

## **Remote Learning - Quality Assurance Case Study – February 2021**

### **Kildrum Primary School, North Lanarkshire Council**

Collegiate planning discussions at cluster level supported consistency and quality of remote offering across the cluster and thereafter at individual establishment level, taking account of local contexts.

Bespoke processes and systems were established, with all stakeholders, to support effective 'universal' practice with agreed formats for weekly remote offering (quantity and format of offering). Not only did this support learners and parents to locate, understand and engage with the remote offering but it also enabled the Senior Leadership Team (SLT) to monitor weekly timetables to ensure progressive planning and consistency across the school.

Effective communication and the establishment of a supportive ethos underpins Kildrum Primary School's quality assurance processes. The head teacher regularly provides all stakeholders with information on the digital and remote learning provision within the school. This takes account of Local and National guidance and feedback from all stakeholders. The school community appreciate that this is a 'learning journey'.

As part of the quality assurance process, the SLT utilise a range of approaches including monitoring weekly timetables, joining online lessons and sampling work uploaded by pupils. Tracking discussions are informed by a range of qualitative and quantitative data with a focus on how this data is used to improve practice.

Results from the pupil survey showed that:

- 84% of pupils have said that they learned something new in the last week.
- The main thing the pupils like about our remote learning is being able to see and talk to their teacher and friends each day.
- The main thing they are missing about school is seeing their friends and the staff.

Results from the parents'/carers' survey showed that:

- 97% of parents/carers who responded said that the feedback from teachers was helpful.
- 98% of parents/carers who responded said that the format of the weekly grids and daily programme was helpful.
- 93% of parents/carers who responded said that the number of tasks issued was appropriate (some said there were too many and others said there were too few).

Teaching staff meet regularly (virtually) to discuss challenges, improvements and share good practice. Staff continue to plan collegiately to ensure consistency and members of the SLT regularly discuss planning, encouraging staff to reflect upon the principles of a good lesson and the curriculum design principles. Literacy and numeracy work is differentiated and feedback is given on all work submitted in an agreed format.

Teachers submit information, weekly, which shows individual levels of engagement. Through professional dialogue staff have agreed measures and definitions of "engagement" to ensure professional judgement is consistent across the school.

SLT support the remote learning of a variety of classes each week. This allows them to fully understand the process of live lessons, give feedback and offer advice and support where necessary. The SLT seek feedback from pupils during weekly assemblies.

Assessment and monitoring processes have enabled staff to identify children who require further support or challenge. Staff provide additional online live lessons for children who require reassurance, additional explanation or challenge.

The school are strategically using additional staff available to provide support. This includes using additional support needs assistants to deliver 1-1 support sessions for pupils. The headteacher is working with the cluster support teacher to identify how additional remote support can be provided for children with English as an additional language. Strategic planning and staff CLPL has been integral to giving staff the skills and confidence to provide this support.

The school have ensured that all children have access to a digital device in enable them to engage in digital/remote learning. Approximately 50 laptops have been provided by North Lanarkshire Council and another 30 school laptops have been loaned to families. Only one family have requested paper only learning and this has been provided and is delivered by a Social Worker.

Children who struggled with remote learning at the start of lockdown have been offered in-school places. The school continue to review and offer different support packages as a result of the wellbeing phone calls which are made each week.