



Education Services:
Home Learning Case Study:
Supporting Access to Learning in an
ASL School

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GLASGOW: Nurturing City





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Rationale

The children and young people of Howford Primary have a wide range of additional support needs (ASN). The school wanted to ensure that families and learners could access learning as and when they were able. Parents/carers would be involved in supporting the learning at home with teachers on hand remotely to help parents navigate that experience.

Action

Initially the school and teachers sent home packs of equipment that families would need to take part in shared lessons and activities. These packs included items such as whiteboards, playdough and art materials.

In order to create a home school link, a morning group activity was created on SeeSaw which closely mirrored the activity that children engage with in school.

Every morning teachers uploaded recorded messages and daily routines to help learners engage with activities and weekly challenges which had been set for classes.

Teachers provided an emotional check in for those young people in senior classes who are able to identify different emotions and

appropriate activities have been provided to help support self-regulation at home.

Teachers have used videos to demonstrate activities and have recorded stories for the young people to listen to and watch on video. Teachers have been available through SeeSaw to respond to young people's work, providing written or audio messages and feedback daily.

When teachers worked with classes in school, the art teacher uploaded an online activity for those children and families at home.

Makaton lessons from the Makaton Champion were provided and an outdoor activity provided.

The Senior Leadership Team uploaded a virtual assembly weekly via SeeSaw, to share and celebrate learning, including a "pupil of the week". Additionally, the SLT shared a "Howford Hall of Fame" with videos and pictures of learning weekly, from every child who had been able to engage in activities. This was shared to all classes as well as the school's social media to recognise, promote and encourage engagement from the whole school community.

Parents were asked to be involved in sharing their ideas e.g. one idea provided was a way to create a reusable paint screen at home, with cling film and an upturned coffee table.

Impact

The impact of these measures and the actions of the staff to support communication with, wellbeing of and the learning of the young people and their wider families is significant.

The school have had positive feedback from families for whom digital learning is not suitable. They have enjoyed using the practical packs and activities which are delivered directly to their homes.

The support provided has meant that 36% of the children have been able to engage digitally.

Parents have reported that they feel well supported and the individual learning needs of the young people are being met through the provision of appropriate resources, devices, packs and school support.

The work undertaken has helped to motivate the children and enable them to settle into their learning each day.

Next Steps

The school are surveying parents to see what they would like to see developed and introduced next. It is critical that the model in the school continues to meet the needs of the learners and families. The school is planning future family learning sessions, using the digital app to enable more families to engage further with remote learning.

Reflective Questions

The Key Principles and Entitlements from the [CERG Remote Learning Paper](#) can be used to support reflection on this case study.



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Entitlement	What are we currently doing?	What is working well? How do we know?	What could we stop, start or do more of? Who would do this and when?
Regular high-quality interactive learning and teaching using technology or other remote methods			
Daily registration/check in for every learner, recognising that the format for this may vary depending on the age and stage of learners			
Regular opportunities for engagement with other pupils to support learning, as well as informal engagement			