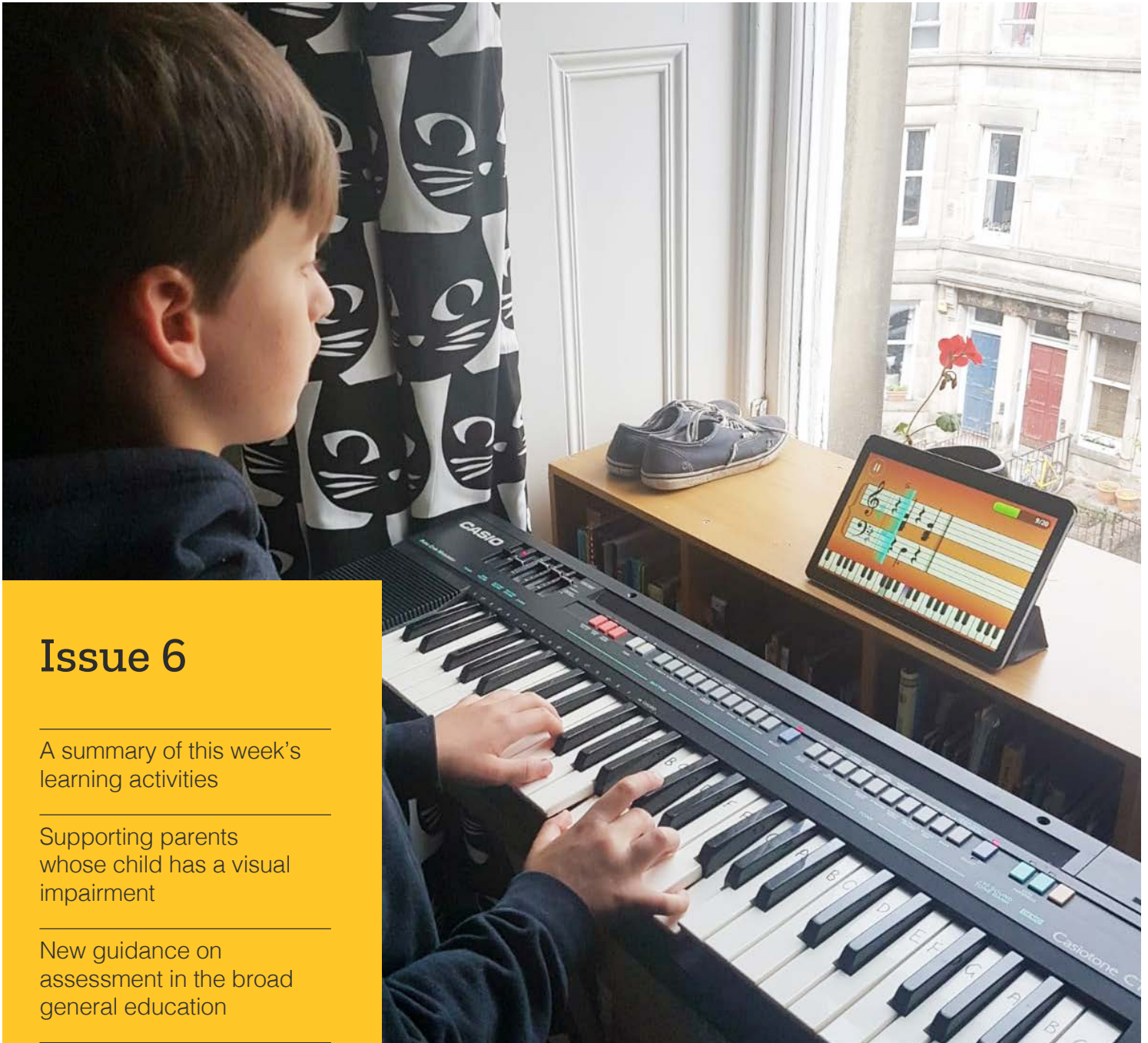


Scotland Learns

Practitioner Newsletter

17 June 2020



Issue 6

A summary of this week's learning activities

Supporting parents whose child has a visual impairment

New guidance on assessment in the broad general education

Useful links to:

- Anti-racism information and guidance
 - Webinars on Children's rights
-

Sharing practice from Fife and the West Partnership about connected learning

Each week, we will publish suggestions for learning at home activities which should be linked to class learning where appropriate. See below for details of this week's learning activities and more hints, tips, links and ideas.

Sign up 

Literacy and English



This week's literacy and English ideas will support you to design activities that support children and young people to use their home situation to identify and create text.

- Children at early level can explore non-fiction text, based on what they have at home. This can help to develop their critical thinking skills.
- At first level you can help children to build on non-fiction texts from early level. They can use information from a range of texts to begin creating their own.
- Through finding and using information in the home, children at second level can start to compile a glossary. They can progress on to finding and comparing newspaper articles.
- The tasks for third and fourth level this week are based on listening and talking, for example making a 'pitch' for something that they are interested in to others. By gathering information from different sources they can learn to make judgements.

[View activities →](#)

Learning activities



Learning activities

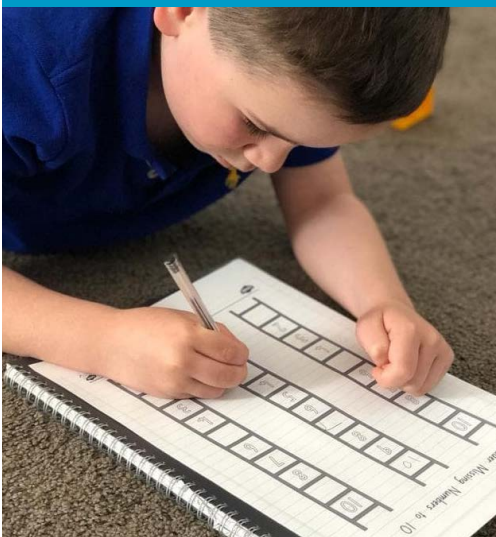
Numeracy and mathematics



This week's numeracy and mathematics activities focus on ideas to support you to develop children and young people's understanding of mathematical concepts. These can be adapted for the home environment.

- Activities for children at early level are designed to support their understanding of position and movement and to develop skills in giving simple directions.
- At first level, children build on their understanding of time sequences and begin to explore how timers can be used to measure the duration of tasks and activities.
- Activities for children at second level focus on using appropriate mathematical language to describe and classify angles including acute, obtuse, straight and reflex.
- Young people at third and fourth level are encouraged to think about the links between working with whole numbers and negative integers. They can share their ideas and thinking with someone at home.

[View activities →](#)



Health and wellbeing



Looking after our health and wellbeing as best we can is really important for us all in these uncertain times. We have ideas and activities appropriate for children and young people at different ages that you might like to highlight to families.

- At early level, there are activities to support children to prepare food safely and encourage them to communicate safely online.
- Children at first level can learn about the importance of handwashing and explore if their handwashing is effective. They can learn how to use the internet safely.
- At second level, children consider good handwashing techniques for everyday home life, including when preparing food. They can work through a series of scenarios about keeping themselves safe online.
- Young people at third and fourth level explore where their food comes from and when it is in season. They can learn about being safe, smart and kind when using the internet.

[View activities →](#)

Learning activities



Learning activities

Interdisciplinary learning



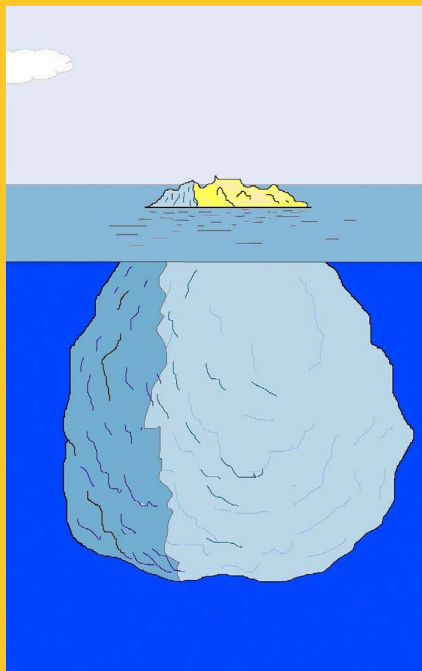
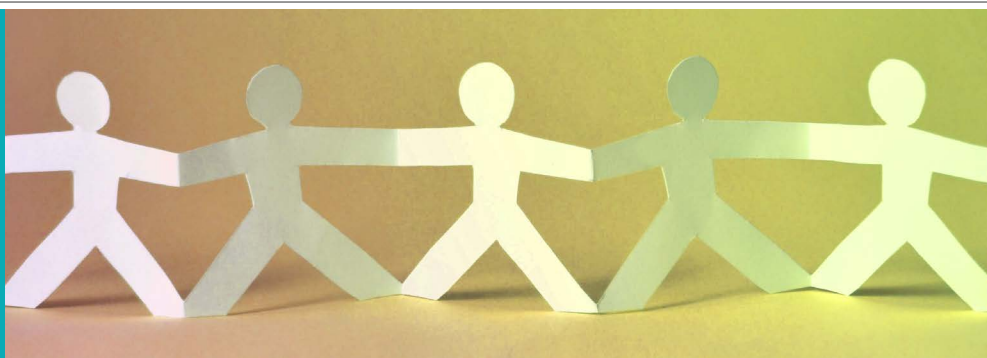
These learning activities encourage children and young people to apply their learning and skills in real-life situations.

- At early level, younger children can think about how a new baby grows and how different religious customs are associated with baby names. They can also investigate using shapes to help create their own wrapping paper for a gift.
- Learning about a significant individual from the past, children at first level can use their imaginative skills to consider their actions and portray them. They can write an imaginary story by creating their own tartan or clan.
- At second level, children will use their investigative and imaginative skills to design space travel. Creating a timeline of events can help them understand their own family and its history.
- At third and fourth level, young people can develop research and communication skills to think about local, national and international celebrations and events.

[View activities →](#)



Foghlam Meadhan Gàidhlig



[#ScotlandLearns](#)

Support for learning through the medium of Gaelic

This week's [#ScotlandLearns](#) activities to support parents and carers in Gaelic Medium Education focus on literacy, numeracy, learning in a theme and health and wellbeing. Children and young people use Gaelic in a range of exciting ways to talk about climate change, planning ideas for improving their bedrooms and building their skills for working in teams. The numeracy activities are based on everyday life.

Are you looking for opportunities for your pupils to be hearing and using Gaelic? Gaelic groups are providing [live and recorded internet broadcasts](#), which can be found here. [Comunn na Gàidhlig](#) have activities that promote learning outdoors.

Thinking of supporting children's and young people's wellbeing in these uncertain times? There are [resources](#) that practitioners may find useful. Also check out [Stòrlann's resources](#).

General Teaching Council for Scotland – Gaelic Teaching Survey 2020

GTC Scotland has recently sent out a short survey as part of their work to support the National Gaelic Language Plan 2018-2023, in recruiting more teachers of Gaelic. If you teach Gaelic in any capacity, or are considering becoming a Gaelic teacher, please check your inbox for a survey to complete by **Friday 26 June**.

Hints and Tips

Teagaisg
Gàidhlig

Hints and Tips

Hints and tips for educators to support parents with a child with visual impairments

- Encourage parents to let learners help with household jobs such as loading the washing machine, putting food items away and helping to prepare food.
- Explore household utensils, buttons on washing machines, dishwashers and so on.
- Encourage parents to provide learners with simple explanations of why we use things such as fridges and phones and how they work.
- Encourage parents to answer learners questions such as, 'what is this cup made from?'
- Provide or suggest parents collect boxes to fill with items with different textures, smells or sizes. For example, empty shampoo bottles or scented candles. These are good to help learners use their different senses.
- Suggest parents plan a route together to a shop or park.
- Encourage parents to talk about helpful aspects of the environment such as textured pavements leading to road crossings and audible pedestrian crossings.

The [National Accessible Library](#), [Young Calibre audio library](#) and [Listening Books](#) can provide access to books for those with visual impairments, including children and young people.



[Sight Advice](#) provide advice and ideas to support learning.



What's new this week?

New guidance on communicating with parents and families and supporting learning at home

New guidance for early learning and childcare settings, schools and local authorities during COVID-19 has been published on the [National Improvement Hub](#). It includes guides for practitioners on [communicating effectively with parents and families](#) and supporting pupils and parents with [learning at home](#).

Don't forget there is practitioner support for online [remote learning](#) on the National Improvement Hub. If you have not already done so make sure you also subscribe to the [Professional Learning and Leadership fortnightly newsletter](#) to keep up to date.

What's new this week?

Guidance on assessment within the broad general education

Education Scotland has published guidance to support practitioners as they consider how they will approach assessment in the broad general education.



Webinars

Our webinars are a series of virtual events for practitioners to connect and learn from one another. As well as several more opportunities for practitioners focusing on the senior phase, we have sectoral chats and an opportunity for school leaders to think about and share their planning for school recovery.

To sign up, use the link provided. Ticket “sales” will end 24 hours before the start date of each webinar. Please make sure you join the webinar 15 minutes prior to the event start time.



Webinars to share and discuss approaches as we progress from learning at home to a more blended model for August 2020.

RMPS/RME/RERC

Senior Phase Webinar.
Monday 22 June. 2.00 – 3.00pm



Gaelic (Learners) and Gàidhlig

Senior Phase Webinar.
Wednesday 24 June. 11.30am – 12.30pm



Assessment within the BGE

Webinar for practitioners and school leaders.
Monday 22 June 2020 11am – 12pm



Early Learning and Childcare

Wed 24 June. 10.00 – 11.00am

Primary Schools

Mon 22 June. 2.00 – 3.00pm

Secondary BGE

Fri 19 June. 10.00 – 11.30am

Special Schools

Thu 18 June. 3.00 – 4.00pm



New Professional Learning Activities

Education Scotland has published two new professional learning activities available to practitioners via Glow:

Supporting children and young people through grief and loss.

Family learning planning and delivery.

Wee Blethers

Following on from the initial series of #ESBigBlethers we've now held the first of our #ESWeeBlethers and HeadSpace online conversation events. These facilitated events provide a safe space to share and collaborate and are designed for more in-depth discussion on key themes. This includes the thoughts of young people, recovery curriculum and Gaelic Medium Education. [Find more information on the series on our website.](#)



Useful links

Anti-racism information and guidance

Childline has useful information to support those worried about [racism and racial bullying](#).

If you are looking for more information about racism, a useful starting point on the national improvement hub is [Addressing inclusion - Effectively challenging racism in schools](#) and the [Race Equality Framework for Scotland 2016-2030](#).



Young Scot have a feature on Read [What it's like to be young and black in Scotland](#).



Virtual Work Experience for Senior Phase Pupils

PwC London are offering a week of virtual work experience for 14-18 year olds from 29 June – 3 July. Young people can develop employability skills as they work on a project and assume the role of business consultant. For more information and to register visit [Speakers for Schools](#).

Webinars on children's rights

Together Scotland have launched a series of webinars looking at children's rights in Scotland. You can register up until noon on Monday 22 June to take part. They include:



Education, Leisure and Cultural Activities on 29 June, 1pm – 2.30pm. Including discussions educational attainment, additional support for learning and rest, leisure and play.

[Register](#)

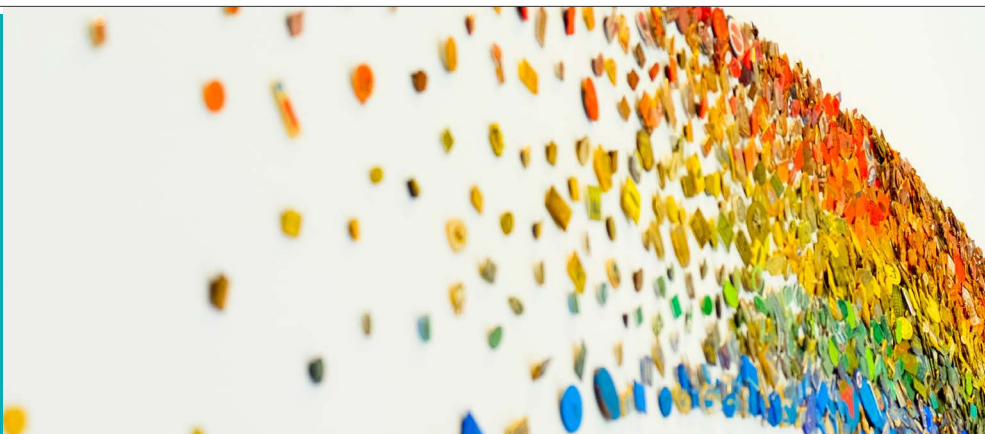
Violence Against Children on 1 July, 9.30am – 11am. Including discussions on refugee, migrant and asylum-seeking children, child justice system, child victims and witnesses of crimes and children in armed conflict.

[Register](#)

Disability, Basic Health and Welfare on 2 July, 2.30pm – 4pm. Including discussions on learning disability, physical disability, mental health, child poverty, environmental health and children in hospital.

[Register](#)

Sharing Practice



Find more information on these examples and more effective practice spotlights on Scotland Learns.

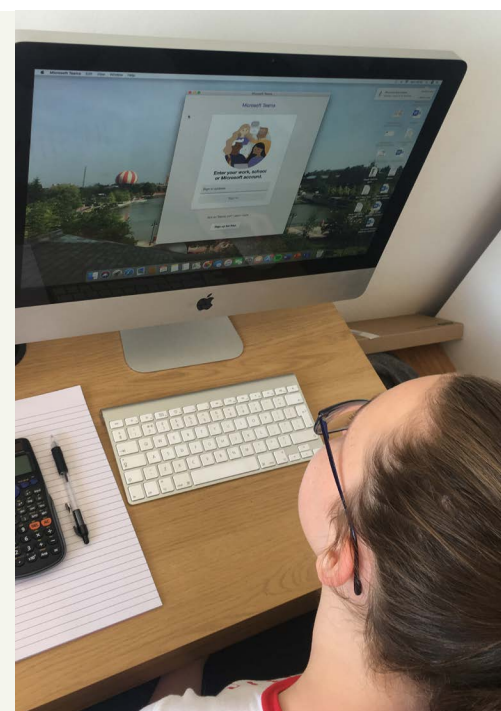
Fife Council Education and Children's Services Directorate- Learning at Home for All

Fife Council's Connected Approach response to the Covid-19 pandemic supports practitioners by providing new resources that reflect local and national guidance. Their approach highlights interesting and emerging practice from practitioners in early learning centres and schools across the authority. Their [Supporting Continued Learning Site](#) includes resources developed by practitioners. These include nine key questions we can ask ourselves as practitioners.

Each question has a linked Sway with much more detail, practice examples and resources. For example, the 9th Sway which looks at [How are we continuing to support positive transitions for our children and young people?](#) explores effective practice around transitions from starting nursery through to leaving school.

Making remote and digital learning more effective across the West Partnership

Colleagues across the West Partnership have worked collaboratively to define the key concepts relating to remote and digital learning. They provide definitions of remote/distance learning, blended learning, asynchronous/synchronous learning and the virtual learning environment. They present their findings in this- [effective remote and digital learning report](#).



Why not get this newsletter emailed directly to you each week?
Or pass it on to anyone you think might be interested?

Sign up →