

## Falkirk Council Children's Services

### Remote Learning Guidance for Schools

#### January 2021



In support of the national move to learning at home commencing on 11 January 2021, this document highlights the updated key expectations as set out in the [CERG remote learning guidance](#) dated 7<sup>th</sup> January 2021. This guidance was developed by Education Scotland in partnership with the COVID-19 Education Recovery Group to support practitioners in leading remote learning in the coming weeks. It sets out the national shared understanding and expectations of approaches to remote learning.

Falkirk Council guidance on remote learning can be found on the [Connected Falkirk](#) site where it has been added to the Blended Learning guidance. The key expectations have been informed by the national guidance, in addition to feedback from learners, parents and staff, and aim to support continuous improvement and consistent high standards across all schools.

This document is one of a suite of documents which provide local and national advice for schools.

For additional guidance and support, staff can access the resources and exemplification signposted below and should contact the [Connected Falkirk Team](#) for additional support.

The key principles and entitlements detailed below are included in the updated guidance. It is expected that you will include and promote this guidance within your local plans for remote learning. As remote learning evolves, so too will the national overview of practice. In order to inform the national overview of practice, HMIE intend to engage with local authorities and a sample of schools from each to review the delivery of remote learning.

#### Key principles for remote learning include:

- remote learning will not replicate face to face in school teaching – in style, approach or hours of delivery
- class teacher retains responsibility for planning and organising children's and young people's learning, with learning supported by parents and carers
- opportunities for learners to progress and extend their learning
- approaches to assessment of learning and providing feedback that support and capture children's and young people's achievements in school and at home
- provision of learning activities to ensure engagement for all, considering the age and stage of development of learners, and introducing increasing opportunities for independent study as appropriate
- provision of learning activities for learners who require additional support for learning and any learners who may be particularly vulnerable or disadvantaged
- a shared understanding between home and school of the remote learning approach and the respective roles and responsibilities of all involved
- continued endeavours to tackle digital exclusion, including the provision of devices and connectivity solutions to support learning
- partnership working with community providers and third sector organisations to support provision.

#### In line with these key principles, children and young people are entitled to:

- learning opportunities which reflect the principles of Curriculum for Excellence, allowing learners to develop their knowledge, skills and attributes in a variety of relevant contexts and across curriculum areas
- access to appropriate physical resources where needed – this might include learning materials, textbooks and / or digital devices
- **on-line resources that will be consistently used across learning to aid interaction, assessment and feedback**
- **regular high quality interactive learning and teaching using technology or other remote methods**
- **a balance of live learning and independent activity**
- access to key learning which is available for learners to revisit as often as necessary
- ongoing dialogue, reflection and feedback with practitioners in relation to their own learning
- **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
- due regard for their well-being and safeguarding

### Staff

We acknowledge that arrangements for ASN and secondary schools are different in terms of daily live interaction with pupils. The points below are to provide the protection and cover of a consistent approach for primary schools.

The following should be included in your local plans for remote learning:

- Working from home/In school arrangements and rotas - local agreements
- Consistency of approach across the school
- Planning and delivery of learning sessions (see appendix)
- Communication of plans – weekly/daily/special events etc.
- **A check in session daily for registration, good practice would also have review of learning session at the end of the day**
- **Minimum of 1 live time interactive learning and teaching session per day**
- Opportunities to provide high quality feedback and assessment of learning- throughout the school day
- Arrangements for 1:1 check-ins with children and young people to support learning and wellbeing (many schools are already doing this based on feedback from children and parents during the last lockdown)

### What Could Live Interaction Look Like?

The following examples are provided from our existing blended learning guidance. These illustrations are not a definitive list. Staff work with pupils in different ways and live interactions can take many forms. More examples are available on the [blended learning](#) website.

- Live time Interactions video meetings – teaching and meetings
- Live time feed – where the teacher is live on camera or sharing lesson activity seen on camera
- Narrating live over shared online presentation or screen-sharing activity
- Helpdesk type facility – live chat or messaging for support at timetabled/specified times, perhaps as follow-up to teacher sessions and independent learning tasks
- Group work making use of channels or groups spaces in digital platform (such as in Microsoft Teams) to facilitate collaborative or group work
- Pre-recorded lessons including such things as narrated presentations and live feature (such as PowerPoint, Live Present or similar tools) with follow-up live interaction online such as in conversations in online platform or online activity
- Use of live digital polls/quizzes or feedback tools in order to generate discussion or provide later feedback (e.g. Polls in Microsoft Teams, Kahoot, Socrative, Mentimeter or other tools.)
- Use of demonstrations such as using visualiser or second camera/device
- Use of photographs such as worked examples/key moments in lesson and shared online
- Check-in chat, introduction to later independent task or follow up/ feedback

### SLT

The following should be included in your local plans for remote learning:

- Quality assurance of remote learning offer
- Monitoring the entitlement and equity of access for all pupils
- Monitoring consistency of pupil engagement through daily registration and review of learning processes
- Monitor and review best use of PEF funding as required (refreshing of home learning packs etc.)
- Closely track and monitor the progress of all children including those identified as PEF entitled or vulnerable
- Ongoing engagement with pupils, parents and staff to find out what is working well and where more help is needed
- Clear and regular channels of communication with all stakeholders
- Ensure technical help and resources are available to support parents/carers and children with online learning
- Professional Learning and support for staff as appropriate
- Regular review of all local risk assessments during remote learning period – environment, arrangements for in-school staff and pupils

Pupils are expected to:

- **actively participate** in all planned home learning activities
- access stage appropriate learning and resources through an online platform
- have daily live time interaction with a teacher (each school will provide their specific guidance on this)
- submit work to their teacher/s for marking and feedback to measure, assess and communicate progress and development needs (this will be age and stage dependent)
- **respond and act upon teacher feedback** to ensure continued progress

Parents will support their child with online learning by:

- working in partnership with the school to encourage their child to actively participate in their online learning activities
- communicating any concerns with their child's learning at home to an identified member of staff in the school
- supporting their child to access online learning platforms and learning tasks
- accessing technical help and resources to support their child with online learning

## Appendix

Useful support and guidance:

- [Education Scotland Supporting Remote Learning](#)
- [Falkirk Council Planning, Teaching and Assessing Remote Learning Support for Practitioners](#)
- [Falkirk Council Children's Services Service and School Improvement Support Directory](#) – leading to other curricular area blogs (Numeracy, Literacy, STEM, ELCC etc.)
- [Connected Falkirk](#)
- [eSgoil online classes](#) – curated by Education Scotland
- [WestOS](#) (online school) – guidance and information to follow; recorded lessons curated by Education Scotland

Professional learning resources:

- [Education Scotland DigiLearn.Scot](#) – Practitioner support, webinars, video training, learning pathways, resources and more to support online learning
- [EEF School planning guide 2020 - 21](#)
- [Microsoft Education Support for O365](#) - resource materials, blogs, training videos
- [Apple classroom resources](#) for teachers
- [Online Safety support and advice](#)
- [Professional Learning Resources recommended by the EIS](#)
- [Information on Professional Learning and Leadership \(PLL\)](#)