

# St Columba's High School Gourock



## Remote Learning Policy



Version 4

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## Remote Learning – Our Vision, Values and Aims

Our school vision, values and aims remain the same during a period of remote learning even though we are not physically together in the same building. To enable young people 'to achieve and grow with love and respect' is a key driver in our approach to supporting learners during lockdown. Supported by our school values of Faith, Ambition, Inclusion, and Perseverance, our aim is to continue to offer rich learning experiences which inspire engagement and enable all young people to thrive both within and beyond the classroom. Remote learning challenges us to adapt our approaches to learning, teaching and assessment. 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.

## Rationale

In December 2020 the First Minister announced that schools should provide remote learning from January 2021. This policy sets out 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 further closures.

## Aims

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 pupils that supports continuity of learning
- establish how we will implement and quality assure our remote learning offer
- provide clarity as to how our school's approach to remote learning links to guidelines from both Inverclyde Council and Education Scotland

## What is remote learning?

*'Remote learning is learning that is **directed** by practitioners and **undertaken** by children and young people 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, discussions and other activities that can be carried out away from a digital device.”*

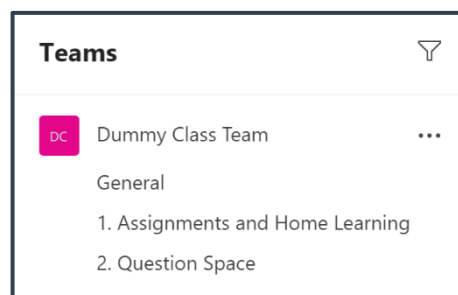
*Education Scotland January 2021*

### Virtual Learning Environment (Microsoft Teams)

Microsoft Teams is the Virtual Learning Environment (VLE) used in St Columba’s High School. Teachers will share remote learning tasks via the Assignments section of Teams. Class and year group Teams are setup at the start of each academic year to ensure minimal disruption if/when a move to remote learning is required.

Every class team will contain a minimum of 3 channels, as outlined below:

- **General** – For teachers to share important information and announcements.
- **1. Assignments and Home Learning** – For all assignment notifications
- **2. Question Space** – For pupils to ask for support



### Video Content (Live and Pre-recorded)

Our main platform for sourcing and sharing video content is **ClickView**. To ensure learners are able to access learning materials at any time, teachers are encouraged to use pre-recorded content wherever possible.

Learners should continue to make progress during a period of remote learning and pre-recorded videos are one way of delivering new content. Teachers may choose to record their own videos or may use existing materials, such as those available in the **ClickView Secondary Library**, **Oak National Academy** or the **West Partnership Online School (West OS)**.

Learners may also be encouraged to explore the live support sessions that are available through **e-Sgoil**.

### Live Pupil/Teacher Interactions

Learners should be able to interact with class teachers for at least part of the school day. Teachers may choose to host live video lessons, live video ‘check-in’ sessions or may offer opportunities for pupils to send written messages where they can expect a quick response. The emphasis is on **live interactions** and the purpose of these sessions is to ensure learners have the opportunity to engage in live uninterrupted dialogue, which may be via written or video communication. **Teams** will be used to facilitate any form of live interaction. Live sessions may also be used as an opportunity for learners to interact with their peers. A timetable of live sessions will be issued before a period of remote learning (where possible).



## Volume and type of work

At the beginning of any period of remote learning, a '**Remote Learning Overview**' will be issued to families via email to communicate the volume and frequency of work for each subject area. The remote learning overview will be prepared following consultation with each curricular department/faculty.

Learners in **S1-S3 should receive no more than 1 assignment per subject per week** on Teams and those in **S4-S6 should be issued with a maximum of 2 assignments per subject per week**.

To ensure learners receive a manageable workload, it is recommended that pupils in S1-S3 receive approximately 30 minutes worth of work for every period that has been missed in school. For learners in S4-6, this may be adjusted to approximately 45 minutes.

Learners can expect to engage in a range of online lessons and independent activities. All learning is designed and planned to provide flexibility for different family circumstances. Teachers will endeavour to provide some tasks that can be completed away from digital devices and, where necessary, paper packs will be provided.

## Submitting evidence of work

If learners are asked to submit evidence of their work, this should be done through a Teams assignment. Assignments may be linked to other platforms such as Forms, Class Notebook, Kahoot etc. In addition to work being assessed by teachers, there may be opportunities for self and peer assessment, where appropriate.

## Support for pupil wellbeing

Learners and their families may be contacted by members of the school's Pastoral Care Team, Senior Leadership Team or the Pupil Engagement Support Team during a remote learning period. Families are urged to contact the school if they have any concerns about their child's wellbeing or if they require any support.

## The School Hub

Children of key workers may continue to attend school to ensure childcare needs are met. Some other learners may also attend the Hub for a range of reasons and this would be negotiated between the school and families. Learners attending the Hub will have access to technology and will access work in the same way as those learning from home. Criteria for Hub places is determined and coordinated in line with guidance from Inverclyde Council.



## What is the role of parents?

*“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*

Parents are not expected to take on the role of a class teacher. However, parents can contribute positively towards their child’s learning by encouraging them to remain engaged, by supporting them to develop a home learning routine/timetable and by ensuring their work is completed on time.

### Communication from the school

Parents will receive regular communications through:

- Groupcall email and SMS messages
- @\_stcolumba Twitter and Facebook accounts
- St Columba’s High School website
- St Columba’s High School Digital Learning website
- Telephone calls from the Pupil Support team

### Communication with the school

Parents should let the school know if their child is unable to learn at home due to illness in the same way that they would if they were unable to attend school.

A lockdown learning overview will be issued at the start of any period of remote learning and staff contact details for each subject area should be provided. Parents may contact identified staff via email for information relating to each subject area. Parents can also complete the contact form on the school website or email the school office for further information.

Microsoft Forms is also utilised to canvas parental and pupil voice feedback to clarify and shape the learning offer as appropriate.

### Remote Learning Support

A website of support material has been created for families and learners. Additional digital support is available from the school if required.

<https://blogs.glowscotland.org.uk/in/schsdigital/>



## What is the role of pupils?

### Daily Registration

During a period of remote learning, all pupils should strive to engage with learning during normal school hours (where possible). Learners are expected to register online before 11am each weekday by registering electronically in their year group's registration Team.

### Online behaviour

Learners are expected to always be respectful when posting in Teams or emailing teachers. During live Teams meetings, learners are expected to:

- work in a quiet place or wear earphones if possible
- log in early and always try to join the meeting on time
- be focussed, pay attention and listen carefully
- always be respectful and mute themselves if there is any background noise
- participate fully and ask any appropriate questions they may have

### Asking for support

If learners require assistance, they should use the **Question Space channel** within the relevant class team. If learners do not feel comfortable asking for support in an open forum, they may contact teachers using their Glow email address.



## What is the role of staff?

*'Class teacher retains responsibility for planning and organising children's and young people's learning, with learning supported by parents and carers'*

*Education Scotland January 2021*

### Teaching Commitment, Meetings and CLPL activities

All staff are expected to be available online 9am-3pm each week day and be available for collegiate meetings and Hub supervision as required.

Teaching staff are expected to plan and create high quality remote learning experiences that are accessible, sequenced, proportionate, engaging and are followed up with feedback to ensure continuity of learning for all.

### Tracking Engagement

Teachers are expected to track learner engagement and progress while learning remotely. The main methods for tracking engagement will be through assignment returns, analysis of activity on Teams, interactive videos on ClickView, live Teams meetings and scheduled support sessions. Principal teachers should collate departmental concerns each week and complete the shared engagement tracking spreadsheet by 11am every Monday.

### Evidence of learning and progress

Teachers should continue to gather evidence of pupil learning and understanding. This can be challenging when pupils are learning remotely however; teachers should explore a range of digital strategies to ensure they can accurately measure a pupil's level and progress. 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. It is recommended that 1 task per week should require pupils to submit evidence of their work for teachers to review and provide feedback.

### Online Behaviours and GDPR Compliance

Teachers should follow information provided in the Inverclyde Council Online Safeguarding guidance and SCHS Digital Learning Policy when hosting live Teams meetings.

Teachers must ensure that any platform or digital resource that is not part of the Glow/Office 365 suite is fully compliant with the General Data Protection Regulation.





## What will happen if pupils are not engaging?

When a learner does not register in their registration Team, their family will be texted by the school's wellbeing officer that day.

Families will be contacted by telephone after 2 days of non-engagement and support will be offered. If a learner has not registered or engaged in Teams for two consecutive days, their family will be contacted by Pastoral Care, SLT, Pupil Support Team or Wellbeing officer to offer support and establish any barriers to engagement. Thereafter, appropriate interventions will be put in place which may include:

- Directing pupil/parent to online support videos.
- Agreeing a reduction in number of subjects (initially) for BGE pupils to ensure workload is manageable.
- Paper packs being produced and sent home.
- A short visit to school for tutorial to support online access.
- Liaison with class teacher or PT Curriculum.
- Support to access online resources.
- Attendance at school hub for all or some of the school day.

## How will we ensure quality and equity?

To ensure the delivery of remote learning is aligned to national and local guidance and the quality and effectiveness meets the needs and circumstances of all learners, the following will be undertaken by the Senior Leadership Team and Principal Teachers, where appropriate:

- Regular engagement with learners, staff and families through questionnaires, polls and focus groups
- Reviews of the quality of the remote learning offer from each department
- Analysis of learner engagement and assessment data
- Ongoing engagement with the Parent Council
- Use of the Inverclyde Education Services Remote Learning audit tool
- Engagement with Inverclyde's Education Services Team
- Regular sharing of good practice within the school, across the authority and West Partnership
- Engagement with Education Scotland Attainment Advisor

Action will be taken and practice will be adapted in response to feedback to secure continuous improvement in the remote learning experience for all learners.



## Further reading / related documents:

- Inverclyde's Remote Learning Guidance, January 2021
- Inverclyde Digital Safeguarding Guidance, revised January 2021
- [Education Scotland Remote Learning](#)
- Maximising Engagement during Lockdown – Inverclyde Attainment Challenge 2021
- SCHS Digital Learning Policy v3, revised January 2021
- Education Scotland – Equity Audit
- Education Scotland - What Scotland Learned
- EEF Checklist for Parental Engagement in Home Learning