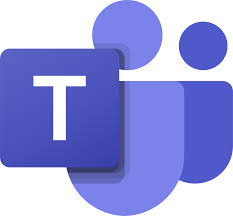


Clydeview Academy

Gourock



**Remote Learning Policy**

****

****

Version 1

26th January 2021

**Contents**

Rationale………………..……………………………………………………………………………………………………………2

Aim.…………………………………………………………………………………………………………………………………….2

Entitlement….…….………………………………………………………………………………………………..................2

Virtual Learning Environment………………………………………………………………………………………………3

Remote Learning………………………………………………………………………………………………………………….4

Live Video Lessons……………………………………………………………………………………………………………….5

Quality Assurance………………………………………………………………………………………………………………..6

The Role of Students……………………………………………………………………………………………………………6

The Role of Parents/Carers………………………………………………………………………………………………….7

Safeguarding……………………………………………………………………………………………………………………….7

Tracking Engagement…………..………………………………………………………………………………………………8

Attendance Monitoring…………….…………………………………………………………………………………………8

ASN Provision during Remote Learning…….…………………………………………………………………………9

Tips for Parents/Carers………..………………………………………………………………………………………………9

Resources for Parents…………..……………………………………………………………………………………………10

Resources for Staff…….………………………………………………………………………………………………………11

Appendix 1 – Downloading Microsoft Teams Desktop App..………………………………………………12

**Rationale –** In December 2020 the First Minister announced that schools should provide remote learning from January 2021. This policy has been established to share expectations and establish a collective understanding of what remote learning means for our school community for this period of school closure and/or future closures that may be announced by the Scottish Government or our own local Authority.

**Aim** – this remote learning policy aims to:

* set out the expectations for all members of our school community with regards to remote learning
* ensure consistency in the approach to remote learning for students that supports continuity of learning
* establish how we will implement and quality assure our remote learning offer
* provide clarity of our school’s remote learning approach and how this links to guidelines from both the council and Education Scotland

**What is remote learning?**

*“Remote learning is learning that is* ***directed*** *by practitioners and* ***undertaken*** *by pupils who are not physically with the practitioner while instruction is taking place”*

*Education Scotland January 2021*

**What will remote learning look like for learners?**

*“Learners should not engage in online learning for the entirety of the school day. Learning may include activities such as research tasks, project work, practical opportunities, discussion and other activities that can be carried out away from a digital device”*

*Education Scotland January 2021*

**Entitlement** – The Scottish Government has provided clear Guidance of the entitlement that all learners should expect during a period of remote learning. All learners should have:

* opportunities for learning which allow 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
* regular check in opportunities for every learner,
* regular opportunities for engagement with other students to support learning, as well as informal engagement
* due regard for their well-being and safeguarding.

**In Clydeview Academy learners can expect:**

* Year Group daily registration
* Live check-ins from Guidance staff
* Live check-ins for ASN students
* Live lessons
* Use of recorded content
* A process for submitting work
* A process for staff to provide feedback
* Supports to develop independent learning
* Support for health and wellbeing

The following points should be used by young people, teachers and parents/carers to ensure a consistent approach is applied across every subject area and every student has an opportunity to access their entitlement to our remote learning provision.

**1. Virtual Learning Environment (VLE)**

1.1 Microsoft Teams is the Virtual Learning Environment (VLE) used at Clydeview Academy.

1.2 Individual class Teams should be set up for every class at Clydeview Academy from S1-S6.

1.3 In addition, each year group should have their own Microsoft Team established to allow Year Heads to communicate directly with the whole year group.

1.4 A minimum of two teachers should be included as Team owners in every class Team. This will ensure a continuity of learning when a member of staff is absent and/or self-isolating for an extended period. In departments where there is only one subject specialist faculty leaders should be included as an additional Team owner.

Every team should be set up with a minimum of three channels:

* General
* Question and Answer
* Attendance

1.5 Departments and teachers may choose to include additional channels however these should only be included where there is a clear educational benefit to sub divide course content to make it easier for students to navigate and access.

1.6 Settings should be altered in each Team to ensure that posts in the General Tab can only be initiated by the owners of the Team. Students can still reply to these posts but if they wish to ask any questions then all students will use the Questions and Answers channel.

1.7 The Insight tab should be added to every class Team to allow pupil engagement to be recorded and monitored.

**2 Remote Learning**

2.1 Education Scotland outlines a principle of remote learning that it should – “provide learning opportunities that reflect the principles of Curriculum for Excellence, allowing learners to develop their knowledge, skills and attributes in a variety of relevant contexts and across curricular areas.”

2.2 Whilst remote learning is not a substitute for full time classroom based learning and teaching our remote learning offer will mitigate some of the adverse impacts of school closure and the reduction in face to face teaching.

2.3 Just as in the classroom, a blend of learning activities will be planned on prior curricular progress and designed in a manner that will challenge, stimulate and help both reinforce and build skills. However, the nature of remote learning means that the blend will not exactly replicate that offered by face-to-face teaching (in terms of style and duration of lesson) and the activities that are set must take into account what is manageable for both learners and staff alike.

2.4 Learners will receive a variety of opportunities to consolidate, extend and enhance their learning within the outline of their existing timetable. Departments will consider the blend that best suits their learners and adapt their methods to suit the remote learning environment. This structure of the existing timetable creates the framework upon which a mix of live, recorded, pre-loaded tasks can be issued.

**Remote Learning Exercises**

2.5 Formal home learning should be assigned through the Assignment tab of each class Team. This ensures pupil work is recorded in a central and accessible space.

2.6 Where possible teachers should avoid asking students to hand in physical documents/jotters during the Covid -19 pandemic. Students should upload work on to their Assignment tab with each class Team.

2.7 Home learning can be used to generate evidence of pupil understanding and progress. To ensure a consistent approach and a location where evidence is accessible and organised, students should only submit work through the Assignment tab on each class Team. Teachers should support students to ensure this procedure is followed and discourage students from submitting work by e-mail.

2.8 Teachers may choose to gather evidence in assignments by incorporating the use of editable Word documents, Excel spreadsheets, Microsoft Forms, Class Notebook pages and other Microsoft software packages. This evidence will be used to support the learning and teaching process and not used to inform SQA estimates.

2.9 Students in S1-S3 should receive no more than 1 assignment per subject per week on Teams. The assignment may include multiple tasks however they should be contained in a single assignment to ensure work is accessible and manageable for students. Teachers should establish a routine with their classes and must clearly communicate the days when remote learning tasks are issued and due.

2.10 Students in S4-S6 should receive no more than 2 assignments per subject per week. Assignments may contain multiple tasks. Teachers should ensure that students have an appropriate and fair amount of time to complete an assignment before issuing further work. Teachers should establish a routine with their classes and must clearly communicate the days when remote learning tasks are issued and due.

2.11 Teachers should appreciate that students who are learning from home may not follow a regular routine or timetable. Scottish Government guidance identifies the importance of supporting pupil health and wellbeing during periods of school closure or blended learning and students should not feel overwhelmed by the volume of work they receive.

2.12 Teachers should be aware that students may not have regular and uninterrupted access to technology with working at home. A number of students may have to share devices with parents and siblings.

2.13 Teachers are expected to be available to answer questions during those times when students are timetabled to attend that subject. Teachers are not expected to make themselves available to students for 24 hours per day however teachers should be aware that students may complete tasks and assignments out with the normal school hours.

2.14 If a class teacher is concerned about a pupil’s ability to access technology while learning at home then a referral should be made to the pupil’s Guidance teacher and their Year Head.

**Video Content**

2.15 The main platform for sourcing and sharing video content is ClickView, Teachers should use Clickview as their main video platform but may use alternative platforms when Clickview cannot provide appropriate and relevant material.

2.16 Teachers may choose to produce their own video content however they should ensure all images and/or audio are issued in line with copyright legislation.

2.17 Teachers and departments may share video content through other platforms e.g. YouTube and Vimeo but must ensure that links are provided for students and these channels do not have public access.

**GDPR Compliance**

2.18 Teachers must ensure that any platform or digital resource that is not part of Clickview or the Glow/Office 365 suite is fully compliant with the General Data Protection Regulation. Teachers should ensure they are familiar with the Inverclyde Council GDPR guidance. If teachers are unsure, they should seek guidance from Inverclyde Council IT services or the school’s digital lead.

**3. Live Video Lessons**

3.1 Teachers may choose to offer live online lessons to ensure students can engage with their classes during periods of blended learning or a full school closure. Microsoft Teams should be used to deliver these live video lessons.

3.2 If teachers are delivering a live online lesson with students for the first time, expectations in relation to behaviour and routines should be made clear at the beginning of the lesson.

3.3 Live lessons provide a benefit for young people as these replicate the teaching that would take place in a classroom setting. Students are more likely to engage with online content when they have the opportunity to connect with their teacher and take part in live teaching.

3.4 Students should be asked to switch of their camera and mute their microphone at the beginning of virtual lessons, however they may be asked to switch these on if there is a particular need for any lesson. Students should use the “raise hand” function in Teams if they want to ask a question or contribute to the live lesson.

3.5 Live online lessons should be scheduled in advance using the calendar function in Teams.

3.6 If teachers offer a live online lesson when teaching from home they must select an appropriate environment that is free from background noise. If a teacher wishes to appear on camera for a video lesson then the background should be appropriate e.g. a neutral wall (or make use of a blurred background setting).

3.7 If teachers have allowed students to switch on cameras, it is recommended to use the Teams desktop app to maximise the view of learners and therefore monitor their behaviour.

3.8 Staff are not required to offer live/virtual lessons during periods of blended learning or during a full school closure.

**4 Quality Assurance**

Our approach is to continually review our remote learning provision to ensure it meets the needs and entitlements of every student. Throughout any period of remote learning we will:

* Ensure our remote learning provision is monitored by Principal Teachers and the wider Senior Management Team.
* Issue questionnaires to students, staff and parents/carers to gather feedback.
* Departmental questionnaires issued to students within class Teams to review their own subject provision.
* Engage with the Parent Council to approve our remote learning policy and also our engagement tracking procedure.
* Engage with the council’s Education Services team including focused meetings about remote learning.
* Use the audit tools provided by the council’s Education Services team.
* Conduct twice weekly PT check-ins by each SMT with their departmental links.
* Conduct a weekly PT meeting to discuss remote learning provision and respond to updates on remote learning advice from the local authority.

**5 What is the role of students?**

5.1 Students are expected to follow their timetable and attend each subject. Staff will be available for each timetabled lesson and if there is no live lesson students can still engage by asking questions through the Question and Answer channel on the class Team. Teachers have been asked to monitor attendance and details are given in the **role of staff** section below.

5.2 Students are expected to meet Assignment deadlines and teachers have also been asked to monitor the submission of assignments and update a spreadsheet when students have not submitted an assignment.

**6 What is the role of parents/carers?**

*“Parents and carers want the very best for their children. It is important to stress that, in a period of remote learning, parents and carers are not expected to be teachers and we understand that many will be juggling work and childcare.”*

*Education Scotland January 2021*

6.1 We understand that the circumstances in every household are unique and the points below are only included to outline the important role that a parent/carer provide. Remote learning is a challenge for all those involved and any support that parents/carers can provide their children will help to overcome many of the challenges that remote learning presents.

* Encourage a routine that allows each pupil to follow their timetable.
* Support your child to keep track of their assignments and submission dates.
* Encourage your child to use the Question and Answer channel to contact their teacher if they are struggling with any task.
* Contact your child’s Guidance teacher if you have any concerns about their remote learning experience.
* We will use regular questionnaires issued through Microsoft Forms to allow you to provide feedback of your experience at home. We will use this feedback to review our remote learning offer and also to support families where issues have been identified.
* Should your child be unable to home learn, for example, due to sickness, then please contact the school office as would be expected under normal circumstances. This way we can adapt our procedures for following up on lack of engagement and alert teaching staff

**7 Safeguarding**

**Safeguarding advice from Inverclyde Council**

7.1 Safeguarding remains key throughout this time and particularly in this new area of remote learning for our school. The Child Protection Policy remains in place and should be followed at all times.

7.2 Below is a list of guidelines that we all should adhere to when involved in ‘live’ synchronous learning -

* Remove personal photos or anything that may identify other members of the family from the background.
* Be aware of anything in the background that you may not want others (teachers/students) to see (utilising a blurred background setting mitigates this)
* Be aware of anything in the video that may identify where you live i.e. what can be seen through the window/door.
* No pupil or staff names to be mentioned in videos
* Don’t film directly in front of a window.

7.3 Daily registration will operate in each year group team. Students are required to access a registration channel within the Team and submit a poll which records their attendance for that day. Each poll is closed at 1pm and those students who have not registered are contacted by the school office to alert parents/carers to the pupil’s absence.

**8 Tracking Engagement**

8.1 It is important that we track students’ engagement in a remote learning situation to identify families who may need additional support to access the remote learning provision. In addition our tracking procedures will be a key element of our safeguarding responsibilities to children as well as supporting pupil and family wellbeing.

Microsoft Teams will be used to track engagement

**Attendance Monitoring**

8.2 As students are encouraged to follow their normal timetables we are expecting students to select the timetabled Class Team each period and post a thumbs up in order to register that they are working in your subject. This will allow the class teacher to capture every student’s attendance through the insight tab.

8.3 Staff will be asked to highlight on a spreadsheet if the student has not attended for two consecutive periods. Attendance information will need to be updated by 4pm on Wednesday and 4pm on Friday. An entry will be made for Mon-Wed or Thur-Fri (double periods will count as 1).

**8.4 Procedures for Class Teachers**

* Each Class Team should have an Attendance channel started by the class teacher.
* At the start of each period the teacher should post a message asking each student to use a ‘thumbs up’ to indicate his/her attendance.
* During the lesson the teacher should record attendance using the Insights tab or by observing the replies to the original post (click on see replies).
* On a Wednesday and Friday afternoon by 4pm the class teacher should enter onto the Pupil Engagement Spreadsheet only those students who have not engaged in two consecutive lessons. Lack of attendance should be entered in the attendance column under the respective days - Mon-Wed for the Wednesday afternoon entry and Thurs-Fri for the Friday afternoon entry.
* Non –attendance should be indicated using the word ‘No’. This can be selected from the drop down box or by typing. It is important to select the correct Year Group sheet using the tabs at the bottom of the Workbook.
* The Pupil Engagement Spreadsheet will be available to all staff using the files section of the All Staff Team. Each week entries will be made to a new spreadsheet.

8.5 As a school we must be sensitive to the range of issues which could impact upon learner engagement at this time:

* Family illness or bereavement – while this pandemic continues to spread it is very likely that more of our young people will be directly affected by COVID-19.
* IT Access or equipment functionality – a number of young people may be sharing electronic devices such as iPads and laptops with siblings. Many of the platforms we use have reduced functionality when accessed through mobile phones. Printing facilities are often not available.
* Disruption to family life – many parents/carers will be juggling working from home, childcare responsibilities and home schooling.
* Online learning cannot replace the structured and supportive environment of the classroom and as a result learning tasks can take much longer to complete and students can often feel overwhelmed. For young people with an additional support need this will be particularly true.
* Parents/Carers have been asked to contact the school, as they would normally, if their child is unwell and we should not then expect this pupil to be engaging in online learning or home learning tasks.

**9 ASN Provision during remote learning**

* Provision of learning packs for all students where required.
* Creation of Pupil Support Teams page administered by ASN staff throughout the school day. Students encouraged to ask for advice/support via this dedicated Team.
* Staff providing remote learning materials will provide differentiated materials for students where required.
* Direct teaching for students with significant support needs who require additional support to access material.
* Students with hearing impairments continue to come into school to access support from the Garvel unit.
* Review Meetings continue to take place on a remote basis.
* Fresh Start and Catch Up literacy Teams page set up to support young people who require additional literacy support.
* Weekly contact maintained with the following external agencies (Social Work, ICOS, Barnardos, Action for Children, SDS) to ensure a joint approach to supporting students in Clydeview Academy.

**10 Tips for Parents**

Existing evidence on the importance of parental involvement, such as the Parents as Partners in their Children’s learning toolkit (2006) and the National Parenting Strategy (2012), remain relevant during this period. Various organisations have provided tips for parents during social distancing. We summarise a few here:

* 1. Support your child’s reading (Education Endowment Fund, 2020)
* Focus on quality rather than quantity of reading
* Ask your child questions about their reading and ask them to make predictions as to where the story will go next
* Ask your child to summarise, either in writing or verbally, their reading
* Try to maintain the motivation to read – this may be aided by demonstrating your own reading

10.2 Support your child’s maths development

* Consider how everyday tasks can be an opportunity for your child to use their numeracy skills
* Consider using the wide range of online maths support resources that are available – a list can be found at: https://education.gov.scot/parentzone/learning-at-home/supporting-numeracy/

10.3 Try to maintain a daily routine (adapted from Educational Endowment Fund, 2019)

* Maintain sleeping habits (bed/waking times)
* Encourage daily exercise
* Plan reading periods
* Plan socialising time
* Plan time to discuss what your child has learnt each day

10.4 Create a positive home learning environment (Education Scotland, 2020)

* Provide time and space for your child’s homeworking
* Show an interest in your child’s work and encourage them

10.5 Be realistic and manage expectations (NSPCC, 2020)

* Your home is not a school and you cannot be expected to deliver a perfect curriculum
* Do not expect every hour of the day to be filled with learning
* Avoid comparisons with other families, who may exist in very different circumstances

**11 Resources for Parents**

Other guidance can be found at the following links:

<https://education.gov.scot/parentzone/learning-at-home/>

<https://www.education-ni.gov.uk/articles/support-parents-and-pupils/>

<https://education.gov.scot/parentzone/Documents/parents-as-partners-toolkit.pdf>

<https://www.gov.scot/publications/national-parenting-strategy-making-positive-difference-children-young-people-through/>

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education>

Details on the use of Microsoft Teams can be found on this document below which is also available on the School website.

<https://blogs.glowscotland.org.uk/in/public/cydeviewacademyinverclyde/uploads/sites/5822/2020/10/05074516/Using-Teams.pdf>

**12 Resources for Staff**

The following resources are useful for practitioners:

<https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-to-share-with-parents/>

<https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/>

<https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/53/537a209f-92a1-401d-a7b7-6f56b114ac00.pdf>

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19#remote-education-resources-for-teachers>

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19#virtual-lessons-and-live-streaming>

Details on the use of Microsoft Teams can be found on this document below which is also available on the School website.

<https://blogs.glowscotland.org.uk/in/public/cydeviewacademyinverclyde/uploads/sites/5822/2020/10/05074516/Using-Teams.pdf>

On-going IT support through Teams. The all staff Team has resources and video guides which detail key features of the Teams VLE.

Twice weekly IT drop in sessions to share good practice and support staff with remote learning.

Appendix 1

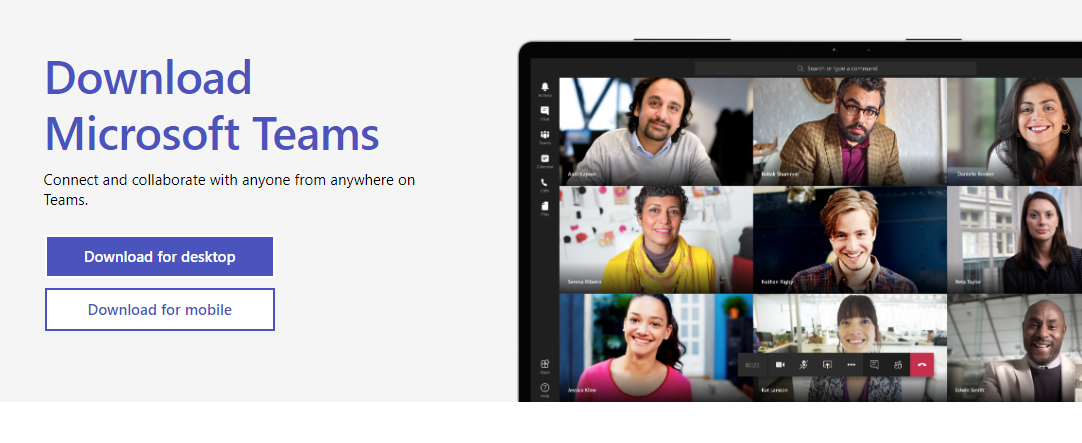
**Microsoft Teams Desktop App**

If you have a desktop or laptop computer at home, you can access Teams via the Desktop App instead of using the web browser. This makes it easier to access learning materials and it may be more reliable.

Click on the link below:

<https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/download-app#desktopAppDownloadregion>

Download and install the Teams App.



Once installed, sign in with your Glow email address.

