SOUTH LANARKSHIRE COUNCIL
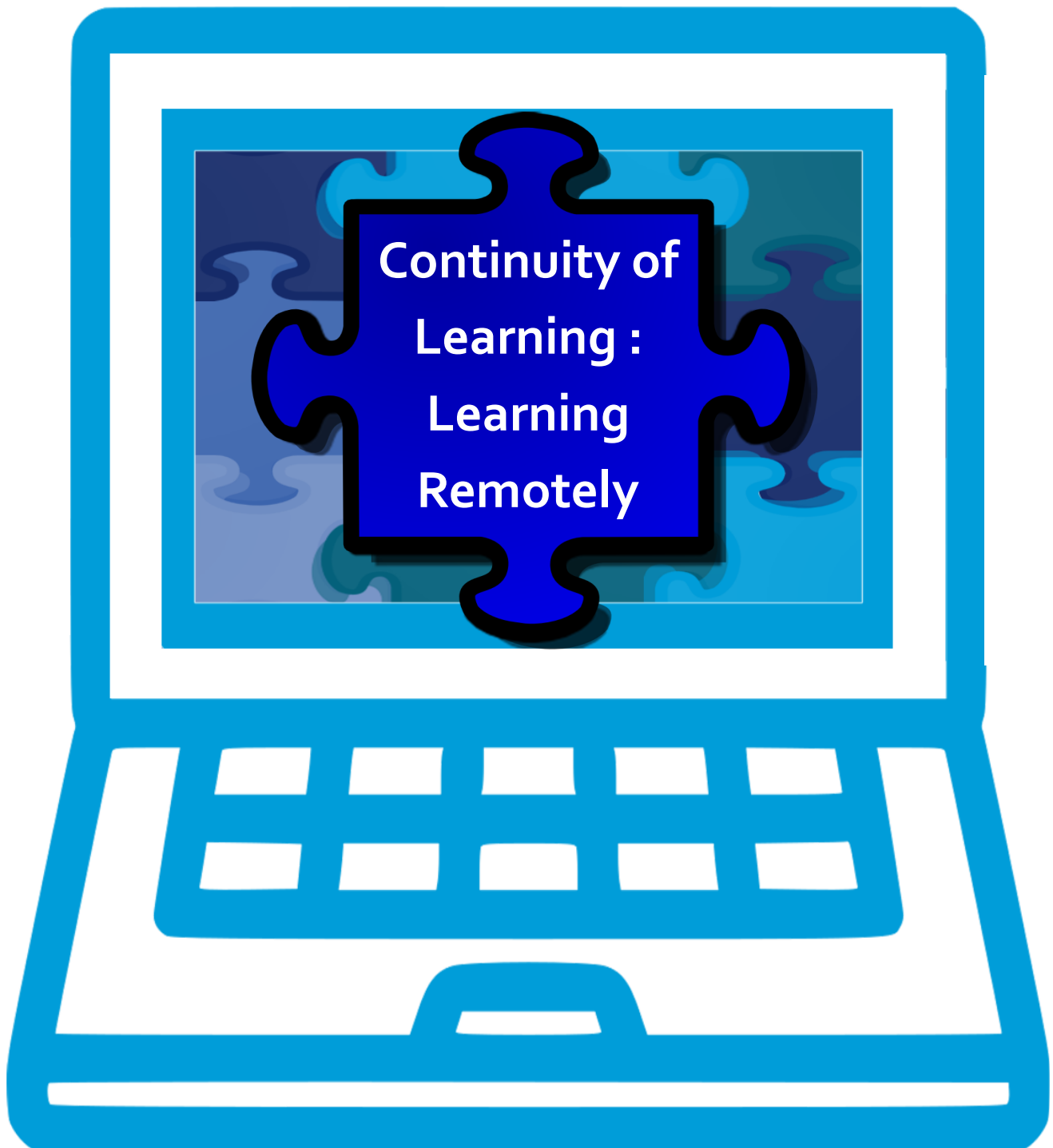
Education Resources

Curriculum and Quality Improvement Service
Remote Learning Standards and Quality Report

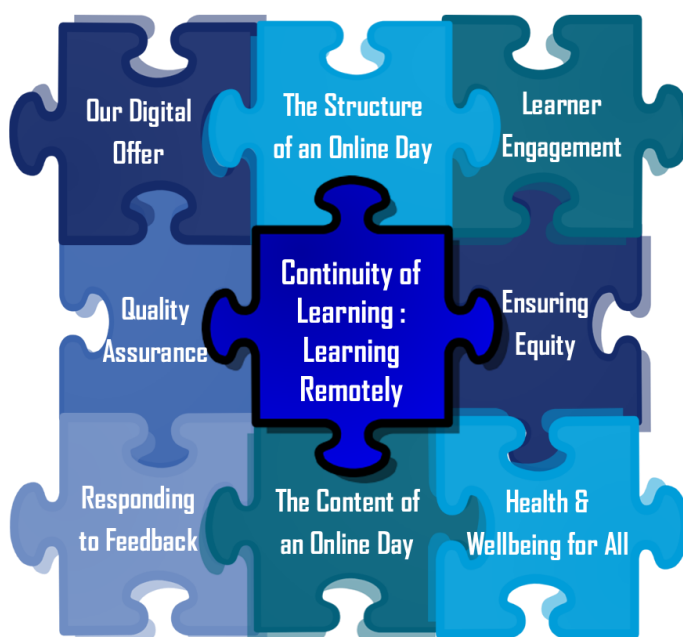Continuity of Learning : Learning Remotely

This report provides an account of our response to delivering Remote Learning provision in our schools from January 2021 in response to the Covid-19 pandemic.

Continuity of Learning : Learning Remotely

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Introduction

The Covid-19 crisis placed Local Authorities, school leaders and their staff in the unique situation of being required to deliver a high-quality "Remote Learning" experience as the majority of children were not attending school in person. In addition, for the period of March - June 2020, and then again from 11th January 2021, schools were asked to provide, at short notice, a delivery model which also included an in-school provision for those children of keyworkers who met criteria set out by the Scottish Government, as well as a small number of other eligible children and young people.

During the first lockdown from March to June 2020, our schools developed a great deal of effective Remote Learning practice. In particular, we acted quickly to ensure we had a robust plan to purchase and distribute digital devices to those who required them. In June 2020 headteachers started the process of identifying families who required support with accessing digital technology. **We worked in partnership with schools to make use of the Scottish Government grant in support of this agenda, resulting in 5,719 Chromebooks being distributed to learners for use at home with Remote Learning. In addition, over 840 families received "Mifi" devices to provide them with internet access at home.** Our Digital Inclusion Development Officer has supported schools and families to ensure devices are being used effectively.

The lessons learned during "Lockdown 1", particularly around connectivity, demand for training, consistency of experience and learner engagement were reflected and acted upon. During the period August-December 2020, a significant focus was placed on ensuring our schools were better equipped for any subsequent period in which schools may be asked to operate a remote model of delivery. A wide range of training opportunities were provided, and schools were consulted with and assisted in proactively planning for any future developments. As a consequence, when the next Remote Learning period was announced we were in a strong position and able to act quickly.

When the second period of Remote Learning was announced on 4th January 2021, **we produced a comprehensive set of local guidelines** to help schools plan. Schools were asked to use these guidelines, and the National Guidance produced by Education Scotland - CERG guidance | COVID-19 education recovery | National Improvement Hub, as a scaffold upon which their context specific Remote Learning plans could be built.

During this second period of lockdown, school leaders, teachers and other staff were asked to expand, improve, and carefully plan for their new offer. Each school was asked to ensure they had a robust plan that would stand up to scrutiny and which would reflect their unique context, maximise learner engagement, reflect the views of stakeholders and be responsive to their needs. Head Teachers were supported by Central staff, and regular communications and meetings ensured that a supportive, team approach was taken. The Digital Team increased their training offer as well as continuing to ensure that all schools had access to hardware for both staff and learners. Each school offer was evaluated and schools who needed further assistance were offered this.

Schools aimed to ensure that their children and young peoples' learning experience was as continuous as the context allowed. This was helped by the improved range of recorded content available locally, in particular through the West Partnership Online School which has provided our schools with a wealth of high-quality recorded content and has been very well utilised. As our schools became more confident in the use of digital platforms, the use of live-stream learning and interactions increased significantly and is now built into almost all school's weekly offers.

Continuity of Learning : Learning Remotely

Introduction (continued)

In addition, the wider issues being faced by children, families and their teachers during this period has not been underestimated, and schools have kept the Health and Wellbeing agenda at the forefront of their considerations. Teachers and other staff have made outstanding efforts to ensure that the social, emotional needs of their children have been at the centre of all of their work at this time, as have Head Teachers in ensuring their staff have felt supported during this unprecedented time.

Feedback from our stakeholders with regards to the Remote Learning experience including from parents, carers and Local Elected Members has been overwhelmingly positive. We are very proud of the way the staff in all schools and establishments have risen to the challenge of providing a high-quality Remote Learning offer. Schools have played an integral part in assisting the National response to the pandemic by helping to provide as much continuity and support as possible for our children and their parents at a time when things have seemed far from normal.

Purpose of Report and Survey

This report provides an account of the successes, challenges, and next steps for South Lanarkshire Council in our response to providing an extended period of Remote Learning.

The report aims to:

- ✓ Identify and share what has been working well across South Lanarkshire Council
- ✓ Transparently share the evidence we have used to draw our conclusions and, by doing so, demonstrate openness and accountability
- ✓ Provide information on any challenges and next steps
- ✓ Highlight the support provided for practitioners and professional learning opportunities
- ✓ Illustrate, by using case studies, some of the creativity shown by our schools
- ✓ Share some of the feedback we have been given
- ✓ Help us to use our learning to support future digital learning plans as our children and young people return to schools

To carefully monitor and improve the offers made by South Lanarkshire Council schools, we asked school leaders to complete a baseline audit of their provision at the beginning of the period of Lockdown 2 and followed this up by performing the exercise again several weeks later. Schools were asked to complete a simple form which captured aspects of learner engagement, digital provision, and the use of different delivery models. This report draws on some of the evidence that we collected.

We hope that what follows provides an informative and inspiring narrative of what we have achieved so far and that, as children begin to return to school, serves as a comprehensive record of what was accomplished during this period of Remote Learning.

Continuity of Learning : Learning Remotely

Section One - Our Digital Offer

The digital offer to support Remote Learning has consisted of three core elements – devices, support for teachers, and support for families.

Devices
The Scottish Government announced digital inclusion funding in June 2020 to provide devices and facilitate digital inclusion. 5,719 devices were purchased for learner use at home. Initial distribution was to children identified by schools as a priority. Schools were later asked to identify families as part of widening access for those who were digitally excluded due to home pressure on devices, a change of home circumstances, or requiring a more suitable device. In addition, to support connectivity, over 840 mobile wifi (Mifi) devices have been distributed to families to provide unlimited data for 12 months.

Support for Teachers
The Continuity of Learning Team, based at headquarters, was established to support schools during the period of closures in early 2020. As part of the work of this group, a digital solutions workstream was established to find creative and innovative ways to support staff to remain connected to each other, learners and families.

SLC Staff Learning Centre website
Created in April 2020, the SLC Staff Learning Centre website was initially set up to provide a 'one-stop-shop' space, to support continuity of learning during the first lockdown, but has continued to evolve and grow to meet the growing demands and changing needs of staff. The site has proven to be popular with staff and has seen a resurgence in interest and activity during the more recent period of Remote Learning (Figure 1).
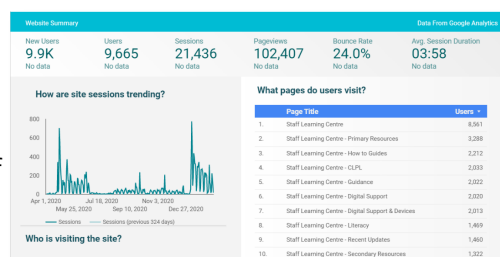
Figure 1 - Analytics from SLC Staff Learning Centre

Training & Support
In addition to the resources uploaded onto the SLC Staff Learning Centre, face-to-face training and engagement with staff moved online once we had enabled video conferencing and live streaming platforms to deliver online support to staff.

Webinar training offers resumed at the start of the new academic year, with a regular schedule of sessions offered. These sessions covered an array of topics such as the use of specific G Suite for Education and Microsoft tools as well as more generic learning and teaching content such as Giving Effective Feedback Digitally, Facilitating Project Work Remotely and Use of Video to Engage Learners. **To date in excess of 50 individual webinars have been offered to SLC staff, as well as a full INSET day programme in November supported by partners Google for Education and Apps Events.**
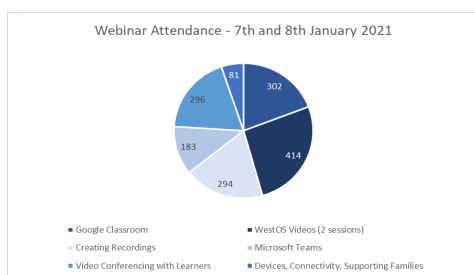
Figure 2 - Webinar Attendance on January In-service Days

An intensive round of refresher webinars took place across 7th and 8th January to help prepare staff for the current period of Remote Learning; **engagement in these sessions was exceptional,** with over 1500 staff attending across the 2 days (Figure 2).

All webinars were recorded and uploaded to the SLC Staff Learning Centre to be accessed by staff anytime, anywhere and particularly for those unable to attend sessions in real time.

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Video Conferencing with Learners
Recognising the need to facilitate more face-to-face interaction between staff and learners, we worked in partnership with Education Scotland's Glow Team to realise a long-held ambition to enable the use of Google Meet (hosted from within Glow) in SLC. Comprehensive guidance was published for schools, learners, parents and carers and supplemented with webinar training sessions throughout the year.

SLC Google Educator Group & SLC Microsoft Team resource
Staff in SLC have access to both G Suite for Education and Microsoft platforms through Glow, enabling them to use the tools they are most at ease with and most appropriate for their school community. Development of skills and pedagogy using digital tools is supported by our SLC Google Certified Educators & Trainers and MIE Trainers who, in addition to delivering webinar sessions, help populate the 'How to' section of the Digital Support area in the SLC Staff Learning Centre.

ICTC Classroom & Meetings
In addition to training that was offered out to all staff, we moved support for school-based ICT Coordinators online and increased the frequency of meetings to monthly (following consultation with ICTCs). All meetings are recorded and made accessible to ICTCs. This support is augmented with a dedicated Google Classroom for ICTCs which has become a vibrant, lively professional development area where ideas and challenges are shared, pondered, and solutions offered. The Classroom is supported by the Digital Education Support Officer, Digital Inclusion Officer and Education IT Team.

Support for Families
The appointment of a Digital Inclusion Development Officer to link with schools, provide webinar support, distribute devices, and develop digital inclusion strategies has been a valuable resource.

The creation of a website (https://sites.google.com/sl.glow.scot/slcremotelearning) to support families with all aspects of digital learning has been well received with most schools referring their school communities to it as a hub for Glow, Google and Microsoft support. To date there have been over 1900 unique visits since the site's launch on 8 January 2021 (Figure 3).
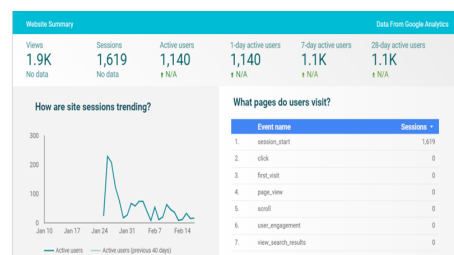
Figure 3- Analytics for SLC Family Remote Learning Site

🔍 What does our evidence tell us?

As part of our audit, we asked schools about access to digital devices and also about their use of digital platforms. We also asked them about which training opportunities had been useful to them.

There was a 14% point increase (from January 2021 baseline) in schools reporting that all learners were able to access digital devices (Figure 4).

Figure 4 - Device accessibility

Figure 5 - Online platforms in use

All of our schools use Google Classroom and/or Microsoft Teams as their preferred platform (Figure 5).

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How was support, training or peer support delivered or facilitated?

Figure 6 - Reponses from Follow up Audit (February 2021), detailing how support, training and peer support was delivered

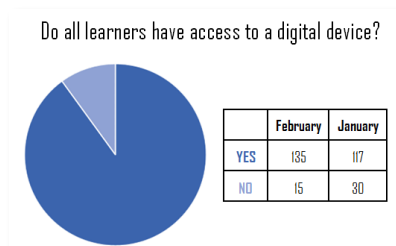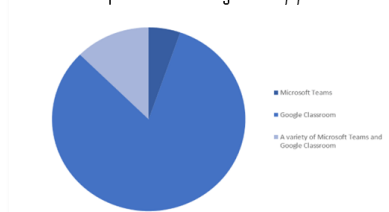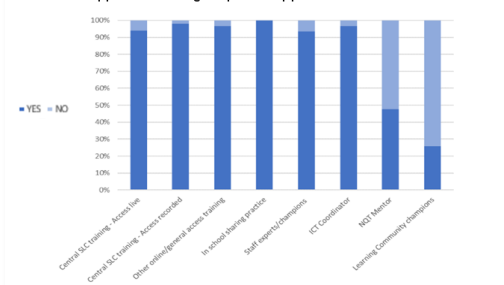Our schools have reported that they have widely participated in and benefited greatly from the breadth and depth of Digital Training opportunities provided (Figure 6).

💬 Summary Messages

- Digital provision and support have been key to the Remote Learning offering.
- Feedback from staff indicates that the support provided was greatly appreciated and highly valued.
- Work continues to find and adapt digital solutions to better meet the needs of learners, staff and families as we begin to make the transition back to face-to-face teaching.

We have successfully managed to get 98% of our children to log into Google classroom and access learning from home during the first week of home learning. We are currently on the waiting list for a further 20 Chromebooks to support families who are sharing devices.

We have had excellent support from SLC regarding all areas of Digital Devices, no question went unanswered and we have felt fully supported. Thank you!

Primary Head Teacher

The school have been excellent with every aspect I feel. Great lines of communication as I feel I could contact at any time with an issue. When I requested a device I had it the next morning.
Primary School parent

Thank you for your help…having the Chromebook that was given has been a massive help to us.
Primary School parent

We have had lots of new request for IT support since the beginning of this lockdown. We are so pleased that we were able to request additional Chromebooks from the SLC government provided equipment, it will be a great help not only for those at home but to keyworker children trying to access Google Classroom in school.

Thanks for the help and support with this.

Secondary School Head Teacher

📶 Next Steps

- ✓ Continue to provide support, guidance and training for staff on Digital Learning
- ✓ Ensure the lessons learned from this period of Remote Learning are used to inform future planning
- ✓ Capitalise on the digital skills and confidence acquired by staff during the Covid-19 pandemic to provide innovative solutions to our future work.

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Section 2: The Structure of an Online Day

We empowered schools to plan the structure of an online day which best suited their context and based on local and National guidelines. Schools were asked to plan a flexible structure for their online day/week through a variety of approaches, including:

- ✓ Live real time interactions between learners and staff
- ✓ Live real time direct teaching
- ✓ Live real time targeted support sessions for learners
- ✓ Pre-recorded teaching sessions
- ✓ Time to complete learning activities
- ✓ Time for regular quality feedback

🔍 What does our evidence tell us?

Live Interactions

We asked schools to tell us about the use of live interactions between learners and teachers. This included use of live check ins, feedback and pastoral meetings as part of their daily learning provision. **The use of live interactions increased between January 2021 and February 2021**.

Of 149 responses, 124 schools were able to report that live interactions were implemented in all classes. **This was a 27% point increase since January 2021 baseline.** (Figure 7)
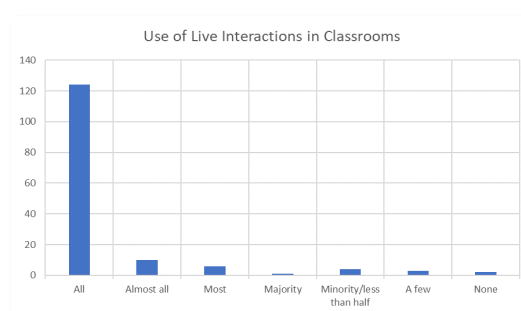
Figure 7 - Live Interactions Data from February Audit

We found that **almost all schools** provided daily check in times and specified times when teachers would be online to support interactive activities and provide quality feedback.
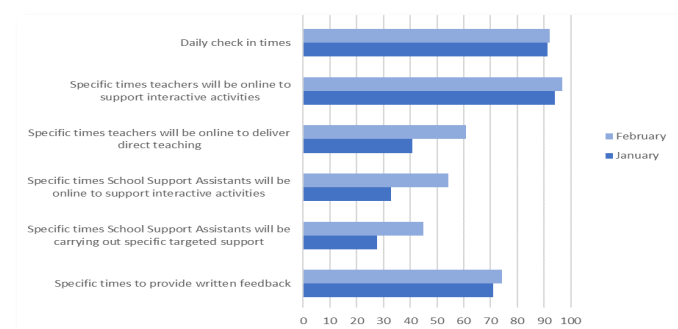
Figure 8 - Elements of an online day which were used consistently across each school

Live Teaching

The implementation of live direct teaching was less consistently provided in some schools due to the need to provide a flexible offer to accommodate:

- ✓ Working parents' ability to support their children's learning
- ✓ Equity of access and the sharing of devices within households
- ✓ Connectivity and infrastructure issues, especially within our rural communities

Due to the diverse contexts within which our schools operate, and based on research from the Education Endowment Foundation, we supported schools to provide the best mechanism to introduce new learning remotely. Sometimes families preferred being offered pre recorded content to be accessed at a time and place appropriate for individual learners. It was not a "one-size fits all" model of delivery.

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Use of Recorded Content

We also asked schools about the use of pre-recorded lessons. We found that pre-recorded teaching sessions were being implemented in all classes in most schools to supplement live interaction (Figure 9). **The number of schools reporting that pre-recorded content was used in all their classes increased between January 2021 and February 2021 by 26% points.**

Schools reported that feedback from parents and learners supported the use of pre-recorded teaching sessions as this facilitated a more flexible offer and allowed them to watch the teaching episode on multiple occasions at a time most convenient to them. This was especially helpful for senior phase learners.

Use of Recorded Lessons in Classrooms
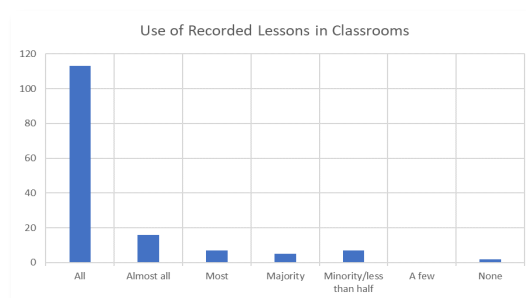
Figure 9 - Recorded Lessons Data from February Audit (No. of schools)

Alternative Approaches

Schools reported that they were using a variety of other approaches to ensure they were delivering a flexible, well-structured Remote Learning offer. These included the use of:

- ✓ differentiated materials, appropriate to the level of the group or individual learners
- ✓ support staff and teachers supporting their most vulnerable learners in their emergency childcare hubs.
- ✓ support staff being members of virtual classrooms to support targeted individual learners.
- ✓ support staff having their own virtual classrooms to support individual learners with tasks.
- ✓ support staff making recordings and phone calls for specific learners.

Secondary School Models of Delivery

We found that the majority of Secondary School learners have been following their face-to-face timetable remotely, particularly within the Senior Phase. Other schools adopted a more flexible approach, again taking into account the varying demands on families and balancing the competing demands on staff time.

💬 **Summary Messages**

- 🖊 All schools have been implementing a flexible Remote Learning offer which includes a combination of live interactions, live direct teaching sessions and pre-recorded teaching sessions.
- 🖊 Staff confidence in the use of these approaches has increased significantly throughout this period of Remote Learning.
- 🖊 The commitment and dedication of staff across South Lanarkshire Council to provide the best quality learning experience for learners is remarkable.

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> Just wanted to provide a wee bit of feedback after P6's Google live this morning. So this morning my son woke up really upset and down. Not like himself at all, he's really struggling with this lockdown. He wouldn't let me listen in to the class, but after it finished he came bouncing to me like a brand new boy. He said how good it was to see the teachers and his friends. I cant explain to you how happy he was, and how much it lifted his spirits.
> Primary School Parent

> We are so very appreciative of the effort made to create the recorded lessons alongside all the other resources provided by Miss G and Mr H. The timetable, structure and tasks set in week one were impressive on their own and gave us a great start to our second round of lockdown schooling. The addition of the recorded lessons and the class calls in recent weeks, however, has taken things up a notch in my opinion: the children are now benefitting from the consistency of expert teaching as well as invaluable social contact.
> Primary School Parent

> The live learning lessons have been good. I like the fact that teachers are available online during normal timetabled classes. My son thinks being home and not having to go out during these times has been a positive. My son also thinks all the teachers are working to provide materials and lessons to keep him learning. All his teachers have responded quickly when asked a question.
> S1 Secondary School Parent

> The level of work this time has been great. Maths and English work every day and videos explaining each task. The teacher is online at set times each day and engaging with the class. Really pleased so far.
> Primary School Parent

Structure of an Online Day - Case Study : Lesmahagow High School

Lesmahagow High School developed a structure for their Remote Learning offer Remote based on feedback from learners, parents and staff through surveys, focus group discussions and feedback from Pupil and Parent Councils. They worked collaboratively with colleagues in their associated Primary Schools and the Clydesdale Secondary Schools to provide a common approach across the learning community and locality.

Young people were asked to continue following their "winter timetable" during the period of remote learning. Teachers use a range of approaches and activities to support learners and will deliver the topics that would have been taught in school. Learning materials are provided either at the beginning of the week in advance of the lessons, or at the time when the lesson is due to take place.

- All learners are members of Google Classrooms for each of their subjects. Pupil Support, Inclusion Support Team and Year Group classrooms were also created to allow key messages to be shared with learners.
- Learners 'check in' with their teacher at the start of each lesson (or when they can during the day, based on family circumstances) and teachers provide support and advice to learners at the times of their timetabled classes.
- Lessons include a mixture of live, recorded and independent tasks, delivered through Google Classroom and Google Meet
- Additional support is also offered in some cases to support learning or pastoral needs.
- Significant training, both formal and informal, has been undertaken by all colleagues at Lesmahagow High School to develop skills and confidence in using packages to support digital learning. They have established 14 'home learning' champions within the school who offer support and advice to colleagues.
- PSE, House and Year Group Google Classrooms are used to share whole school information, assemblies, advice and Health and Wellbeing resources.
- Weekly emails sent to learners and parents to provide information/advice and Twitter/School App are used to share information.
- SMT, Pupil Support and Faculty Heads are available to provide support and advice as required, with contact email addresses having been shared with learners and parents and are displayed on the school website.
- Feedback from parents, learners and staff is used to monitor the provision of online learning, share good practice and identify next steps.

Their approach is based local and National guidelines and also drawing on evidence from the Education Endowment Fund and other published research highlighting the benefits of both live and recorded resources. They therefore have ensured a continued focus on high quality teaching, access for all students to the resources required, opportunities to facilitate peer interactions and for independent working and using varied approaches to suit the needs of all learners.

Next Steps

✓ Continue to support schools to structure their Remote Learning offers to meet the needs of their learners and families by using a blend of well-considered approaches.

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Section 3: The Content of an Online Day

Remote Learning has required careful redesign of how learning experiences are planned and how new teaching is supported, by selecting and deploying a whole range of techniques, resources and delivery models. Our schools developed a great deal of effective practice relating to Remote Learning during the lockdown from March to June 2020, and as a service we have also further developed our approaches. One of the most significant developments in this current period of Remote Learning has been that of a greater capacity to source, make and deliver recorded content and deliver, where appropriate, livestream learning and engagement. In addition, schools now have a myriad of resources to draw on including West Partnership lessons, Scotland Learns, the e-Sgoil offer, the BBC programmes as well as a range of recorded and live content from the Curriculum and Quality Improvement Service.

Our set of guiding principles issued to schools In January 2021 included some key considerations around curriculum and pedagogy in the online classroom. These stated that:

✓ The learning experience for individual learners should be as progressive as context allows and that:
✓ Teachers should plan quality learning experiences for learners, linked as much as is possible to the curriculum that would be covered had the children been in school.

🔍 What does our evidence tell us?

We asked school leaders to tell us about the content of an online experience for their learners over a day and a week.

An online day
(expectations regarding minimum content)

☑ Daily check in (registration) — 90.7%
☑ New Learning including direct teaching (live or recorded) — 92.7%
☑ Time given to complete tasks after direct teaching — 96.7%
☑ New Learning written tasks — 94.7%
☑ Differentiated activities — 99.3%
☑ Regular quality, individualised feedback — 90.7%
☑ Targeted learning support carried out by School Support Assistants — 36.4%
☑ Live interactive feedback — 64.9%
☑ Live interactive story telling/games etc — 58.9%
☑ Live interactive pastoral — 82.8%
☑ End of day check in — 41.7%

An online week
(expectations regarding minimum content)

☑ New Learning including direct teaching (live or recorded) — 100%
☑ Time given to complete tasks after direct teaching — 98.7%
☑ New Learning written tasks — 98%
☑ Differentiated activities — 100%
☑ Regular quality, individualised feedback — 98.7%
☑ Targeted learning support carried out by School Support Assistants — 53.6%
☑ Live interactive feedback — 78.1%
☑ Live interactive story telling/games etc — 82.1%
☑ Live interactive pastoral — 96%
☑ Live interactive/recorded assemblies — 88.1%

Figure 10 - Elements of an online day and week which were used across each school (February Audit)

As Figure 10 illustrates, **almost all of our schools** are ensuring that the following elements are included in learners' **daily** experience;

✓ Daily check in (registration)
✓ Learning including direct teaching (live or recorded)
✓ Time given to complete tasks after direct teaching
✓ New Learning written tasks
✓ Differentiated activities
✓ Regular quality, individualised feedback

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Use of External Resources

Since the original period of Remote Learning in March 2020, offers available from our local and National partners in terms of learning content have been continually extended. Our schools have made good use of these resources and platforms (Figure 11).

We asked schools to review the extent to which learners were benefiting from access to the wider resources available on a weekly basis. We were especially pleased by the amount of schools that reported that they were accessing the internal offer produced by our Central team. **This increased from 54.5% in January 2021 to 70% by February 2021.**
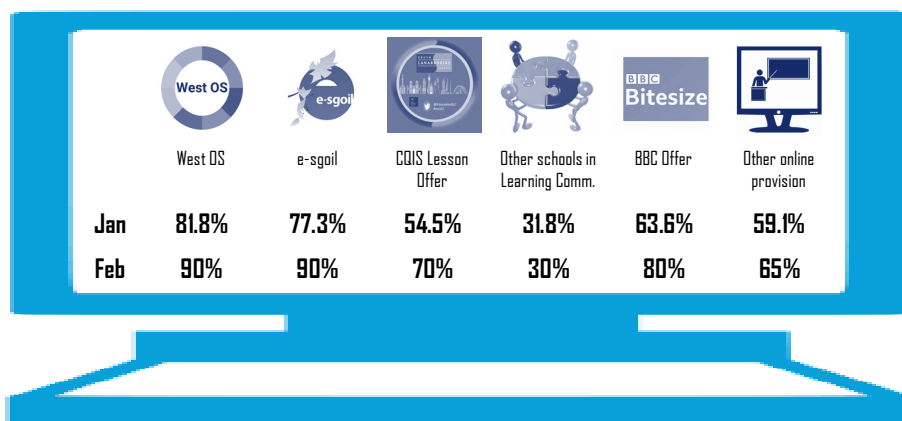
	West OS	e-sgoil	CQIS Lesson Offer	Other schools in Learning Comm.	BBC Offer	Other online provision
Jan	81.8%	77.3%	54.5%	31.8%	63.6%	59.1%
Feb	90%	90%	70%	30%	80%	65%

Figure 11 - % of schools timetabling wider resources into their online week

In particular, the West Online School (West OS), which was developed by colleagues in the West Partnership Regional Improvement Collaborative and extensively contributed to by South Lanarkshire Council teachers, provides an excellent catalogue of pre-recorded lesson content. Lessons are available in 10-minute blocks, which can be embedded in any teacher's Google Classroom. **South Lanarkshire Council schools accounted for 35% of all West OS usage until the end of January 2021.**

Creative Approaches to Learning

Our schools are aware that not all learning takes place behind a screen and that it is vital to provide a range of learning approaches that mean that our children and young people can learn through a variety of activities. As such, our schools have also developed imaginative approaches to ensuring learning and development can be encouraged using methods that do not always reply on "screen time" such as:

- ✓ "Wellness Wednesday" – learners/families issued with a range of non-screen tasks to be completed as schedules allowed.
- ✓ "Family Fun Fridays" which enabled a 'no screen' day and fun activities for families to do together.
- ✓ Outdoor Learning tasks and activities, including encouraging use of the recent "snow days"
- ✓ Supervised "Virtual lunchtimes/playtimes" for learners

💬 Summary Messages

- 🖉 Evidence gathered demonstrates that staff in our schools have capitalised on the full range of available content which has resulted in quality learning, teaching and assessment which enthuses and involves our children and young people.
- 🖉 The range and quality of CLPL has helped ensure that the children and young people in South Lanarkshire are benefiting from well-planned content which is engaging, progressive and responsive.

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> *My older boys are using email really well to communicate issues with staff and daily or weekly parental summaries give me confidence they are learning and submitting work as they should, again the independent learning and almost 'college style' is working really well. Texts advising daily messages are another great way for parents to be confident their young people are well supported and when you watch the messages, the tone is inspiring!*
> Secondary School parent

> *I just wanted to say a massive thank you for all your efforts in supporting the kids at home second time round. The home pack is excellent. The Google Classroom has all the relevant information and is structured so that as a parent it is easy to follow. Miss A has been on hand every day and I really appreciated her feedback email today. My daughter enjoyed seeing the staff and other kids yesterday on the group call. It's not an ideal scenario and not one we would pick, but this time round it feels so much better. Thank you, it's a very challenging time for everyone but high praise to you and the school team.*
> Primary School parent

> *I liked seeing my teacher on Google Classroom. The videos were very helpful and made learning more fun. My favourite lesson has been PE and I like filling in my weather report each day.*
> Primary School pupil

Content of an Online Day - Case Study : St Bride's Primary School, Bothwell

The weekly Remote Learning offer at St Bride's Primary (Bothwell) is a carefully designed mix of live interactive sessions per day focusing on Health and Wellbeing, Literacy and Numeracy complemented by teacher-created pre-recorded lessons, those available from West Online School, BBC and other appropriate sources. The first Google Meet of the day is to welcome and share the plan of work and this is where our learners greet and communicate with each other and check in with their teacher. Live interaction continues throughout the day to introduce learning, to support learners' progress with learning and to provide feedback and next steps in learning.
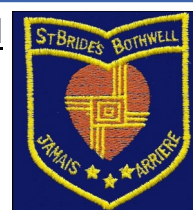
Staff teamwork and sense of community is a key feature of the establishment ethos in St Bride's and so it was important, when planning the Remote Learning offer, that learners continued to feel connected to the school community. Staff, Parents, Parish and local Community have rallied round to provide the children with a wide range of varied and exciting learning opportunities. Local shops have served as collection points for resource packs and stationery for the children. Our Parish Priest pre-records weekly Pastoral Check-ins, linking learners and staff to the Parish and wider community, via Social Media. Inhouse Senior Leadership Team and Support Staff weekly learning experiences ensure that children continue to benefit and learn from a wide range of staff skills and expertise beyond the core entitlements of Health and Wellbeing, Literacy and Numeracy.   Weekly content has included:

- ✓ 'Stop for Prayer' Monday
- ✓ Topical Science' Tuesday
- ✓ 'Wellbeing' Wednesday
- ✓ 'Artspace' on a Thursday
- ✓ A weekly invitation to 'St Bride's Pantry', provides an opportunity for children to practise their culinary skills
- ✓ 'Face Time Friday' is a fun-filled whole school event which engages the children in a variety of games, challenges and quests and rounds off with a celebration of the week's achievements.

Learning Across the Curriculum

The range of curriculum experiences offered and the quality of interactions across our school community during this Remote Learning period, have enabled our children and families to feel connected, supported and safe.

Next Steps

- ✓ Continue to develop creative ways to share resources and expertise including optimising the sharing of creative solutions across Learning Communities.

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Continuity of Learning : Learning Remotely

Section Four - Learner Engagement

Are schools tracking and monitoring non engagement?
We asked our schools to ensure they were tracking engagement of learners within their Remote Learning offer to help identify where interventions were required. **By February, all schools reported that they were tracking and monitoring engagement** (Figure 12).

Figure 12 - School responses on the tracking of non-engagement
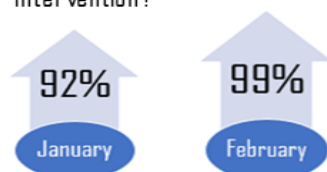

Figure 13 - % of schools who had non-engagement guidelines in place

How are schools tracking and monitoring non engagement?
Our evidence tells us that schools have clear guidelines in place outlining how they will support and improve learner non-engagement (Figure 13). These guidelines provide details around mitigation measures and interventions which may be put in place. Regular review of engagement data by staff at all levels is helping to ensure that non-engagement is identified early, and as a result our schools are increasingly better placed to offer support and assistance.

Indeed, helping parents/carers by providing practical advice on digital technology and offering suggestions to help families support their child's learning are two key areas which are making a positive impact on increasing learners' engagement with Remote Learning.

Our schools are providing and using a range of resources to help support and promote engagement with Remote Learning. All schools have produced guidance for learners and families which provides an overview of the Remote Learning offer, including an overview of the learning experiences as well as details of any live meetings/check-ins. The majority of schools have also included guidance or tips for engaging in live learning offers for learners and staff. In addition, almost all schools are providing a mixture of live and recorded lessons and there is growing use among schools of SLC-produced and national digital resources.

💬 Summary Messages

- Tracking engagement allows our schools to provide feedback and communication to parents and carers on any patterns and trends of learners accessing Remote Learning.
- Data gathered on engagement in online learning has allowed for Remote Learning offers to be reviewed and updated to best reflect the needs of the learners.

Continuity of Learning : Learning Remotely

Tracking and monitoring the engagement of our young people is the cornerstone of our approach to ensuring no young person is missing out.
Secondary Head Teacher

We have used the skills of our support staff very effectively to help identify children who may not be fully accessing the Remote Learning offer and offering bespoke help to those who need it e.g. extra one to one sessions, telephone calls.
Primary Head Teacher

I like when my teacher phones me to see how I'm doing.
Primary pupil

Learner Engagement - Case Study : Strathaven Academy

Structured timetables have been provided for each year group that are age and stage appropriate which provide a flexible structure that can be adapted to suit learners' individual circumstances. This approach helps ensure equity for all learners as it takes into consideration issues such as family circumstances and ICT access.

The school has decided to track engagement for all year groups on a weekly basis to help identify any young people who may be experiencing issues with engaging online, and to help support staff with lesson planning and delivery. For BGE this is done via a Google Sheet on the shared drive and for Senior Phase through a Cause for Concern referral using Google Forms.

Extract from a BGE engagement tracking sheet , Strathaven Academy

This data is then used to determine appropriate interventions by DHTs and PTs Pupil Support, Equity and Support for Learning. The preferred option is a telephone call which provides the opportunity for discussions with parents/carers to establish concerns and seek solutions. In the first week over 450 calls were made to families. This has lessened significantly but weekly contact is still required for a number of learners.

Supporting young people and parents to navigate Google Classroom has been a key task and the increased use of video clips and Google Meet sessions across subjects and year groups have resulted in more engagement each week.

Continuity of Learning : Learning Remotely

Learner Engagement - Case Study : Forth Primary School

Forth Primary gather relevant data on a weekly basis to help them monitor issues, including learner engagement, They then produce a weekly "snapshot". This helps them track engagement and plan appropriate follow-up interventions if required.

FORTH PRIMARY SCHOOL & ELC

📷 SNAPSHOT - FRI 15 JAN 2021

School roll	FME	Targeted group
166 pupils	56 / 166 = 34%	tbc

No .of pupils in class	No. of pupils signed on to Teams / LJ	% of class		No. of pupils regularly interacting / submitting tasks	% of logged on pupils
Nursery	tbc	tbc		Nursery	tbc
P1 = 19	16	84.2%		P1 = 14	87.5%
P1/2 = 19	17	89.5%		P1/2 = 15	88.2%
P2/3 = 25	22	88.0%		P2/3 = 15	68.2%
P3/4 = 25	22	88.0%		P3/4 = 15	68.2%
P4/5 = 25	24	96.0%		P4/5 = 19	79.2%
P6 = 25	23	92.0%		P6 = 8	34.8%
P7 = 28	26	92.9%		P7 = 21	80.8%
166	150	90%		110 / 150	73%

Total Chromebooks issued to date	Total data issued	Sanitary products	Referral to grant or foodbank	IT support
14 (8.4%)	6 (3.6%)	2 (1.2%)	1 (0.6%)	50+

N - P7 Keyworker children accessing school	N– P7 Vulnerable pupils accessing school	N—P7 Vulnerable children agreed to learn at home
19 (11.4%)	12 (7.2%)	6 (3.6%)

Priorities for Wk beg - 18 Jan 21	• SLT to speak to families *not yet* online • CT calls to those families not submitting / *engaging regularly (daily)* • Continue issuing IT & supports
Staff CLPL Wk beg - 18 Jan 21	• Video Conferencing (SLC) + CAT session • Thinglink training EY team

Next Steps

✓ Continue to develop robust individualised interventions in the event of learner non engagement.
✓ Share good practice across schools on using engagement tracking data.

Continuity of Learning : Learning Remotely

Section Five - Responding to Feedback

Ensuring effective communication with stakeholders has been at the heart of our Remote Learning strategy. Each school was asked to develop their own Remote Learning Position Statement in partnership with learners, staff, and parents and to ensure that stakeholders were familiar with the South Lanarkshire Council definition of Continuity of Learning.

Schools had an understanding and appreciation that families would complete learning at a time that was suitable to them and adopted a flexible approach. They were aware of parents working from home meant access to technology as a family could be limited. During the first few weeks of Remote Learning, parents and learners were surveyed by most schools using different formats, to allow them to evaluate our offers, make informed changes and plan their next steps. Adjustments were made based on feedback to further improve the experience for learners and families.

As a local authority, we continued to hold online Parent Council meetings as another route for gathering views and information regarding our Remote Learning offers.

What does our evidence tell us?

Schools told us about some of the ways they were enhancing communication during this period. These included:

- ✓ Parent Guides and handouts offering advice shared on school websites.
- ✓ Use of school Apps, Twitter and Facebook.
- ✓ Parent 'drop-in' support sessions were facilitated in some schools, offering immediate digital support, advice, and suggestions.
- ✓ Use of dedicated "Home Learning Hub" pages which provided information about how to support learners' learning at home and useful links.
- ✓ Websites which provided parents with help sheets, guidance, and video links to support use of online platforms, e.g. Google Classroom. Some included a built-in facility to request digital or technical support.
- ✓ Questionnaires issued to learners through Google Classrooms as an assignment, to be completed throughout the school day.
- ✓ Parents/Carers asked to complete regular Google Form questionnaires, with schools adapting their plans and procedures with a "you said, we did" action plan approach.
- ✓ Use of Google Meets to ask children/young people about the Remote Learning offer and how it could change or be improved.

Summary Messages

- ✏ Excellent examples of communication and engagement with children, families and communities have been evidenced across South Lanarkshire Council.

Continuity of Learning : Learning Remotely

Please pass on thanks to all those involved with preparing the plans for remote learning.
The document published today is very clear and I am particularly pleased that it allows learners to have the freedom to prioritise and organise their studies each day as they will receive the materials at the start of each day at 9am
Secondary School Parent

Feel very well informed and supported by the school.
Primary School Parent

You said:
- *Can all lessons/tasks be added to one Google Classroom?*
- *I am unsure of how to submit work*

We did:
- *All lessons will now be in the year group Google Classroom*
- *A video will be published to demonstrate how to submit work*
S1 Pupil Voice

X Primary has been fantastic at keeping parents informed in these times. Staff are amazing with what they are offering and the work they have done. Another questionnaire next week to allow parent evaluation may be useful, certainly for us. Child loving the learning that has been set for them and very keen to do it.
Primary School Parent

Fantastic support from all teachers and much better timetable use and structure to lessons, a big thank you to the school for sorting this all out in such strange circumstances. The teachers are doing an amazing job.
S5 Secondary School Parent

I am happy with the amount of communication from both teachers. Each day instructions are laid out and feedback is quick. It really motivates my daughter to get good feedback from her teachers.
Primary School Parent

Responding to Feedback - Case Study : Calderwood Primary School

The staff at Calderwood Primary School were keen to understand the experience of their learners and parents in relation to the structure and content of their Remote Learning offer and asked for their opinions. A snapshot of the results of their survey and actions taken to improve their offer are displayed below.
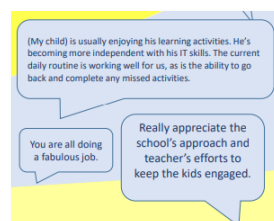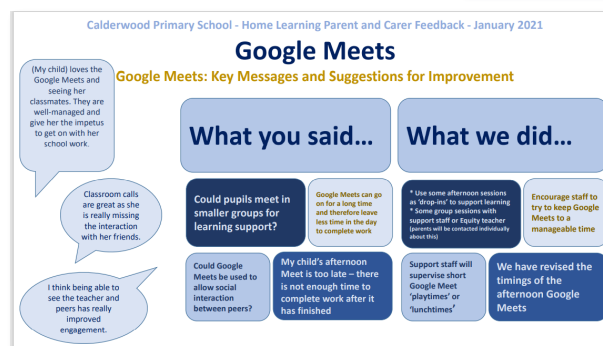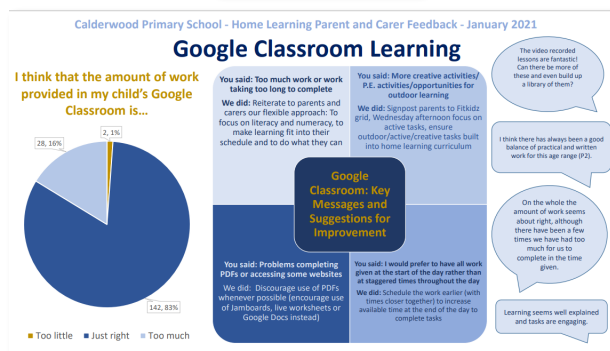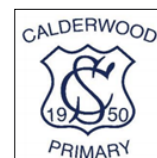
Next Steps

✓ Continue to offer digital support, advice and guidance to parents.
✓ Continue to gather views from learners and parents on the content of the remote learning offer and act on feedback as appropriate.
✓ Consult our Senior Phase learners through a central questionnaire and structured focused groups.

Continuity of Learning : Learning Remotely

Section Six - Ensuring Equity

As part of our Remote Learning Guidance, we outlined the approach our schools should take to ensure equity in their Remote Learning offer. We asked our schools to use existing knowledge of the different circumstances of children and families to identify those who may be vulnerable due to equity issues. We asked schools to consider factors such as poverty; access to technology (including connectivity issues); lack of engagement due to home circumstances (drawing on previous data from lockdown); social isolation; rural isolation; rural poverty; and any other factors known affecting families locally.

Schools were asked to consider the types of activities/tasks they were asking learners to undertake remotely, and to ensure all learners had what they needed to participate. Our schools ensured, where required, identified children and families were provided with extra support, for example, more regular check-ins, advice about money matters, access to physical materials such as pens, paper, printing etc., access to sanitary products and access to IT including internet.

The Digital Section of this document provides more in-depth information on how equity has been achieved through access to IT devices and internet access. Many of our schools have taken this a stage further loaning out school devices and starting IT recycling schemes to further increase the number of learners with access to IT devices.

A huge "hats off" to Mrs X for going out of her way last week...in the snow...to deliver a class novel to each of her learners! This really was going the extra mile for her learners!
Primary School parent

Thank you also to Miss Y for dropping off his whiteboard and magnetic letters.
Primary School parent

Our schools have found innovative ways of getting resources required to learners safely. Some have placed stationery in local shops to be picked up whilst out at the weekly shop, others had a safe way of collecting these from the school building, as part of the daily exercise. Posting resources and garden visits/drop-offs have helped facilitate this too. Many schools have provided learners with resources such as reading texts, magnetic boards, specific learning packs, additional support needs resources, sensory packs, infant learning packs to supplement online learning, stationery, art materials, sanitary products and more.

As well as ensuring no learner is disadvantaged due to poverty, we also asked schools to ensure no learner was disadvantaged because they could not access learning in a specific way or at specific times. Schools were asked to build these mitigations into their school's Remote Learning policy. Some of our rural schools for example, have provided learners with paper learning packs to overcome poor or no wi-fi access, which could not be fixed with access to a Mi-fi device. Our schools with ASN provision have provided bespoke packs, such as sensory packs to learners, to ensure learners have access to the same curriculum they would have in school. Other schools have ensured they have pre-recorded lessons/explanations of learning, which can be accessed at any time, so that if learners miss their live learning session they do not miss out on the core teaching element.

Our Remote Learning Guidance also outlined that our schools should, where possible, adapt their closing the poverty-related attainment gap approaches for Remote Learning, and should continue to utilise additional staffing funded through equity streams to provide additional, personalised support to identified learners. Our schools have been creative and done this in a variety of ways, which include small group or individual live engagement sessions, bespoke work programmes, school support assistant input, remote nurture classes, more regular check-ins and in some cases asking individual learners to attend the hub on a part-time basis to support engagement. Our schools have also utilised existing partners, such as Youth Family Community Learning Officer, Barnardo's workers and counselling services in this work.

We advised schools to ensure their quality assurance approaches to remote learning consider pupils affected by poverty to ensure the poverty-related attainment gap continues to close.

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Families entitled to Free School Meals have been given a payment during the period of remote learning. There has also been help with winter clothing, through SLC's Winter Clothing Campaign, where new/nearly new donated jackets have been distributed to families who need them. Schools also received a Winter Clothing Payment to spend on winter clothing for learners affected by poverty. This has been very well received by schools and families.

> *I just wanted to get in touch to say what a difference this money (winter clothing money) has made to our families. We have had a hugely positive response from young people and the money has been so well spent…This money has gone someway to helping the most at need within our community.*
> Head Teacher

Summary Messages

- Schools have drawn on all available evidence to identify, plan for and support children and families who may have additional needs due to equity issues
- A wide variety of approaches have been taken by schools and by the Council to ensure that children, young people and their families have not been disadvantaged during this period due to issues of poverty.

Ensuring Equity - Case Study : St Paul's Primary School

Staff at St Paul's Primary School phone all families weekly to check-in and provide a listening ear and any support for families during the Remote Learning period. They have for example, signposted families to Money Matters for help with finances/budgeting and have given families great help and support in managing their child's routines, wellbeing and behaviour during the Remote Learning period.

Through these weekly calls, staff identified the need within the community for more local food support. The local food bank is situated at the other end of town and is not greatly accessible for families. As a result, the school formed a partnership with the food bank and have set-up their own local pop-up food bank in the local church each week. The food bank provides bags of food for this, and the school have secured support from local companies who also provide fresh food for this each week. This is run by the school's Youth Family and Community Learning Officer and some local volunteers and has been vital in supporting families during the Remote Learning period.

Couldn't manage without the help of this foodbank as I can't travel across Hamilton.

You don't know what this means to me, I have been made redundant recently and we are really struggling. This has been a life saver.

St Paul's foodbank is well stocked and ran by the school. The school are doing a great job and really meeting the needs of the community.

The school's Youth Family and Community Learning Officer has also been providing more bespoke support to identified families.

Feedback from some parents/carers at St Paul's

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Ensuring Equity - Case Study : Neilsland Primary School

Neilsland Primary School adapted their closing the poverty-related attainment gap approaches well by developing and providing a robust package of online support for identified learners.

Neilsland Primary School's team of School Support Assistants have also offered additional support to identified learners by phoning all families weekly. These calls are valued highly by families; not only do staff speak to the parent/carer they also speak to the learners. Some of the other remote learning supports being undertaken by this team of School Support Assistants have included :

- ✓ Live online 1-1 speech and language input for identified learner, which builds on the work speech and language undertook with this learner prior to Christmas.
- ✓ Live online phonics support – 1-1 support and small group support for identified learners in P2-5.
- ✓ Live online spelling support for identified P7 learners.
- ✓ Live Number Talk input for identified P4/5 learners.
- ✓ Live online reading support sessions for identified learners in P2, P4 and P5.
- ✓ Live online nurture sessions for identified learners.
- ✓ Live online active literacy sessions for identified learners in P3 and P4.

I really appreciated the call from X last week, it was lovely to feel listened to and made a big difference to me - I wasn't having a great week! I think you are all doing a great job and the positivity that you bring to a difficult situation is really helping to make it all much easier.
Parent

In addition, support staff prepared learning packs, which were safely delivered to identified learners to ensure they had the resources needed at home for the sessions. The packs included resources such as magnetic boards and letters, whiteboard and pen, flashcards, texts, etc.

Finally, school support assistants have been promoting a love of reading; something the school have identified as a whole-school area for development. This is being done in the traditional face-to-face way at the in-school hub and virtually through online story-telling sessions.

The school are offering great support. The sessions are brief so my child doesn't get distracted. She is using her magnetic board and letters for the session at home and likes the familiarity of using the same resources she has in school. The sessions are the same as in school with the same adults which she likes.
Parent

I am working with the same children (online) as I do in school and following the same routine. The learners respond well to this and like the familiarity with group members, routines, resources and myself.
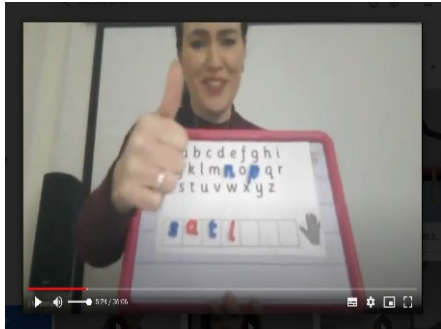Support Staff Member

I get better at my sounds when Mrs X helps me. It's like being at school.
Pupil

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Ensuring Equity - Case Study 3 - Chatelherault Primary School

At Chatelherault Primary School, four teachers have each supported three small identified groups of learners live online for 30 minutes, three times per week, in addition to live class learning delivered by the class teacher twice daily. Each teacher works with a group of learners within the school, targeting concepts of learning which require reinforcement through areas which were identified from assessments undertaken in December. What has made this extra worthwhile is that parents have joined the live sessions too with their child, helping the parents to support their child better at home.

For all groups engaging in this live input, there has been a significant increase in learner attainment and parental confidence in supporting their child.

The one-to-one sessions with Mr X have really built his confidence and he is benefitting from the small group sessions in the afternoon. I feel I can help him more now because I have been able to see the type of things the teacher does.
Parent

I really like seeing my teacher and getting to answer lots of questions and I get them right!
Pupil

The smaller group ensures the session is more interactive because the children can have their mics on throughout. This means the children engage in more of a dialogue with me than they do during the larger class sessions in the morning. I can then be responsive to their needs, reinforcing learning from earlier in the day, if required. I can provide instant feedback and identify where each child is in their understanding in order to scaffold their learning and guide where they need to go next.
Teacher

Next Steps

✓ Support schools to identify the impact of the remote learning period on learners affected by poverty and use this information to inform next steps at both Local Authority and school levels.

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Section Seven - Health and Wellbeing for All

Our schools and service developed a great deal of effective practice relating to health and wellbeing during the lockdown from March to June 2020. The Coronavirus (Covid-19): Curriculum for Excellence in the Recovery Phase document emphasises the need to set out a 'Clear statement of intent to prioritise the physical, mental and emotional wellbeing of children and young people, practitioners and families.' Each establishment's School Improvement Plan for 2020/21 was written in the form of a Recovery Action Plan with planning for Health and Wellbeing on return to school at the core. Our schools and establishments were therefore in a good place to rise to the challenge of providing high-quality remote health and wellbeing offers to fit their unique contexts during the period of full lockdown.

The need for teachers and school leaders to be emotionally intelligent has never been so important. Support and preparation for staff and learners through this transition phase into a new 'norm' of teaching while adapting to a different type of classroom interaction was central to our work. Schools recognised that children had lost their teachers' face-to-face support and without that it is hard for children and young people to stay well and focused. Being well is an essential precondition for achievement, especially among our most vulnerable children and young people.

Health & Wellbeing for All - Case Study : South Park Primary School

During the pandemic, sustaining and maintaining positive relationships and mental and emotional wellbeing has been a priority for the whole South Park Community. To ensure they monitored children's wellbeing during remote learning, wellbeing surveys were carried out regularly.

A dedicated nurture teacher delivered short health and wellbeing lessons every day to every class. These lessons were based on the six nurture principles, SHANARRI, positive mind-set, emotional literacy and skill building as well as strategies for maintaining personal wellbeing.
Weekly skills-based PE programme and wellbeing lessons were also delivered which included healthy eating recipes and activities for families.

The Warwick Edinburgh Mental Wellbeing Scale for staff is already established within the school and, during lockdown, the school continued to use this digitally throughout lockdown allowing staff members to reflect on their own wellbeing and ask for help if required.
Regular consultations with parents and families throughout the pandemic also allowed them to monitor the wellbeing of their families.

As a result of their rigorous focus on health and wellbeing, all staff and partners reported that they felt valued and supported.

Staff have been really well supported during periods of remote learning, through regular personal check ins via video calls or phone calls to monitor your own classes interaction, progress, any issues and to check how you and your family were coping during periods of isolation. We had regular staff meetings for information sharing, planning and for social reasons to keep in touch with each other. We remotely made videos and had a bit of fun as a staff, in order to keep up morale and keep in touch with our wider school community. South Park are a team and as always, we pulled together to make remote learning work for us all.
Member of staff

I feel like the school has done well with how they have optimised the learning for our children and have been a great support to both children and parents. I've felt able to call the school and have a chat with any concerns I had about the children. This has been greatly beneficial with my health and wellbeing as well as my kids and I'm truly grateful for the support in all areas.
Parent

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Health & Wellbeing for All - Case Study : St John Ogilvie High School

The Ogilvie Instagram page known as **@ogilviedance** has provided support for learners during lockdown by offering engaging and practical ways for learners to realise the importance of self-care and apply it to their daily life with a focus to reduce stress, increase concentration for online learning and improve learner self- esteem.

An initial three-week introductory programme ran, delivering live sessions to help learners learn about the importance of:

- ✓ having a consistent daily routine
- ✓ forming healthy habits
- ✓ managing social media/detoxing from social media
- ✓ mindfulness & meditation
- ✓ different styles of journaling
- ✓ exercise (live PT sessions)
- ✓ managing anxiety (live session with a professional therapist)
- ✓ positive role models
- ✓ gratitude practices

I really love that there are weekly workouts to do on the Instagram live sessions. The meditation is also really effective in reducing my stress levels. I'm grateful that I am still able to do what I love from home.
Senior Pupil

A pupil voice survey was carried out and it was clear that the learners enjoyed everything (particularly the journaling and learning how to manage anxiety) but needed more help staying motivated. In response to this, Week 4 was mental Health Bingo, providing more daily structure where learners who completed the activities were entered into a draw to win a special journal or water bottle. Weeks 5 & 6 were fully structured routines incorporating live sessions but with a different daily focus.

@ogilviedance "Self-Love will Save You" Schedule

Day	Morning	Daytime		Evening
MINDFUL MONDAY	Drink a full glass of water	Live guided meditation on ogilviedance at 1pm	No social media for 1 hour minimum	Write out 5 things you are grateful for in as much detail as possible
TAKE IT EASY TUESDAY	Drink a full glass of water	10 minute yoga flow posted on ogilviedance story	Get fresh air- take a mindful walk while listening to music	Write out 5 things you are grateful for in as much detail as possible
WORK IT WEDNESDAY	Drink a full glass of water	Live workout on ogilviedance at 1pm with Body By Bri	Do 10,000 steps (why not meet a friend!?)	Write out 5 things you are grateful for in as much detail as possible
THANKFUL THURSDAY	Drink a full glass of water	Tell someone you appreciate them- be specific!	Call a loved one and ask how they are doing (listen well!)	Write out 5 things you are grateful for in as much detail as possible
FUN FRIDAY	Drink a full glass of water	Follow the 5 accounts on the ogilviedance follow Friday	Watch an episode from the feel good TV shows on the ogilviedance Insta	Write out 5 things you are grateful for in as much detail as possible

The programme helps to show how easy it is to incorporate self-care into our lives, whether it be one daily practice or a variety throughout the week. The programme reinforces that we shouldn't only focus on self-care when we are anxious but that by practising it we can prevent the anxiety creeping in.
The videos have been viewed in total over 5000 times and they are all saved for learners to tap into whenever they need to or want to revisit particular sessions/activities.

Date	Time	What to expect?
Monday 18th January Q&A WITH PROFESSIONAL DANCER DEMI CRAWLEY ON HOW DANCE CAN SUPPORT YOUR MENTAL HEALTH JOURNEY	1pm	Demi talks to us about her experience as a professional dancer and what she has learned along the way. Two free spaces in her commercial class are up for grabs during this live!
Tuesday 19th January LIVE GUIDED MEDITATION WITH MISS SCREEN	11:20am	Take part in a short guided meditation focussing on breath work and visualisation to help you relax and improve your productivity and concentration for the rest of the day.
Wednesday 20th January LIVE ABS WORKOUT WITH MISS SCREEN & PT BRIONY BONNAR	1pm	Who doesn't want abs of steel!? Join Miss Screen and PT Body By Bri in this mid-week abs blaster! Over before you know it but leaves you feeling the burn!
Thursday 21st January LIVE SFLLW FULL BODY WORKOUT WITH MR WEMYSS	10am	His "banter" is back! Join Mr Wemyss and Miss Screen's Insta Live debut!
CHECK IN DROP BOX	All day	Check in with your mental health by self-reflecting as we move towards the end of the week.
Friday 22nd January LIVE SESSION WITH MISS SCREEN & PROFESSIONAL		You do not want to miss this opportunity! Yvonne is the BEST of the BEST and specialises in CBT.

Central Health and Wellbeing Support Offer

The central Health and Wellbeing Team have been at the forefront of our service during the period of Remote Learning, Officers from across the CQIS and Inclusion have worked together with colleagues form psychological services to ensure Health and Wellbeing has been a key focus. They have supported staff to mitigate challenging aspects of the pandemic by providing age and stage appropriate teaching and learning resources in Mental Health and Wellbeing. They facilitated the sharing of best practice in Health and Wellbeing by hosting practitioner support networks and a Staff Wellbeing Day across South Lanarkshire to support aspects of staff resilience, mindfulness and physical fitness.

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"Teach Meet"

The Health and Wellbeing Team also hosted a *Teach Meet* as part of the recent Health and Wellbeing Co-ordinators' Meeting, where practitioners from across the Primary and ASN sectors showcased their practice in planning, delivering and assessing Health and Wellbeing learning experiences remotely. Staff evaluations reported how useful it was to learn from and support each other in this new way of working and to be able to share new resources and lesson ideas with each other.

It was so good to get the time to see what others are doing, very informative, thank you.
Head Teacher

A massive thanks to all staff who showcased, what great practice is happening! Thanks for organising this event.
Primary 6 Teacher

I was able to get lots of great ideas from today's meeting.
Primary 4 Teacher

Staff Wellbeing Day

Feedback from our Health and Wellbeing Co-ordinators indicated that staff would like the opportunity to be involved in activities to address their own health and wellbeing. Staff also requested information on a range of issues that would help support their own wellbeing during this challenging time. Responding to this clear need, we hosted a Staff Wellbeing Day on the February in-set day. Working in partnership with a range of external partners, including our Active Schools Team, the Health and Wellbeing Team offered staff a full day of wellbeing events. The programme included a High Intensity Interval Training (HIIT) live session, Mindfulness Meditation, Yoga, and diet and nutrition and menopause sessions. **287 practitioners took part in the five events across the day**.

Evaluations indicated staff appreciated a programme that allowed them to contribute positively to their own health and wellbeing.

It was great to start the day and Patrick did an excellent job at motivating us and taking our mind off what has been a really hard few weeks. Well done SLC!
Teacher comment on HIIT Session

I really enjoyed this, don't think I've ever relaxed so much through the day that I almost fell asleep! It was excellent and very much appreciated after the yoga session. Very relaxing and helpful.
Teacher comment on Sunset Meditation Session

A well needed class with an excellent instructor. Thank you to SLC and to Mhairi', 'Really loved it. I'm going to join more classes in future.
Teacher comment on Yoga Session

Children's Mental Health Week

Mental Health and Wellbeing is pivotal in the delivery of the Health and Wellbeing curriculum during Remote Learning. In early February our schools placed heightened emphasis on Children's Mental Health Week. During The Week, the Health and Wellbeing Team partnered with 'HeadStrong' and created a flexible suite of recorded videos and live YouTube events to help support learners, families and staff make sense of their feelings during this challenging time. **More than 3000 children and young people, families and staff viewed the videos** which were also used in assemblies marking Children's Mental Health Week and featured prominently in PSE and Health Wellbeing lessons.

I am so glad I was able to watch this as it helped me understand what other people may be going through and how I could handle things if I was going through it myself.
S4 pupil

I enjoyed how the video was upbeat and positive as it made me feel that there's always a positive in bad situations.
S3 pupil

They were very powerful and thought-provoking. The speaker made each video relevant to the age of the learners and offered useful, practical advice to challenge thinking and make sense of the current context and how the pandemic affects our mindset. Most importantly, he gave us all hope and reminded us that this will not last forever.
Depute Head Teacher

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Head Teacher Support Pods

As part of our commitment to pastoral care, all Head Teachers were invited to join a Learning Community Head Teacher Support Pod facilitated by their Quality Link Officer. After a period of planning, the pods were assisted by a designated Educational Psychologist for an initial period of four weeks.

Each pod was encouraged to base their sessions on the principles and practices of solution-focussed working. With this as a core value, each 'support pod' established and agreed its own unique protocols, rules of engagement and boundaries from the outset, in line with their local context. The Pods were designed to:

- ✓ assist reflective practice, provide support and challenge amongst peer groups of Head Teachers.
- ✓ provide a confidential and reflective space for Head Teachers to consider their work and their responses to it.
- ✓ ring-fence a safe and confidential space for the discussion of all aspects of the job of a Head Teacher including explaining feelings, difficulties with relationships and resolving conflicts.
- ✓ provide a vehicle to support connectivity between schools and the centre to help inform organisational thinking

Following an initial 6 week trial period, Head Teachers were asked to complete a CQIS survey on their effectiveness. Of the 83 responses received, **92.8% found the sessions to be useful** (Figure 15) and identified the following key themes; connection with others, space to talk, shared emotional load, helped to put things in perspective in a safe and supportive environment.
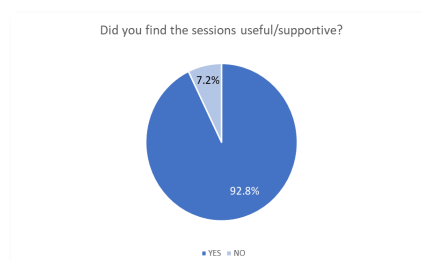

Did you find the sessions useful/supportive?

Figure 15- Results for HT Pod Survey

The pods gave us a time to connect.
Head Teacher

Supportive platform to share experiences with colleagues and to allow time to reflect
Head Teacher

Set aside time for supporting ourselves and each other.
Head Teacher

The CQIS survey helped us identify areas for further consideration and Quality Link Officers consulted with their Learning Communities to establish the frequency and most appropriate timing for pods to continue. Those Learning Communities who wished to continue without their Quality Link Officer were asked to invite their Quality Link Officer to any meeting they felt would be beneficial. Quality Link Officers were also able to highlight the benefits the pods had in helping them gain a deeper understanding of the needs of their Head Teachers at this challenging time.

I felt the Pods allowed me to get to know the HTs on a more personal level.
Quality Link Officer

I now find them a highlight to my week where I look forward to meeting up with my HTs and finding out how their week has been.
Quality Link Officer

These were useful sessions to check in with HTs and provide a space for us all to come together.
Quality Link Officer

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Supporting our most vulnerable learners

At the end of January 2021 information was captured in relation to the ways in which schools were working to support vulnerable and disengaged children and young people. Head Teachers had identified the most vulnerable children and young people within their school communities and made an offer of continued attendance at school during the current lockdown. Since then, additional offers of 'in school' support have been made to families based on information gathered by schools and other agencies arising from regular contact arrangements. It is recognised that during this period, it is vital to maintain ongoing, regular contact with vulnerable children, young people and families in order to monitor and respond appropriately to any adverse impact on health and wellbeing.

Multi-agency Locality Forums ('huddles') were re-established in week 2 of lockdown and provided an opportunity to capture information in relation to the wellbeing of children and families that may arise in the context of another agency's work. The 'huddles' built on the successful arrangements established during the previous period of lockdown. They meet weekly and include representatives from all agencies.

All Head Teachers and Heads of Establishment continue to be aware that the rights of children and young people and professional responsibilities in relation to child protection do not alter during this period and the circumstances of all looked after children not accessing 'in school' learning were assessed and established as being able to learn safely at home.

In recent months, a small number of children and young people have not attended school due to their own or their family's anxiety and concerns in relation to the pandemic. The new, remote education arrangements offered an opportunity for these children to re-engage with the education offer alongside their peers. Head Teachers made proactive contact with these families and the new remote education arrangements have been explained and participation encouraged. Barriers to engagement such as lack of access to IT and connectivity have been identified and addressed where appropriate. A total of 808 children and young people disengaged from attendance at school in the period prior to Christmas. **A total of 695 have now re-engaged with education via the remote education offer.**

Next Steps

✓ Continue to support our schools to prioritise the promotion of Health and Wellbeing within our schools.
✓ Continue to prioritise staff health and wellbeing by, for example, extending and develop the successful "Head Teacher Pods" initiative Offer additional training for schools to allow a self-sustaining model for school staff.
✓ Ensure the needs of children who may have particular vulnerabilities are continuing to be identified, responded to and met.

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Section Eight - Quality Assurance

From the outset, we wanted to ensure that the offers provided by schools would stand up to scrutiny. In order to do this, all schools were asked to build in a Quality Assurance strategy as part of their planning to deliver a high-quality Remote Learning Offer. In our guidance issued in January 2021 we provided additional guidance for schools around what this would look like. We wanted schools to ensure that offers were responsive to feedback and that there was a consistency of approach to delivery. In this guidance, we outlined some best practice in relation to developing a robust strategy for Quality Assurance and asked them to:

- ✓ develop a shared understanding of what Remote Learning looks like in its best form in their school context
- ✓ develop approaches for tracking and monitoring engagement in learning
- ✓ involve parents and carers in establishing expectations for Remote Learning
- ✓ provide opportunities for moderation of Remote Learning opportunities to ensure a shared understanding of standards across schools, departments and year groups
- ✓ use learner and parent/carer feedback to inform next steps
- ✓ seek out and share good practice within and beyond the school
- ✓ work as a team and continue to develop an ethos of peer support and challenge

In terms of our central Quality Assurance strategy, our Lead Officers were asked to ensure that each school plan was read, discussed with the Head Teacher and any issues identified. From this, we were able to prioritise any schools which needed further assistance or support, for example, through providing further staff training opportunities. Lead Officers were invited by Head Teachers to join some activities and, in this way, were able to see first-hand what was on offer. The central baseline audit was carefully analysed to see if there were any emerging issues that could be improved on. Targeted support was provided to schools. In addition, a number of our schools were selected to participate in the Education Scotland scrutiny work. Evidence provided by this helped to give us valuable feedback on what was working well within our schools and any areas that needed further improvement.

What does our evidence tell us?

How are you Quality Assuring the provision of your Remote Learning offer?
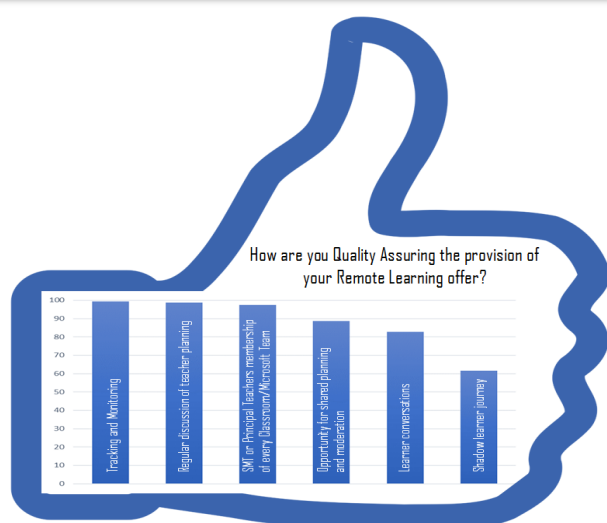
As part of the audits, we asked school leaders to tell us about the ways they were ensuring the Quality Assurance was an integral part of their approach (Figure 14).

All schools confirmed that they had a Quality Assurance strategy in place, and all had given further details of this in terms of their plans.

Schools had taken a variety of approaches which were supportive, responsive and designed to ensure they could demonstrate, with confidence, how well their offer was meeting the needs of their learners.

Figure 14 - Responses to the February 2021 Follow Up Audit with regards to how each school's Remote Learning offer was being Quality Assured

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💬 Summary Messages

- 🖉 Almost all schools have robust quality assurance practices in place using a variety of methods
- 🖉 Evidence shows that schools have been successful in gathering feedback from stakeholders and using this to revise and improve their remote learning offer
- 🖉 Evidence gathered from Lead Officers and others involved has given us assurance that schools are delivering a consistently high-quality offer. Where issues have been identified, these have been addressed.

All staff have been on a 'digital learning walk' in each other's Google Classrooms. At our weekly stage meetings, we have an opportunity to highlight good practice and discuss any new approaches or tools we can use to enhance our provision.
Secondary HT

Questionnaires have been given to staff, learners and parents/carers to evaluate the remote learning model and feedback acted upon.
Primary HT

Teachers have been working in threes and have access to each other's classrooms. Opportunities for sharing good practice across stages. We have a Staff Google Classroom where resources/ideas and support are shared.
Primary HT

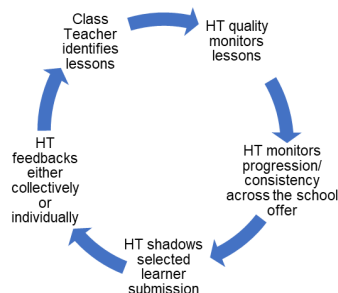## Quality Assurance - Case Study : Dalserf Primary School

Dalserf Primary School wrote a "position statement" to set out how the Quality Assurance of the Remote Learning Strategy would work within their school and who was involved. In it, they set out clearly roles, responsibilities, and expectations for all involved. They then produced a simple "weekly" and "monthly" cycle diagrams setting out how this would work.
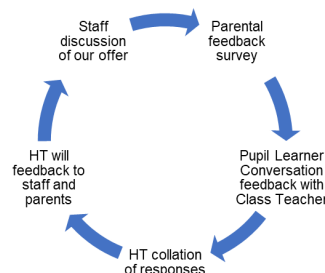
Overview

Quality of learning offer	Consistency	Levels of engagement
• Each week class teachers will select one Literacy & Numeracy lesson to send to HT for quality monitoring *	• These lessons * will then be available for moderation with Level partners at our moderation meetings.	• Tracking and Monitoring Excel document outlining attendance on Google Classroom per day. Teachers will also comment on if pupils have engaged in Stream chat discussions or Google Meet video interactions
• CCC Teacher will select one other curriculum area for quality monitoring*	• Draw on exemplification for national sources	
• HT member of every classroom	• Share with Learning Community colleagues to confirm expectations	• Teachers will (on a weekly basis) record how many returns are made within Literacy, Numeracy and Other areas per child.
• Quality of written feedback will be discussed at staff meetings	• Sharing of good practice amongst colleagues at staff meetings.	• Levels of engagement within the work handed-in will be commented upon – is this a reasonable submission for this pupil or above/below standard.
• Regular discussion of teacher planning		• Engagement flow chart of mitigation/ interventions created
• Learner Conversations – by each Teacher and also by HT via Google Meet, as and when.		• HT to randomly select pupils and look at their quality of their submitted work
• Monthly, parent/carer feedback surveys on our remote learning offer		

WEEKLY

Class Teacher identifies lessons → HT quality monitors lessons → HT monitors progression/ consistency across the school offer → HT shadows selected learner submission → HT feedbacks either collectively or individually → (back to Class Teacher identifies lessons)

MONTHLY

Staff discussion of our offer → Parental feedback survey → Pupil Learner Conversation feedback with Class Teacher → HT collation of responses → HT will feedback to staff and parents → (back to Staff discussion of our offer)

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Quality Assurance - Case Study : Townhill Primary School

As part of their Quality Assurance of Remote Learning, Townhill Primary School consulted with all their stakeholders, including School Support Assistants (SSA). Following this consultation, the school's Remote Learning offer, including the role SSA played in this evolved. SSA were asked to identify specific challenges for learners in the questionnaire. They then had the opportunity to give ideas on things which could be done to help learners overcome these challenges. The following were suggested by SSA in the questionnaire and were implemented as a result of this consultation:

- ✓ Small group online tasks/focus groups to build confidence in the children
- ✓ Trying different activities and tasks to engage the children
- ✓ Individual contact- messages etc to let the children know we are thinking about them
- ✓ 1:1 with identified children

SSAs also suggested some adaptations to the school's hub provision to enable greater SSA support for individual and groups of learners who attend. These suggestions were implemented giving learners a much better in-hub offer, which adhered to safety guidelines.

100% **100% of SSA reported they felt very well supported during the period of Remote Learning, supporting the views that there is a "_strong team approach_" within the school.**

Love having the contact and hearing their (pupils') voices and seeing their faces!
School Support Assistant

Next Steps

- ✓ Continue to monitor, evaluate and make appropriate adjustments to Remote Learning offers based on all available data and feedback.
- ✓ Share good practice within and beyond Learning Communities.

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Section Nine - Conclusion

As we move towards a Phased Return of schools and, we hope, a full return in the not-too-distant future, it is important that we pause to capture our successes, reflect on our next steps and, most importantly, ensure that our learning from this unique period is not lost.

As we return to what we hope will be a more normal learning experience for children and young people we are committed to building on our successes, in particular with regard to our improved use of digital technologies to help us achieve the highest standards of teaching and learning.