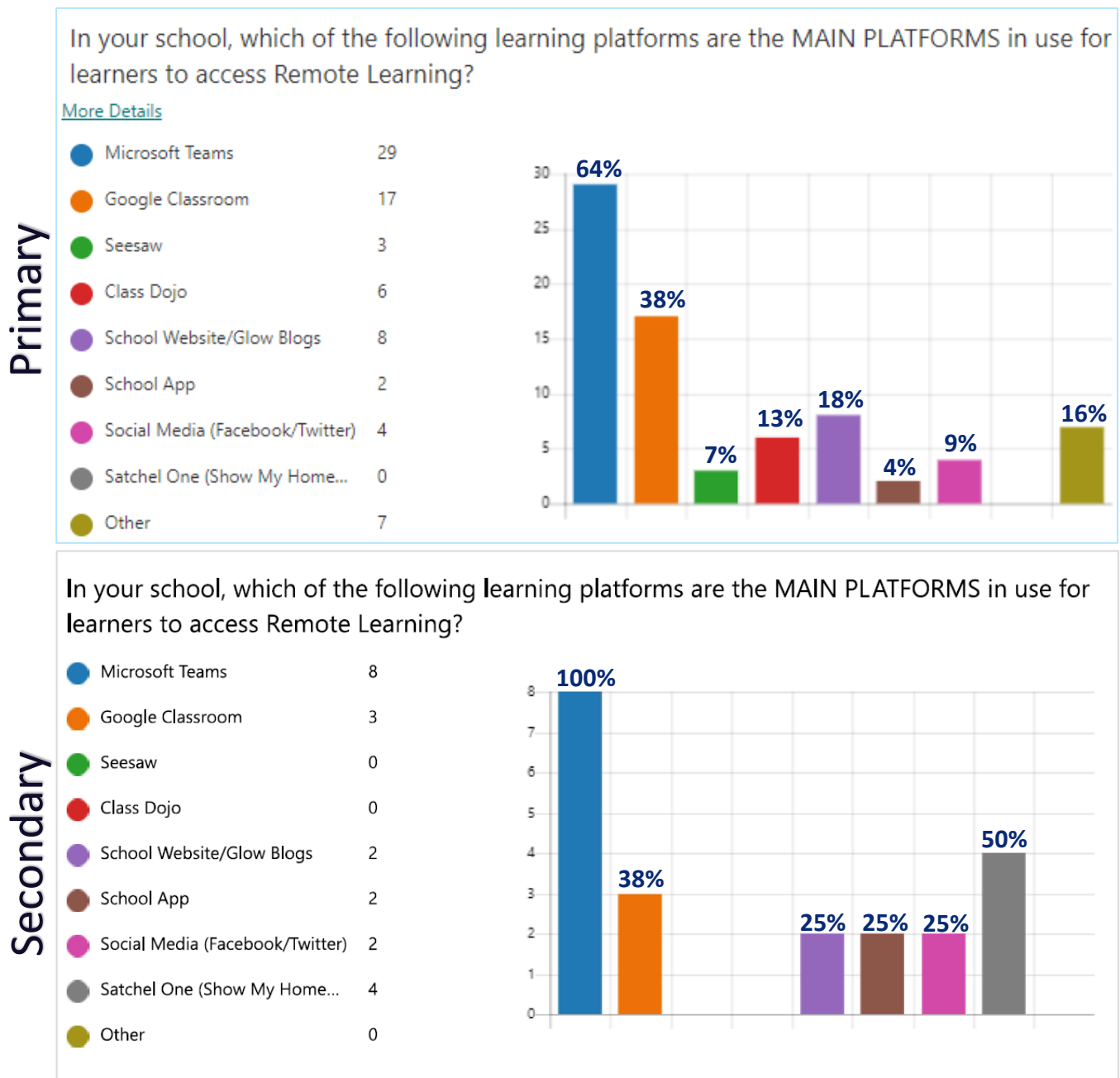
Detailed findings from both data and information collection activities are contained within **Appendix B** and **Appendix C**. The following key evaluations are made as summary of remote learning activities with key findings from the April/May 2020 Surveys also included as a comparator. Subsequent pages contain key detail on summary messages below:

April/May 2020 Surveys	March/April 2021 Schools Survey
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • All schools provided a mixed delivery approach to Remote Learning including live learning, paper-based activities/resources, research based activities, individual learning activities, family learning challenges, literacy/numeracy/HWB focused activities, Inter-disciplinary learning and wider Curriculum area focused work in order to strengthen and extend learning • All schools reviewed learning platforms adopted and embraced only key learning platforms, in particular Microsoft Teams, along with other supporting learning platforms rationalising the quantity of learning platforms required to be accessed from home • Most Primary Schools reviewed previous lockdown approaches to planning and delivery of learning, extending differentiation to meet individual learning needs and ensuring accessibility of learning through appropriate online platforms (e.g. Microsoft Teams, Google Classroom, Class Dojo) • Most schools extended range of learning resources accessed to include Education Scotland resources developed – live, recorded and supported • All schools ensured effective communication with children and families through a variety of online, electronic and in-person means, with all schools engaging in direct contact/check-ins with children and families on a regular basis • All practitioners continued to extend their digital literacy, with particular commitment of support staff in developing their digital skills and confidence • Engagement and participation in remote learning was positive overall, with some variability across identified stages of Primary and Secondary schools, as outlined below

“The pre-recorded videos and narrated PowerPoints have meant that even with technical problems here or at home, children have not missed out on learning. Along with the live daily check-ins that have proven to be invaluable....” School/HT E

Learning Platforms in use in our Moray Schools

The graph below outlines learning platforms in use during lockdown 2 (**January 2021**) for Moray Primary Schools and Moray Secondary Schools:



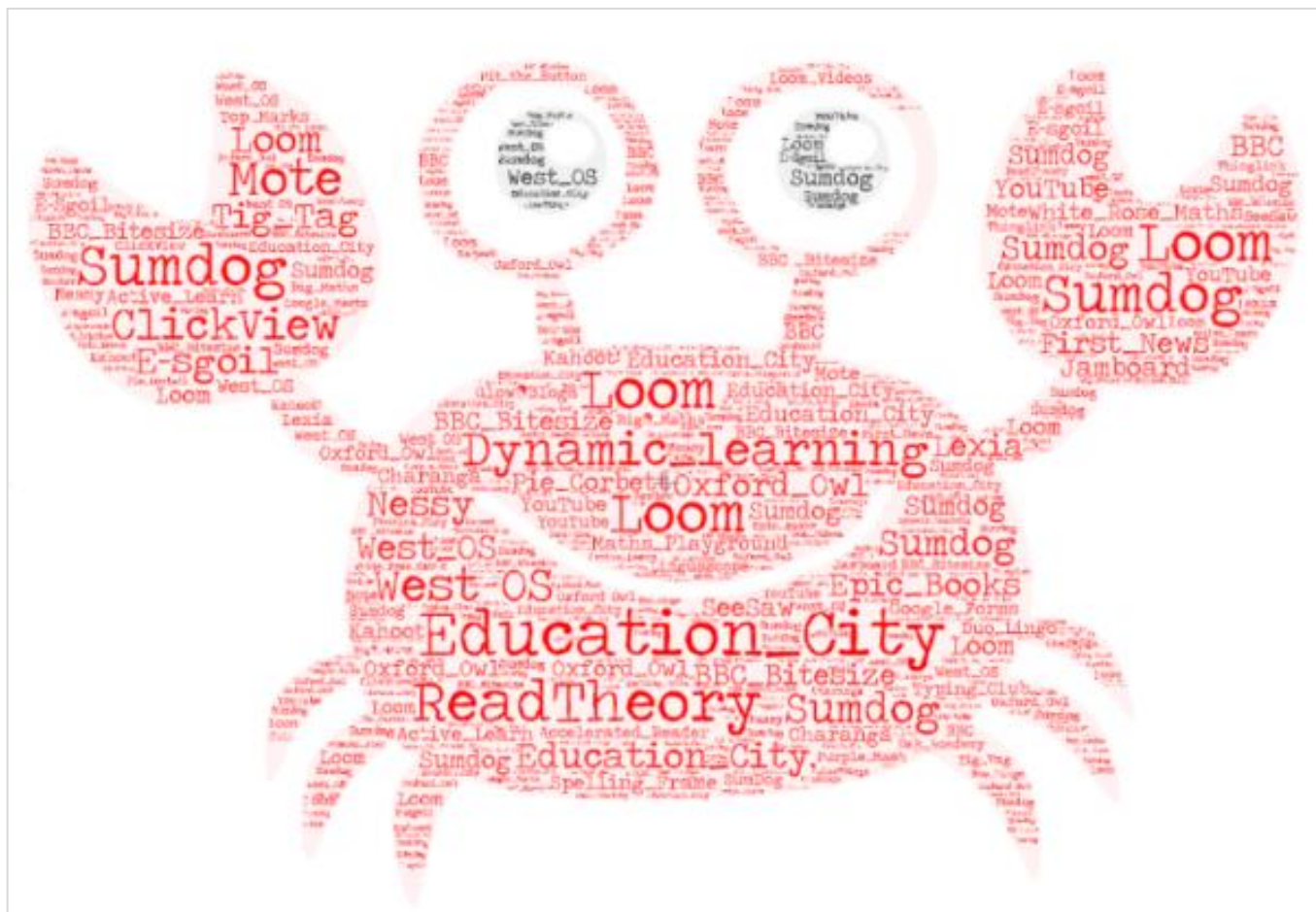
In summary, the following key points are identifiable:

- The **majority** of Primary Schools (64%) and **all** Secondary Schools (100%) made use of **Microsoft Teams** as a main platform for Remote Learning
- **Less than half** of Primary Schools (38%) and Secondary Schools (38%) made use of **Google Classroom** as a main platform for learning
- **Half** of secondary schools (50%) also made use of **Satchel One** (*previously known as Show My Homework*) as a main platform for learning
- **Schools Websites/Glow Blogs** (18%) and **Class Dojo** (13%) were also used as a main platform for learning by Primary Schools
- A **minority** of secondary schools also made use of **School Website/Glow Blogs**, **School Apps**, and **Social Media** for sharing learning

- **Primary Schools** made use of '**Other**' main platforms for learning including use of Glow e-mail for sharing learning, learning journals and paper/hard copies of work were also issued

Other Learning Platforms also in use

Schools also embraced a number of other online learning platforms in support of Remote Learning. The wordle below indicates popularity of wider online learning platforms with size of text indicating use across a greater number of our Moray Schools:



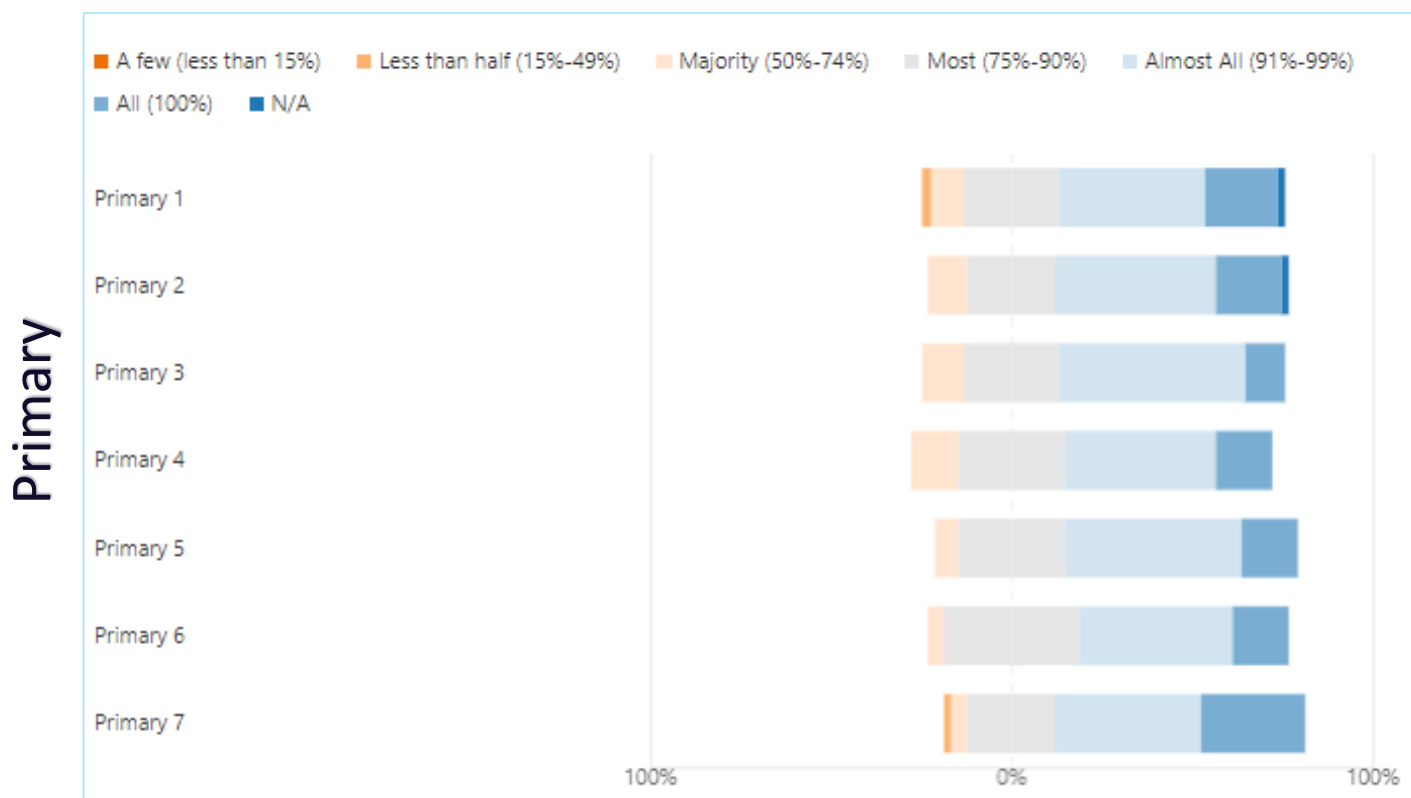
In particular, schools further made use of the following online resources and platforms for learning:

- Loom for pre-recorded lessons (e.g. Voiceover PowerPoints)
- Education City
- Sumdog
- Oxford Owl
- ReadTheory
- E-sgoil
- WestOS/ClickView
- Big Maths

Learner Engagement

Schools were asked to consider the proportion of learners in each stage (P1-P7; S1-S6) known to **engage** in learning activities set during lockdown. By **engagement**, we look to the **proportion of learners accessing learning platforms and/or paper-based resources** where appropriate, and completing **some** of the learning activities that have been set.

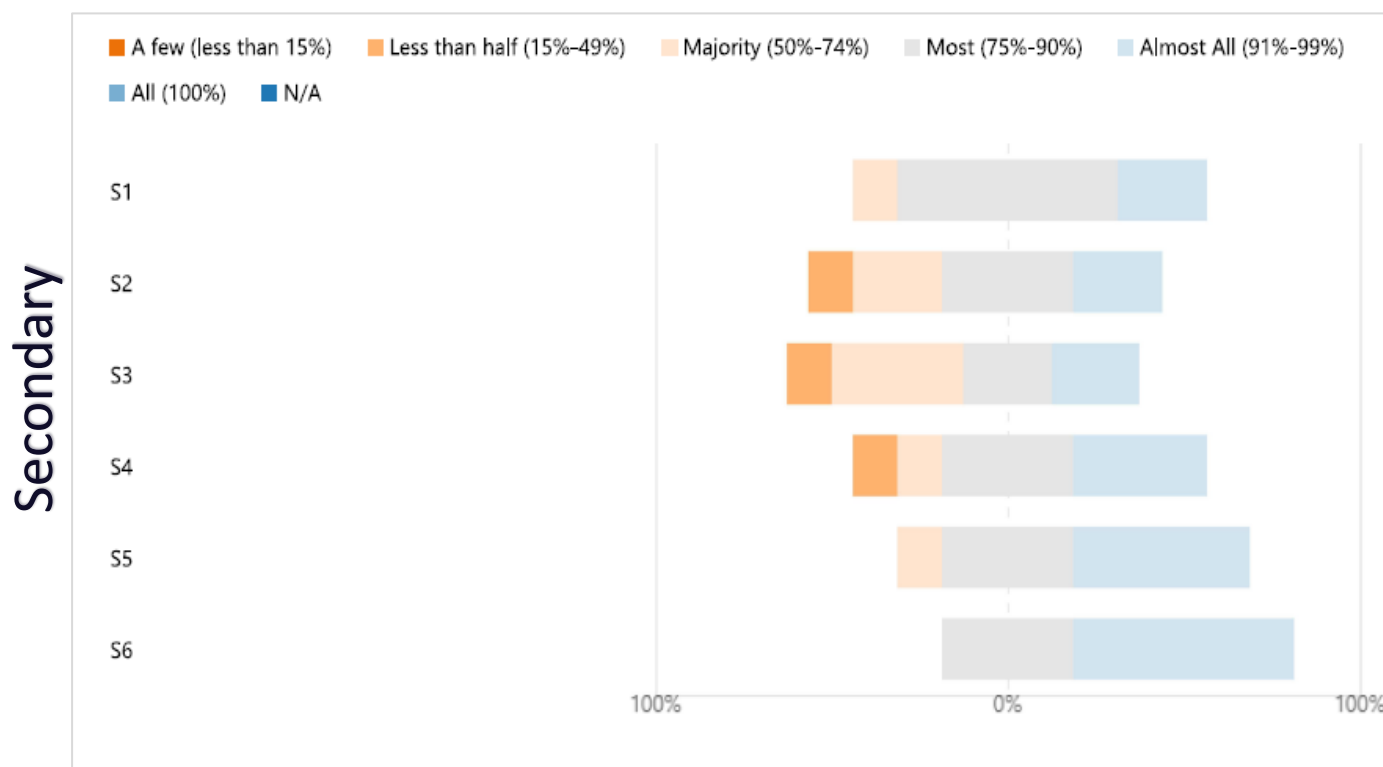
Overall, learner engagement was **strong** across Primary and in upper stages of Secondary in particular, with some variability in engagement across stages.



Learner levels of engagement: % of Primary Schools in Moray [45]								
Primary School Stage	Overall % Engagement (Most or above)	All	Almost All	Most	Majority	Less than half	Few	Not Applicable
P1	86.7%	20.0%	40.0%	26.7%	8.9%	2.2%	0%	0%
P2	86.5%	17.8%	44.4%	24.4%	11.1%	0%	0%	0%
P3	88.9%	11.1%	51.1%	26.7%	11.1%	0%	0%	0%
P4	86.7%	15.6%	42.2%	28.9%	13.3%	0%	0%	0%
P5	93.4%	15.6%	48.9%	28.9%	6.7%	0%	0%	0%
P6	95.6%	15.6%	42.2%	37.8%	4.4%	0%	0%	0%
P7	93.3%	28.9%	40.0%	24.4%	4.4%	2.2%	0%	0%

As indicated above, learner engagement across Primary School stages was high during 2021 lockdown, with engagement in upper stages (P5-P7) Primary of particular note. Some schools reported lower engagement in lower stages Primary, indicated by engagement of a majority of learners in their schools, particularly in P2 to P4 stages. Nonetheless, overall engagement across all Primary stages remained high as outlined in column 2 of the table below with most learners overall across our Moray Primary Schools, engaging in Remote Learning during January-March 2021 lockdown.

“The engagement of the learners and communication with families has been very good. The children have enjoyed the activities and engaged well with the themed week. Increased confidence using MS Teams compared to previous lockdown. The check-ins/virtual playtimes have been very successful...” School/HT F



Secondary School Stage	Overall % Engagement (Most or above)	Learner levels of engagement: % of Secondary Schools in Moray [8]						Not Applicable
		All	Almost All	Most	Majority	Less than half	Few	
S1	87.5%	0%	25.0%	62.5%	12.5%	0%	0%	0%
S2	62.5%	0%	25.0%	37.5%	25.0%	12.5%	0%	0%
S3	50.0%	0%	25.0%	25.0%	37.5%	12.5%	0%	0%
S4	75.0%	0%	37.5%	37.5%	12.5%	12.5%	0%	0%
S5	87.5%	0%	50.0%	37.5%	12.5%	0%	0%	0%
S6	100%	0%	62.5%	37.5%	0%	0%	0%	0%

As indicated above, learner engagement in Secondary School stages (*conscious of low number of schools within data set and higher percentage representation of each school*), learner engagement was greater in Senior Phase (S4-S6) overall and S6 in particular. Lower level of engagement is noted in S4 in some of our secondary schools. In the Broad General Education, learner engagement was lower than in Senior Phase, with lower engagement noted in S3 and S2 in particular across some of our secondary schools.

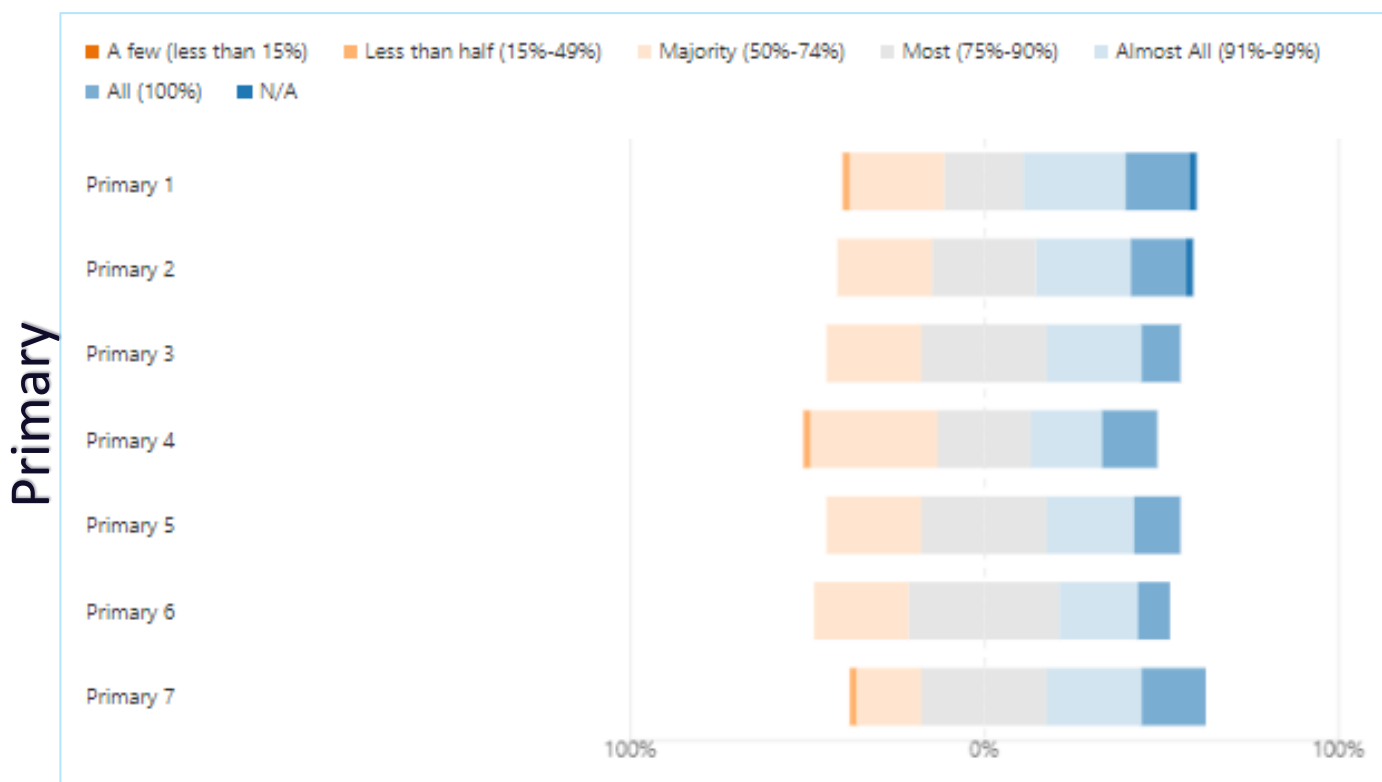
“High level of engagement in S4-6. Virtual registration provides good opportunity to check if learners are having any issues accessing resources - if so, phone calls are made to support. Virtual registration also provides wellbeing checks for pupils that are monitored by Guidance daily. Monitoring engagement enables PT Covid to support small number of senior pupils who struggle to engage at home....” School/HT G

Learner Participation

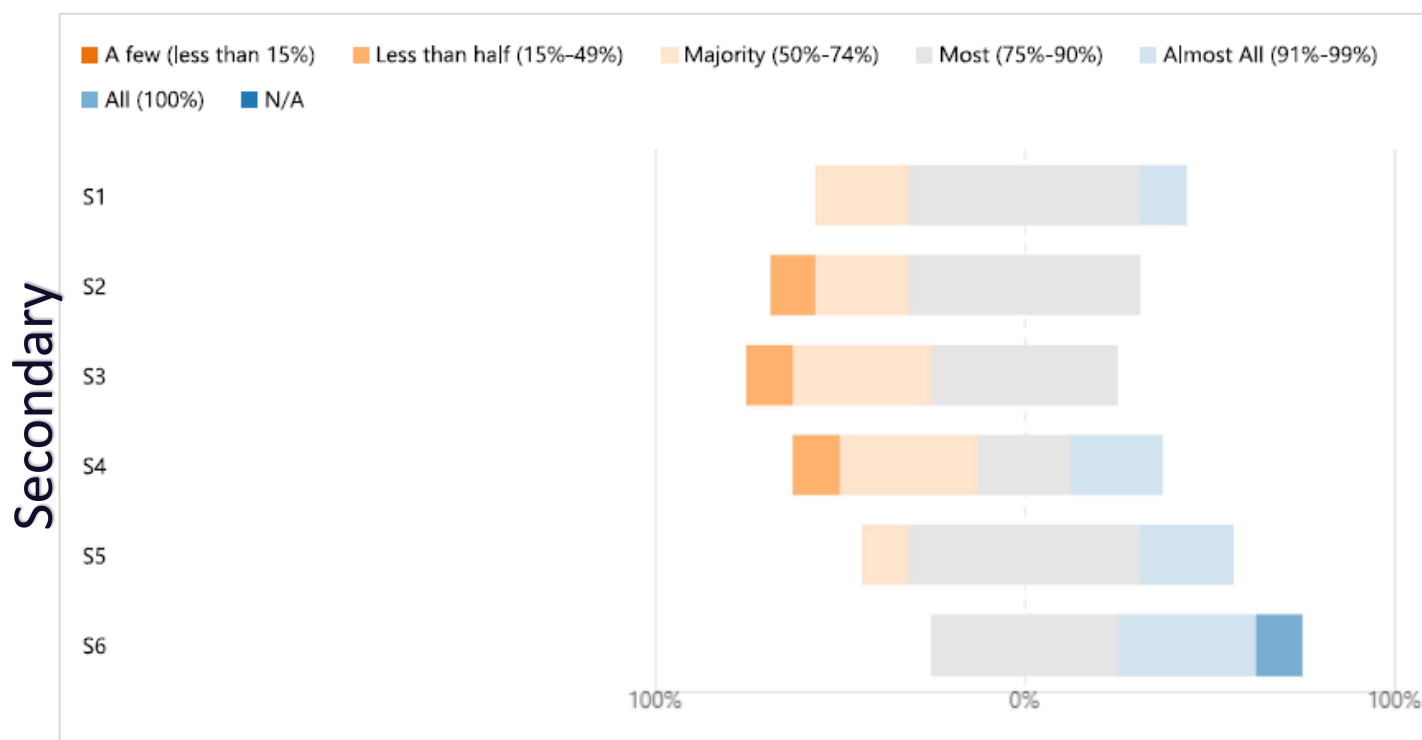
Schools were asked to consider the proportion of learners in each stage (P1-P7; S1-S6) known to **participate** in learning activities set during lockdown. By **participation**, we look to the **proportion of learners in each stage known to actively participate in learning activities set online or in paper-based formats**.

Learners may also actively engage in dialogue (live/chat posts) and act on feedback provided on learning activities set. Learning participation is where learners are known to meaningfully take part in Remote Learning. During lockdown in 2020 it was noted that a number of primary schools reported **Primary 7** engagement lessening as the term progressed with imminent transition to secondary school, post-Summer. **Primary 1/Primary 2** engagement had 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 were noted as some reasons around possible lack of engagement from particular stages at the time.

Overall, learner participation was variable across Primary and Secondary, with information presented below.



		Learner levels of participation: % of Primary Schools in Moray [45]						
Primary School Stage	Overall % Participation (<i>Most or above</i>)	All	Almost All	Most	Majority	Less than half	Few	Not Applicable
P1	68.9%	17.8%	28.9%	22.2%	26.7%	2.2%	0%	2.2%
P2	71.2%	15.6%	26.7%	28.9%	26.7%	0%	0%	2.2%
P3	73.4%	11.1%	26.7%	35.6%	26.7%	0%	0%	0%
P4	62.3%	15.6%	20.0%	26.7%	35.6%	2.2%	0%	0%
P5	73.3%	13.3%	24.4%	35.6%	26.7%	0%	0%	0%
P6	74.3%	9.9%	22.2%	42.2%	26.7%	0%	0%	0%
P7	80.1%	17.8%	26.7%	35.6%	17.8%	2.2%	0%	0%



		Learner levels of participation: % of Secondary Schools in Moray [8]						
Secondary School Stage	Overall % Participation (<i>Most or above</i>)	All	Almost All	Most	Majority	Less than half	Few	Not Applicable
S1	75.0%	0%	12.5%	62.5%	25.0%	0%	0%	0%
S2	62.5%	0%	0%	62.5%	25.0%	12.5%	0%	0%
S3	50.0%	0%	0%	50.0%	37.5%	12.5%	0%	0%
S4	50.0%	0%	25.0%	25.0%	37.5%	12.5%	0%	0%
S5	87.5%	0%	25.0%	62.5%	12.5%	0%	0%	0%
S6	100.0%	12.5%	37.5%	50.0%	0%	0%	0%	0%

In Primary, it is noted that middle stage Primary 4 and Primary 1 participation is lower than that of other stages in Primary. Primary 1 may be due to greater levels of parental input and support required at home, limiting participation due to other pressures (e.g. home working while supporting Remote Learning). In Primary, participation is strongest in P3, P5, P6 and P7. In Secondary, it is noted that middle stages (S3, S4) participation is lower than that of other stages, and in particular lower than participation in Senior Phase (S5, S6). In part, this may be attributable to the qualifications based course structure and need to participate for future qualifications/results. Secondary school participation is most positive overall in S1, S5 and S6.

Learner Engagement v Learner Participation

The table below compares overall Learner Engagement with overall Learner Participation from the table above:

Primary School Stage	Overall % Engagement (Most or above)	Overall % Participation (Most or above)	% Change – Engagement to Participation	Secondary School Stage	Overall % Engagement (Most or above)	Overall % Participation (Most or above)	% Change – Engagement to Participation
P1	86.7%	68.9%	17.8%	S1	87.5%	75.0%	12.5%
P2	86.5%	71.2%	15.3%	S2	62.5%	62.5%	0%
P3	88.9%	73.4%	15.5%	S3	50.0%	50.0%	0%
P4	86.7%	62.3%	24.4%	S4	75.0%	50.0%	25.0%
P5	93.4%	73.3%	20.1%	S5	87.5%	87.5%	0%
P6	95.6%	74.3%	21.3%	S6	100%	100.0%	0%
P7	93.3%	80.1%	13.2%				

In comparing overall learner engagement with learner participation ultimately resulting, the following key observations are made:

Primary	Secondary
<ul style="list-style-type: none"> Participation rates remain positive overall compared with engagement in P2-P3 and P7 Participation rates are less favourable in comparison with engagement in P4-P6 with lower than may have been anticipated participation, in P1 P7 participation is positive, in contrast to lockdown in 2020 	<ul style="list-style-type: none"> Participation rates remain positive overall compared with engagement in S5 and S6 Participation rates are lower in comparison with engagement (lower levels of engagement noted) in S2 to S4, with reduced participation (1 secondary school) in S1 Variation from last year may also be due to lockdown timing (Term 3 as opposed to Term 4 this lockdown, 2021)

Overall, engagement and participation is variable across stages as noted in the graphs and tables above.

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

“Greatly increased teacher confidence and wider range of teaching approaches deployed. This seems to be impacting positively on engagement. These approaches allow for greater connectedness...”

School/HT H

Staff confidence has increased notably from lockdown 1 in the use of online digital platforms and their use. The table directly below, is taken from our Moray Schools’ Remote Learning Survey during lockdown 1 (March-June 2020):

Lockdown 1 (2020)	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%

In lockdown 2, the same question was asked of our schools and the following summary of results is shown in the tables below (now split by Primary and Secondary School):

Lockdown 2 (2021) Primary	All	Almost All	Most	Majority	Less than half	Few	N/A
Teaching Staff	44.4%	33.3%	20%	2.2%	0%	0%	0%
Non-teaching Staff	11.1%	17.8%	26.7%	26.7%	11.1%	4.4%	0%

Lockdown 2 (2021) Secondary	All	Almost All	Most	Majority	Less than half	Few	N/A
Teaching Staff	12.5%	62.5%	25.0%	0%	0%	0%	0%
Non-teaching Staff	0%	37.5%	12.5%	37.5%	12.5%	0%	0%

Compared with lockdown in 2020, staff confidence has increased considerably in the use of online digital platforms. This is particularly notable in **non-teaching staff** with more support staff embracing online digital platforms in support of learner wellbeing and learning. Across Primary and Secondary schools, staff have embraced digital learning platforms and upskilled through professional learning activities in their use. Support staff were also invaluable through their contribution to childcare/vulnerable hub operation.

“The developing confidence of teachers in the use of IT to support learning - having to use glow and familiarise ourselves with the online materials 'out there' to support learning. Better engagement from Pupils during lockdown 2. Pupils are delighted to be able to see each other during Class Meets...” School/HT I

Approaches adopted in support of Remote Learning

In support of Remote Learning in lockdown during January to March 2021, our Moray schools embraced a range of online and offline learning and teaching approaches in support of continuity in learning. These included use of paper-based packs and resources, live learning, pre-recording videos and voiceover PowerPoints, play-based approaches and family learning activities and challenges. This mixed method approach to Remote Learning was initiated in order to maintain learner interest in learning as lockdown extended and ensure equity of access to learning for all, including those learners with Additional Support Needs (ASN).

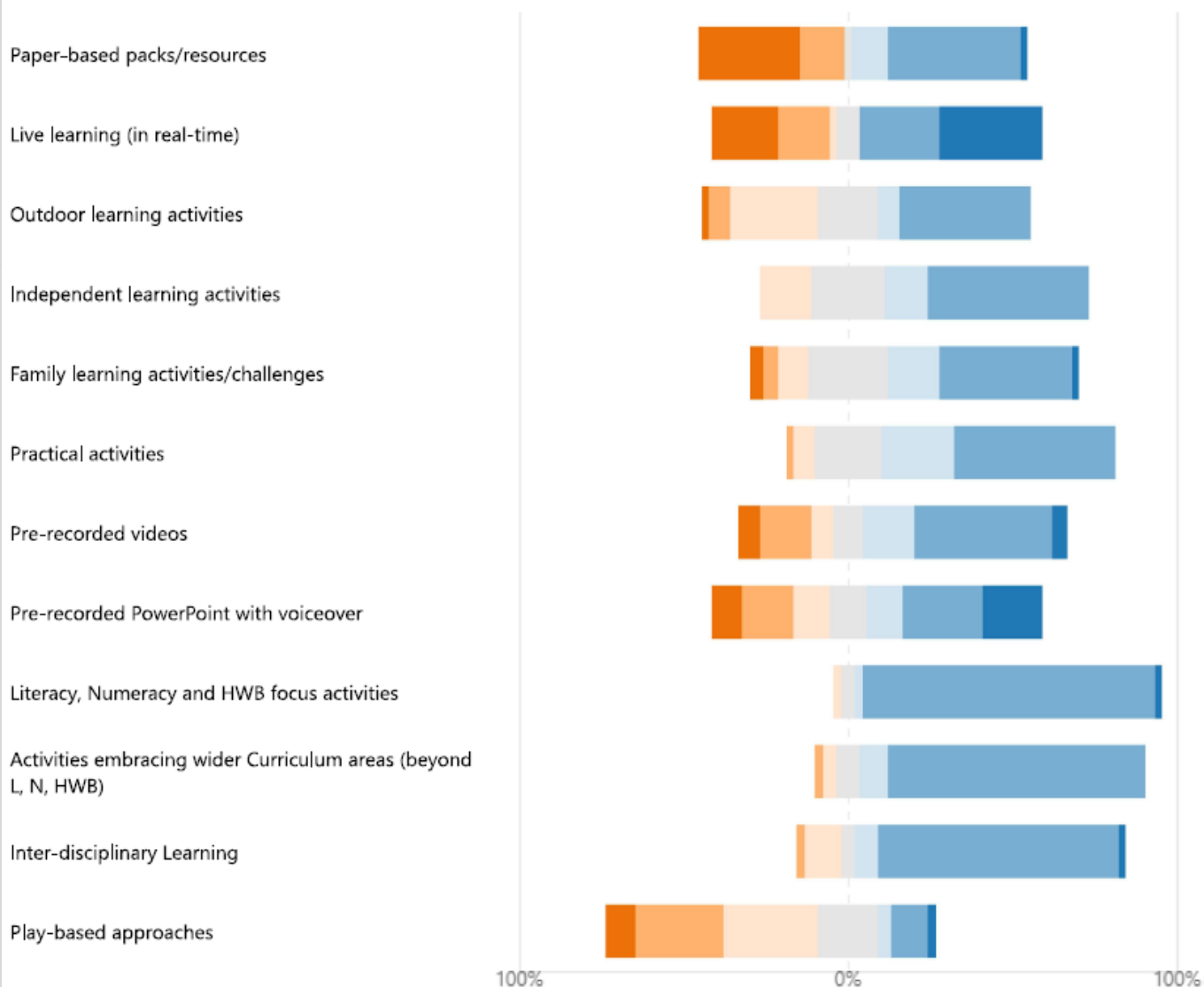
Moray Primary Schools – approaches in Support of Remote Learning

Primary

To what extent are practitioners in your school making use of the following approaches in support of Remote Learning?

■ A few (less than 15%)
 ■ Less than half (15%-49%)
 ■ Majority (50%-74%)
 ■ Most (75%-90%)
 ■ Almost all (91%-99%)

■ All (100%)
 ■ N/A



Lockdown 2 (2021) Primary	All	Almost All	Most	Majority	Less than half	Few	N/A
Paper-based packs/resources	40.0%	11.1%	2.2%	0%	13.3%	31.1%	2.2%
Live Learning (in real-time)	24.4%	0%	6.7%	2.2%	15.6%	20.0%	31.1%
Outdoor Learning activities	40.0%	6.7%	17.8%	26.7%	6.7%	2.2%	0%
Independent learning activities	48.9%	13.3%	22.2%	15.6%	0%	0%	0%

Family learning activities/challenges	40.0%	15.6%	24.4%	8.9%	4.4%	4.4%	2.2%
Practical activities	48.9%	22.2%	20.0%	6.7%	2.2%	0%	0%
Pre-recorded videos	42.2%	15.6%	8.9%	6.7%	15.6%	6.7%	4.4%
Pre-recorded PowerPoint	24.4%	11.1%	11.1%	11.1%	15.6%	8.9%	17.8%
Literacy/Numeracy/HWB focus activities	2.2%	2.2%	4.4%	2.2%	0%	0%	2.2%
Activities embracing wider Curriculum	0%	8.9%	6.7%	4.4%	2.2%	0%	0%
Inter-disciplinary Learning	2.2%	6.7%	4.4%	11.1%	2.2%	0%	2.2%
Play-based approaches	2.2%	4.4%	17.8%	28.9%	26.7%	8.9%	2.2%

Compared with Lockdown 1 in March 2020, it is interesting to note that **paper-based resources** continued to be issued by schools, but in a more targeted manner by a greater proportion of schools overall as shown in the comparator table below. This is in addition to other popular approaches to Remote Learning including **outdoor learning** activities, **independent learning** activities, **family learning** activities/challenges, **practical activities**, **pre-recorded videos**, **pre-recorded PowerPoints** and increasingly, **play-based approaches**.

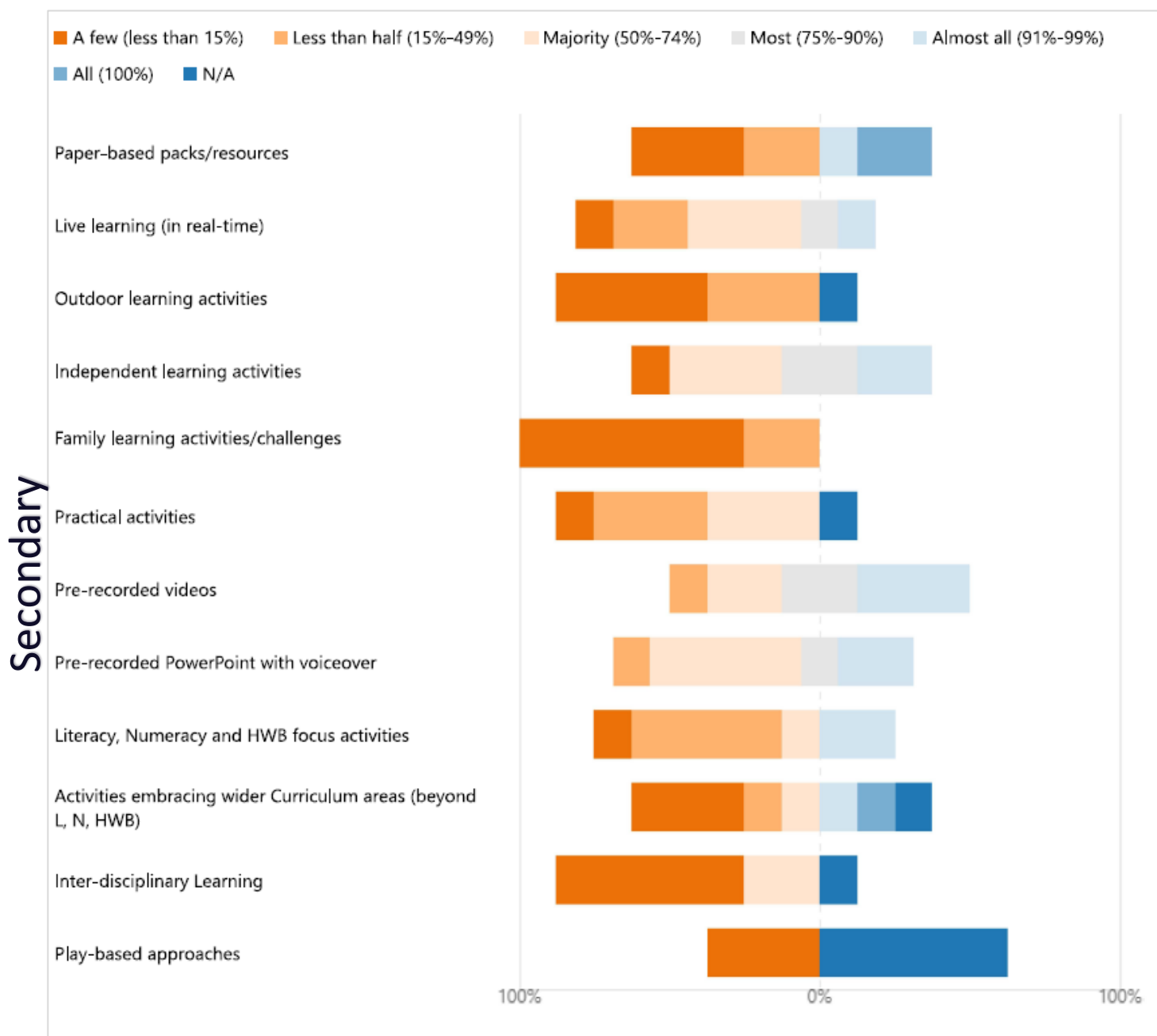
Of particular interest is that Primary Schools **did not embrace live learning (in real-time)** in a notable way, favouring other approaches to reach learners through Remote Learning. However, as noted previously, this required use of an online platform for sharing key learning instructions and materials (Microsoft Teams/Google Classroom/other learning platforms).

Comparator Table – Paper-based Learning packs/resources

Platform	Overall % Participation (Most or above)	All	Almost All	Most	Majority	Less than half	Few	Not Applicable
Lockdown 1 (March 2020)	22.7%	5.7%	11.3%	5.7%	3.8%	24.5%	45.3%	3.8%
Lockdown 2 (January 2021)	53.3%	40.0%	11.1%	2.2%	0%	13.3%	31.1%	2.2%

As indicated in the table above, notable increase by schools in issue of paper-based packs/resources for variety in learning approaches and to meet needs of learners.

Moray Secondary Schools – approaches in Support of Remote Learning



Lockdown 2 (2021) Secondary	All	Almost All	Most	Majority	Less than half	Few	N/A
Paper-based packs/resources	25.0%	12.5%	0%	0%	25.0%	37.5%	0%
Live Learning (in real-time)	0%	12.5%	12.5%	37.5%	25.0%	12.5%	0%
Outdoor Learning activities	0%	0%	0%	0%	37.5%	50.0%	12.5%
Independent learning activities	0%	25.0%	25.0%	37.5%	0%	12.5%	0%
Family learning activities/challenges	0%	0%	0%	0%	25.0%	75.0%	0%
Practical activities	0%	0%	0%	37.5%	37.5%	12.5%	12.5%

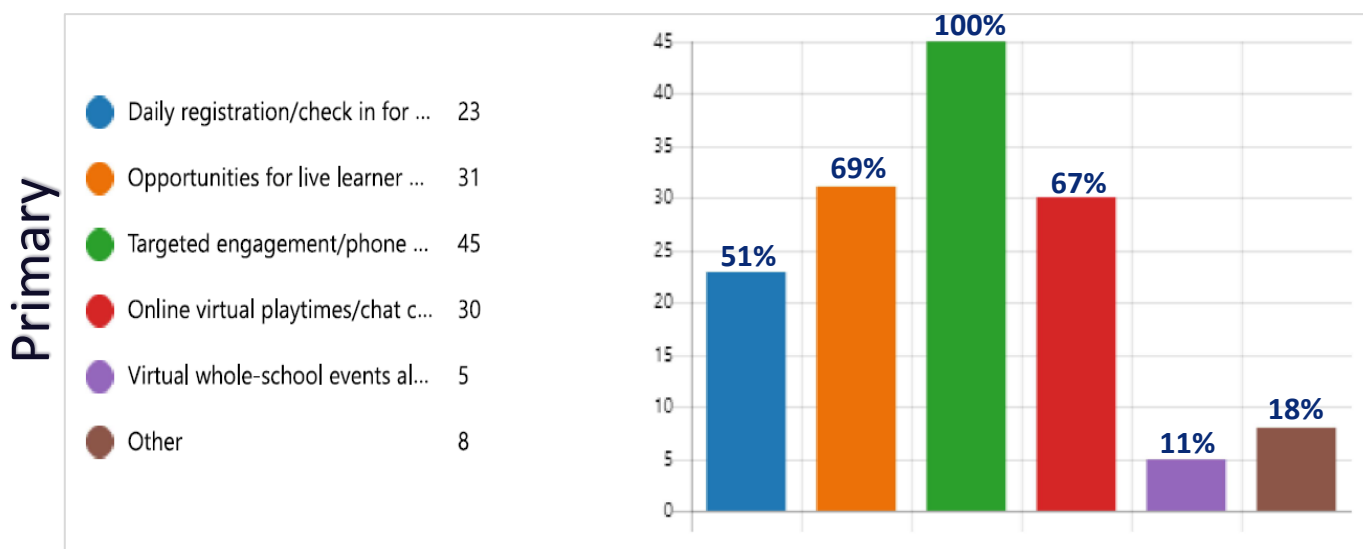
Pre-recorded videos	0%	37.5%	25.0%	25.0%	12.5%	0%	0%
Pre-recorded PowerPoint	0%	25.0%	12.5%	50.0%	12.5%	0%	0%
Literacy/Numeracy/HWB focus activities	0%	25.0%	0%	12.5%	50.0%	12.5%	0%
Activities embracing wider Curriculum	12.5%	12.5%	0%	12.5%	12.5%	37.5%	12.5%
Inter-disciplinary Learning	0%	0%	0%	25.0%	0%	62.5%	12.5%
Play-based approaches	0%	0%	0%	0%	0%	37.5%	62.5%

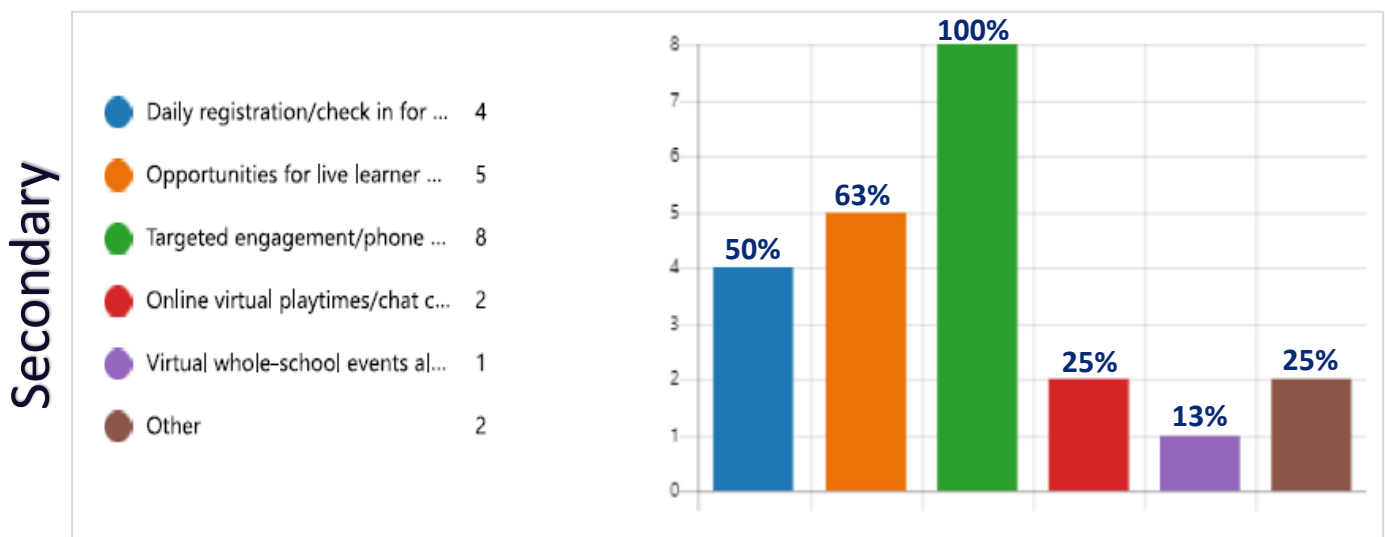
In secondary, it is interesting to note the mixed approach embraced across our secondary schools, with **live learning, independent learning tasks, pre-recorded videos** and **pre-recorded PowerPoints** being the favoured approaches to Remote Learning. Schools also mixed approaches to curriculum delivery with core focus on Literacy/Numeracy/HWB and wider curriculum area foci. All secondary schools used **Microsoft Teams** to support delivery as identified previously with some also using **Google Classroom** as a main learning platform.

“Staff embracing a whole school IDL approach to support family learning opportunities so parents/adults in the home with multiple children are able to work on common areas. Staff confidence to do Google Meets - children really embraced this. It is early days with about half the staff at this time doing live Google Meets...” School/HT J

Mechanisms and communication methods in use to support learner wellbeing

Schools adopted a range of approaches in order to maintain contact with children and young people, and their families in order to check in on wellbeing and ensure strong supports were in place to meet learning and wider needs. The graphs below illustrate the core approaches adopted by our Moray Schools:





The following key observations are made regarding mechanisms and communication methods used by our Moray schools in support of learner wellbeing:

- **All** Moray schools (100%) undertook direct targeted engagement with children and young people – and their families as appropriate – using direct telephone call communications, e-mail and distanced contact (e.g. doorstep check-ins)
- The **majority** (69%) of our Moray schools provided opportunities for live learner interaction with staff using online platforms (e.g. Microsoft Teams/Google Meet)
- The **majority** (67%) of Moray Primary Schools provided opportunity for virtual playtimes/chat channels for children to support peer interaction and support
- The **majority** of Moray Primary (51%) and Secondary (50%) schools engaged in daily registration activities and check-ins as further interaction with learners
- Other approaches adopted by schools included **socially distanced doorstep check-ins** as required in support of more vulnerable children and young people, **wellbeing walks** and use of online tools (e.g. **Glow Mail**) for interaction and feedback

“Participation increased this year... Introduction of video calls and class chats for pupil health and wellbeing...”

School/HT K

“As we continued using Google Classroom on the return in August for homework, parents and children have felt more confident in using it...”

School/HT L

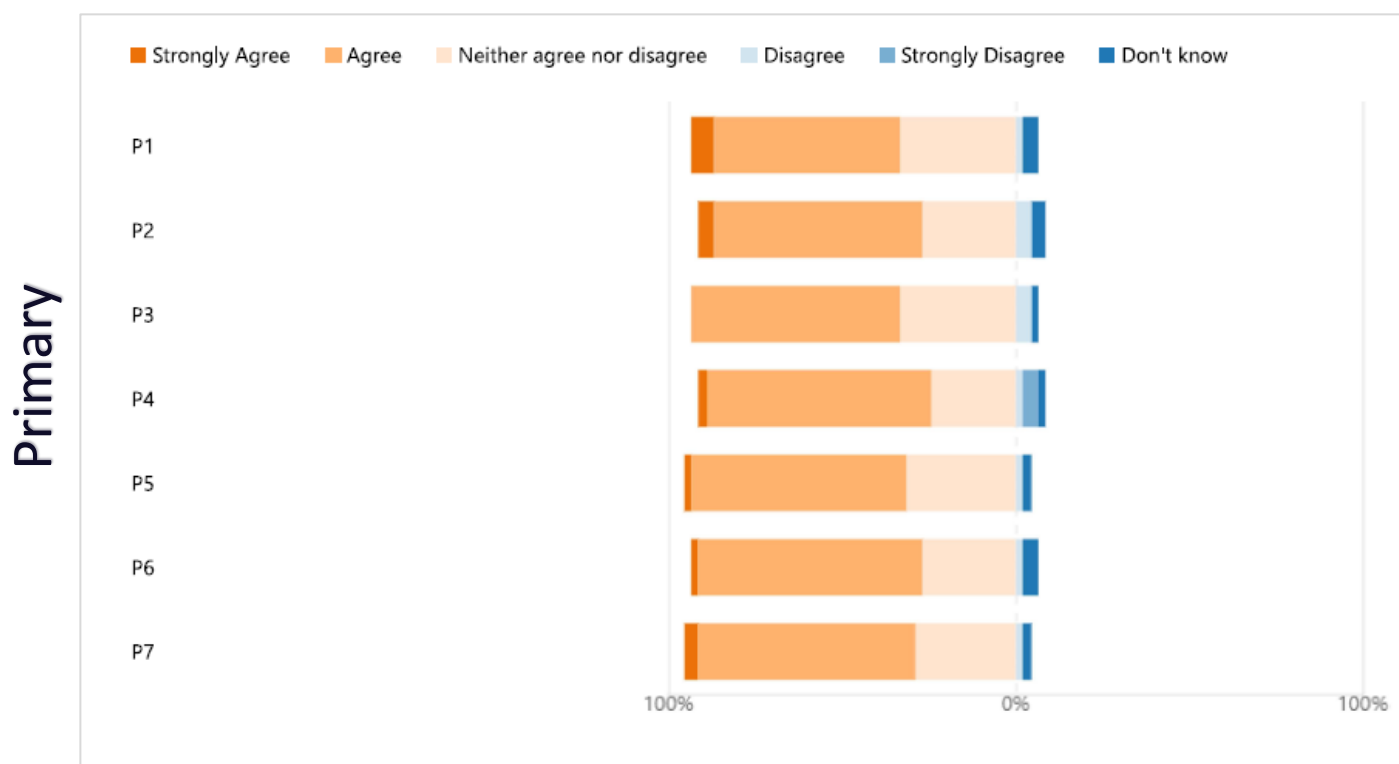
“Identifying learners at risk and requiring interventions/encouragement/support. Parents report being pleased with the amount and quality of work and support being provided...”

School/HT M

Learner Progress in Learning during Lockdown

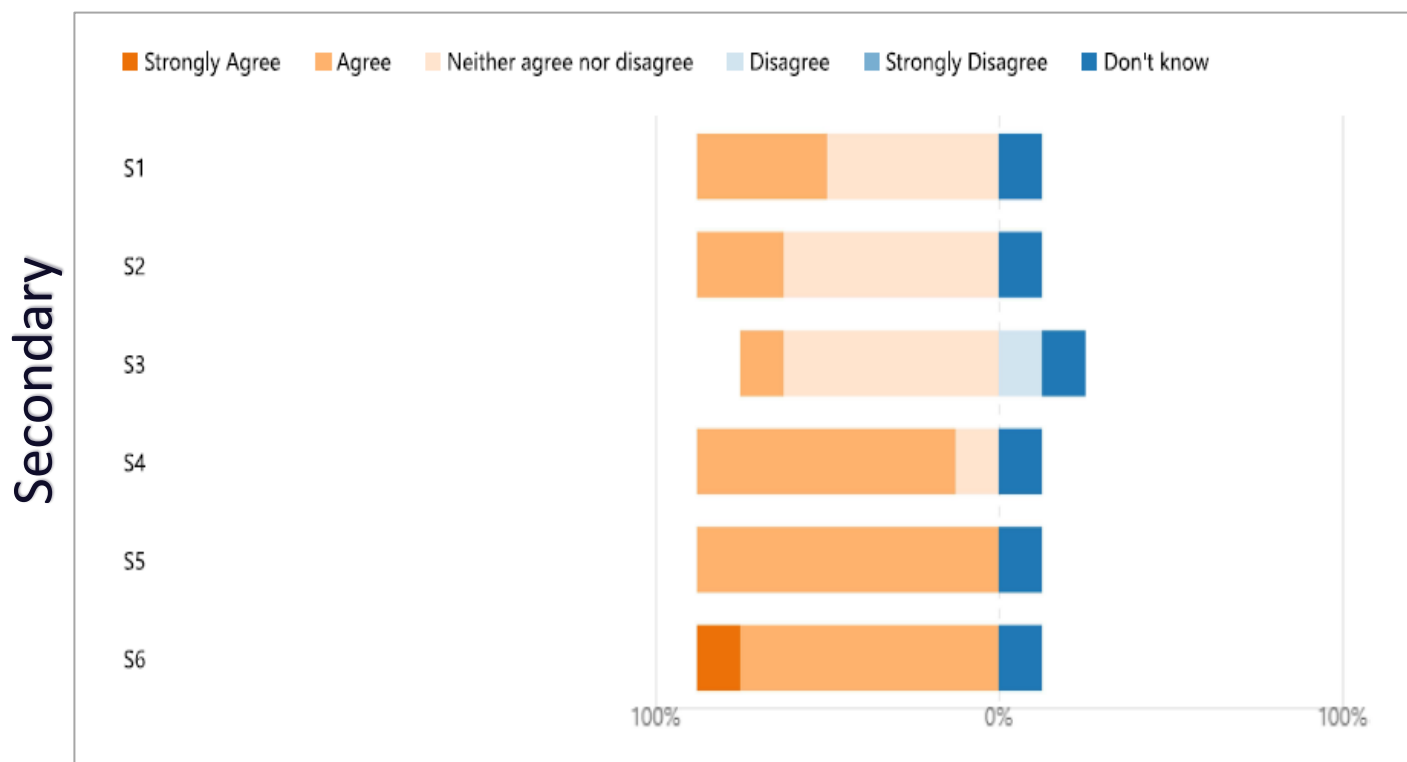
During lockdown, learners made variable progress in learning based on quality of work completed, ongoing assessment approaches adopted by our schools, through teacher review of work submitted and feedback subsequently provided. There has also been some variability in learner motivation to act on feedback provided by their class teachers.

The graphs and table below illustrate school views on learner progress in learning overall:



Lockdown 2 (2021) Primary	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Don't Know
P1	6.7%	53.3%	33.3%	2.2%	0%	4.4%
P2	4.4%	60.0%	26.7%	4.4%	0%	4.4%
P3	0%	60.0%	33.3%	4.4%	0%	2.2%
P4	2.2%	64.4%	24.4%	2.2%	4.4%	2.2%
P5	2.2%	62.2%	31.1%	2.2%	0%	2.2%
P6	2.2%	64.4%	26.7%	2.2%	0%	4.4%
P7	4.4%	62.2%	28.9%	2.2%	0%	2.2%

Overall, engagement in learning during lockdown was positive overall across Moray Primary Schools. Some variation in **P4** is noted depending on school context.



Lockdown 2 (2021) Secondary	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Don't Know
S1	0%	37.5%	50.0%	0%	0%	12.5%
S2	0%	25.0%	62.5%	0%	0%	12.5%
S3	0%	12.5%	62.5%	12.5%	0%	12.5%
S4	0%	75.0%	12.5%	0%	0%	12.5%
S5	0%	87.5%	0%	0%	0%	12.5%
S6	12.5%	75.0%	0%	0%	0%	12.5%

Overall, engagement in learning during lockdown was positive in **Senior Phase** across our Moray Secondary Schools. In part, this will be attributable to importance placed on **S4 to S6** as the Senior Phase qualifications focus. There is variability in progress in learning across the Broad General Education and in particular, **S3**.

“Engagement has tailed off in S1 and S3 over the last week or two. Dongles have yet to arrive so some of our young people cannot access their learning unless they are in the building. Many families are finding it difficult to motivate their young people at home...”

School/HT N

“Much better than last time, would love us to get the issues to sharing of confidential/ASN information sorted... 'Good' progress...it is better than last time so in that sense it is good. It is much slower than in school learning - in that sense not good. Concerns that progress of the less engaged is even slower in comparison with others than in normal circumstances and so the gap is widening...”

School/HT O

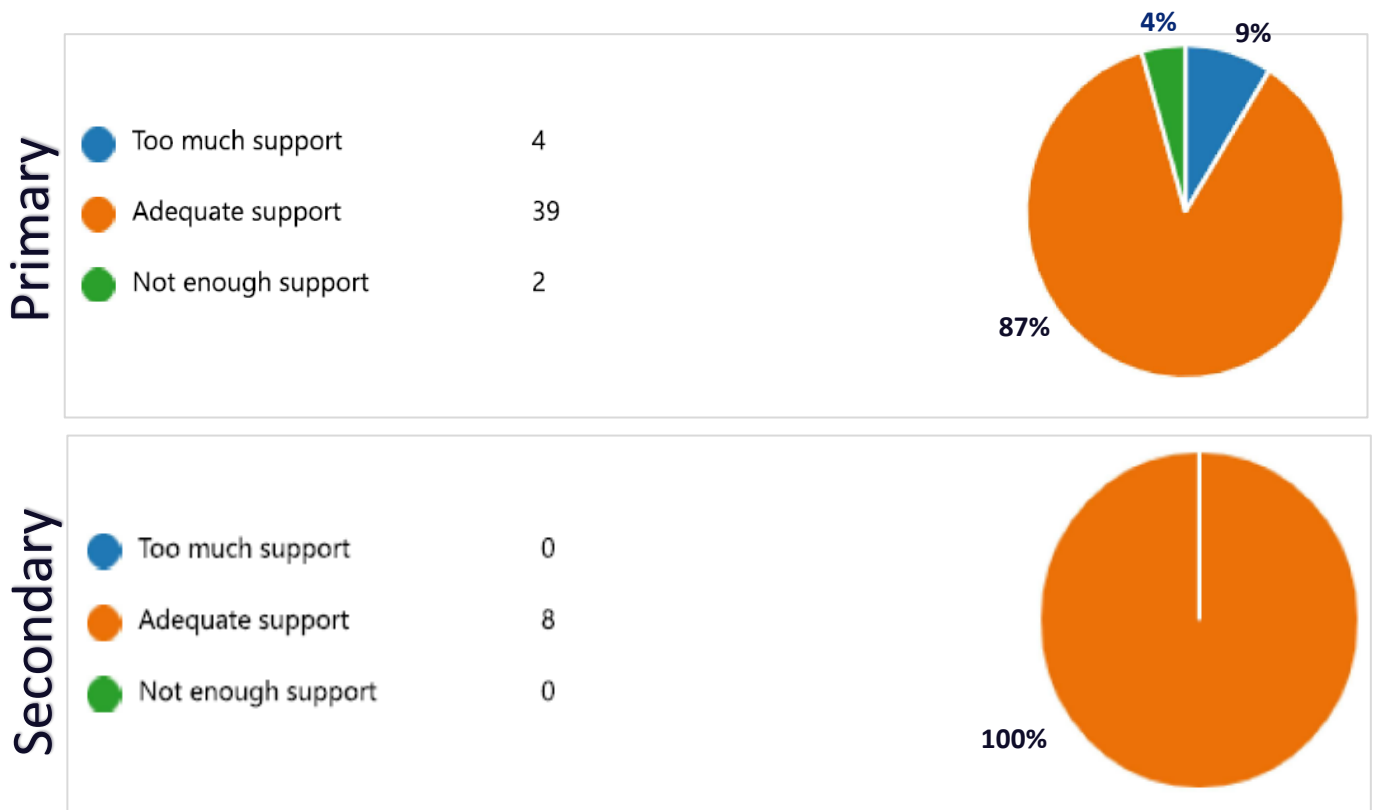
During Lockdown in March-June 2020, our Moray schools were asked to identify specific stages where lower levels of engagement had been experienced, grouped by key stages: Primary (lower stages – P1-P3), Primary (upper stages – P4-P7), Secondary (lower stages – S1-S3) and Secondary (upper stages – S4-S6).



Overall, there were **no identifiable stages** where engagement was weaker than other stages. In contrast during lockdown in **January to March 2021**, identifiable stages, particularly in the middle stage of Primary and Broad General Education (with S4 noted for participation) are noted for issues around engagement, participation or progress in learning.

Level of support in remote learning from home

Support in Remote Learning from home was essential for pupil motivation to engage in learning and complete learning activities set, beyond the scope of schools and practitioners during lockdown. The graphs below outline extent of support provide in Remote Learning at home, overall.



Overall, support in Remote Learning from home was strong, with **adequate support** provided for home learning activities across **almost all** of our schools. A **few** schools report over-support in Remote Learning and a **few** reported not enough support provided, both within the Primary sector.

“Everyone has been more confident in accessing the learning online. Paper packs for P1-3 and having the school open so we can hand out reading books has made a difference. Teachers who have volunteered in the hub have had the opportunity to see how the work is seen by pupils and to adjust how they approach the online aspect...”

School/HT P

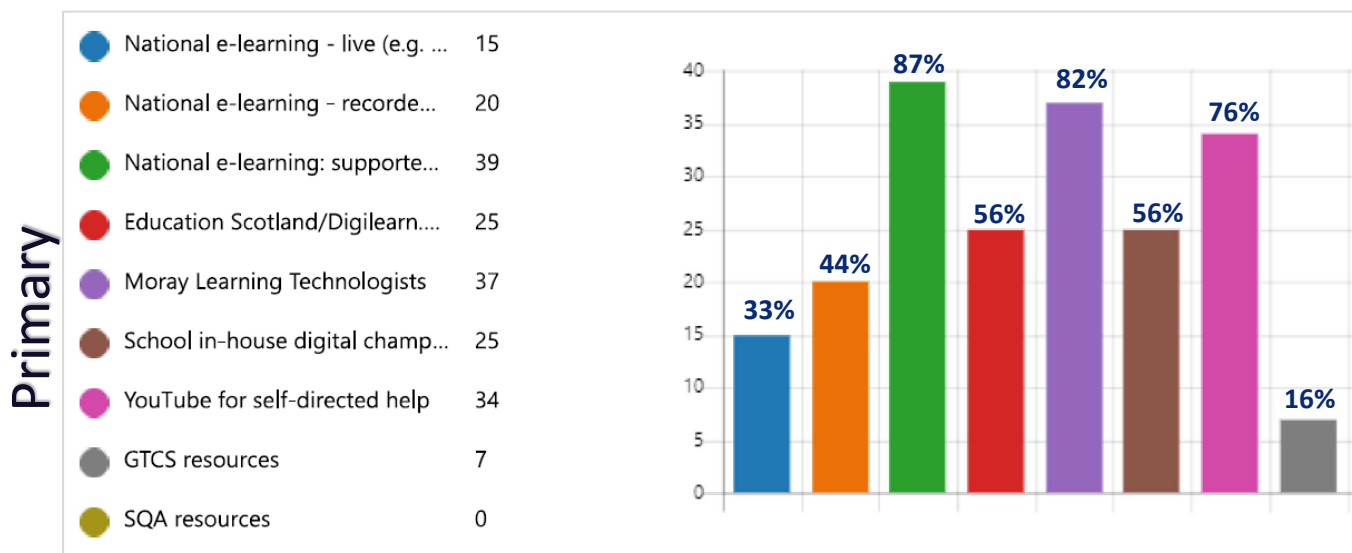
Further support accessed for building confidence in Remote Learning delivery

During lockdown 1 from March 2020, national development of resources, online platforms and direction in support of Remote Learning was not advanced in comparison with wider offers available to schools and practitioners during lockdown in January to March 2021. Where all school buildings remained open for childcare provision (local hub model as opposed to centralized ‘8’ school ASG childcare hub model for provision), schools were able to target support more efficiently with easier access to school buildings supporting provision of physical resources and support. In essence, this made response to Remote Learning less reactionary and more planned based on prior experience.

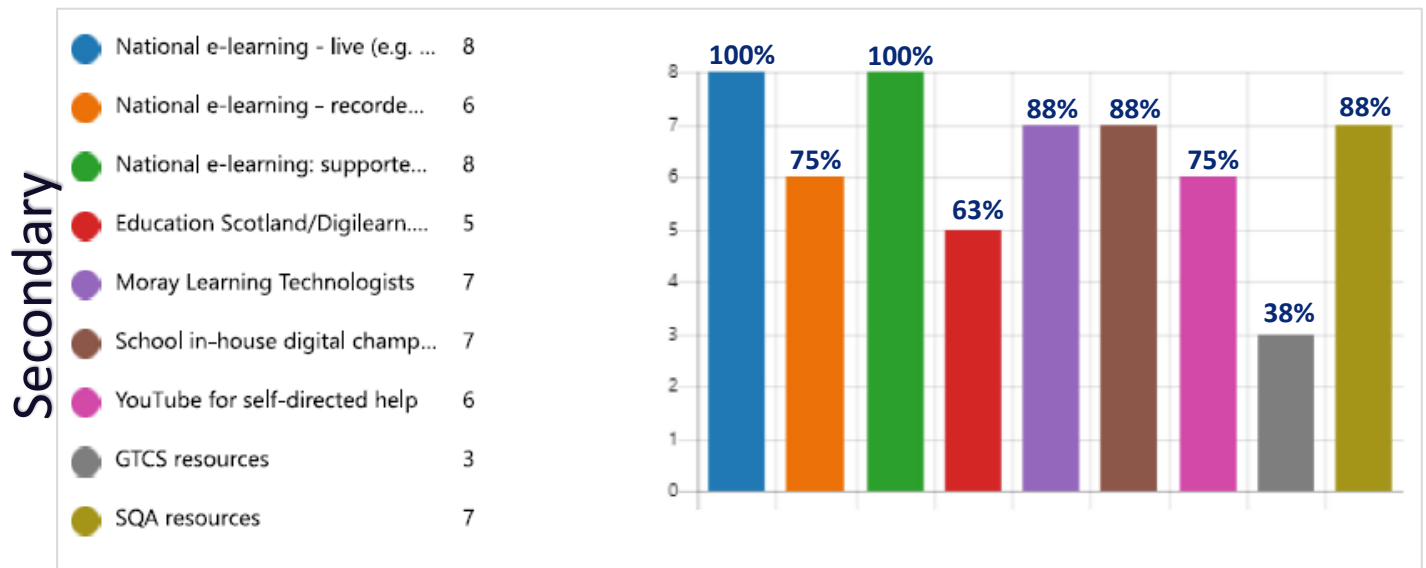
Wider supports during January to March 2021 lockdown included:

- National e-learning live – providing live teaching opportunities supported by e-Sgoil
- National e-learning recorded – providing recorded video content for learning supported by West OS (West Partnership Online School)
- National e-learning supported – providing learning resources, activity packs, wakelets and teacher support materials from Education Scotland working in partnership with e-Sgoil, West OS, ADES, Scottish Government and GTCS
- Education Scotland/DigiLearn.Scot – supporting practitioners and learners in understanding remote learning platforms and how to use them effectively

In Primary, the following supports to Remote Learning were embraced:



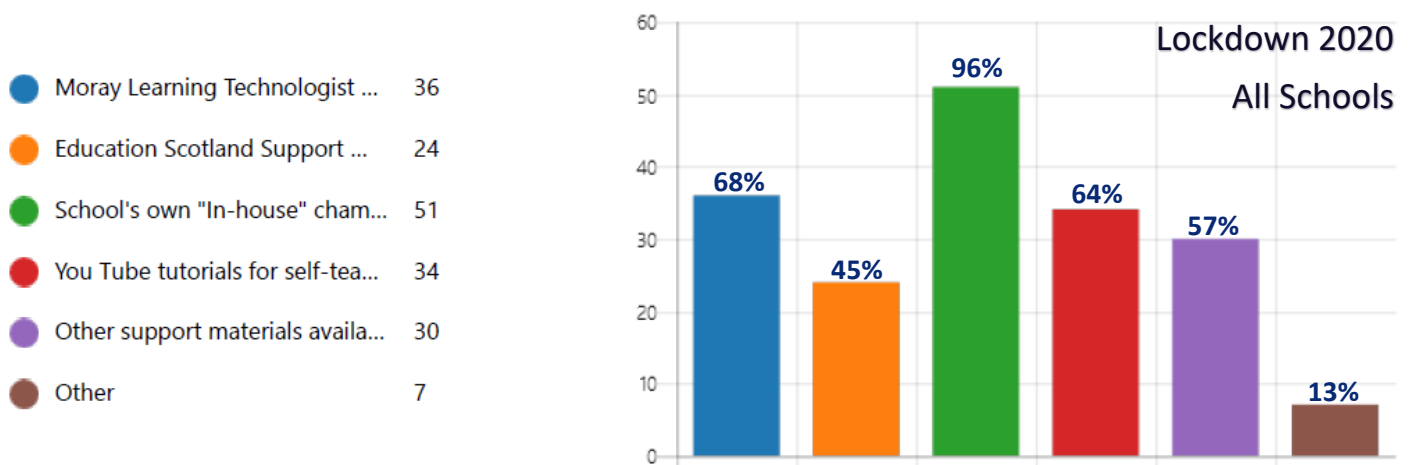
In secondary, the following supports were also embraced:



The following key points are noted from survey results above:

- **Most** (87%) of our Primary Schools and **all** Secondary Schools accessed and use **National e-learning 'supported' resources**, with **all** Secondary Schools accessing **National e-learning live** sessions
- **Less than half** of our Primary Schools made use of **National e-learning 'live'** (33%) and **National e-learning recorded** (44%) sessions
- **Most** (75%) of our Secondary Schools also accessed and used **National e-learning 'recorded'** resources
- **Moray Learning Technologists** were approached for support by **most** (82%) of our Primary Schools with **most** (88%) of our Secondary Schools also receiving same support
- The **majority** of our Primary Schools (56%) were supported by their **school in-house digital champions** and **Education Scotland digilearn.scot** support materials/resources
- **Most** Primary Schools also accessed **YouTube tutorials** and **support videos** (76%) for 'how to' support on learning platforms and digital material creation
- **GTCS resources** were used by **some** of our Primary Schools (16%)
- Our Secondary Schools used a mix of all approaches, with **GTCS resources** proving least popular (3 of 8 Secondary Schools embraced). **Most** secondary schools made use of **SQA resources** (88%)

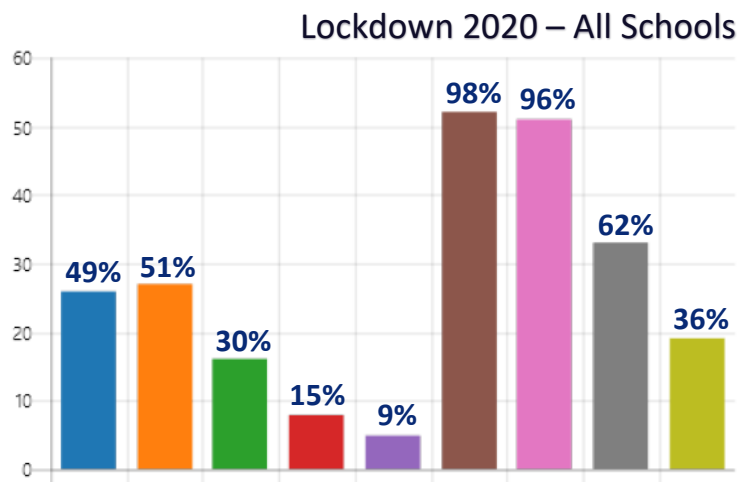
Notable change in the support approaches and resources available are noted, in comparison with graph below from lockdown 1 in 2020 (all schools), particularly in use of **Education Scotland** offers and support from **Moray Learning Technologists** and **YouTube** resources.



Methods of contact and communication with parents

During 2020 lockdown, schools maintained communication with parents/carers through a variety of methods. During lockdown in March-June 2020, **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%).

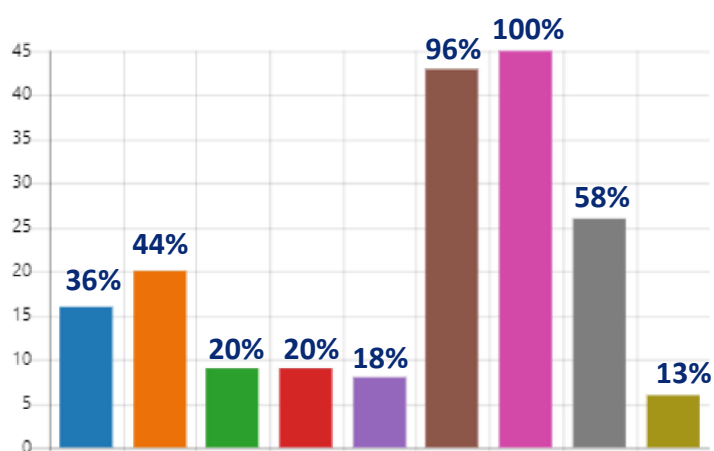
Social Media - Facebook	26
Social Media - Twitter	27
School Apps (Primary, Second...	16
Class Dojo	8
Online learning journals/e-jou...	5
E-mailed newsletters/commun...	52
Telephone Calls	51
Group Call/Text Message alerts	33
Other	19



Our Moray Primary Schools during **January-March 2021 lockdown**, made use of the following means of maintaining contact with parents, including updates on learning and general communications:

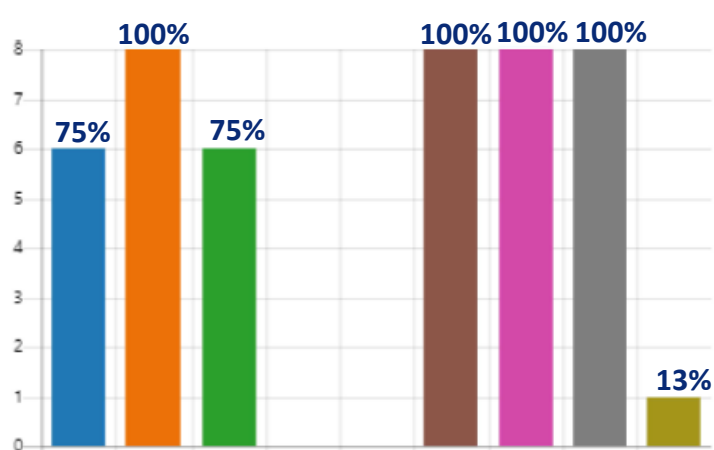
Primary

Social Media - Facebook	16
Social Media - Twitter	20
School Apps	9
Class Dojo	9
Online learning journals/e-jou...	8
E-mailed newsletters/commun...	43
Telephone calls	45
Groupcall/text messages	26
Other	6



Secondary

Social Media - Facebook	6
Social Media - Twitter	8
School Apps	6
Class Dojo	0
Online learning journals/e-jou...	0
E-mailed newsletters/commun...	8
Telephone calls	8
Groupcall/text messages	8
Other	1



Key findings regarding maintaining contact with parents from lockdown during January-March 2021:

- **All** schools (100%) – Primary and Secondary – maintained contact with identified children and families through **direct telephone calls**
- **Almost all** Primary Schools (96%) and **all** Secondary Schools (100%) **e-mailed newsletters and communicated via e-mail**
- **All** Secondary Schools (100%) made use of **Social Media (Twitter)**, used by **less than half** (44%) of Primary Schools for communication with parents
- **Most** Secondary Schools (6 of 8) and **less than half** of Primary Schools (36%) made use of **Social Media (Facebook)** as a communication method
- **GroupCall** text messages were used by **all** Secondary Schools and the **majority** of Primary Schools (58%)
- **Most** Secondary Schools (75%) also made use of **School Apps**
- A **minority** of Primary Schools also made use of **School Apps** (20%), **Class Dojo** (20%), **Online Learning Journals** (18%) and **other** communication methods including direct contact with families through social distanced doorstep check-ins and other direct contact support

Based on communication methods embraced during lockdown in March-June 2020, schools have reviewed approaches with many extending communication methods embraced. As with March-June 2020 lockdown, 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.

“Given our cohort, our engagement / participation figures are good. We have been more assertive in offering supports but there is still a level of frustration when these are not accessed as often it’s the most vulnerable who are least visible...”

School/HT Q

“New families who have moved to the area, there has been a lack of engagement, next steps doorstep calls. Engagement has been a challenge with identified families and strategies are put in place to support them...”

School/HT R

“Connectivity continues to be the biggest challenge. Some teachers conducting live sessions have had to abandon the session due to their own or pupils' poor connectivity...”

School/HT S

What worked well with remote learning

Schools provided a range of positive comments with regards to remote learning. These are summarised in the wordle below:



In particular, the following are identified by a number of schools as common positive features:

- **Positive engagement overall** of children and young people in their learning, and families through communication methods used by our schools and **wider digital skills development** of learners throughout lockdown and use of online learning platforms (e.g. Microsoft Teams, Google Classroom, GLOW tools)
- **Online learning platforms** and in particular, **Microsoft Teams** accessed through **GLOW** as a principal platform for learning and teaching, sharing learning resources and communication
- **Staff confidence in online platforms** which developed during previous lockdown and the months on return to school that followed, further strengthening during January to March 2021 lockdown
- **Live check-ins** undertaken by schools and practitioners with cohorts, groups and classes
- **Positive communication and positive relationships developed** through Remote Learning, online platforms and direction communication methods used, including a number of schools reporting it was **easier to reach harder to reach families**
- **Provision of mixed approaches to Remote Learning** including **paper packs**, **live lessons**, **pre-recorded videos**, **live check-ins**, **differentiated learning resources** and support of learning through **timely feedback**
- **Staff commitment to CLPL in support of remote learning** and **peer/collaborative support**
- Appreciation from families for **regular and direct contact made by schools with their children and families**

“The range of Teams we are running and our virtual Workshop Wednesday activities are leading to a greater level of engagement...”

School/HT T

“The increase in engagement from last lockdown. Staff confidence in digital platforms and approaches to remote learning. The use of Loom Videos for staff to introduce and explain learning and new concepts. The use of Google Meets - the children have responded so well to seeing each other and having the chance to interact with their teachers and friends...”

School/HT U

“Staff embracing new ways of learning using technology and the possibilities of continuing to make use going forward. Parents’ feedback praises the way remote learning has been organised and managed and pre-recorded lessons that enable them to access learning around their family commitments...”

School/HT V

What could have made remote learning better

Schools further identified a range of things that may have made remote learning even better for them as summarised in the wordle below:



The following are identified by a number of schools as notable common factors adversely impacting on remote learning:

- While parental engagement was positive for a number of our Moray Schools, a further number also note **parental engagement of harder to reach families problematic**
- **Internet connectivity and digital access** continues to cause problems across a number of contexts, particularly in relation to **rural connectivity and digital access where families require a number of devices to access Remote Learning**
- Following experience of lockdown in March-June 2020, **quality of remote learning has strengthened**. However, **time required for planning /setting and uploading work along with assessment and provision of feedback** proved to be more challenging
- **Parental digital skills** proved to be an inhibitor to pupil progress, particularly where lower stages Primary pupils required support in online learning platforms and resources
- **Planning for learning** required **balance between on-screen and off-screen learning** to maintain **pupil motivation** which at times, proved to be an issue of concern
- A number of schools report that **sustaining engagement of learners** provide difficult as lockdown continued, with a number of learners **failing to act on teacher feedback provided**
- Through strengthened learning activities provided during this lockdown (January-March 2021), a number of schools report that **staff workload and pressures of Remote Learning** heightened, in part due to increased commitment to **differentiation of learning activities to meet the needs of all learners**

“Ensuring continued engagement in remote learning and some parental attitudes i.e. not a teacher so not doing remote learning. Deciding which vulnerable children should attend Hub as a large proportion of the school could be considered vulnerable but need to keep numbers manageable. Pressure from other agencies to have children attend hub...”

School/HT W

“As a school - signal strength for supporting online learning in school and in staff homes. Personally - Juggling head teacher role, being class committed with a P1/2 class on Google Classroom, liaising with parents and staff and managing the keyworker rooms, staff and children...”

School/HT X

“Managing parental expectations - especially when national messages are vague and open to interpretation. Managing the sheer volume of information from many providers and the over communication - too lengthy documents. Poor wi-fi coverage and the inability of school devices to work to their potential given the VPN issues....”

School/HT Y

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 and illustrated in the wordle below. Key elements of note are identifiable in the wordle below:

A wordle visualization of comments. The words are arranged in a circular pattern. The largest words are 'Connectivity problem', 'Support staff been brilliant', and 'Engagement/participation variable'. Other visible words include 'Much better than last lockdown', 'Proud of all staff', 'Looking to develop online platforms for homework', 'Staff have embraced challenges', 'Thanks to central team', and 'Parental engagement variable'.

Further comments relate to schools identifying:

- Overall lockdown experience being **much better than previous lockdown**
- **Connectivity issues** impacting adversely on Remote Learning
- Contribution of all **staff** and **support staff in particular, in supporting Remote Learning and upskilling in digital platforms/support learner wellbeing**
- Contribution of staff in **embracing challenges** presented by Remote Learning and **pride in staff** noted by Head Teachers
- Variability in **engagement/participation** across a number of stages/year groups as noted previously
- Variability in **parental engagement**
- Opportunities presented by Remote Learning including a number of schools **looking to develop online platforms for homework** following lockdown experiences

“Progress of children - we have said neither agree nor disagree as it is very difficult to gauge how much help and support has been given by parents at home when reviewing submitted work e.g. perfect spelling from children who we know have difficulty in this area. We have plans to assess children on their progress to identify gaps or challenge required...”

School/HT Z

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.

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

- **Commitment of staff and schools across Moray** to plan, deliver, assess and feed back on a wide range of Remote Learning activities including research based activities, online learning, paper based learning activities/resources and live learning **extending to wider curriculum areas** beyond literacy, numeracy, health and wellbeing
- **Positive engagement and participation in Remote Learning overall** across most Primary and the majority of Secondary school stages
- **Positive learner progress overall** during lockdown in Primary schools and **Senior Phase in Secondary schools**
- **Refined approaches** by schools to appraise **online learning platforms** available and identify core learning platforms for use in schools, including measured approach to wider learning platform use
- **Notable adoption of Microsoft Teams across our schools** as a core platform for learning, with further use of **Google Classroom**
- **Equity in approach to learning activities** set, mindful of digital connectivity and access for children and families, mixing paper-based resources with online learning
- **Extended approaches to differentiation** in planned learning activities to meet the learning needs of a wide range of learners
- **Effective communication channels** and approaches to ensuring wellbeing check-ins with children and families throughout lockdown
- **Strengthened digital literacy** among pupils, staff and parents where appropriate, with notable **increase in digital confidence among support staff**
- **Commitment of staff to undertake professional learning** and in particular, **professional learning activities in relation to digital skills development**
- **Level of sufficient support at home provided to children and young people** in their Remote Learning activities overall
- **Positive use of wider supports available for strengthening Remote Learning** including Education Scotland, Moray Learning Technologists, GTCS, and in-school digital champions
- **Positive engagement and communication with harder to reach families** using a variety of communication methods across a number of schools
- **Provision of virtual playgrounds/chat opportunities** supported by digital platforms for social interaction and wider wellbeing

Identified areas where remote learning and teaching was **less favourable**:

- While positive overall, **variability in learner participation** in Primary stages **P1** and **P4** is noted in particular across our Primary schools with wider variability within other stages
- While encouraging overall, **variability in learner participation** in Secondary **S2-S4** is further noted across our Secondary schools with identifiable drop in **S4** participation in some of our Secondary schools
- Concerns around **learner progress** in **S3** in a number of Secondary schools
- **Engagement to Participation transfer rate** is of note and requires investigation for reasons behind drop in participation from engagement, noted across a number of our schools within **P4-P6** and **S2-S4** in particular
- **Connectivity issues** and **access to ICT devices** remains a concern in a number of schools, including school **bandwidth** and other **device/network related issues**
- **Access to devices for children and families**, particularly in multi-child households with shared devices with continued approaches to digital inclusion at local authority level aiming to address this
- **Restricted parental engagement in a number of families**, leading to lower than desired engagement and participation (noting positive engagement also of a number of families, including those harder to reach in a number of schools and less so in others)
- **Parental expectations around Remote Learning exceeding what can be delivered in actuality**, based on time available, technology and the distant nature of teaching and learning activities delivered during lockdown
- **Workload implications** associated with Remote Learning **linked to planning, differentiation, delivery, assessment and feedback** with online learning platforms available at any time heightening expectations of staff availability and access for learners
- Issues of **sustaining engagement and motivation of learners** in Remote Learning, due to reduced face-to-face interaction and opportunities for natural dialogue with concerns raised by a number of schools around mental health and wellbeing implications for our learners and lack of action at times on feedback provided on learning
- **Parental digital skills** restricting technology support available at home for learners – particularly those in lower stages Primary school – potentially impacting on Remote Learning access and engagement/participation

Recommendations

Following review of survey feedback, the following recommendations were made in support of home learning or future blended learning approaches in our Moray schools post-lockdown in August/September 2020. The table below outlines these recommendations with comment and RAG (Red/Amber/Green) rating to indicate their progress:

	<i>Recommendation – 2020</i>	<i>Commentary - 2021</i>
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	Schools have continued to progress this area, supported by variation in learning approaches, differentiation to meet learning needs and a variety of communication mechanisms in order to reach all learners including those harder to reach. Focus during this lockdown has been very much on quality of learning
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	Parental digital literacy continues to be a work-in-progress with materials developed in support of parents (e.g. Digital Learning App, signposting to national e-learning support guidance). Schools continue to promote this with reticence from some parents
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.	Key guidance and toolkits were developed in support of Remote Learning, including Remote Learning protocols in order to support schools in planning and delivery including “Our Moray Standard for Remote Learning and Teaching”. Please refer to Appendix A for Guidance and numbered Appendix items contained within the toolkit
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	While issues with connectivity and digital access remain – particularly rural and in-school connectivity – digital inclusion monies along with local authority digital strategy under development has ensured this has progressed at pace and will continue to do so, in line with future Scottish Government directives and approaches
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	Appropriate training materials and support guides for live learning were provided, including endorsement through LNCT. As appropriate, a range of approaches to Remote Learning have been adopted and embraced in line with National and local guidance by our schools with measured approach to live learning, ensuring learner engagement. Schools have embraced National e-learning offers including e-Sgoil and WestOS

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	Considerable streamlining of learning platforms has been undertaken, with adoption of online learning platforms by schools on a very measured basis in support of learning and learner wellbeing. GLOW continues to be our advocated multi-user platform with accessibility provided through GLOW to Microsoft Teams/Google Classroom, linking with all National safeguards
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	Notable progress in this area has been, identified previously in this survey – support staff were valued and identified by a number of schools for their commitment and embracing online platforms in a number of our schools as evidenced in this survey
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	Schools continued to provide a mixed delivery approach to Remote Learning in line with research, National and Local Guidance including our Remote Learning guidance. This was considered robust following local authority review by Education Scotland HMI. Schools continue to plan for a range of contingencies with Quality Assurance processes built in to Remote Learning and Teaching activities. This is very much a planned approach as opposed to the reactive nature of Lockdown 1 in order to establish online learning platforms at that time

Further recommendations arising from this **Lockdown 2 (January-March 2021)** and this Survey Report are as follows:

SS 1	Review reasons behind lower than desired engagement and participation levels – including engagement-participation transfer rate – in individual schools and identified stages to address any emerging attainment gaps and reduce impact of similar non-engagement in the event of future disruption to our school system
SS 2	Continue to progress current work at local authority level in line with National guidance on digital connectivity, access and devices to ensuring equity of digital device access for all learners

SS 3	Continue to investigate reasons behind technology, bandwidth and ICT infrastructure issues within our schools in order to enable seamless approaches to online learning between home and school for learners and staff
SS 4	Further develop parental engagement and family learning through the potential of online learning platforms and integrate within review of Moray Parental Engagement/Family Learning Strategy
SS 5	Continue to strengthen staff digital skills development through professional learning opportunities, addressing workload issues addressed through a clear framework for staff on expectations around Remote Learning and its delivery in partnership with LNCT
SS 6	In the event of any future disruption to our Education system, ensure clear communication messages are distributed through local authority and school communication channels (e.g. social media, websites) to clarify what Remote Learning is/is not to manage parental expectations and protect staff from any notable workload pressures
SS 7	Provide opportunities for parental digital skills development at local authority and school level through appropriate learning opportunities and resources
SS 8	Extend staff confidence in digital delivery and live teaching through extended opportunities to try out these approaches – potential for extending use of online platforms for home learning
SS 9	Extend knowledge of learning and teaching approaches available in support of Remote Learning, building understanding of quality Remote Learning experiences through appropriate Quality Assurance self-evaluation frameworks
SS 10	Further roll-out resources in support of “Our Moray Standard for Learning and Teaching” in order for practitioners to transfer established good practice in the classroom to the online environment



Education, Communities and Organisational Development

Remote Learning Guidance Covid-19

...for Moray's children and young people

Background

Covid-19 continues to impact on our daily lives and schools, presenting restrictions on the way that we deliver the curriculum and full entitlements to our Moray learners, through high quality learning and teaching experiences. In order to support development of the four capacities in Moray's children and young people, we must ensure continuity and progress in learning in the event of future lockdown and disruption to our schools while ensuring the wellbeing and safety of all staff in line with National and Local agreements.

This guidance document has been created to support schools in planning remote learning in the event of disruption due to Covid-19 which may include remote learning and teaching delivery to:

- **All pupils** in the event of full school closure
- **Cohorts or groups of pupils** within the **same stages** in Primary/Secondary self/family isolating at home
- **Cohorts or groups of pupils** across **different stages** in Primary/Secondary self/family isolating at home
- **Individual pupils** self/family isolating at home
- **Any or all of the above** in the event of a **teacher self-isolating or working at home due to particular vulnerabilities or their need to shield**, but remaining **able to work from home**

In the above cases, remote learning and teaching materials and delivery (as agreed at school level and fully reflective of national and local agreements) should be provided in order to ensure continuity and access to Education.

Key definitions

As Covid-19 has progressed, a variety of definitions have arisen as part of our new learning and teaching vocabulary. In reference to remote learning and teaching:

“Remote Learning...occurs when a learner and teacher are separated by time and/or distance and therefore cannot meet in a traditional classroom setting. Information is typically transmitted via technology such as email, discussion boards, video conferencing...no physical presence is required.”

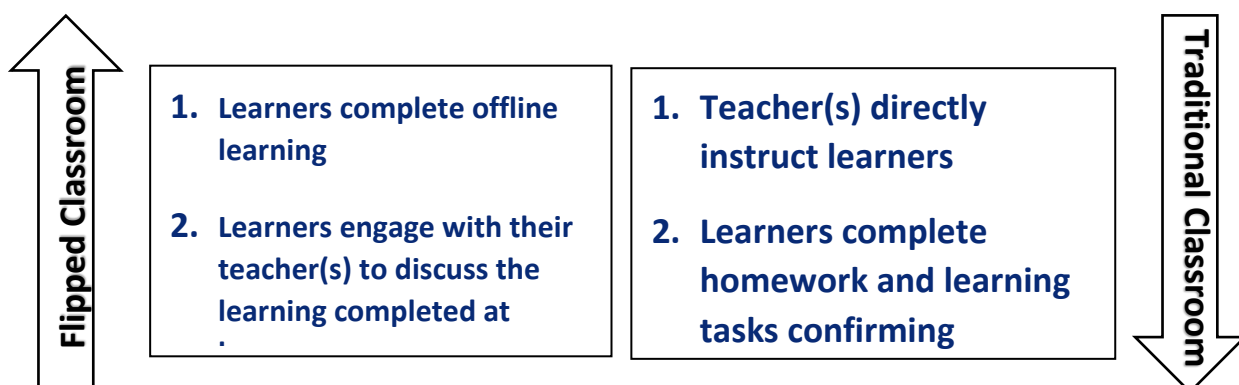
Other terms now more frequently in use include:

Blended Learning	Includes learning that happens in real time (synchronous), alongside a teacher such as online discussions and learning which happens at the learners pace (asynchronous) such as project work.
E-learning/Digital learning	E-learning or electronic learning is the umbrella term used to describe education using electronic devices and digital media. Much of our learning now involves e-learning both in and outside of the classroom environment.

Learning at home/Home Learning	Learning at home is a broad term used to describe the learning which happens outwith early learning and childcare settings and schools. It can take place through everyday activities including play and general family life, such as food preparation and cooking. It can also happen through curriculum related activities, homework, reading and sharing books.
Asynchronous Learning	Children and young people undertake learning activities without direct supervision from the teacher. These activities may be digital or traditional. Learners can communicate with their teacher at their own pace or within a set time period. For example a teacher setting a specific project and asking young people to check in through a discussion board if they have any questions.
Synchronous Learning	Online learning in which children and young people can learn from their teacher in real time. For example a teacher teaching to a group of children or class using digital technologies (also known as 'live teaching').

Source: [Education Scotland](#)

Flipped Classroom	A pedagogical approach in which the conventional notion of classroom-based learning is inverted: students are introduced to the learning material before class with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers.
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Source: [West Partnership](#)

Covid-19 has resulted in a number of parents considering Home Educating their children on return of schools in August 2020. This should not to be confused with **Learning at home/Home Learning**. The definition of **Home Education**:

Home Education/ Home Schooling	When a parent/ family make the decision to withdraw their child from their local authority school and education system and decide to teach their child solely at home. Note: This is a decision made by families to teach their children from home rather than send their children to school. This required contact with the local authority with an approval process following which can take up to 6 weeks.
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Source: [Education Scotland](#)

See also: [Moray Council](#)

For return of our Moray schools in August 2020, Senior Leaders were asked to plan for a blended learning return, changing at the end of July 2020 following announcement by the Deputy First Minister on behalf of the Scottish Government that schools would reopen fully in August 2020. With increasing cases of Covid-19 in Scotland, it is essential that we plan for remote learning and take time to collaboratively consider key questions in our schools in the event of further disruption to our learners and our schools.

This guidance document has been created in order to provide clarity around expectations for schools and practitioners in Blended and Remote Learning and Teaching during the Covid-19 pandemic.

Digital Platforms

In Moray, **GLOW is the advocated digital platform to be used by our schools for online learning and teaching**. This includes Microsoft Teams and Google Classroom accessible via GLOW. The principal reason for this is to ensure access and safeguarding for all within GLOW's nationally agreed policies. While some nearby local authorities have progressed their own policies (for example with Google Classroom) outwith the National GLOW policy, in Moray we continue to use GLOW as Scotland's Schools National platform with access to digital platforms including Microsoft Teams and Google Classrooms through GLOW.

Schools may also make further use of a range of learning resources online including Sumdog and Scholar to name some. Class Dojo and School App may be in use to support communication with home on learning set and in order to share key learning activities. Care should be taken by schools to review the range of learning platforms and online digital learning resources in place and balance this with their suitability. Schools should also ensure wider platforms are approved for use in Moray. **Appendix 1** in the *Appendix and Toolkits booklet* contains a generic checklist that schools may wish to use when assessing suitability of learning platforms and online resources.

Digital Inclusion and Equity

In delivering learning and teaching remotely using digital platforms and online learning resources, consideration must be given to **digital inclusion of learners**. Schools should consider whether learners were part of recent digital inclusion device allocations and whether further support is required, following direct contact with children and families affected by Covid-19 self/family isolation. This should form part of initial contact and wellbeing check-in following self-isolation/family-isolation.

Equally, where staff are asked to undertake recording or live streaming of lessons from home due to reasons noted in the **Introduction** section above, appropriate hardware and software should be provided to support this where required. Appropriate training and resources should be made available to support this as provided by Moray Learning Technologists and their bank of materials or the National offer provided by Education Scotland (see **Key Resources** section below).

Moray Schools, Learner and Parent/Carer Covid-19 Surveys

Three key surveys were conducted in Moray during Covid-19 lockdown involving three key stakeholder groups – learners, parent/carers and schools – in order to gain insight into home learning. These surveys were analysed and critical findings extracted and mapped in order to inform future remote or blended learning and teaching.

Key recommendations arising from survey findings are contained within **Appendix 2** in the *Appendix and Toolkits booklet* with summary recommendations provided as follows:

- The need to continue to identify gaps in learning, further structuring and timetabling learning in the event of future lockdown while cognisant of pressures on families when parents are working while children are learning at home
- Desire for further support and resources for parents in accessing and using online platforms, when supporting learning at home
- The importance of addressing any digital inequity/inclusion issues including access to ICT and digital connectivity for identified children and families
- Support and further resources required for staff in the event of future remote learning and teaching, including support for live teaching using digital platforms available
- Reducing the number of online learning platforms in use in order to streamline access to learning resources and simplify remote learning experiences
- Support for staff in use of online platforms, ensuring work set is of sufficient pace, challenge and with appropriate levels of differentiation to meet the needs of learners (including those learners with Additional Support Needs)
- Importance of contingency planning for any future remote learning, including review of blended learning approaches, providing variety with mix of online and paper-based resources
- The importance of wellbeing and enabling social interaction through available online means for children and young people

Supporting planning for Remote Learning – Top Tips for Schools

Appendix 3 and **Appendix 4** in the *Appendix and Toolkits booklet* contain Reflective Questions and Planning Mats for schools to consider and populate if desired, in the event of absence of individual pupils or staff members, groups/cohorts or partial/full school closure due to Covid-19 following advice from Public Health. Schools may wish to use these as part of their contingency planning in the event of remote learning. Following discussion, the following are areas to consider with regards to Remote Learning and Teaching:

- Where possible within Covid-19 mitigation, working face to face in classrooms with distancing measures and risk assessment should be the favoured approach to learning and teaching. This will not be possible in lockdown
- Online methods of learning may be considered as part of ongoing learning and teaching activities
- Where pupils are absent from school for non-Covid related reasons, normal attendance processes should apply along with provision of work for medical or other authorised reasons for absence in line with policy

- Any practitioner involvement in online teaching during Covid-19 must be capable of being delivered in the 35 hour working week with time allowed within the Working Time Agreement for the school, for preparation of materials for online learning
- Teachers should not be asked to exceed timetabled class contact time or class size maxima when delivering online teaching. This includes when being asked to deliver online teaching to pupils accessing learning remotely, above normal timetable expectations
- Where a teacher is working from home due to reasons provided in the Background section above and is undertaking live teaching from home, supervision of classes engaged in remote learning in physical classrooms should be undertaken by GTCS registered teachers
- Screen-based online learning should not be the only approach adopted with consideration given to a range of activities including asynchronous research tasks, project work, practical activities and paper-based tasks not requiring digital device use
- At local school agreement and where staff are comfortable in doing so, class teachers may teach their own class for the duration of their class contact time while delivering synchronous live-stream or recorded lessons to pupils elsewhere
- Live teaching and other pre-recorded learning videos/voiceovers should only be used where staff are comfortable, keen and willing to do so
- Where staff are working from home due to self-isolation, particular vulnerabilities or a move to blended or remote learning in their own school, they may be asked to deliver online lessons, either pre-recorded or on a live basis. Please see previous bullet points, where staff are comfortable to do so. This includes need for flexibility where provision of live or pre-recorded lessons from home may prove a significant challenge for some staff depending in home circumstances
- Where a teacher is absent and their post is back-filled or absence is covered to ensure in-class lessons are being delivered by another teacher, there may be no need for a self-isolating or vulnerable member of staff who remains fit for work, to deliver any online lessons. Individual circumstances should be reviewed and suitable work plan developed with the member of staff in this event
- Schools may now wish to ascertain which staff are happy to deliver live or pre-recorded lessons in order to mitigate against future concerns that may be raised in the event of staff self-isolating in the future but able to work. Any concerns can then be raised in advance of potential disruption to work and learning
- In the event of a local closure or full lockdown, Remote Learning should be automatically enacted. This may include learners engaging in Remote Learning at home or through in-school key worker childcare provision or due to vulnerability/ASN

Delivery of Remote Learning – Top Tips for Staff

Do's	Don'ts
<ul style="list-style-type: none">Only access Microsoft Teams and Google Classroom for communicating with learners using GLOW and its nationally approved safeguards	<ul style="list-style-type: none">Do not solely provide online learning as a pedagogical approach ensuring a mix of learning activities – asynchronous, synchronous and flipped as appropriate
<ul style="list-style-type: none">Offer a blended learning approach, which may include synchronous and asynchronous learning	<ul style="list-style-type: none">Avoid setting too much work - be mindful of work time required for completion or support/scaffolding that maybe required but not possible from an adult
<ul style="list-style-type: none">Consider the balance between online screen time and offline paper based resources and activities	<ul style="list-style-type: none">Do not share personal phone numbers, e-mail addresses or Social Media IDs with learners or their parents
<ul style="list-style-type: none">Maintain appropriate communication with learners and parents in line with the GTCS Code of Conduct and other guides provided in the Key Resources section as directed by your school	<ul style="list-style-type: none">Do not use any other platform for live-streaming online learning other than GLOW approved digital platforms, accessing through GLOW
<ul style="list-style-type: none">Protect personal privacy and safeguard your professionalism – for example, appropriate dress and neutral virtual backgrounds when delivering online learning	<ul style="list-style-type: none">Do not engage in telephone or video-calls with parents unless agreed and arranged through the school – line managers should be aware and in agreement of such meetings
<ul style="list-style-type: none">Adhere to school procedures for safeguarding and handling incidences of pupil misbehaviour in the online learning environment	<ul style="list-style-type: none">Do not use your own telephone or other devices unless you wish to do so
<ul style="list-style-type: none">Be mindful of your own wellbeing and screen time, avoiding excessive periods of online working	<ul style="list-style-type: none">Do not participate in any remote learning activities that you are not comfortable with
<ul style="list-style-type: none">Consider engaging with online learning support materials and webinars as provided by Moray Learning Technologies and the national Education Scotland Digital team (digilearn.scot)	<ul style="list-style-type: none">Do not forget that while we remain in a pandemic, national agreements on weekly working times and importance of staff wellbeing remain – speak with your line manager if unsure about anything

Education Scotland have produced a [useful guide in support of online learning](#). Please remember that where we access Google Classroom and Microsoft Teams via GLOW, some features referred to may not be accessible:

Our Moray Standard for Learning and Teaching

Following extensive work undertaken with senior leaders, practitioners and officers in its development, **Our Moray Standard for Learning and Teaching** remains our overarching strategy for ensuring high quality learning experiences for all. This should be reflected upon and embraced in the event of remote learning as outlined above.

While remote learning and teaching activities may differ from in-class delivery, principles underpinning high quality learning and teaching remain constant and require reflection upon across our Associated Schools Groups and individual schools. As previously endorsed by LNCT, Our Moray Standard is what we should continue to aspire towards while it is accepted, the Covid-19 pandemic presents practitioners with new challenges. **Appendix 5** in the *Appendix and Toolkits booklet* contains a reflective toolkit that schools may wish to use when considering Our Moray Standard for Learning and Teaching, within the context of Covid-19 and remote learning. This may complement planning mats contained within **Appendix 3** and **Appendix 4** in the *Appendix and Toolkits booklet* where they are in use.

Remote Learning Protocol

Schools should consider development of a Remote Learning protocol, particularly where online live learning has been agreed. This should be developed in order to protect staff and safeguard pupils. A generic template for schools which may be added to is provided in **Appendix 7** in the *Appendix and Toolkits booklet*.

Key Resources

The following resources prove very useful in considering school approaches to support Remote Learning and Teaching. You may wish to review these prior to completing any of the Toolkits and checklists provided within the Appendix. To access, Ctrl + click on the links below

National Resources

Education Scotland – Supporting online learning – links for practitioners
Education Scotland – Blended Learning: enhancing learning through online collaboration
Education Scotland – Delivering Learning and Teaching online
Education Scotland – Digilearn.scot resources
Education Scotland - Digital Skills Webinar Recordings
Education Scotland – Practitioner Support for online remote learning
Glow Connect – for support with GLOW
Education Scotland – Digital Learning Team Events (past and future)

Regional Improvement Collaborative Resources

West Partnership – An Introduction to Blended Learning
West Partnership – Effective Blended Learning
West Partnership – Effective Remote and Digital Learning

Moray Resources

Moray Digital Learning Team (available through Glow Tile) – resources/webinars/guidance
Moray Digital Learning Team – CPD and Training
Moray Learning and Teaching Support Modules and Resources
Moray Learning and Teaching Links for Learning at Home
Supporting Learning and Teaching – Practitioner Observations and Support Materials

Wider Resources available for Practitioners

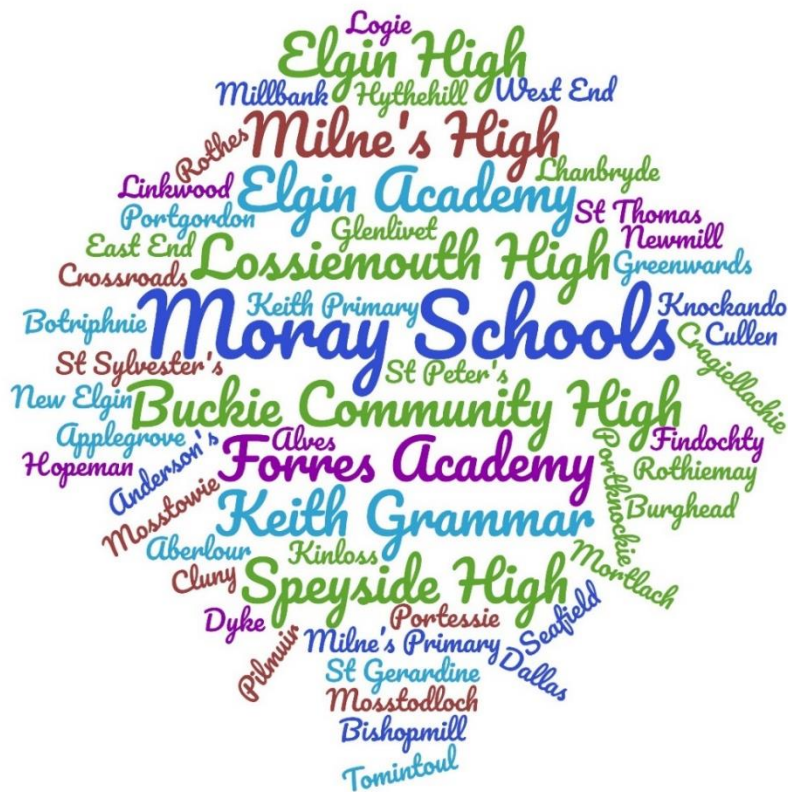
Essentials for blended learning: A standards-based guide
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TES Free Resources for Home Learning
Essentials for blended learning: A standards-based guide
Education Endowment Foundation Support Resources for Schools and Parents
UK Government Safeguarding Advice – remote/live learning
Education Endowment Foundation Supporting Students to Learn Remotely
Futurelearn – How to Teach Online
EIS Advice on Blended and Remote Learning and Teaching during the Covid-19 Pandemic
TES Tips for Remote Teaching
TES Coronavirus – 8 ways to handle parental communications
TES Coronavirus – how to maximise distance learning
TES 5 ways schools can make remote learning sustainable
Education Scotland Global Responses to Learning at Home
Education Scotland – Assessment in the Broad General Education 2020-2021 Blended Learning with Literacy and Numeracy Resource links
Schoolology Top Three Models of Blended Learning
Education Endowment Foundation Evidence Reviews – Remote Learning
Impact Wales Sketchnotes: https://www.impact.wales/ @ImpactWales <ul style="list-style-type: none"> • The Great Teaching Toolkit • The Highly Effective Remote Teacher • Coping with Covid-19 • Long term planning for Blended Learning • Live Well Alongside Covid-19 • Facilitating Learning • Teach for Learning • 4 levels of metacognitive learner • Turn up for Home Learning • Deep Learning • Dunlosky's 5 most effective learning strategies • Lessons from China – online learning in a pandemic • 5 ways to support remote learning • Mayer's Principles of Video Learning • Modelling for Learning • Home Learning • Bite-size blogs – Blended Learning that works • Webinars <p><i>...all available for practitioners to download/sign-up for free from Impact Wales</i></p>

Wider Resources available for Parents

Parent Zone – Supporting Numeracy Learning
Parent Zone – learning at home
NPFS – Resources for Supporting Parents with Learning at Home

Please now refer to the separate Remote Learning Appendix and Toolkits document for support materials and resources which may assist schools in planning for remote or blended learning



Education, Communities and Organisational Development

Remote Learning Appendix and Toolkits Covid-19

...for Moray's children and young people

The various toolkit resources contained within this Appendix booklet are for schools to use or 'mix and match' **as they wish** in planning for Remote Learning. This booklet should be read in conjunction with the Moray Remote Learning Guidance Booklet


Digital Learning Platform/Learning Resource

Suitability Checklist

Digital Platform/ Resource Name		
Questions to consider...		Comment...
Necessity	Is this platform essential to learning or an 'add on' to learning – can the same learning be provided in a different way?	
Functionality	Will this platform/learning resource be easy to use and access by learners and if lower Primary stages, their parent(s)?	
Support	Where parents may be working/working from home, how much support and adult interaction will be required to support learning using this platform and is this possible? Are self-help or support guides available?	
Inclusion	Will the material be accessible to all learners and if not, how will support for learning be provided in the form of instructions/differentiated materials when using this platform?	
Access	Are usernames and passwords required to access different platforms and resources? How will management/sharing of multiple usernames/passwords be supported for this platform/learning resource?	
Progress	How easily can feedback be provided to learners on learning, when using this platform/learning resource?	
Accessibility	Will the learner be able to access this platform/learning resource using an appropriate ICT device (or are there digital inclusion issues/sharing of devices within the family restricting use?)	
Overall Comment		
Suitable to use?	<input type="checkbox"/> YES <input type="checkbox"/> NO	

Key Recommendations Mapping: Schools (SS), Learner (LS) and Parent/Carer (PS) Surveys during Covid-19 Lockdown

Appendix 2

Schools Survey Recommendations		Learner Survey Recommendations		Parent/Carer Survey Recommendations	
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	LS 3	In planning any future remote learning in the event of lockdown or requirement for blended learning, schools should structure/timetable learning where appropriate to support continued learning (including opportunities for live teaching)	PS 3	In planning any future remote learning in the event of lockdown or requirement for blended learning, schools should structure/timetable learning where appropriate to support continued learning (including opportunities for live teaching and learning), cognisant of family pressures including parent(s) working from home
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			PS 7	The local authority and schools should provide parents with further access to help guides and supports in order to facilitate access to online digital platforms in support of their child(ren)s remote learning
SS 3	The local authority should develop guidance for schools in support of future remote and blended learning, 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	LS 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	PS 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	LS 1	School leaders should evaluate staff readiness for live learning and teaching using available digital platforms, ensuring appropriate safeguarding arrangements are in place in adoption of live teaching	PS 1	School leaders should evaluate staff readiness for live learning and teaching using available digital platforms, ensuring appropriate safeguarding arrangements are in place in adoption of live learning
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	LS 2	In embracing digital platforms and live learning and teaching, the local authority and schools should look to agree the number of learning platforms in use in order to streamline access to learning and reduce need for learners to work on a variety of platforms	PS 2	In embracing digital platforms and live learning and teaching, the local authority and schools should look to agree the number of learning platforms in use in order to streamline access to learning and reduce 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	LS 5	Schools should review tasks set to ensure sufficient challenge and differentiation, providing appropriate support channels and feedback as part of the learning cycle, including those pupils with Additional Support Needs	PS 5	Schools and practitioners should review tasks set to ensure sufficient pace, challenge and differentiation, supporting the needs of all learners (including targeted support where appropriate to meet Additional Support Needs)

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.	LS 6	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	PS 6	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 including provision of books and other paper-based resources in support of learning
		LS 7	In the event of any future lockdown activity, schools and practitioners should consider opportunities to replicate social interaction online through online platforms with appropriate safeguarding in place	PS 8	In the event of any future lockdown activity, schools and practitioners should consider opportunities to replicate social interaction online through online platforms with appropriate safeguarding in place

Planning for: ☒ Individual Pupil isolating at home ☒ Groups/cohorts within and/or across stages isolating at home ☒ Whole school closure or partial closure

Learning Platforms/Resources	Communication and Engagement	Digital Connectivity/Equity
<ul style="list-style-type: none"> Which online learning platforms will be used as part of your school approach for online learning? Will paper-based resources and books be provided? Will live teaching or opportunities for online interaction with class teacher(s)/class(es) be part of the remote learning offer? How will this be supported and delivered? How will learners and their parents be supported in digital platform use (e.g. Moray Digital App, User Guides, Education Scotland and external provider resources)? How will the e-Sgoil offer be promoted/embraced? How will resource allocation be managed? By whom? 	<ul style="list-style-type: none"> How will communication be maintained with self-isolating children and families? How will feedback be provided on learning and work set? What are arrangements for providing this? How will you make use of online learning platforms, e-mail, school website/blog, social media and newsletters to celebrate learning and promote engagement with learners and families? How will children and families feed back on learning and work set (use of "My Remote Learning Diary"?) How will low or non-engagement be addressed? By whom? 	<ul style="list-style-type: none"> How are you ensuring all self-isolating learners can access the learning that has been set? Are learners digitally included that need to be (provided with device/connectivity where needed)? How will you measure participation and learner engagement (and who will oversee this)? How will you address digital exclusion issues that may emerge (and who will address these)? Will paper based resources and printed resources be provided to support remote learning? Who will manage device issue and oversee any emerging issues with devices?
Wellbeing and Social Interaction	Upskilling and Support	Structure and Timetable
<ul style="list-style-type: none"> What will remote learning wellbeing "check-ins" look like? Who will coordinate these at school level? Will learning platforms incorporate opportunities for social interaction – e.g. supervised "Playground Channel" – are there any live/real time opportunities for interaction with teacher and class? How will 1:1 learning conversations be supported? How will you reach non-engaging children and families in remote learning, ensuring safety and wellbeing? How will you gain intelligence on wellbeing (e.g. potential use of "My Remote Learning Diary")? 	<ul style="list-style-type: none"> Do any of the following school community groups require upskilling in the use of digital platforms? <i>Learners; Staff; Parents/Carers</i> How will this support be provided – for example, signposting to Moray Digital App/Resources or wider support materials/Education Scotland digilearn.scot? Who will provide initial/ongoing support and signposting? How will parents be supported – particularly those in lower stages of primary - in accessing learning materials and supporting learning? 	<ul style="list-style-type: none"> How will learning be structured/timetabled for learners including those self-isolating (e.g. learning grids, timetable of activities, blocked learning)? Will learners have the opportunity to link to their normal timetable or digital learning opportunities (e.g. E-sgoil e-learning offer/webinars)? Does school technology allow learners to connect with live learning? Who will provide this? Have the needs of learners, teachers and families been taken into account including time available? Who will coordinate and oversee this?
Staff Support	Managing Parental Expectations	Pedagogical Approaches
<ul style="list-style-type: none"> How will time be released/allocated from Working Time Agreement for staff to plan and prepare for remote learning activities? If staff are isolating at home but able to work, how are they supported in remote working/remote learning and who is their main point of contact/arrangements? How will staff be supported to set work which does not place high expectations on parents to scaffold/deliver lessons? Will any scaffolding or guidance be provided to staff on preparation of learning grids/structures/timetables? Who will undertake staff check-ins for wellbeing? 	<ul style="list-style-type: none"> How will you reassure parents during closure/isolation periods? Who will the main contact be for maintaining contact with parents of self-isolating pupils/families? Who will the pastoral/wellbeing contact for any issues be? What are the agreed communication methods for school-home and home-school? What help and support will be available to parents to tackle 'tricky' topics? Who will coordinate compliments and complaints relating to remote learning, addressing any actions? 	<ul style="list-style-type: none"> Will pedagogical approaches mainly require access to digital technology or paper resources? If so, how will this be managed and by who? Will learning be synchronous or asynchronous (mix)? How will the purpose of learning be shared and how will learners know if they have been successful in learning (self/teacher assessment; feedback)? How will learning be differentiated to meet learning needs? How will pace and challenge be ensured? Balance of screen/non-screen time? Will learning include independent project based work and capture wider learning from the home?



Remote Learning Planning Mat (Continuity of Care and Learning Provision): Planning Mat Template

Appendix 3

Planning for: ☐ Individual Pupil isolating at home ☐ Groups/cohorts within and/or across stages isolating at home ☐ Whole school closure or partial closure

Learning Platforms/Resources	Communication and Engagement	Digital Connectivity/Equity
•	•	•
Wellbeing and Social Interaction	Upskilling and Support	Structure and Timetable
•	•	•
Staff Support	Managing Parental Expectations	Pedagogical Approaches
•	•	•

Planning for: ☐ Member(s) of staff isolating at home ☐ Member(s) of staff shielding/underlying health condition/pregnancy ☐ Other _____

Wellbeing	Protocols	Support
<ul style="list-style-type: none"> • How will staff wellbeing be checked on during period(s) of remote learning? • Who will take responsibility for staff check-ins? • What methods of communication will be used for remote staff check-ins? • How frequently will staff check-ins take place? • What supports will be available/signposted in the event of any wellbeing concerns for a member of staff self-isolating? 	<ul style="list-style-type: none"> • What protocol is adopted for ensuring safety for all in online learning and teaching? • What should staff do in the event of disrespectful conduct or behaviour online, or when engaging in live learning and teaching? • What should staff do if they have a safeguarding or pupil welfare concern – do normal school processes apply? • Who are the main points of contact within the school for handling issues with live learning or safeguarding/ child protection? 	<ul style="list-style-type: none"> • What support is available for staff in terms of online learning delivery, remote learning, live teaching or pre-recorded lessons? • Will Education Scotland, Moray Learning Technologist resources and App be signposted? • Will additional training in online learning platforms be made available virtually? • Will other signposting to online learning resources or digital courses be provided?
Planning	Delivery	Managing Pupil Expectations
<ul style="list-style-type: none"> • Will staff be provided with an advocated school approach to planning and delivery of remote learning – e.g. structured timetable, learning grids? • How will staff be supported to undertake all planning and teaching activities within normal working week? • How will opportunities for interaction be supported in online teaching? • How frequently will flipped learning approaches be embraced and built into planned activities? 	<ul style="list-style-type: none"> • What is the principal learning platform available through GLOW that practitioners will access and use for remote teaching? • What other agreed platforms or communication methods will be available for use? • What is the arrangement for reporting any issues with digital platforms in use? • How will paper-based resources be supported? • How will you reach a variety of learning styles of learners? 	<ul style="list-style-type: none"> • What is the agreed protocol for communicating with pupils? • How will staff remind pupils of expectations when engaging in remote learning and online teaching? • How will feedback be provided when remote teaching and what are the agreed feedback methods? • Who is the main point of contact for handling any issues around pupil expectations at school? • How will learner engagement and satisfaction be measured? Who will monitor this?
Managing Parental Expectations	Collaboration	Wider school support
<ul style="list-style-type: none"> • What is the agreed protocol for communicating with parents? • What is the agreed communication method for managing parental comments/expectations? • Who is the main point of contact for handling any issues around parental expectations at school? 	<ul style="list-style-type: none"> • How will opportunities for collaboration with colleagues and other classes in school be supported? • How will input to collegiate sessions and school activities continue during remote teaching? • How is this reflective of agreed Working Time Agreement? 	<ul style="list-style-type: none"> • Where a practitioner is working at home and unable to support live teaching/learning due to e.g. backfill in school meaning this is not required, what other duties may staff able to work from home undertake? • Are there any wider school support tasks that staff may undertake in terms of development?

Appendix 4

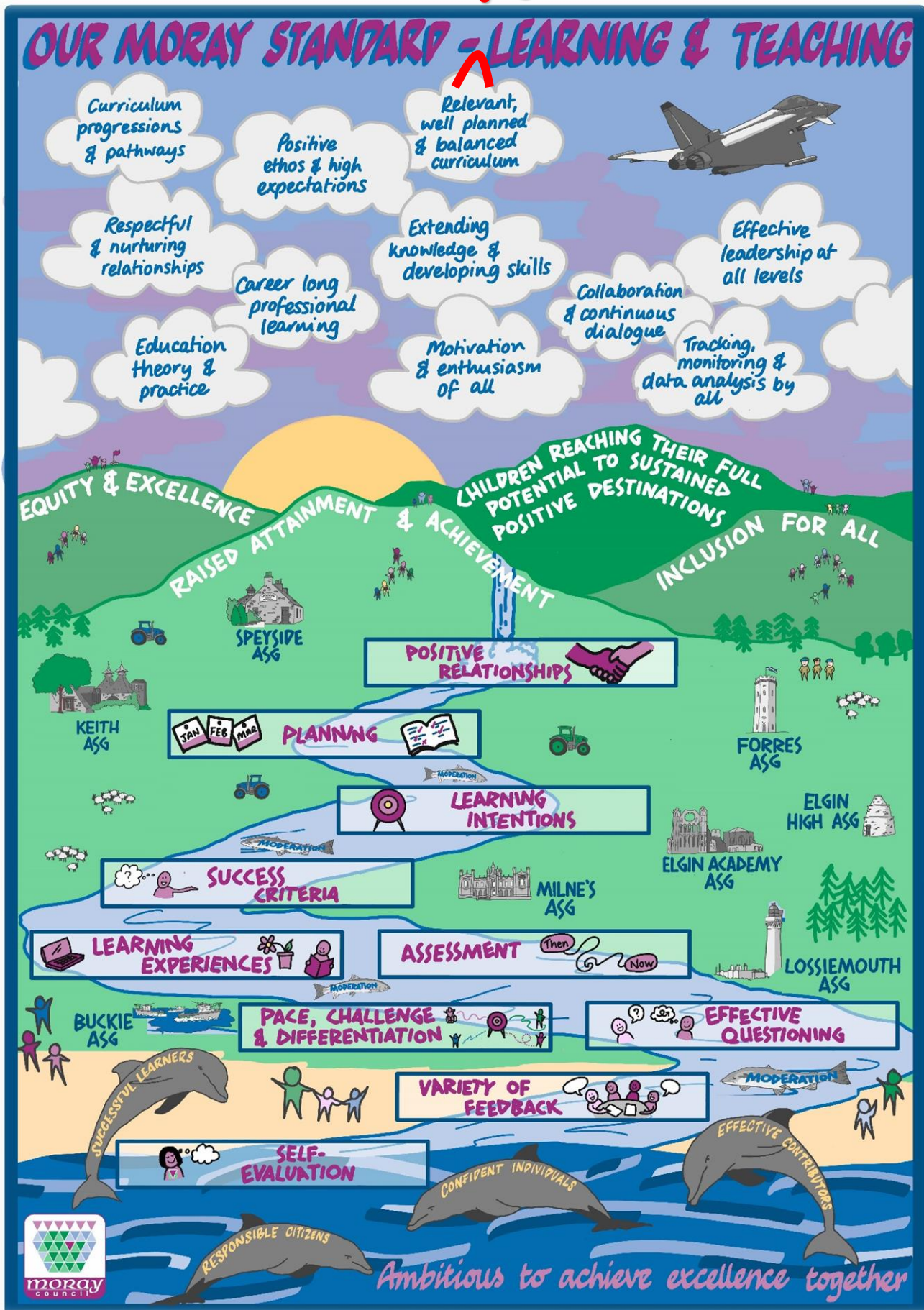
Remote Learning Planning Mat (Staff remaining fit to work from home): Planning Mat Template

Planning for: ☐ Member(s) of staff isolating at home ☐ Member(s) of staff shielding/underlying health condition/pregnancy ☐ Other _____



Wellbeing	Protocols	Support
•	•	•
Planning	Delivery	Managing Pupil Expectations
•	•	•
Managing Parental Expectations	Collaboration	Wider school support
•	•	•

Reflecting Our Moray Standard for Learning and Teaching

Remote

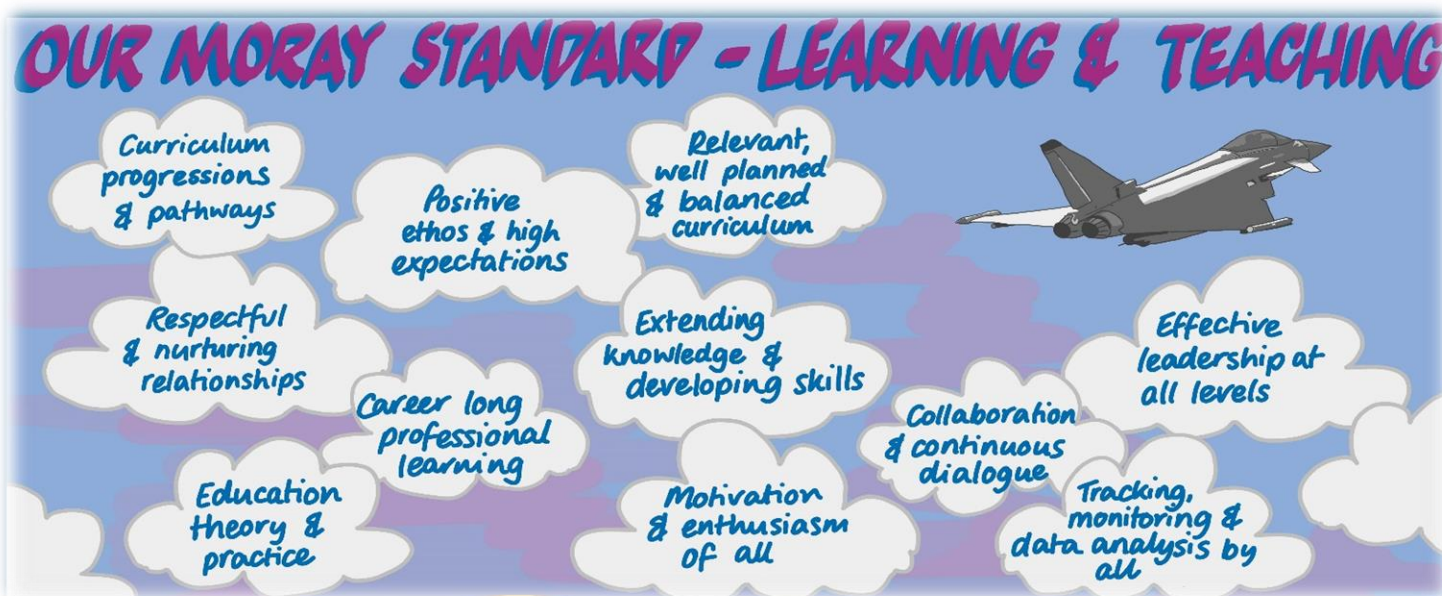
Our Moray Context

Our Moray context is diverse and rich in nature, rural in context from our hills to the sea – coast to country – with many famous landmarks and picturesque landscape. Heritage industries including fishing and farming complement new tourism, whisky and key food manufacturing business providing employment and learning opportunities for our learners. Armed forces presence provides a further dimension to our region where “Our Moray Standard” infographic overall aims to capture this; the unique context of Moray and the unique features of each of our Moray schools, shaping the Curriculum and learning activities undertaken.

As a reminder, a short 15 minute video with learner voiceover is available for **Our Moray Standard for Learning and Teaching** on: <https://www.youtube.com/watch?v=QpWaBw9kmD0>

Our Overarching Essentials

In line with Our Moray Standard, overarching essentials require to be in place in order for effective learning and teaching to take place. Due to Covid-19, it is essential to consider the following questions:



Effective leadership at all levels	Who will provide the lead for remote learning and teaching and how will leadership at all levels be promoted – practitioners, support staff and learners? Who will maintain overview with groups/cohorts/individuals?	
Curriculum Progressions and Pathways	How will literacy, numeracy and health and wellbeing be delivered and how will all curriculum areas be embraced?	
Relevant, well planned and balanced curriculum	How will planning ensure breadth, challenge and application of learning end develop the four capacities in learners? How will learning be structured and in secondary, ensure	

	appropriate coverage for National Qualifications?	
Extending knowledge and developing skills	Through planned learning experiences, how will knowledge be transferred and skills developed?	
Respectful and Nurturing Relationships	How will positive and nurturing approaches be promoted in a remote learning environment?	
Positive ethos and high expectations	How will a positive approach to learning be developed and high expectations despite distance between home and school?	
Motivation and enthusiasm of all	How will you ensure – through appropriately challenging and enjoyable learning experiences in line with CfE design principles – positive engagement of all learners?	
Education theory and practice	How will education theory and practice emerging on best practice including resources developed (e.g. Education Scotland) be shared and used?	
Career long professional learning	How will staff be supported in their Career Long Professional Learning, including use of digital platforms and online resources?	
Collaboration and continuous dialogue	What opportunities will be embraced for staff collaboration and continuous dialogue including use of virtual staffrooms and chat facilities?	
Tracking, monitoring and data analysis by all	How will tracking and monitoring of learner participation and attainment be undertaken by all and how will findings from data analysis lead to improvements in learning?	

Core Priorities

Reflective of National Priorities as set out in the National Improvement Framework, we must work towards:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people



Through our learning, teaching and assessment we must work to ensure equity and excellence for all learners, ensuring all learners are included, engaged and involved where at all possible. In this way, we may raise attainment and achievement for all children and young people in Moray to support them to achieve their full potential and progress on to sustained positive destinations, post-school. In the Covid-19 environment we must consider:

Equity and Excellence	How are your approaches to learning and teaching ensuring equity for all learners (and staff), including provision of digital technology/connectivity and paper-based packs and resources?	
Raised Attainment and Achievement	How are approaches supporting continued focus on raising attainment and achievement for all pupils?	
Children reaching their full potential to sustained positive destinations	How do remote learning and teaching approaches ensure curriculum breadth and challenge, ensuring appropriate learning – and in Senior Phase, appropriate level of qualifications – to support positive destinations?	
Inclusion for all	How will you work with practitioners, wider support staff and partners where appropriate to ensure inclusion for all pupils, including those pupils with Additional Support Needs?	

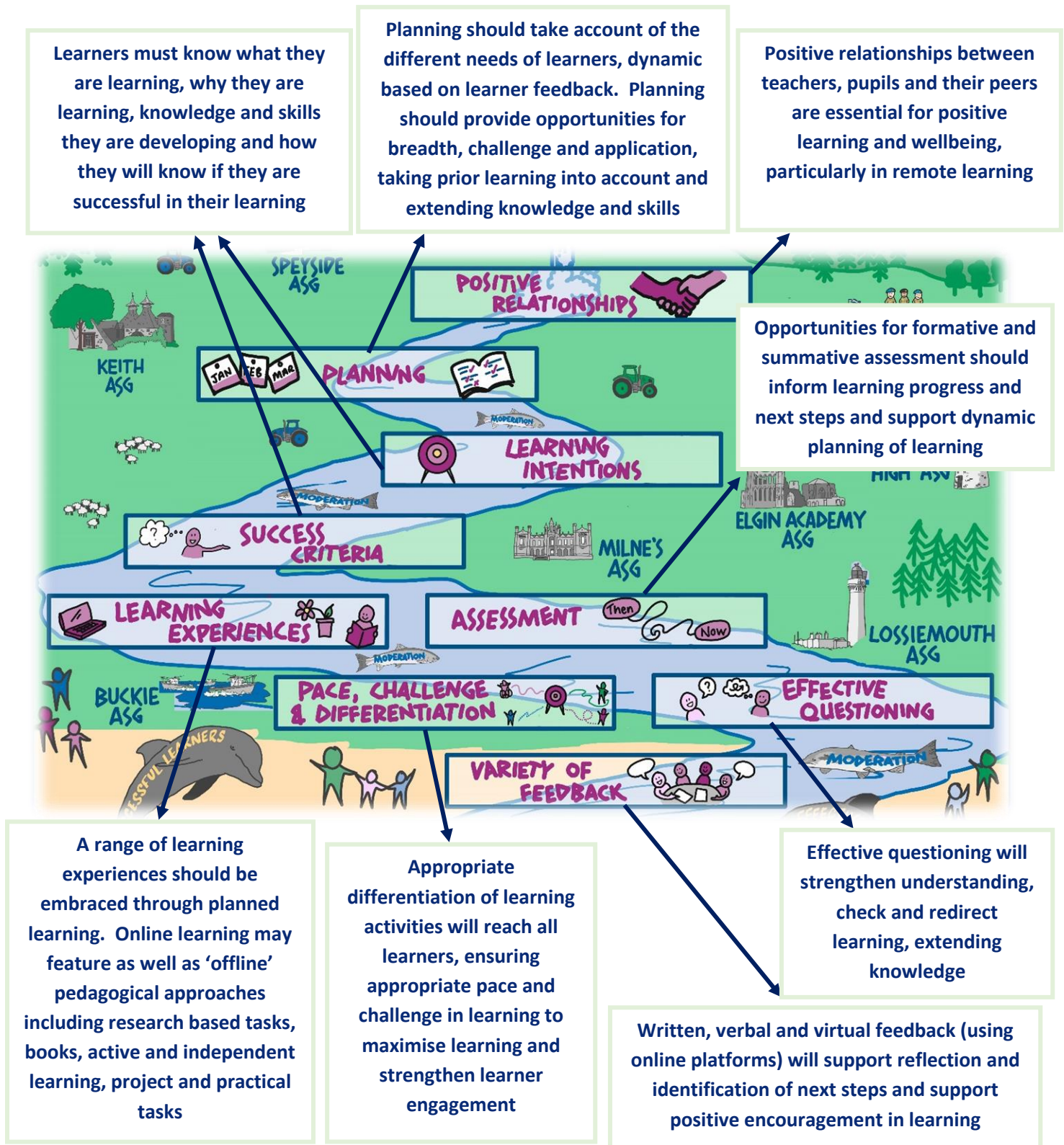
Lesson Essentials

We must ensure that the river of learning flows; it is critical that all learning and teaching activities are meaningful and accessible for all learners. In developing Our Moray Standard for Learning and Teaching, we reviewed key research in relation to the importance of positive relationships along with focus on what will make the biggest difference to learners' experiences.

The following **Moray Videoscribes** provide reminders of key learning and teaching aspects in development of Our Moray Standard for learning and teaching as well as providing general pedagogical principles:

Reasoning and Theory behind Our Moray Standard for Learning and Teaching (...Paul Dix, John Hattie, Shirley Clarke, Dylan Wiliam, Education Endowment Foundation, Moray Strategy)
https://youtu.be/Ju1xycFKL48
Barak Rosenshine – Principles of Instruction
https://youtu.be/fjLpcvRQXRA

In order for remote learning and teaching to be effective, the following elements of lessons remain essential:



Making the river of learning flow during Covid-19 disruption – questions to consider:

Positive Relationships	How will positive relationships be maintained in remote learning and how will you make use of digital platforms or other tools in support of this?	
Planning	How will planning take account of prior learning and reflect in-school learning where at all possible to provide continuity in learning?	
Learning Intentions	How will we ensure learners are clear on what they are learning and skills under development?	
Success Criteria	How will we ensure that learners are able to self-reflect and understand that they have succeeded in their learning?	
Learning Experiences	How will we balance a mix of online and offline learning to maintain learner interest and motivation in learning while ensuring appropriate breadth, challenge and opportunity for application of learning?	
Assessment	How will you build in opportunities for formative and summative assessment? Will self and peer assessment feature as key assessment processes? How will this inform teaching planning and next steps?	
Pace, Challenge and Differentiation	Using our knowledge of individuals and groups of learners, how will we ensure appropriate pace and challenge of learning through differentiated learning experiences, activities and approaches?	
Effective Questioning	How will learning activities set and any formative/summative assessment check for understanding and develop higher order skills through more open-ended questioning?	

Variety of Feedback	How will feedback be used as part of the learning process and provided in digital platforms and in more traditional ways – how will this be used to inform learning and teaching?	
Moderation	How will we continue to maintain standards and ensure learners are achieving at an appropriate level using evidence gathered?	

Remote learning may take many forms and as identified by our Moray Covid-19 Survey findings, may not be solely by digital or online means. Schools should take account of their unique context and learner needs in the event that remote teaching is required with focus on high quality learning and teaching.

Building the 4 CfE Capacities in our Moray Learners

In order to develop as successful learners, responsible citizens, confident individuals and effective contributors, self-evaluation is critical at all levels.

At whole school level, approaches to remote learning and teaching should be continually reviewed to ensure they best meet the needs of their learners and their families. As a reminder of learner entitlements and ensuring effective self-evaluation, the Videoscribe below provides further context:

Self-evaluation in Moray Schools
https://youtu.be/1wxyf6LsEYA



Along with normal face to face teaching, practitioners may wish to seek feedback from learners on their learning. This may be re-created in the online environment through use of chat facility, online discussion stream or through class notebook. Teachers may also see feedback in the form of an exit pass using live interactive document or whiteboard space.

Practitioners – particularly where asynchronous learning and teaching approaches are being adopted may wish learners to reflect on their wellbeing, knowledge and skills under development. As such, we provide the

My Remote Learning Diary in **Appendix 6** for use by schools where more formalised reflection on learning and next steps identification is required. This includes reflection on wellbeing and skills.

Practitioners may also wish to seek feedback from trusted colleagues on their learning and teaching practice, particularly in order to strengthen their live teaching approaches. As a reminder, Learning and Teaching support materials and observation toolkits previously endorsed by LNCT remain available on GLOW and are accessible through the Head Teacher area on Moray tile using the link below:



My Remote Learning Diary

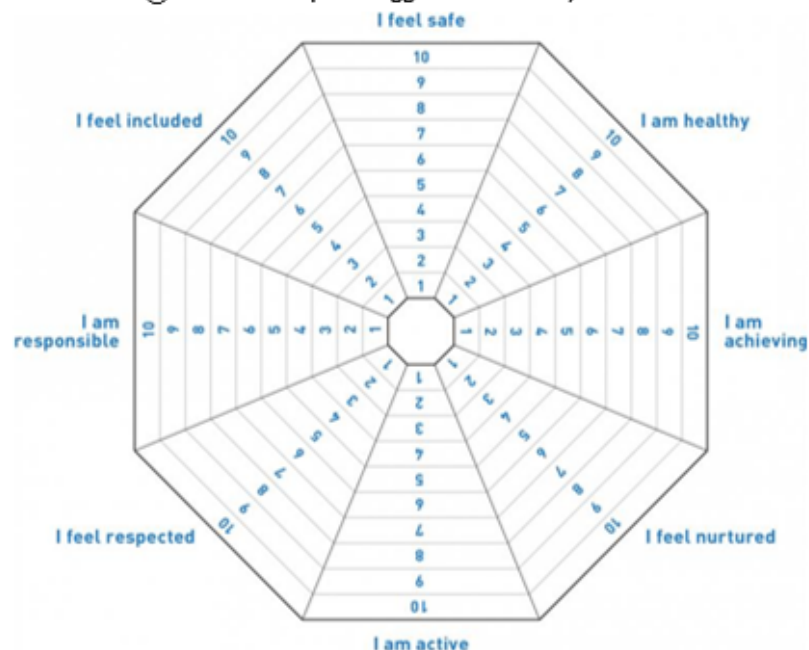


My name is...

Date...

How I am feeling...

Circle ☐ the number | The bigger the number, the more that...



What I've been doing...

I have taken part in learning activities including...

Things I am doing well in...

I think I am doing well in the following areas of learning...

Skills I've developed further...

I am developing a number of skills (give an example with each skill)...

Things I may need to work on...

I need to get better with the following things in my learning...

My next steps in learning

I need to focus on the following next steps in my learning...



My Remote Learning Diary



Scaffold Sheet | Key Things to think about when completing "My Learning Diary"...

How I am feeling in my remote learning...		What I've been doing...	Things I am doing well in...															
Safe <ul style="list-style-type: none"> I feel protected from harm I feel people at care about me I know when things are risky and try to stay away from danger I look out for my own safety and that of others 	Healthy <ul style="list-style-type: none"> I have healthy food to eat I exercise and have time to spend outside including working on activities outside I know where to get help if I need it I enjoy remote learning and the variety of activities to keep me healthy 	I have taken part in learning including... <ul style="list-style-type: none"> Online learning Learning from paper based home learning packs provided by my school Activities planned and delivered by my teacher Individual activities during independent learning times Research based tasks Projects Literacy and Numeracy based tasks Practical tasks Personal reading/interest Break and lunch time activities Break/lunch choices Friendships and wellbeing related information Outdoor learning activities Any other activities undertaken including those play based activities 	I think I am doing well in the following areas of learning... <p>Children and Young People may wish to provide more specific examples relating to:</p> <ul style="list-style-type: none"> Specific Literacy/Numeracy tasks set by my Home school and learning activities Activities planned and delivered by my teacher and 'in the moment' feedback provided Health and Wellbeing related areas doing well in – e.g. friendships, positive relationships, link to Wellbeing Web completion Wider achievements Projects Specific subject related achievements 															
Achieving <ul style="list-style-type: none"> I am developing my skills and knowledge I do the best that I can in my remote learning I am encouraged to do my best in my remote learning If I am struggling I get help with it I have opportunities to succeed in remote learning with different activities 	Nurtured <ul style="list-style-type: none"> I feel cared for and supported If I am worried there are people I can go to and tell to help me I am able to speak about my feelings, likes and dislikes I am learning to be independent, looking after myself and making decisions 																	
Active <ul style="list-style-type: none"> I do fun and active things I have the chance to take part in sporting and/or physical activities I do things that interest me I have a range of activities that help me develop my knowledge and skills 	Respected <ul style="list-style-type: none"> I feel people listen to me before they make decisions about me I feel I am involved in decisions about my life If I need to, I have people I can tell about my views and decisions 																	
Responsible <ul style="list-style-type: none"> I listen to other people in remote learning and try to understand what they think I know the difference between right & wrong I am caring and helpful I can manage my behaviour and follow rules Adults trust me to follow instructions 	Included <ul style="list-style-type: none"> I feel I belong when in remote learning and when with family and friends I get to take part in activities I get to interact with other people I feel people want me around (e.g. through virtual check-ins) 																	
Skills I've developed further at the Hub...		Things I may need to work on...	My next steps in learning															
I am developing a number of skills (give an example with each skill)...For example... <table border="1"> <thead> <tr> <th>Self management</th> <th>Social intelligence</th> <th>Innovation</th> </tr> </thead> <tbody> <tr> <td>Focussing</td> <td>Communicating</td> <td>Curiosity</td> </tr> <tr> <td>Integrity</td> <td>Feeling</td> <td>Creativity</td> </tr> <tr> <td>Adapting</td> <td>Collaborating</td> <td>Sense making</td> </tr> <tr> <td>Initiative</td> <td>Leading</td> <td>Critical thinking</td> </tr> </tbody> </table> <p>Skills may require some explanation (see SDS help sheet on next page). An example where the skills was developed should also be given.</p>		Self management	Social intelligence	Innovation	Focussing	Communicating	Curiosity	Integrity	Feeling	Creativity	Adapting	Collaborating	Sense making	Initiative	Leading	Critical thinking	I need to get better with the following things... <p>This may include:</p> <ul style="list-style-type: none"> Specific areas from home learning packs provided by Home Schools Wellbeing/relational aspects Literacy/Numeracy focus Areas identified through participating in activities planned and delivered by volunteers Areas identified through online learning and teaching feedback Skills requiring further development 	I need to focus on the following next steps in my learning... <ul style="list-style-type: none"> Next steps identified through feedback from teacher/self-assessment/peer-assessment Areas in need of working on Skills in need of further development Specific areas of literacy/numeracy Specific subject areas <p>A few key areas for development should be identified – challenging but realistic</p>
Self management	Social intelligence	Innovation																
Focussing	Communicating	Curiosity																
Integrity	Feeling	Creativity																
Adapting	Collaborating	Sense making																
Initiative	Leading	Critical thinking																

Skills for the future: Meta-skills

Timeless, higher order skills that support the development of additional skills and promote success in whatever context the future brings

Self management

Taking responsibility for your own behaviour and wellbeing

Focussing

The ability to manage cognitive load by filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change

Integrity

Acting in an honest and consistent manner based on a strong sense of self and personal values

Adapting

The ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change

Initiative

Readiness to get started and act on opportunities built on a foundation of self belief

Social intelligence

Awareness of others' feelings, needs, and concerns in order to effectively navigate and negotiate complex social relationships and environments

Communicating

The ability to openly and honestly share information in a way that creates mutual understanding about others' thoughts, intentions and ideas

Feeling

Considering impact on other people by being able to take a range of different thoughts, feelings and perspectives into account

Collaborating

The ability to work in coordination with others to convey information and tackle problems

Leading

The ability to lead others by inspiring them with a clear vision and motivating them to realise this

Innovation

The ability to define and create significant positive change

Curiosity

The desire to know or learn something in order to inspire new ideas and concepts

Creativity

The ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning

Sense making

The ability to determine the deeper meaning or significance of what is being expressed and to recognise wider themes and patterns in information

Critical thinking

The ability to evaluate and draw conclusions from information in order to solve complex problems and make decisions

Remote Learning Protocol

School Name:			
Senior Manager(s) with Remote Learning oversight:			

Protocol Version:	Date:	Agreed with staff?	Head Teacher:
1		Yes/No	

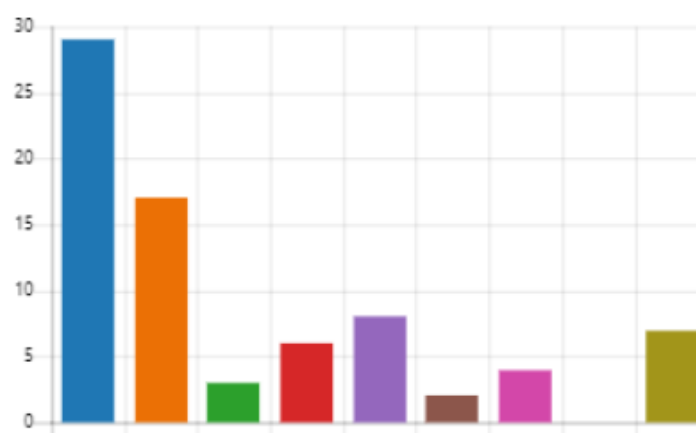
	...for learners	...for staff
Arrangements for wellbeing check-ins:		
Arrangements for remote learning and teaching:		
What to do if a learner is disruptive/ disrespectful during online learning:		
What to do if not comfortable with remote learning and live teaching/pre-recorded learning:		
Agreed platforms for online learning and live/pre-recorded teaching:		
Agreed platforms/ communication methods (including parents):		
Arrangements for dealing with any safeguarding or child protection concern:		
Other:		

Appendix 8: Screenshots – Primary Survey

3. In your school, which of the following learning platforms are the MAIN PLATFORMS in use for learners to access Remote Learning?

[More Details](#)

Microsoft Teams	29
Google Classroom	17
Seesaw	3
Class Dojo	6
School Website/Glow Blogs	8
School App	2
Social Media (Facebook/Twitter)	4
Satchel One (Show My Home...)	0
Other	7



4. If you answered "other" in question 3, please state the name of any other learning platform(s) used as a MAIN PLATFORM in your school:

10 Responses

ID	Responses
1	Some families are still receiving paper packs/emails due to connectivity issues.
2	N/A
3	paper packs
4	Glow e-mail
5	All children have accepted a place in their Google Classroom but due to a variety of issues we have a few families who require paper based packs also.
6	Learning Journals
7	School website
8	N/A
9	.
10	We gave out hard copies of the work that was put on school website pages and also on Teams.

5. Please enter the name(s) of any OTHER learning platform or online learning resource you have found useful during lockdown in support of Remote Learning:

30 Responses

ID	Responses
1	None
2	Microsoft Teams for virtual check in's, Education City, ReadTheory, Dynamic learning, Sumdog
3	Loom
4	Loom, pre-recorded lessons
5	Loom
6	Education City, Sumdog, ClickView, West OS, BBC Bitesize, Oxford Owl, Epic Books
7	Sumdog, White Rose Maths, Education City, E-sgoil, Maths Playground
8	Education City, First News, Tig Tag, Spelling Frame, Northern Alliance Modern Languages Family Learning, BBC Bitesize, Daily Ten on Top Marks, Sumdog
9	Education City; Sumdog; WESTOS; BBC Bitesize; Oxford Owl; The Natural Curriculum; Pie Corbett home learning packs; Jamboard; Mote; Youtube
10	Sumdog; Oxford Owl; Rapid; Active Learn
11	Accelerated Reader, Sumdog, Nessy
12	Oxford Owl, Loom, Google Forms for Questionnaires and Learning Quizzes,
13	Sumdog / Oxford Owl / Charanga
14	Lexia, Sumdog, Charanga, Duo Lingo, Typing Club, Active Learn
15	outlook
16	Glow Blogs - School website
17	SeeSaw for P1,
18	Big Maths, Education City, Sumdog, Linguascope, Teach Your Monster to Read, BBC Bitesize, E-sgoil
19	Education City; Sumdog
20	National e-learning, E-Sgoil, West OS, BBC Bitesize, Moray ICT Technology CPD, YouTube
21	Primary 7 classes are using Microsoft Teams as part of their transition to S1.

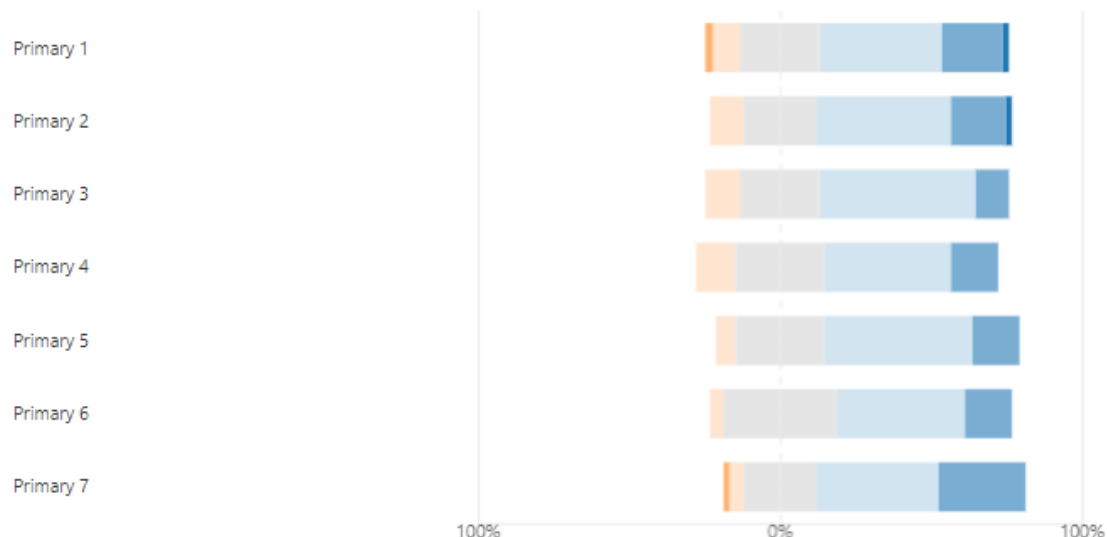
ID Responses

22	Education City and Sumdog
23	YouTube, Loom Videos, BBC, Glow, visualizers, Top Marks, West OS, Oak Academy
24	Thinglink
25	Purple Mash, Education City, Oxford Owl, Kahoot!, Hit the Button, Phonics Play
26	Google Meets, Thinglink, Loom, Kahoot, Google Virtual Classrooms, e-sgoil resources, WOS, Oxford Owls, You tube
27	WestOs, Education Scotland Resources, Buddy Reader Online
28	Sumdog
29	SumDog, Big Maths
30	We have put out other links we have been sent by some organisations and information about BBC provision on our website

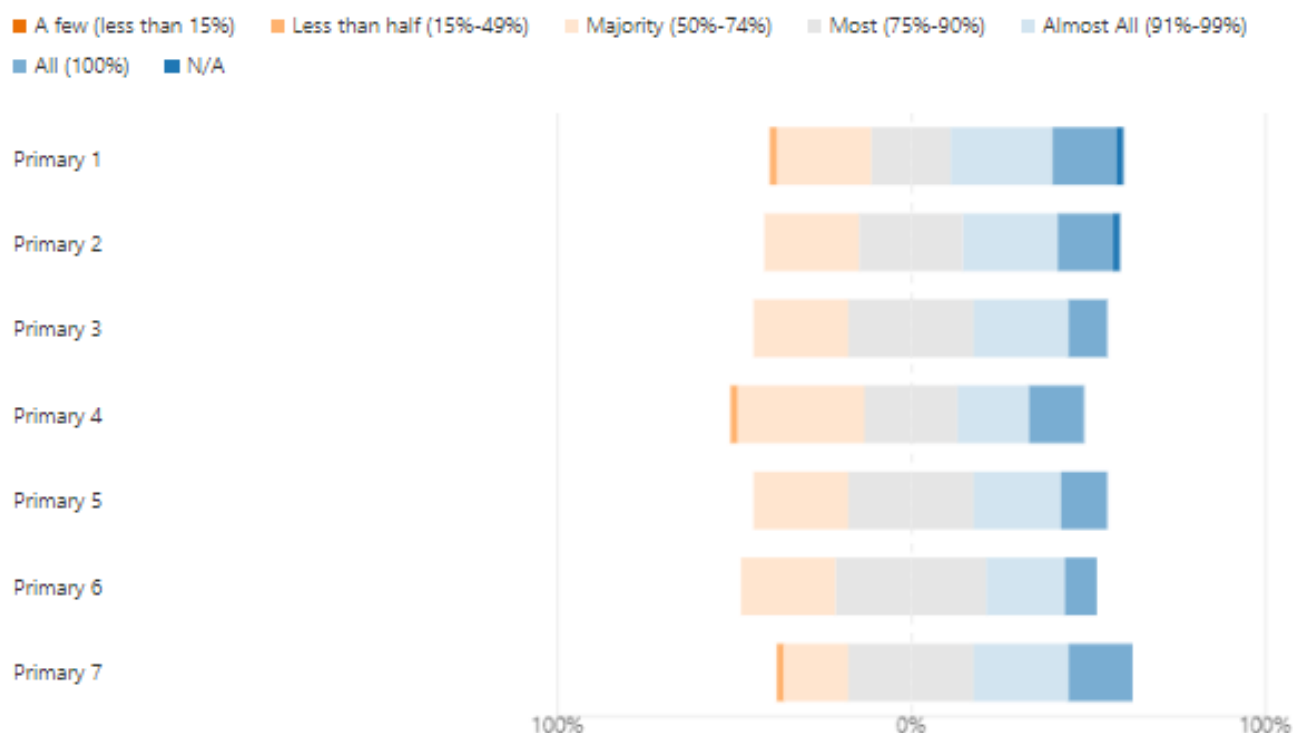
6. Overall, how strong is LEARNER ENGAGEMENT in Remote Learning across your school? Please consider the proportion of learners in each stage known to engage in learning activities set. This is the proportion of learners accessing learning platforms and/or paper based resources and completing some of the learning activities set.

[More Details](#)

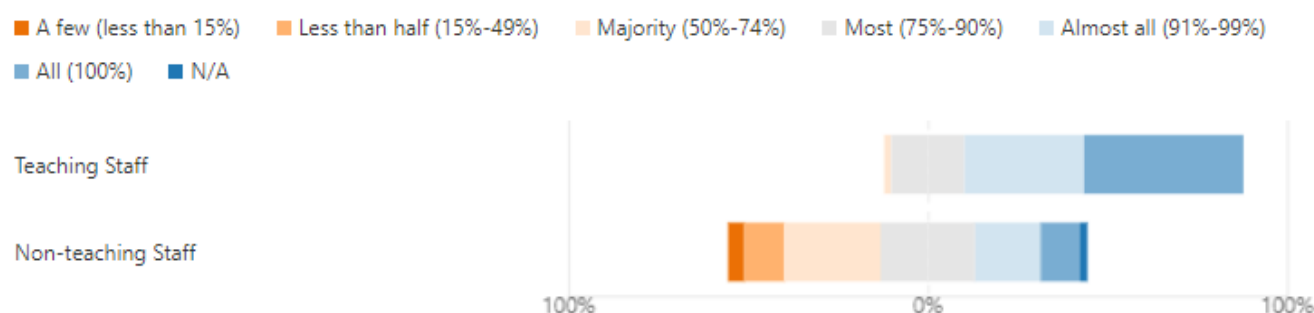
■ A few (less than 15%)
 ■ Less than half (15%-49%)
 ■ Majority (50%-74%)
 ■ Most (75%-90%)
 ■ Almost All (91%-99%)
 ■ All (100%)
 ■ N/A



7. Overall, how strong is LEARNER PARTICIPATION in Remote Learning across your school? Please consider the proportion of learners in each stage known to actively participate in learning activities set online or in paper-based formats. Learners may also actively engage in dialogue (live/chat posts) and act on feedback provided on learning activities set. Learner participation is where learners are known to meaningfully take part in Remote Learning.

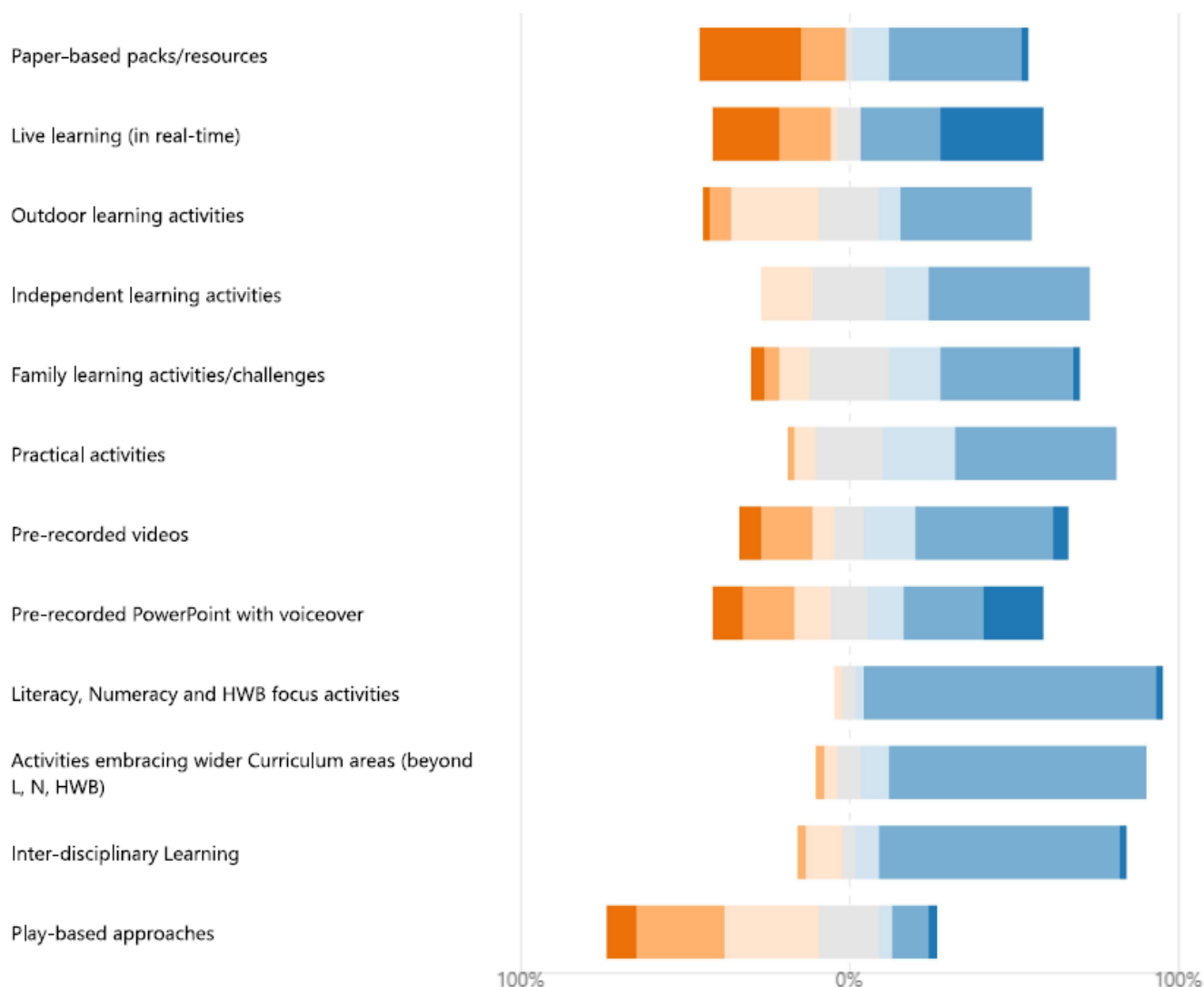
[More Details](#)

8. In your school, what proportion of your staff are confident in the use of online digital platforms in use (e.g. Microsoft Teams, Google Classroom...)?

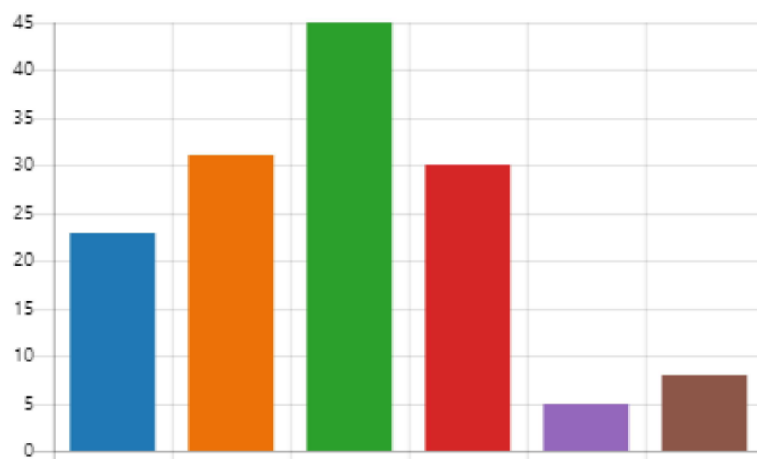
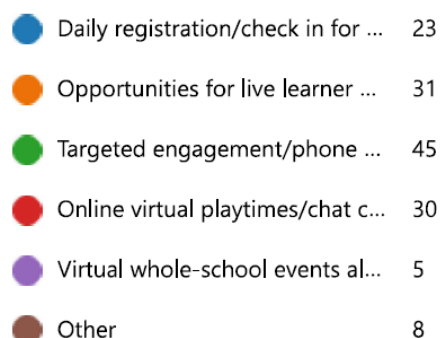
[More Details](#)

9. To what extent are practitioners in your school making use of the following approaches in support of Remote Learning?

■ A few (less than 15%)
 ■ Less than half (15%-49%)
 ■ Majority (50%-74%)
 ■ Most (75%-90%)
 ■ Almost all (91%-99%)
 ■ All (100%)
 ■ N/A

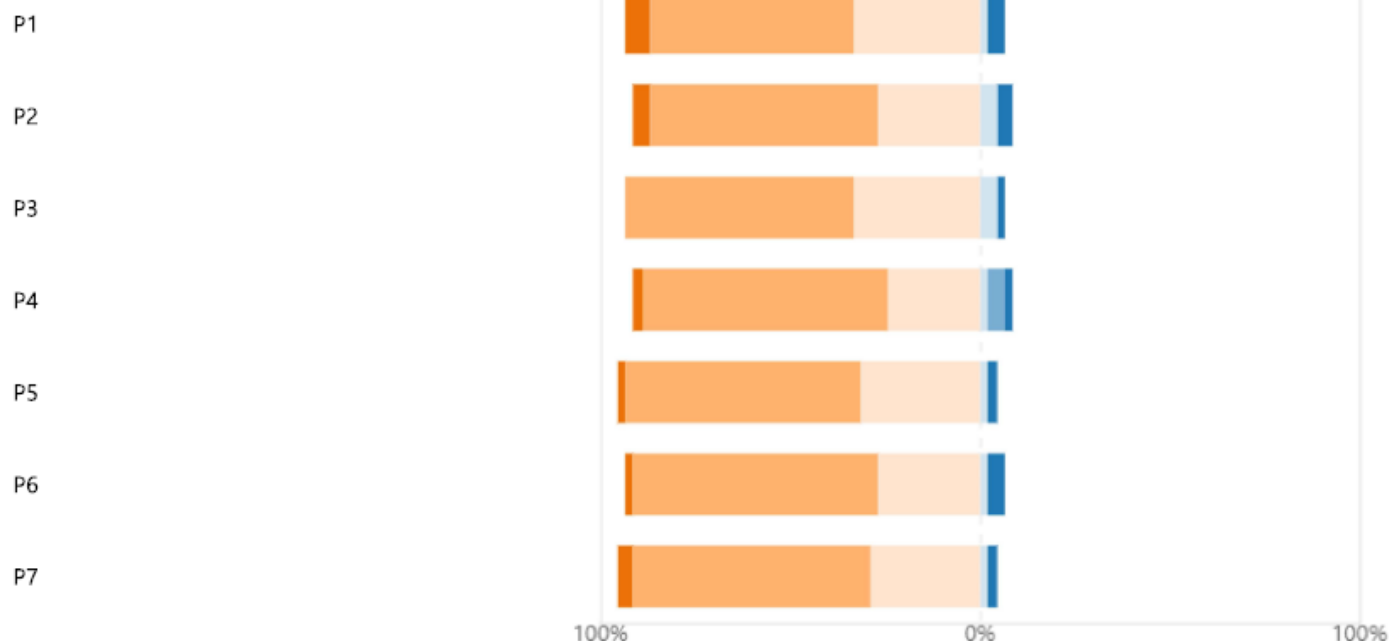


10. In support of learner wellbeing and support, which of the following have you adopted as a school:



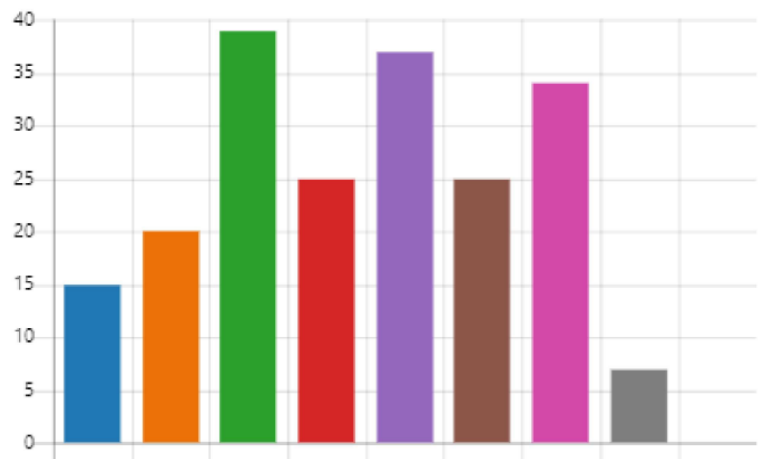
11. Overall, are learners showing good progress in their learning, through remote learning underway? Progress in learning may be gauged through quality of work completed, ongoing assessment approaches, review or work submitted and feedback provided (including how learners have acted on feedback provided by their class teachers).

Strongly Agree Agree Neither agree nor disagree Disagree Strongly Disagree Don't know



12. In order to support Remote Learning, which of the following have you made use of as a school?

National e-learning - live (e.g. ...	15
National e-learning - recorde...	20
National e-learning: supporte...	39
Education Scotland/Digilearn...	25
Moray Learning Technologists	37
School in-house digital champ...	25
YouTube for self-directed help	34
GTCS resources	7
SQA resources	0



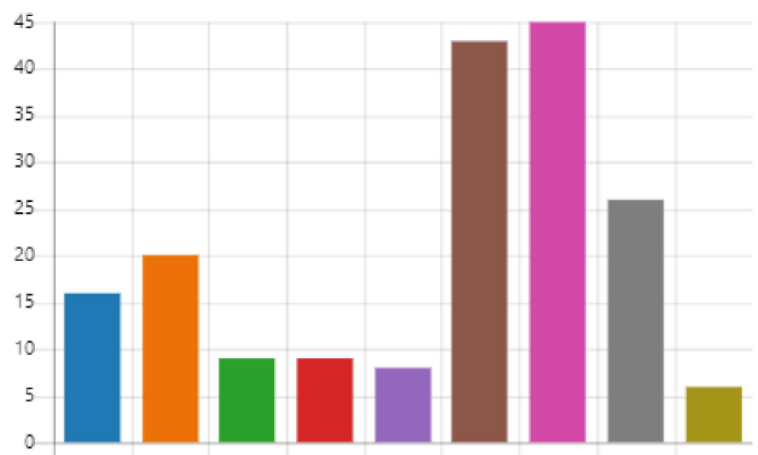
13. To what extent do you believe children and young people enrolled in your school have been supported in their Remote Learning at home, overall?

Too much support	4
Adequate support	39
Not enough support	2



14. How are you maintaining contact with parents, including updates on learning and general communications?

Social Media - Facebook	16
Social Media - Twitter	20
School Apps	9
Class Dojo	9
Online learning journals/e-jou...	8
E-mailed newsletters/commun...	43
Telephone calls	45
Groupcall/text messages	26
Other	6



15. Overall, what has been your greatest success with Remote Learning?

45 Responses

ID	Responses
1	We have been able to provide a consistent approach to remote learning across the school. All families have engaged with paper packs. Families have been appreciative of this approach. This means we have been able to provide resources to ensure progress within packs, for example, reading books. In addition, we have been able to provide pre-recorded videos to support remote learning. These videos support school improvement priorities and will support family learning in the long term. We have also been able to hold some 'live' lessons and are looking to provide more opportunities for this as part of our remote learning provision.
2	Providing differentiated, individual physical packs related the individual children's needs and interests. All families appreciate the resources as 'connectivity' and 'printing problems' created barriers previously. We are also able to provide weekly telephone calls to provide feedback on learning and as a progress 'check in'. Families are able to access more resources if required and have an opportunity to ask questions around tasks and activities.
3	The engagement of the learners and communication with families has been very good. The children have enjoyed the activities and engaged well with the themed week. Increased confidence using MS TEAMS compared to previous lockdown. The check ins/virtual playtimes have been very successful.
4	Use of TEAMS, check ins, Class Notebook. Teamwork from all staff. Engagement and motivation of learners. Learners gaining new skills - time management, IT skills, independent working.
5	Engaging almost all families Prompt responsiveness to questions, learning support and advice by teaching team Positive virtual team meetings each week - solution focused
6	Accessibility for the majority of parents as all parents bar one are using Class Dojo
7	Engagement with Google Classroom Only one family not using at all. Little need for paper packs meaning feedback can be immediate. Pupils are beginning to respond to feedback by 'resubmitting'
8	The pre-recorded videos and narrated PowerPoints have meant that even with tech problems here or at home children have not missed out on learning. Along with the live daily check ins that have proven to be invaluable.
9	Zoom meetings
10	Staff embracing new ways of learning using technology and the possibilities of continuing to make use going forward. Parents' feedback praises the way remote learning has been organised and managed and pre-recorded lessons that enables them to access learning around their family commitments.
11	pupil reaction, pupil engagement, pupil skills, live check-ins, video lessons

ID Responses

12	Getting so many more children online and engaging since the last period of remote learning. There has been a real growth in confidence for all staff in using online platforms.
13	As we continued to use Teams for homework through Terms 1 and 2 of this session the ongoing familiarity with the technology for staff and pupils has enabled a smooth transition into the current period of Lockdown/Remote Learning and also has meant that engagement is consistently high. As a staff we were keen to build on the successes of the previous period of remote learning and we decided to support each other to go beyond our comfort zones with a shift towards more live interaction/teaching for pupils. As a staff we spent time learning and practising how to present a shared screen for example. So this week alone our pupils have benefitted from live interactive maths and literacy lessons confidently delivered by our teachers. We are also impressed with the way that our pupils are using the technology to interact with us and to complete their learning activities, e.g. uploading tasks to Class Notebook, asking questions, speaking about and sharing their learning with others during our live sessions. The results from our parent and pupil surveys were also very positive and gave us confidence that we are getting it right.
14	The Early years are using daily virtual classrooms which has been really user-friendly for the parents and pupils to use. This has prompted staff to create virtual classrooms for STEM at 1st and 2nd levels and also ones for DYW and Global goals for future use. Relationships with families have been further cemented through such an increase in communication. Staff engagement in CLPL has been very good also as they recognise the requirement to upskill. Consistency of approaches in platforms i.e. Google Classrooms for all allows for ease of use for families whilst allowing for autonomy for staff to create work and provide ongoing feedback appropriate to their classes.
15	As we continued using Google Classroom on the return in August for homework, parents and children have felt more confident in using it.
16	Participation increase this year. Introduction of video calls and class chats for pupil health and wellbeing.
17	Everyone has been more confident in accessing the learning online. Paper packs for P1-3 and having the school open so we can hand out reading books has made a difference. Teachers who have volunteered in the hub have had the opportunity to see how the work is seen by pupils and to adjust how they approach the online aspect.
18	Greatly increased teacher confidence & wider range of teaching approaches deployed. This seems to be impacting positively on engagement. These approaches allow for greater connectedness
19	- good feedback from parents from survey results on communication and quality and quantity of remote learning - live check in confidence growing - format of learning grids and collaborative planning with stage partners - Success at moving from one platform to another - FB groups to Teams - Relationships with parents have been positive
20	Having relationships with parents wouldn't ordinarily be comfortable coming into school.

ID Responses

21	The increase in engagement from last lockdown. Staff confidence in digital platforms and approaches to remote learning. The use of Loom Videos for staff to introduce and explain learning and new concepts. The use of Google Meets - the children have responded so well to seeing each other and having the chance to interact with their teachers and friends.
22	Engagement across both digital and paper based learning activities: 68% of families who responded to our survey said they have managed ok to access online learning activities, but uploading activities was challenging (18.5%) and 92% of families who responded to our survey said they have collected paper packs each week. There has been a significant increase from last lockdown with the amount of work uploaded and returned which staff are feeding back on each week. As a school staff we have responded to feedback and 75% of families who responded said our instructions were clear and easy to follow, with 87.5% of families who responded saying that the work was at the correct level of challenge. Timetables and daily online messenger chats have been positively received by parents this lockdown. Grids have been used for IDL and non tech activities created collaboratively by staff.
23	Being able to provide a balance between substantial paper based packs and digital learning has provided flexibility for all families. Each week teachers are building on their own technology skills and using this to improve opportunities for all learners. Real time opportunities through phone calls, Teams chats, live check-ins and individual PSA support sessions ensure that there is differentiated access to support for all learners and their parents.
24	High engagement. staff keen to deliver
25	Staff embracing a whole school IDL approach to support family learning opportunities so parents/adults in the home with multiple children are able to work on common areas. Staff confidence to do Google Meets - children really embraced this. It is early days with about half the staff at this time doing live Meets. Thinglink classroom approach - feedback is yet to be collected from P5 class who have trialled this alongside GC Families fed back in a survey that they knew when they contacted school they would be supported. For a number of families this has required Multi-agency signposting/supports as well as educational support.
26	Teacher pre-recorded videos have been well received of the results received 40% said their favourite part of online learning has been watching their teacher's videos. 93% of families engaged in some way this Lockdown. All P2-7 classes using Google Classroom 78% of pupils accessing learning online with 28% picking up paper packs each week. 89% Parents said accessing work was between 3-5 stars. All P1 classes using See Saw with high levels of interaction. 68% of continuous, strong interaction. Variety of engaging tasks and frequency and quality of interactions from teachers 81% of families rated teacher feedback at between 4-5 stars. 75% families feel we are getting the amount of work offered just right, 92% of children said the level of difficulty is just right.
27	Development of ICT skills amongst all members of the school community. This has inspired us to find out more about completion of https://www.digitalschoolsawards.co.uk/ I recently attended a CPD session on this (thanks to Moray Digital Learning Team for promoting this) and found the session really useful/inspiring.
28	Level of engagement,

ID Responses

29	All families now have access to an IT device which has helped families engage with online learning more purposefully. Teaching staff have embraced live teaching and/or pre-recorded videos of themselves teaching.
30	Level of engagement has been high. Feedback from the majority of parents and pupils suggests they are happy with the provision we are providing.
31	Near 100% engagement! - With almost all pupils completing their full weekly grid of assignments set each week.
32	The use of Glow and Google Classroom. This has made engagement better than the March lockdown. Parents have found this easier to access and engage with staff if help is required through Google meets.
33	The developing confidence of teachers in the use of IT to support learning - having to use glow and familiarise ourselves with the online materials 'out there' to support learning. Better engagement from Pupils during lockdown 2. Pupils are delighted to be able to see each other during Class Meets.
34	Motivating pupils and seeing their success getting regular feedback on Seesaw.
35	Pupil and family engagement.
36	The range of Teams we are running and our virtual Workshop Wednesday activities are leading to a greater level of engagement.
37	Pre-recorded videos containing new learning and 2x weekly check in sessions with pupils live
38	Class chat allowing pupils and staff to communicate quickly and easily.
39	Staff have made real efforts to use new ways to engage pupils including live learner dialogue and live drop in/question and answer sessions
40	Surviving... well so far Staff personal developments and their engagement in digital learning
41	The ability the children have shown in digitally upskilling in such a short space of time.
42	Daily online check-ins with teachers
43	Practitioner support and collegiality
44	The quality, amount of tasks and range of options/tasks being provided to P1-P7 via a range of means (to suit different family needs) and the teachers doing the phone calls this time around
45	Increased digital literacy. Parental involvement in Learning

16. Overall, what has been your greatest challenge with Remote Learning?

45 Responses

ID	Responses
1	Connectivity! Providing opportunities for online meets. It can be difficult to get this to work while in school. Teachers have had to continually problem solve and troubleshoot to provide even a 'check in' experience for learners.
2	Connectivity- across Newmill and Botriphnie we have been working with TEAMS. We use this platform to share plans and work as one staff team. However, TEAMS video calls do not work well at Botriphnie and we have had to arrange 'Google Meet' -the quality is better. It is easier to work within one platform where staff can support each other. Continual trial and error and problem solving required to arrange a simple meet for learners.
3	The connectivity. More families would use MS TEAMS if connectivity in the area was better.
4	Extra hours for teaching staff to deliver remote learning - time spent uploading/downloading, adapting resources for remote learning. Ensuring that all children are progressing - particularly in P1 when it's play based and learning phonics. Assessing work - some children have less support and are working independently while others have a lot of support from parents.
5	Ensuring that vulnerable children who need to attend in-school provision, take up the offer. Pleasing all parents!
6	Sustaining engagement from the most hard to reach parents and facilitating opportunities for live discussion between children.
7	Teacher preparation /time - regularly exceeding the 35 hour working week. Planning/recording of lessons takes a lot of time and in order to engage with available technology / carry out pre recordings etc research / trial and error and appropriate differentiation of remote lessons. Good engagement is great but brings challenges - providing feedback is time consuming and teaching are providing feedback during school day and then planning at night. They can also feel isolated and unsure that what they are doing is in line with others.
8	Parental expectations balanced with staff capacity
9	Ensuring parents understand the category vulnerable
10	Ensuring continued engagement in remote learning and some parental attitudes i.e. not a teacher so not doing remote learning. Deciding which vulnerable children should attend Hub as a large proportion of the school could be considered vulnerable but need to keep numbers manageable. Pressure from other agencies to have children attend hub.
11	parents involvement, pupil's lack of motivation, parents anxiety
12	Digital connectivity and ICT trouble shooting with parents.

ID Responses

13	We have a small number of pupils (3) who struggle to engage each week. Even with the offer of support, phone calls and paper packs being provided they are not completing all of their learning tasks. There is also a lack of parental support for these pupils.
14	Families who are difficult to engage with and not having devices to give to families who don't have anything. These children are being provided with paper-based work but not getting the same experience as their peers.
15	Difficulty of not being able to give instant feedback to children as easily. Also, ensuring that feedback is acted upon.
16	Parents not digitally aware and unable to motivate children. Paper packs being delivered but difficult to manage the feedback on these.
17	Not being able to have the more natural feedback and interaction with children especially with delivering more new learning this time.
18	Given our cohort, our engagement / participation figures are good. We have been more assertive in offering supports but there is still a level of frustration when these are not accessed as often it's the most vulnerable who are least visible.
19	ICT - in school and laptop issues with parents and accessing teams Running a hub alongside remote learning In P1 as we haven't had the chance to have parents in school we didn't know them as well as in previous years Staff anxiety levels with ICT and live learning and managing workload especially around feedback and marking Differentiation has been a huge challenge to manage remotely
20	Finding the correct balance of remote learning
21	As a school - signal strength for supporting online learning in school and in staff homes. Personally - Juggling head teacher role, being class committed with a P1/2 class on Google Classroom, liaising with parents and staff and managing the keyworker rooms, staff and children.
22	New families who have moved to the area, there has been a lack of engagement, next steps doorstep calls. Engagement has been a challenge with identified families and strategies are put in place to support them.
23	Assessing pupil progress has been the greatest challenge because varying levels of support from parents effects the quality of the learner evidence.
24	staff/parent/pupil IT personal development
25	Families struggling to more during the second lockdown to engage their children in learning. Many families are not returning paper packs at present - as a staff, assessment of planned remote learning upon return to assess retention/application of learning will provide evidence of where progress/impact of remote learning has really taken place. Children

ID Responses

	attending the Hub have made progress but again it will be good to moderate this against further formative assessments upon return.
26	Digital access. Many of the Digital inclusion devices seemed to cause problems with access from home, lots of admin time taken up trying to resolve issues. A larger percentage of families asking for places in hub as they weren't coping at home. As HT I am disappointed I haven't managed to keep up weekly assembly inputs/ videos due to pressures of managing workload, especially with move to new school and ongoing settling in issues.
27	Getting the balance right for everyone - some seeking more learning activities and a greater degree of "live lessons". This has been tricky to offer due to connectivity and staff confidence. It can be challenging to feel that we are providing enough for some families and not overwhelming others.
28	Connectivity - Teams meetings, ability of families to access internet, devices at home not connecting.
29	Connectivity continues to be the biggest challenge. Some teachers conducting live sessions have had to abandon the session due to their own or pupils' poor connectivity.
30	Having the technology/internet connection and staff confidence to provide live learning sessions.
31	Time - In a small school we are stretched too thinly with hub provision and planning and feedback of remote learning. Also, Teams chats have had to take place from home as we've had connectivity issues from school.
32	To ensure meaningful engagement for all do to family circumstances. This approach to learning has benefitted some but has hindered others.
33	Technology which doesn't work. Ensuring that all families are engaging. Evaluating the progress the children are making when unsure if work is completed independently.
34	Chasing up the minority of pupils who either do not engage or do the work but don't submit what they are doing.
35	Time taken to prepare quality lessons and differentiate learning. Time taken to feedback individually to pupils.
36	The workload at the moment is unsustainable Knowing who is engaging with offline activities (unable to track as easily) Technology and connection Staff anxieties Parental pressure
37	Keeping upper stages pupils engaged and ensuring parents can adequately support their child
38	Finding ways to support families who appear unable/unwilling to engage.

ID Responses

39	Supporting families who are very reluctant to engage
40	<p>1. Understanding. The lack of understanding of school support in house for remote learning in school setting. . Lack of understanding of what home remote learning looks like. - Think, on reflection, this translates to a general lack of understanding of what children do in school on a day to day basis. I think, based on comments made, that some folk think children sit at desks from 9.00 till 3.15 completing worksheets. We did try to address this by putting info home, but I think parents have been swamped with info and I am not convinced it was read.</p> <p>2. Parental and other professionals voicing opinions that in school provision is currently "normal" school. This has caused damage to relationships we have worked hard to establish and maintain. 3. Staff morale has been effected by parental rants on social media and trying to support them, remotely, has been challenging. 4. Maintaining a form of equity for learners who can't access digital resources. This is not always due to lack of device but lack of ability to work it. 5. Glow access for P1 - 3's to access Google meets. The wee ones don't have the skill and ability yet to log on independently and Glow User agreement prohibits parents having the information. This is problematic when the press keep reinforcing that everyone in Scotland has access to Glow.</p>
41	Technology and wifi access
42	Getting families to engage - lots of reasons given but usually broken printers (not required anyway), broadband issues etc.
43	Technology
44	<p>ICT/connectivity/reliability and availability of working equipment and internet (pupils and staff!). We put in an order for 10 additional laptops in September and this has still not been received. We have since committed to ordering more - hoping to build on the new skills of staff and pupils. Also: Managing parental expectations (i.e. demands for video and live lessons, comms at all times of day) Being asked for data that we perhaps do not feel fully secure about (there are no real guarantees that parents/older siblings did not do some of the work or support with a great deal, it is hard to know how much was done on our hard copies if we were not emailed photos back) Staff professional isolation and an increased amount of stress (work, family life, lockdown restrictions and anxiety - staff are human too) - miss talking with colleagues about challenges face-to-face (including other agencies)</p> <p>Workload - trying to oversee remote learning and also run/staff the hub and also consider all the changing guidance and RAs for school return then managing a half-back/half-at home return whilst still doing the day job (CPMs, meetings, procurement, budgets, transition, ASN, staff wellbeing, SIP/SEP/ACEL etc) Budget and staffing cuts at the same time as dealing with the pandemic/home learning/running the hub/then having P1-3s in and not mixing staff across bubbles.</p>
45	Connectivity in school and at home.

17. Any other comments?

24 Responses

ID	Responses
1	The responses are swayed by the small number of families. There are currently no P1 children - couldn't add that for question 11.
2	Question 13 - depends on the family
3	N/A
4	Our staff and community have really pulled together as a team to support of our pupils and families as well as each other.
5	Our support staff have been brilliant at adapting to yet another new routine supporting our Keyworker/ASN and Vulnerable pupils The pupils coming into school, in particular the ASN pupils have really benefitted from the high level of support on offer in school. Just as the music specialists have made an offer for pupils to engage in remote learning activities, we would have welcomed some guidance for supporting play based learning at home from the ELC Team.
6	The staff have embraced things with relative ease this time and the training we implemented in terms 1 and 2 has paid dividends. Operating the hub in school has enabled us to have time with pupils who never normally get that level of support and attention.
7	Teachers feel they can't replicate in remote learning the same evidence of progress as they would be able in a classroom Frustration at not being able to identify groups of cohorts in P4-7 they would like to see back in school for support, concern about regression for some pupils
8	For equity we have focused on both methods - digital and paper after parents last lockdown preferred the paper packs. Staff are now in a good routine and work collegiately to prepare the learning activities, be online each day for 30 minutes and provide feedback once a week for pupils who complete their learning activities. As a school we are focusing on a Positive Mental Health week next week in response to the number of families who have contacted the school and teachers to inform us they are struggling with the challenges of remote learning or that they have concerns for their child's mental health. Teamwork across both the teaching and support staff has been fantastic - really proud of how they have all worked collegiately to support the children and families this lockdown and provide learning activities for the children at Kinloss Primary School.
9	Although we have 100% engagement and participation, the extent of the engagement and participation is variable.
10	We might get it right third time around
11	Engagement in online learning has increased through anecdotal evidence from class teachers on last year. The SG laptops have been utilised not all children/families are engaging consistently There are many families who are surviving at present, close work with SW and H to meet the Maslow needs - home learning is being encouraged and supported and where dialogue with families takes place, learning through household/life skills are highlighted as valid learning opportunities.

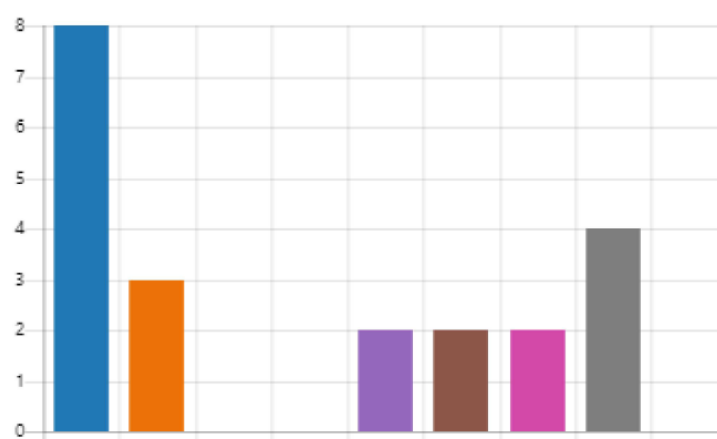
ID Responses

12	I am extremely proud of the effort teaching staff have given to remote learning and trying to get it right for families. Thank you to the central team for the guidance and support offered during this time. The Guidance papers you have produced have been really helpful.
13	Progress of Primary 1-3: We have decided "neither agree/disagree" as it is difficult with the younger children to assess how much parental support/input they are receiving and how much they are able to complete themselves independently. We'll have a better idea when the children return to the classroom as to how much they have progressed with their learning. No further comments - just looking forward to normality returning!
14	Progress of children - we have said neither agree nor disagree as it is very difficult to gauge how much help and support has been given by parents at home when reviewing submitted work e.g. perfect spelling from children who we know have difficulty in this area. We have plans to assess children on their progress to identify gaps or challenge required.
15	Question 9 - Play based approaches are used mainly in Primary 1 and Primary 2.
16	Apologies this is late. It was on my to do list but hadn't noted the completion date.
17	Lockdown has clearly evidenced that Digital learning is not a substitute for quality face to face learning.
18	We are looking forward to developing the use of online platforms for homework.
19	Looking forward to normal times returning!
20	We would welcome any improvements to the connectivity in our school. Q11 - P2 - I had to answer don't know but I don't actually have any P2s on roll. Thank you.
21	Let's hope this doesn't last too much longer.
22	.
23	Some teachers used resources listed to support remote learning but I have not ticked them because we were not all using them consistently as a school. If there had been an option in question 13 between 'adequate support' and 'too much support' I would have ticked that.
24	Online learning is not ideal for P1

Screenshots – Secondary Survey

3. In your school, which of the following learning platforms are the MAIN PLATFORMS in use for learners to access Remote Learning?

Microsoft Teams	8
Google Classroom	3
Seesaw	0
Class Dojo	0
School Website/Glow Blogs	2
School App	2
Social Media (Facebook/Twitter)	2
Satchel One (Show My Home...)	4
Other	0



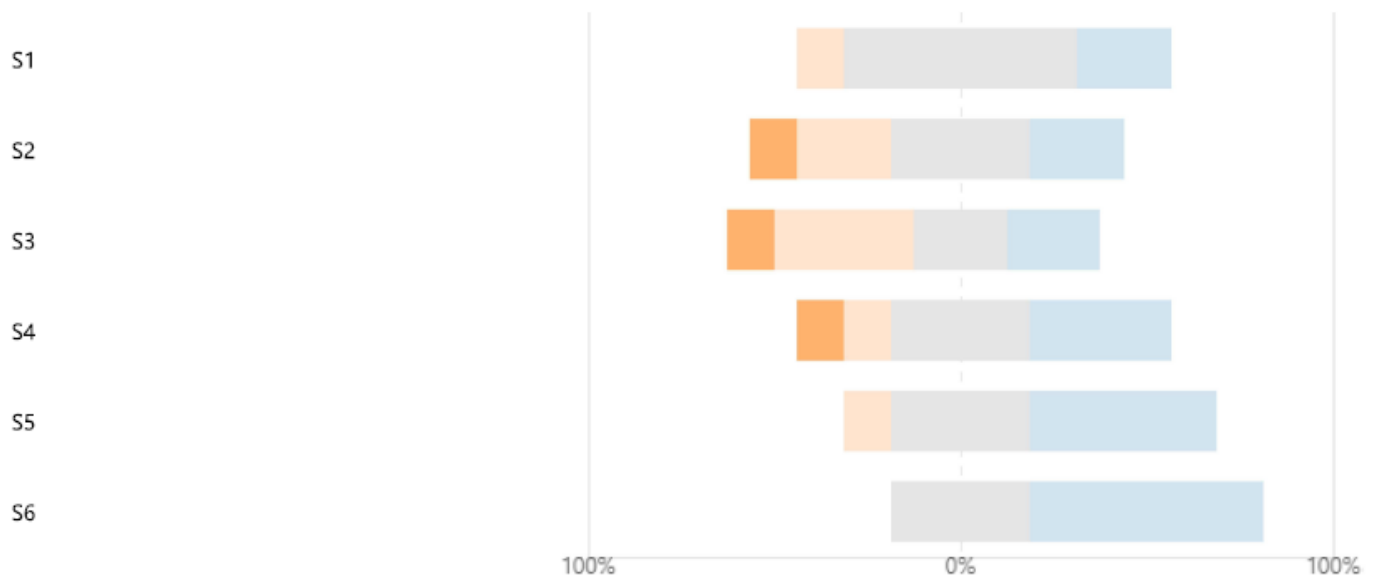
5. Please enter the name(s) of any OTHER learning platform or online learning resource you have found useful during lockdown in support of Remote Learning:

3 Responses

ID	Responses
1	National resources - e-Sgoil, Scholar, West OS, BBC
2	Google Meet
3	Sumdog, Loom, Linguascope, Note flight, National Theatre Live, Mr Grahams Maths, BBC Bitesize, Digi Map, Virtual Library and The Day Newspaper

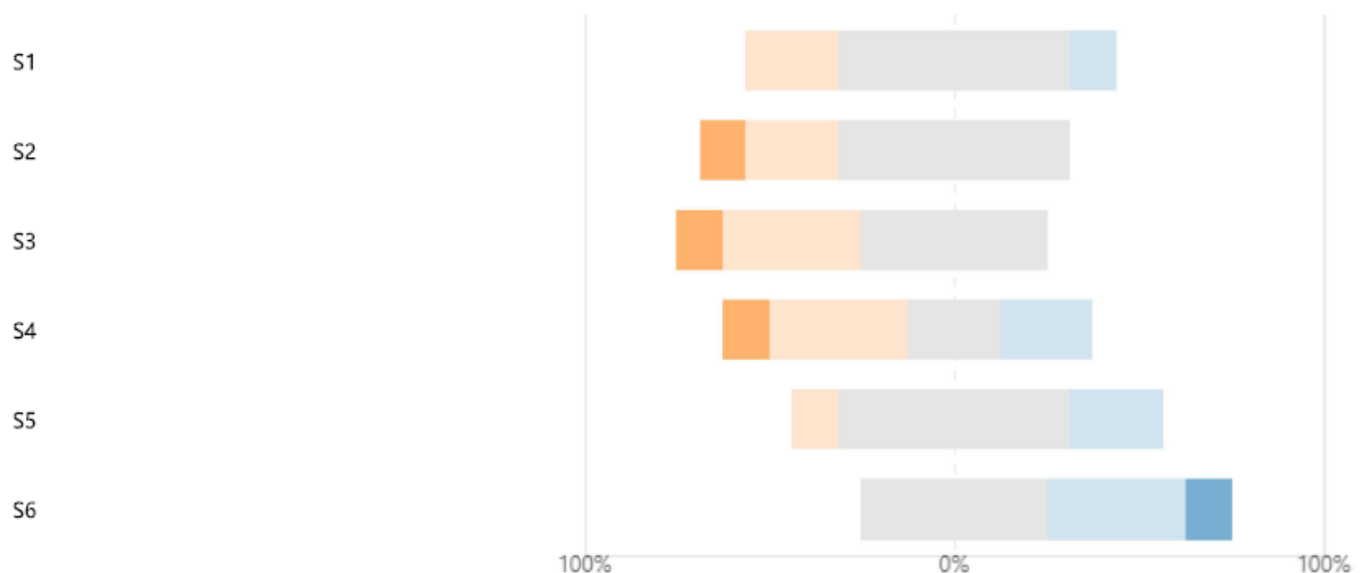
6. Overall, how strong is LEARNER ENGAGEMENT in Remote Learning across your school? Please consider the proportion of learners in each stage known to engage in learning activities set. This is the proportion of learners accessing learning platforms and/or paper based resources and completing some of the learning activities set.

■ A few (less than 15%)
 ■ Less than half (15%–49%)
 ■ Majority (50%–74%)
 ■ Most (75%–90%)
 ■ Almost All (91%–99%)
 ■ All (100%)
 ■ N/A



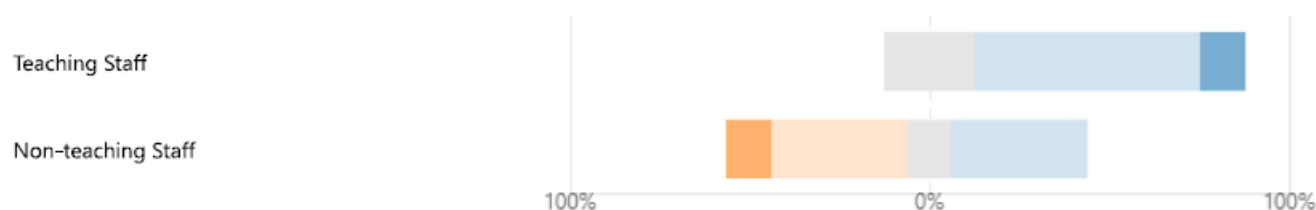
7. Overall, how strong is LEARNER PARTICIPATION in Remote Learning across your school? Please consider the proportion of learners in each stage known to actively participate in learning activities set online or in paper-based formats. Learners may also actively engage in dialogue (live/chat posts) and act on feedback provided on learning activities set. Learner participation is where learners are known to meaningfully take part in Remote Learning.

■ A few (less than 15%)
 ■ Less than half (15%–49%)
 ■ Majority (50%–74%)
 ■ Most (75%–90%)
 ■ Almost All (91%–99%)
 ■ All (100%)
 ■ N/A



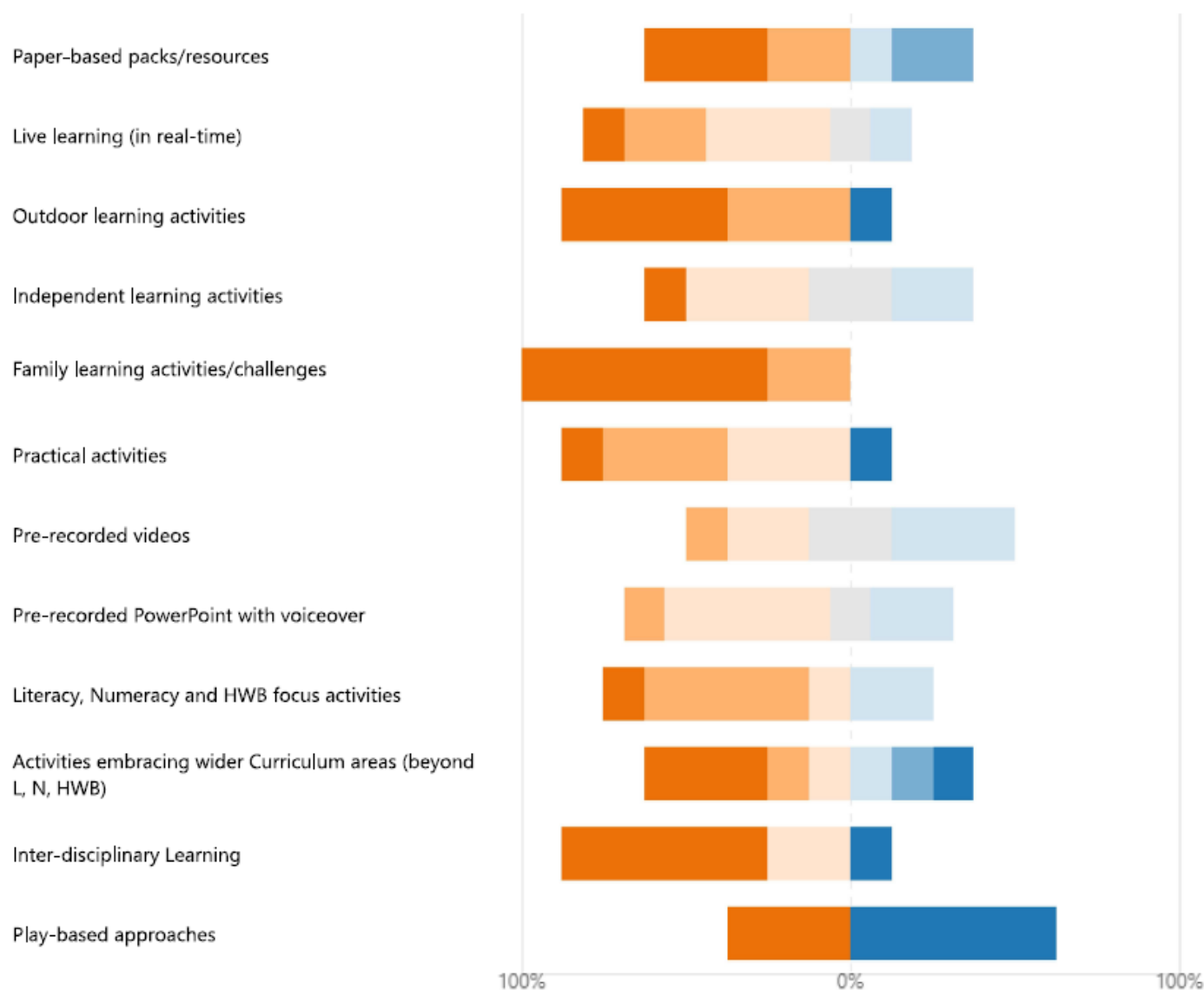
8. In your school, what proportion of your staff are confident in the use of online digital platforms in use (e.g. Microsoft Teams, Google Classroom...)?

■ A few (less than 15%)
 ■ Less than half (15%–49%)
 ■ Majority (50%–74%)
 ■ Most (75%–90%)
 ■ Almost all (91%–99%)
 ■ All (100%)
 ■ N/A

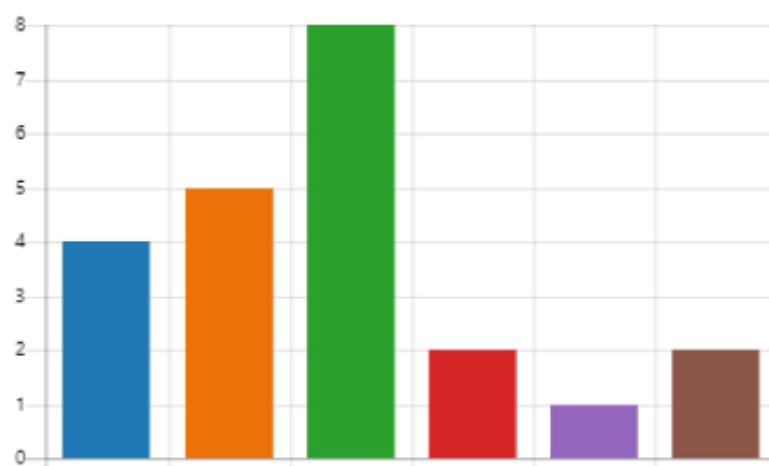
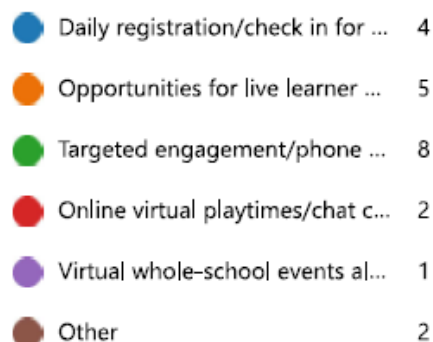


9. To what extent are practitioners in your school making use of the following approaches in support of Remote Learning?

■ A few (less than 15%)
 ■ Less than half (15%–49%)
 ■ Majority (50%–74%)
 ■ Most (75%–90%)
 ■ Almost all (91%–99%)
 ■ All (100%)
 ■ N/A

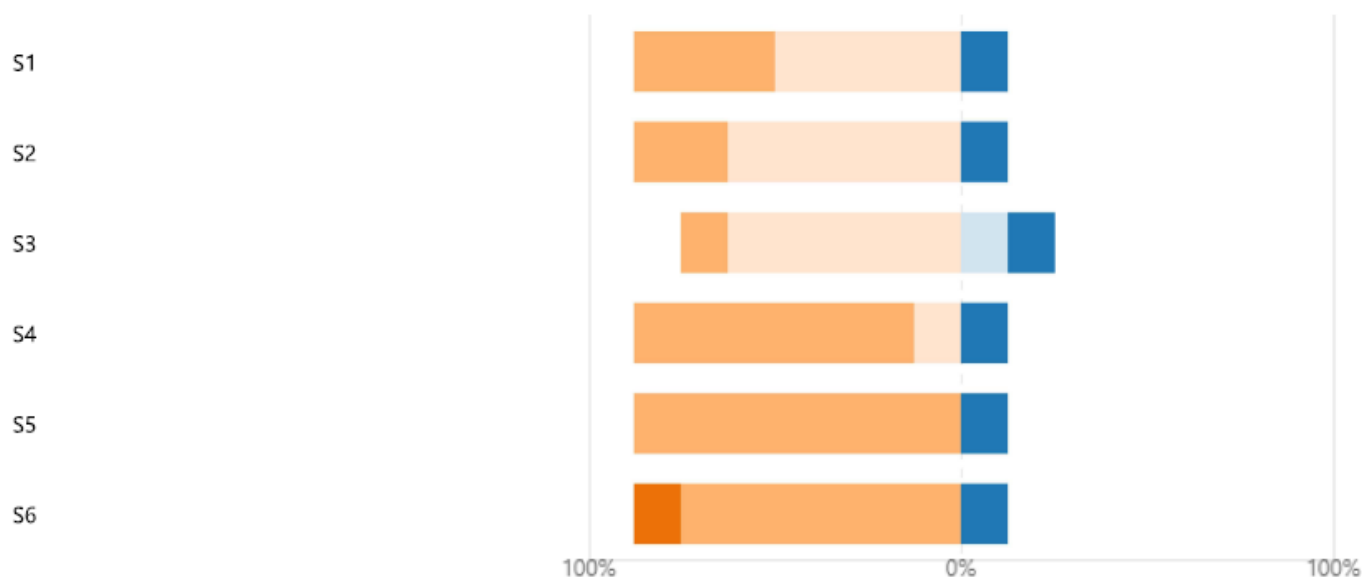


10. In support of learner wellbeing and support, which of the following have you adopted as a school:



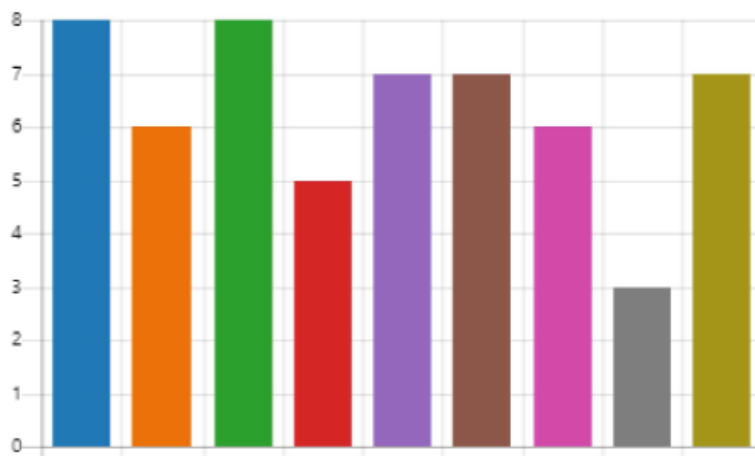
11. Overall, are learners showing good progress in their learning, through remote learning underway? Progress in learning may be gauged through quality of work completed, ongoing assessment approaches, review or work submitted and feedback provided (including how learners have acted on feedback provided by their class teachers).

■ Strongly Agree
 ■ Agree
 ■ Neither agree nor disagree
 ■ Disagree
 ■ Strongly Disagree
 ■ Don't know



12. In order to support Remote Learning, which of the following have you made use of as a school?

National e-learning - live (e.g. ...	8
National e-learning - recorde...	6
National e-learning: supporte...	8
Education Scotland/Digilearn....	5
Moray Learning Technologists	7
School in-house digital champ...	7
YouTube for self-directed help	6
GTCS resources	3
SQA resources	7



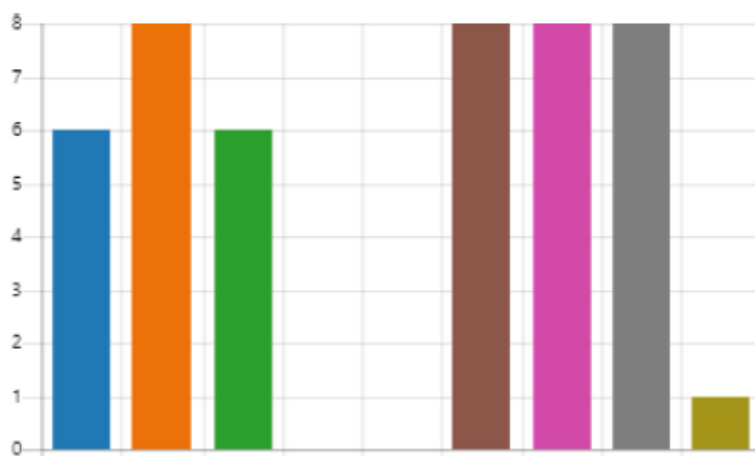
13. To what extent do you believe children and young people enrolled in your school have been supported in their Remote Learning at home, overall?

Too much support	0
Adequate support	8
Not enough support	0



14. How are you maintaining contact with parents, including updates on learning and general communications?

Social Media - Facebook	6
Social Media - Twitter	8
School Apps	6
Class Dojo	0
Online learning journals/e-jou...	0
E-mailed newsletters/commun...	8
Telephone calls	8
Groupcall/text messages	8
Other	1



15. Overall, what has been your greatest success with Remote Learning?

8 Responses

ID	Responses
1	The hugely increased range of types and styles of e-learning opportunities being made available.
2	The introduction of Senior Phase live learning and we have been really impressed by the quality of this. Staff have really embraced this and the quality has improved significantly over the past few weeks.
3	Staff collegiality/communication and supporting each other on Teams Communication from parents re: their children's online learning. Allows for support and challenge to occur. Improved relationships through trusting staff to develop/take ownership of online L&T.
4	Learning and acting on first period of lockdown. Constant reviewing and QA over the past 6 weeks. Staff willingness to expand their knowledge and practice. Move to live lessons/interactions.
5	Identifying learners at risk and requiring interventions/encouragement/support. Parents report being pleased with the amount and quality of work and support being provided.
6	High level of engagement in S4-6. Virtual registration provides good opportunity to check if learners are having any issues accessing resources - if so, phone calls are made to support. Virtual registration also provides wellbeing checks for pupils that are monitored by Guidance daily. Monitoring engagement enables PT Covid to support small number of senior pupils who struggle to engage at home.
7	Many students very engaged and staff willing to continually develop to improve the experience.
8	Drop-in sessions for PSE, Looms, jamboards, voiceover PowerPoints, interactive activities, Parent Group

16. Overall, what has been your greatest challenge with Remote Learning?

8 Responses

ID	Responses
1	Enormous range in access to appropriate ICT seriously affects engagement and massively variable parent/pupil expectations. Parent and pupil surveys range from far too much available to too little. Too much support to not enough. National media suggests that live learning is the gold standard - but it isn't necessarily the most effective.
2	Ensuring access and engagement for all.
3	Digital connectivity/availability of ICT resources; constant change and the increased time required to react to these (unavoidable but necessary).

ID Responses

4	Technology. Managing staff wellbeing.
5	Digital access and also lack of ICT abilities in young people when using platforms causing a lot of anxiety and stress in families and workload as support has had to be very intensive.
6	Engagement has tailed off in S1 and S3 over the last week or two. Dongles have yet to arrive so some of our young people cannot access their learning unless they are in the building. Many families are finding it difficult to motivate their young people at home.
7	Managing parental expectations - especially when national messages are vague and open to interpretation. Managing the sheer volume of information from many providers and the over communication - too lengthy documents. Poor wi-fi coverage and the inability of school devices to work to their potential given the VPN issues.
8	Maintaining contact with colleagues, engaging difficult to reach young people

17. Any other comments?

4 Responses

ID Responses

1	Much better than last time, would love us to get the issues to sharing of confidential/ASN information sorted. 'good' progress...it is better than last time so in that sense it is good. It is much slower than in school learning - in that sense not good. Concerns that progress of the less engaged is even slower in comparison with others than in normal circumstances and so the gap is widening.
2	Very grateful for the support of Central team connected to our school.
3	Thank you and stay safe.
4	Staff have worked very hard to ensure the best possible experience for young people. I know a number are frustrated at lack of engagement despite all support in place for a number of young people.