



INVERCLYDE ACADEMY

REMOTE LEARNING POLICY



Against the backdrop of school closure, our aim is to continue to offer the highest quality of education for all of our learners, regardless of age, stage or circumstance. Remote learning challenges us to adjust and tailor approaches; our policy is designed to ensure that we are best equipped to meet these challenges by adopting a consistent and carefully-considered approach to providing a responsive and progressive learning experience. Whilst the method of delivery is different, the focus on engaging, equitable, relevant and appropriately challenging learning is the same.

Aims

This remote learning policy for staff, pupils and parents aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Since this is an evolving policy, expectations will continue to change and be reviewed regularly by Senior Leaders. In the meantime, it is important that staff are able to contribute ideas and raise concerns regarding the expectations within the policy which can then feed into its on-going development.

Guiding Principles

- Our plans for remote learning are developed in partnership with parents, learners and staff.
- High-quality learning experiences are provided to meet the needs of all.
- A consistent approach towards minimum expectations for teaching and learning within departments and across year groups is adopted.
- Departments have the flexibility to organise a blend of opportunities for learners to progress and extend their learning.
- Frequent opportunities are provided for pupils to have live check ins with their teacher.
- CLPL is structured to support staff throughout the period of remote learning, responsively and flexibly.
- Planning is considerate of the difficulties of working online for extended periods of time as well as the variety of circumstances learning will be engaging within.
- Rigorous tracking of engagement is a key aspect of safeguarding pupils and enabling effective liaison with families to support engagement.
- Planned learning activities ensure engagement for all and provide opportunities for independent study as appropriate.
- Solutions to support digital exclusion are provided and reviewed.

With regards to the principles outlined above, and in-line with Scottish Government Guidance, all learners are entitled to receive:

- 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 pupils to support learning, as well as informal engagement
- due regard for their well-being and safeguarding.

The Inverclyde Academy Learning Offer

Pupils will utilise Microsoft Teams as our virtual learning environment, to remotely engage in subject specific learning activities, supported by their class teacher, in line with their own timetable.

Just as in the classroom, the blend of learning activities provided to learners will be planned on prior curricular progress and designed in a manner that will challenge, stimulate and help reinforce/ 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 of what is manageable for both learners and staff alike.

Example of an S1 Pupil Day					
Period 1 9-9.40	Period 2 9.50 – 10.30	Period 3 10.55 – 11.35	Period 4 11.45 – 12.25	Period 5 1.15 – 1.55	Period 6 2.05 – 2.45
Maths – Task set to be completed. Pupil logs onto TEAMS and registers with a ‘thumbs up’ then completes the ask	French – Online video to watch followed by teacher chat (using the chat function of TEAMS)	PE – Video of Juggling. Pupil then ask to try out the activity.	Social Subjects- Teacher live powerpoint lesson.	English – Task set to be completed. Pupil logs onto TEAMS and registers with a ‘thumbs up’ then completes the ask	RE – Online Assessment to complete

Example of a teacher Day					
Period 1 9-9.40	Period 2 9.50 – 10.30	Period 3 10.55 – 11.35	Period 4 11.45 – 12.25	Period 5 1.15 – 1.55	Period 6 2.05 – 2.45
Log in to start task for pupils (10 min) then allow pupils time to complete task	Prep time	Online powerpoint with live voiceover	Log in to start task for pupils (10 min) then allow pupils time to complete task	Online chat (using the chat function on TEAMS) with pupils to discuss previous task	Pre-recorded lesson for pupils to engage in. No teacher presence on line.

Learners will receive a variety of opportunities to consolidate, extend and enhance their learning within the outline of their established 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-uploaded tasks can be issued.

Teachers are not expected to deliver live lessons and are not expected to be available for the entirety of each timetabled period. Equally, to support pupils with their health and wellbeing during school closure, they shouldn't be expected to fully participate in every lesson throughout a timetabled week. However, pupils should still check-in with their teachers by "liking" welcome messages for their timetabled lessons - this action enables a basic means of charting engagement and attendance. It is noted that learners who are working from home may not, for a variety of reasons, be able to follow a regular routine but by providing a regularly timetabled programme of activity, they will be able to access and engage with relevant learning activities consistently, according to circumstances.

The remote learning periods have been reduced to 40 minutes slots, this allows the pupils and staff to move between groups and take the opportunity for a the computer screen break. Within these 40 minute period, only a proportion of this time should be synchronous learning environment where students and teachers engage in learning at the same time. This will provide opportunities for

- interactions with pupils
- checks for understanding
- answering questions
- clarifying
- guiding
- directing to resources
- assessing how well the learners are doing.

These interactions are very important in order to maintain expectations and foster a rapport whilst remote learning is required.

The remainder of the 40 minute slot will be used for asynchronous learning, where the student learning takes place on task but away from direct contact with teachers. These planned activities may include research tasks, project work, and practical opportunities that can be carried out away from a digital device.

Teachers will adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

Over time, a wider range of activities will be included to enhance learning through the provision of lesson notes, links to websites, pre-recorded content, presentations and other relevant supports.

Where necessary, paper packs and other subject specific materials will be provided.

Using recorded content

On occasions, teacher may use prerecorded content to support learning. In Inverclyde, teachers have access to a bank of recorded content professionally produced by the platform ClickView. ClickView is accessible to all pupils and staff in Inverclyde via Glow. The platform allows teachers to record, save and upload their own recorded content and then link this to the teams groups for their pupils. ClickView has a growing number of videos across all subject areas which can be utilised as part of the learning offer. Other quality recorded content and live teaching offers from organisations such as the Oak National Academy and e-Sgoil are also available for use.

In choosing recorded content, like any resource, teachers need to ensure the quality of the resource and that it links to the curriculum being taught to their pupils. Alongside the content, the follow up learning tasks also need to be of good quality.

Teachers must ensure that any platform or digital resource that is not part of the Glow/Office 365 suite is fully compliant with the Inverclyde Council General Data Protection Regulation. Teachers should ensure they are familiar with Inverclyde Council GDPR guidance.

It is recommended that staff join the Inverclyde Glow Support Team, so they are aware of future developments and changes.

Supporting staff with remote learning

The school in conjunction with the Attainment Challenge team, have provided numerous CLPL opportunities for staff since March 2020 in relation to remote and digital learning. This is ongoing and evolving. We also signpost various training offers from organisations such as Education Scotland to schools. A section of GLOW is also being used a space to share information, best practice and training opportunities etc.

Supporting pupils and their families

In Inverclyde Academy we value the support of our parents and we value the ability to work together with our families to ensure the young people achieve their full potential.

This is especially important during this time of lockdown. We understand the additional pressures remote learning can place on our families and will provide support for our pupils and their families when requested.

It is crucial that parents and carers are as certain as they can be about what remote learning is, what it means for their children and how they can continue to contribute positively and effectively to their children's learning.

Regular communications are provided through

- Zoom drop-ins for BGE and Senior Phase parents (fortnightly)
- Pupil online assemblies (fortnightly)
- @invacad Twitter and the school website is regularly updated to provide accurate information around our remote learning offer
- Microsoft Forms is also utilised to take parental and pupil voice feedback to clarify and shape the learning offer as appropriate
- Telephone calls from the Pupil Support team

There is additional information for parents in Appendix 2.

Monitoring engagement – support for digital access

During this period of lockdown, the school will be following the same routine to monitoring pupil engagement as we usually do with pupils' attendance.

In this time, all pupils not in school will be marked as learning from home. Parents will be asked to let the school know when their child isn't able to learn at home due to illness in the same way that they would if they were not able to attend school.

Whilst the Microsoft TEAMS can be used to chart aspects of engagement, the procedure for recording attendance is through the "Attendance Recording Covid 19" Spreadsheet. Non-engagement should be noted on a daily basis on this form by class teachers. Pupils are required to log in to their class Team for each lesson and "like" the teacher's message for each lesson in order to maintain a record of attendance during a period of remote learning.

Once this data has been processed families will be contacted to find out why the pupil isn't engaging and what could be done to support this. As above contact should be made with families after 2 days of non-engagement with remote learning.

In a carefully structured manner, digitally vulnerable pupils will be brought into school to allow them to access IT and remote learning alongside peers in the school's hub, even on a part time basis. Pupils requiring IT support or resources will be supported by the school to ensure they can access the full education provision on offer.

If there are no such digital barriers and parents are not engaging in learning then parents should be made aware of this, particularly for pupils in secondary schools.

Online behaviour

In line with the school's Positive Relationships, Positive Behaviour (PRPB) policy, and our school values of Respect, responsibility and Wellbeing, we expect a high standard of behaviour from all of the participants of online learning.

During this time of home learning we will continue to respect each other and act in a manner that shows respect. Everyone online will have a specific code of conduct to stick to, just as if we are in a classroom. This means, language and behaviour have to be acceptable to

everyone (teacher and pupils). If a pupil behaves in an unacceptable manner they will be removed from the virtual class and their parent will be contacted. Further breaches will result in the pupil being removed from the TEAMS platform.

Safeguarding advice from Inverclyde Council

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.

Below are 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/pupils) 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

Who to contact

1. Staff

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to/contact your line manager
- Issues with behaviour – email your line manager who will in turn contact the appropriate DHT
- Issues with IT – contact the digital technology lead (Mr Livingstone)
- Issues with their own workload or wellbeing – talk to their line manager or Miss Chambers/Mrs Crawford
- Concerns about data protection – contact to the data protection officer (Mrs Crawford)
- Concerns about safeguarding – contact Miss Chambers

2. Parents and Pupils

If parents or pupil have any questions or concerns about remote learning, they should contact the appropriate PT Pupil Support as their first point of contact.

If the concern is in relation to pupil online attendance or illness the parent should contact the school office.

Appendix 1

Advice for teaching and support staff

1. Key Principles for the set-up and operation of Teams

The points below should be adhered to in order to ensure an effective and consistent approach within departments and across school.

- A minimum of 2 teachers should be included as team owners in every class team to ensure continuity of learning in the event of a staff absence
- Teams channels should be clearly defined and the purpose of the channels within a Team should be made explicitly clear. For example, for General Announcements, for Assignments and Home Learning, for Questions
- Channel moderation should be “on” unless specifically “off” in order to allow questions to be posed
- The Insights tab should be added to the top of every class team in order to help track pupil engagements within Teams
- Pupils should submit work through an assignment on Microsoft Teams. Teachers should support pupils to ensure this procedure is followed and discourage pupils from submitting work by email
- Where pupils are asked to upload a photo of their work, they should upload photos to a designated page in their Class Notebook, as directed by the class teacher. This will ensure that evidence is gathered in an accessible space and will support teachers when marking by allowing them to provide high quality feedback through annotations and/or verbal feedback
- Concerns about a pupil’s ability to access technology should be communicated to PTPS

2. Live Lessons- Checklist for Staff

- Staff should discuss school protocol of good online meeting practice with learners in advance of meetings, including appropriate use of video
- Live online lessons should be scheduled in advance using the calendar function in Teams
- 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)
- Teachers should be aware that there may be valid reasons for a learner not enabling video
- Teachers may wish to demonstrate how learners can put in place background settings which hide any home environment
- If teachers have allowed pupils to switch on cameras, it is recommended to use the desktop app to maximise the view of learners (this mitigates against inappropriate behaviour on video between pupils)
- If teachers are delivering a live/virtual lesson with pupils for the first time, expectations in relation to behaviour and routines should be made clear at the beginning of the lesson. It will be necessary to revisit these expectations regularly
- Teachers should use the End Meeting option within the meeting controls and ensure all learners have left the meeting

3. Tips for teaching staff

In considering effective remote learning during social distancing measures, it is worthwhile considering early evidence from China. In collaboration with UNESCO, researchers (Huang et al., 2020) detailed the approach to schooling taken by the Ministry of Education in China. Their approach to remote delivery has four key components:

- **Live streaming teaching (lecture format)**
Uses live streaming software to present new teaching material. Requires good internet access to ensure high quality streaming. May be disengaging for students due to lack of interaction.
- **Online real-time interactive teaching**
Uses classroom interaction software to facilitate a more interactive teaching environment. Requires face-to-face communication, which may deter some students from engaging. Good internet connection also required.
- **Online self-regulated learning with real-time interactive Q and A**
Tasks are provided by teachers and online platforms are used to discuss the outcomes of such tasks. Requires pre-existing student independence and students may lack a sense of belonging to their classes. Of limited value to those who fail to complete pre-defined task.
- **Online co-operative learning guided by teachers**
Tasks for either individuals or groups where feedback is given directly to learner(s). May improve learners' collaborative skills and reinforce a sense of belonging to groups. Remote group work difficult within those with limited connectivity.

The Chinese approach detailed here relies heavily on digital access, which may be limited in areas of high deprivation and disadvantage. Elsewhere, the Education Endowment Foundation (2020), in a review of academic research on remote learning, place importance on the following 5 key points that can be used as tips for staff. These tips do not rely as heavily on digital access:

- **Teaching quality is more important than how lessons are delivered**
Irrespective of delivery (asynchronous/synchronous), effective teaching involves clear explanation, appropriate feedback, and the linking of new material to existing pupil knowledge. Practitioners should consider how to adapt existing good practice to remote/digital learning environments.
- **Ensuring access to technology is key, particularly for disadvantaged pupils**
Remote learning cannot take place without appropriate resources. Access to a computer and an internet connection are critical requirements. It is unlikely that the universal provision of these resources will exist. Therefore, practitioners should be pragmatic in how they reach those without access. Guidance to support both practitioners and pupils use of digital technologies is also required.
- **Peer interactions can provide motivation and improve learning outcomes**
Existing research, predominantly based on older learners, demonstrates that peer interaction through collaborative approaches are effective in achieving learning

outcomes. It is likely that such a finding is also applicable to primary and secondary environments. Consider ways of creating or encouraging interactions amongst students. This may be within virtual learning environments or through personal channels where the teacher is not present.

- **Supporting pupils to work independently can improve learning outcomes**
Remote learning inherently involves more asynchronous and independent learning. Explicit aids such as checklists, daily plans or goal setting may improve the ability of students to work independently. This will be of key importance in those who do not have access to digital resources, meaning that facilitating independent learning will take place offline.
- **Different approaches to remote learning suit different types of content and pupils**
Teachers should be supported to engage with a range of learning approaches which may itself be dictated by its content/form. It is likely that some learning will be suited to digital learning, whilst others require asynchronous forms of learning to be the primary mode of learning. Consider what is best taught live or via recorded classes and what would be more suitable as an individual or group task for learners to complete in their own time.

4. 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>

Appendix 2

Advice 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)

- a) Focus on quality rather than quantity of reading
- b) Ask your child questions about their reading and ask them to make predictions as to where the story will go next
- c) Ask your child to summarise, either in writing or verbally, their reading
- d) Try to maintain the motivation to read – this may be aided by demonstrating your own reading

2. Support your child's maths development

- a) Consider how everyday tasks can be an opportunity for your child to use their numeracy skills
- b) 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/>

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

- a) Maintain sleeping habits (bed/waking times)
- b) Encourage daily exercise
- c) Plan reading periods
- d) Plan socialising time
- e) Plan time to discuss what your child has learnt each day

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

- a) Provide time and space for your child's homeworking
- b) Show an interest in your child's work and encourage them

5. Be realistic and manage expectations (NSPCC, 2020)

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

6. 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>

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