



Lesmahagow High School

Readiness to Learn from Home-Whole School Remote Learning Overview

Definition of Continuity of Learning - Lockdown

The South Lanarkshire Council definition of Continuity of Learning in this context is the continuation of educational experience in the event of National Lockdown. It is a critical component of school emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal school attendance.

Our aspiration is that continuity of learning during lockdown should be as close to the daily face to face experience as context allows.

Guiding Principles

Remote learning plans have been developed based on feedback from pupils, parents and staff through surveys, focus group discussions and feedback from the Pupil and Parent Councils. We have also worked collaboratively with colleagues in our associated Primary Schools and the Clydesdale Secondary Schools to provide a common approach across the learning community and locality.

Resources have been issued to support home learning and pupils, parents and staff have been asked regularly to contact the school office, Pupil Support or Senior Management if any additional resources are required for any students. We are committed to ensuring that all barriers to learning are removed and that all students can access the full curriculum whilst they are learning at home.

All pupils are members of Google Classrooms for each of their subjects. Pupil Support, Inclusion Support Team and Year Group classrooms have also been created to allow key messages to be shared with pupils. S1-S3 pupils completed a lesson in their English class in October 2020 to provide advice in accessing Glow, Google Classroom and First News, and how to access and submit assignments. S4-S6 pupils reported in our October survey that they were already confident in the use of Google Classroom.

Throughout the period of lockdown, the S3-S6 options programme and P7-S1 transition programmes will continue as planned, with a digital approach.

Remote Learning Offer

Our 'winter timetable' was introduced after the October break and is stretched over two weeks. When following the 'odd week' timetable, pupils focus on their period 1 (single period), then period 3, 5 and 7 subjects (double periods) from Monday to Thursday and then period 1 and 3 (double periods) on Friday. When following the 'even week' timetable, pupils focus on their period 1 (single period), then their period 2, 4 and 6 subjects (double periods) from Monday to Thursday and then their period 2 and 4 subjects (double periods) on Fridays.

Where possible, pupils have been asked to continue following their winter timetable during the period of remote learning. Teachers will use a range of approaches and activities to support learners and will deliver the topics that would have been taught in school. Learning materials will be 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.

Pupils should 'check in' with their teacher at the start of each lesson (or when they can during the day, based on family circumstances); teachers will endeavour to provide support and advice to learners at the times of their timetabled classes. Lessons may include a mixture of live, recorded and independent tasks, delivered through Google Classroom and Google Meet. Additional support may also be offered as required to support learning or pastoral needs.

Significant training, both formal and informal, has been undertaken by all colleagues to develop skills and confidence in using packages to support digital learning. We have 14 'home learning' champions within the school who offer support and advice to colleagues. Colleagues have also completed training offered by South Lanarkshire Council and other providers.

Our approach is based on evidence from the Education Endowment Fund and other published research highlighting the benefits of both live and recorded resources. We 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.

Wellbeing will continue to be a key focus. There is no expectation that pupils should be sitting at a computer screen throughout the day and therefore other tasks will also be set to maintain pupils' interest and motivation.

We will rigorously track pupil engagement to ensure any barriers to learning are removed. Teachers, Faculty Heads, our Extended Support Team (Pupil Support, Support for Learning, Equity and Inclusion teams) and the Senior Management Team will review the attendance, engagement and progress of students; the Extended Leadership Team (Faculty Heads, Principal Teachers of Pupil Support, Support for Learning and Equity and Inclusion) and Senior Management) will contact parents/carers to offer support as required.

We will continue to work in partnership with all members of our school community to review and refine our procedures based on feedback.

Quality Assurance

Regular meetings (weekly or fortnightly) take place with subject teams, subject leaders with SMT links, the Senior Management Team and all staff to review approaches to online learning, plan future learning and share good practice.

Weekly meetings of the Extended Support Team and Senior Management Team evaluate the provision for vulnerable students and identify appropriate supports.

A member of the Senior Management Team is in school throughout the day to attend to any issues arising or provide advice as required.

Faculty Heads and/or members of the Senior Management Team are members of Google Classrooms.

Feedback from parents, pupils and staff is used to monitor the provision of online learning, share good practice and identify next steps.

SMT, Pupil Support and Faculty Heads are available to provide support and advice as required, with contact email addresses having been shared with pupils and parents and are displayed on the school website.

Procedures are in place and are being reviewed to support pupil engagement.

The school is currently investigating the use of Guardian Email in conjunction with the Parent Council.

Communication

Google Classrooms are used to communicate with pupils regarding lesson delivery, times of Google Meets, assignments and submission deadlines.

PSE, House and Year Group Google classrooms are used to share whole school information, assemblies, advice and Health and Wellbeing resources.

Weekly emails are sent to pupils and parents to provide information and advice.

Twitter and the School App will be used to share information.

The learning at home tab of the school website and letters page are used to share information with parents and pupils.

The school's policy in relation to remote learning 'Delivering Education in Disrupted Times (Clydesdale)' will be used to share our overall approach.