St Columba's High School Gourock

Digital & Remote Learning Policy

Version 3

20th December 2020

Contents

1. General Digital Learning Policy

Rationale

The use of technology is continually increasing and developing in every area of society. In order to successfully prepare young people for life, learning and work, pupils at St Columba's High School are given the opportunity to develop these digital skills across every subject area. Digital skills need to be taught alongside and embedded within the curriculum.

The 2020 Coronavirus pandemic highlights the need to support young people as they develop their digital skills by ensuring a consistent approach is applied throughout the school. This policy aims to:

- Promote digital learning and digital literacy across the school.
- Increase understanding of digital literacy for all staff, parents and carers.
- Provide support to staff for the implementation of an inclusive, consistent and progressive digital curriculum.
- Minimise digital exclusion and support young people with limited access to technology

The following point should be used by teachers to ensure a consistent approach is applied across every subject area.

Virtual Learning Environment (VLE)

1.1   Microsoft Teams is the Virtual Learning Environment (VLE) used in St Columba's High School.

1.2   **Individual class teams should be setup for every class in the Senior Phase (S4-6).**
Where there are several classes working at the same level, teachers may choose to create a single team, however this should only happen when the classes are assigned the same home learning exercises with the same due dates.

1.3   **Year group Teams should not be used in the senior phase** (RE is the only exception).
Where a bi/tri-level class exists, teachers may choose to create separate teams for each level or alternatively tags may be used to identify pupils by their appropriate level.

1.4   **A team should be setup for every BGE class (S1-S3).**
Year group teams may be appropriate in certain circumstances however separate class teams should be the default position. Year group teams may be used in subjects where home learning is not regularly issued through Teams or where teams are only required during possible school closures. This exception should generally apply to practical subjects where pupils are not able to complete home learning due to the need for specialised equipment.

1.5   Where year group teams are used in S1-S3, **tags should be used to ensure pupils can be identified** by their teacher and/or class group.

1.6   **A minimum of 2 teachers should be included as team owners in every class team.** This will ensure 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 (e.g. Drama, Admin & IT, Geography etc.), Principal Teachers should be added as a team owner.

1.7   **Every team should contain a minimum of 3 channels**, as outlined below:
- General
- 1. Assignments and Home Learning
- 2. Question Space

Teachers may choose to include other channels in addition to those outlined above however they should only be used where there is a clear educational benefit (unit/topic titles). Where other channels are included, the purpose and use should be made clear to pupils.
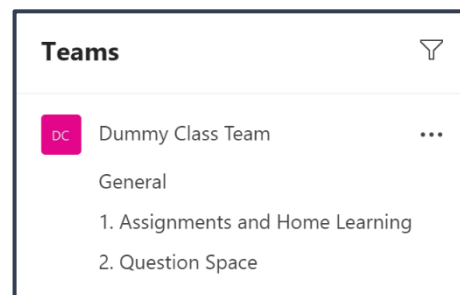
1.8   Settings should be altered in Teams to ensure pupils can only start a new conversation in the "2. Question Space" channel. Channel moderation should be "on" for every other channel.
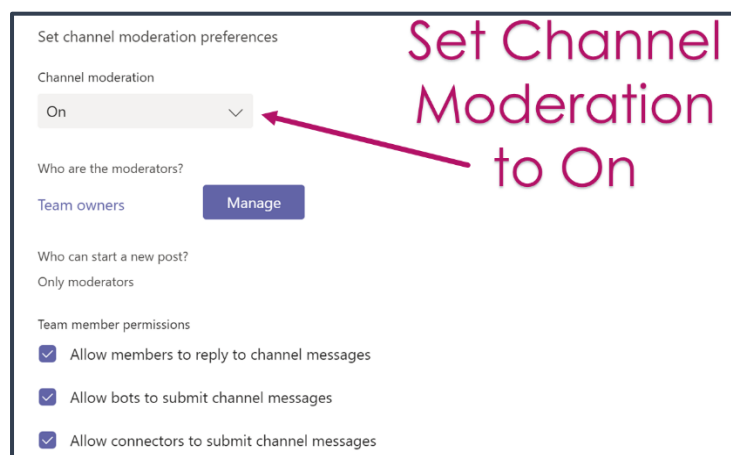
1.9   The Insights tab should be added to the top of every class team.

Home Learning Exercises

1.10   Departments/faculties should assign home learning exercises in line with their department's home learning policy.

1.11   **Formal home learning should be assigned through the Assignments section** of Microsoft Teams. This ensures pupil work is recorded in a central and accessible space.

1.12   Where possible, teachers should **avoid asking pupils to hand in physical jotters/documents** during the Covid-19 pandemic. Pupils should be directed to submit evidence of their work through an Assignment on Microsoft Teams.

1.13   Home learning can be used to generate evidence of pupil understanding and progress. To ensure evidence is accessible and organised, **pupils should only submit work through an assignment** on Microsoft Teams. Teachers should support pupils to ensure this procedure is followed and **pupils should be discouraged from submitting work by email**.

1.14   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.

1.15   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.

1.16   If a class teacher is concerned about a pupil's ability to access technology, a referral should be made to the Principal Teacher of Digital Learning.

Video Content

1.17 **The main platform for sourcing and sharing video content is ClickView.** Teachers should use ClickView as their main video platform and should only use alternative platforms when ClickView cannot provide appropriate content.

1.18 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.

1.19 When teachers produce their own video content, **videos should be shared with pupils through a ClickView URL.**

1.20 Other platforms such as **YouTube, Vimeo etc may be used for existing content that is not already available on ClickView** however teachers should be mindful that pupil engagement cannot be tracked using these platforms.

Digital Leaders

1.21 S6 pupils have volunteered to spend some of their available time as Digital Leaders. The pupils will receive training at the start of the academic year to ensure they are able to support pupils and staff.

1.22 Digital Leaders are responsible for supporting whole school events, sharing skills and knowledge and supporting peers in the use of digital technologies. The Digital Leader programme is led by the PT Digital Learning.

1.23 Teachers should contact the PT Digital Learning to request support from a Digital Leader. This support may be used for a single period or a series of lessons but availability does depend on pupil timetables.

GDPR Compliance

1.24 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. Teachers should ensure they are familiar with Inverclyde Council GDPR guidance. If teachers are unsure, they should seek guidance from Inverclyde Council IT services or the school's Digital lead.

2. Digital Learning in Class (Face to Face Teaching)

2.1   Digital technology and resources may be used by teachers to present work, to support/enhance learning and teaching, and to consolidate and assess knowledge and skills for all pupils, with appropriate support and differentiation built in.

2.2   Digital technology may be used to support the education and inclusion of learners with additional support needs. Guidance will be provided from the Support for Learning department as required.

2.3   Teachers should be mindful of the fact that pupils may not have access to a mobile phone or data during school hours. Teachers may encourage pupils to share devices however teachers should not assume that pupils are always happy with this arrangement. The owner of the device/mobile phone should be in full control at all times.

2.4   Where teachers are happy for pupils to use technology in class, a clear sign should be displayed.

2.5   Teachers should ensure no pupil is excluded from the opportunity to learn as a result of limited access to technology. It may be appropriate to make use of other digital resources that can be provided by the school e.g. tablets, ActivExpression handsets, designated IT rooms etc.

2.6   Teachers can also incorporate the use of technology in lessons by using their own devices to facilitate learning e.g. Plickers. This avoids the need for pupils to use their own devices.

Bring Your Own Devices (BYOD)

2.7   The Bring Your Own Devices (BYOD) wifi network may be used by pupils and staff to access the internet from their personal devices. A Sophos security certificate must be downloaded to personal devices before connecting to the network.

2.8   Apps outwith normal browsers (Chrome, Safari, Microsoft Edge etc.) may no connect and update while connected to the BYOD network. Teachers should plan lessons with this in mind.

2.9   Every pupil and member of staff should sign a user agreement before connecting to the BYOD network. Users must login to the network using their school PC login details and websites will be monitored for inappropriate activity.

2.10   Guidance on how to access the BYOD wifi network is available through the school's IT Coordinator or PT Digital Learning.

3. Blended Learning Guidance

3.1 **Section 1 of this document continues to apply during a period of blended learning.** (Note: Blended learning is where a significant number of pupils learn from home for a fraction of the week and attend school for the remaining time. Inverclyde Council and St Columba's High School Senior Leadership Team will provide information on which pupils should attend school.)

3.2 **Pupils in S1-S3 should receive no more than 1 assignment per subject per week via Teams.** The assignment may include multiple tasks however they should be contained in a single assignment to ensure work is accessible and manageable for pupils. By sharing 1 assignment per week, it allows pupils to manage their time and workload effectively. Teachers should establish a routine with their classes and must clearly communicate the days when home learning tasks are issued and due. The day that work is issued and returned is at the discretion of class teachers.

3.3 **Pupils in S4-S6 should be issued with a maximum of 2 assignments per subject per week through Teams.** Assignments may contain multiple tasks. Teachers should establish a routine with pupils and must clearly communicate the days when home learning tasks are issued and due.

3.4 Teachers should assign an appropriate amount of work to reflect the time that pupils are not in school. Meaningful work should be assigned to compliment in school, face-to-face, learning and teaching.

3.5 Teachers should appreciate that pupils who are learning from home may not follow a regular routine. Scottish Government guidance identifies the importance of supporting pupil health and wellbeing during periods of school closure or blended learning. To ensure pupils 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 pupils in S4-6, this may be adjusted to approximately 40 minutes.

3.6 Teachers should be aware that pupils may not have regular access to technology while working from home. Teachers should identify pupils who may struggle to access assignments at home because of limited access to digital technology and reasonable adjustments should be made. Reasonable adjustments may include issuing physical resources and/or worksheets during class contact time, which the pupil can use when working from home.

3.7 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 Principal Teacher of Digital Learning.

3.8 Teachers should ask pupils to seek help in the "Question Space" channel of Teams wherever possible. Pupils should feel comfortable when asking for help and it may be appropriate for pupils to email teachers directly. Teachers may choose to setup "office hours", which is a time when they will reply to emails/messages for a particular class/year group. If this is the case, pupils should be made aware of these arrangements.

3.9 During a period of blended learning, teachers should continue to gather evidence of pupil work. Evidence may come from work completed at home, in class or both.

3.10   Teachers are likely to be teaching a full timetable in a blended learning model. It is recommended that teachers employ a flipped learning approach to support their workload by provided pupils with work that requires little teacher input when working from home.

3.11   Teachers should be provided with reasonable preparation time before assigning tasks for pupils who are working from home. In the first week of blended learning, teachers should make contact with every pupil through a post on Microsoft Teams. To ensure work is meaningful and supports the work that pupils are completing during their school contact time, it may be appropriate for staff to defer the first formal home learning assignment until the 2nd week of blended learning. If this is the case, pupils should be made aware at the earliest opportunity.

3.12   Teachers must clearly communicate whether assignments are for every pupil or a specific group of pupils.

Consortium and College Arrangements

3.13   There may be times where schools remain open to every pupil but travel to other establishments is no longer possible due to restrictions. This is particularly likely during the Covid-19 pandemic. Where practicable, teachers at St Columba's High School should continue to provide material for pupils from other establishments who have enrolled in their class. Appropriate materials may include lesson slides, recordings, written notes, ClickView/video content and worksheets used in class. Guidance will be issued from Inverclyde Council Education Services if this restriction is applied at any time.

3.14   Teaching Unions recommend that teachers should not live stream lessons that are being taught simultaneously to pupils who are present in the classroom.
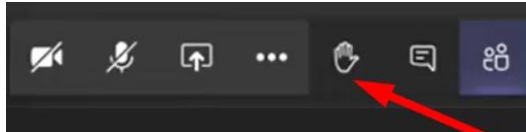
4. Digital Learning during full school closures

4.1   Section 1 of this document continues to apply during a full school closure.

4.2   **Pupils 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 pupils. By sharing 1 assignment per week, it allows pupils to manage their time and workload effectively. Teachers should establish a routine with their classes and must clearly communicate the days when home learning tasks are issued and due. The day that work is issued and returned is at the discretion of class teachers.

4.3   **Pupils in S4-S6 should be issued with a maximum of 2 assignments per subject per week.** Assignments may contain multiple tasks. Teachers should ensure that pupils 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 home learning tasks are issued and due. The days that work is issued and returned is at the discretion of class teachers.

4.4   Teachers should appreciate that pupils 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 pupils should not feel overwhelmed by the volume of work they receive. To ensure pupils 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 pupils in S4-6, this may be adjusted to approximately 45 minutes.

4.5   Teachers should be aware that pupils may not have regular access to technology while working from home and a number of young people will have to share laptops/tablets with parents and siblings. Teachers are not expected to make themselves available to students 24 hours per day however teachers should be aware that pupils may complete assignments outwith normal school hours.

4.6   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 Principal Teacher of Digital Learning and the pupil's year head or guidance teacher.

4.7   Teachers may invite students in the Senior Phase to attend a virtual lesson or discussion. The lessons should be scheduled in advance using Teams. Further guidance on live lessons is available in section 5 of this document.

4.8   Teachers should ask pupils to seek help in the "Question Space" channel of Teams wherever possible. Pupils should feel comfortable when asking for help and it may be appropriate for pupils to email teachers directly.

4.9   Teachers may choose to setup "office hours", which is a time when they will reply to emails/messages for a particular class/year group. If that is the case, pupils should be made aware of these arrangements.
Departments should also consider setting up a rota to ensure a member of staff is always available to answer questions in teams during the course of a normal school day.

4.10   During a full school closure, teachers should continue to gather evidence of pupil work using assignments in Microsoft Teams. It is recommended that 1 task per week should require pupils to submit evidence of their work for teachers to review and provide feedback.

4.11   Frequency of work, return dates and dates of issue should be standardised across departments e.g. Every S1 pupil receives a Maths assignment on a Monday. The content of assignments is at the discretion of individual teachers. Pupils should not be asked to complete work during weekends however some may choose to do so.

4.12   Teachers should be provided with reasonable preparation time before assigning tasks for pupils who are working from home. Teachers should make contact with all of their classes on the first day of a full school closure. This can be done through a generic post on Microsoft Teams. To ensure work is meaningful, teachers may use the first day of a full school closure to plan and prepare work for their classes.

4.13   The guidance in this section may be used to support pupils who are learning from home for an extended period e.g. self-isolating.

5. Live video lessons for Senior Phase pupils

5.1   Teachers may choose to offer live online lessons to ensure pupils can engage/communicate with their class teacher during periods of blended learning or a full school closures. Microsoft Teams should be used to facilitate these lessons.

5.2   Live/virtual lessons provide a benefit for young people as they are able to ask questions while also communicate with their normal class teacher. Pupils are more likely to engage with online content when they have the opportunity to connect with their teacher.

5.3   Pupils should be asked to switch off their camera and microphone at the beginning of virtual lessons however they may switch these on if there is a particular need to do so. If a pupil would like to ask a question or switch on their camera/microphone, they should use the "Raise hand" function in Teams to bring this to the teacher's attention.

5.4   Pupils should be listed as participants during video lesson. Only teachers should be allowed to present and share their screen.

5.5   Teachers may offer a live online lesson when teaching from home however 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.

5.6   If staff choose to share their screen/desktop as part of a live lesson then they must ensure that no confidential or sensitive material is displayed on screen e.g. emails, confidential documents, personal data etc.

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

5.8   Live lessons should only be organised when a teacher is certain that every pupil will have the opportunity to access the content. The lesson may be recorded and uploaded to ClickView for pupils to view at a later time/date.

5.10   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.

6. Using Digital Platforms for Assessment

6.1   Teachers may use Digital Platforms to gather evidence for National Qualifications or to administer formal SQA assessments.

6.2   The following points should be noted alongside the school and local authority's existing Learning, Teaching and Assessment policies.

6.3   Teachers may digitally assess candidates using content from SQA Unit Assessment Support Packs. Teachers must "take appropriate steps to maintain the security and confidentiality of these materials at all times." Assessments should be completed under supervised, closed-book conditions (unless otherwise advised within the UASP).

6.4   Teachers should make use of the SQA's SOLAR website for digital assessments.

6.5   Microsoft Forms may be used for formative and summative assessments. To ensure integrity during the assessment process, pupils should not be allowed to visit any other website during a formal summative assessment. Forms should be setup with defined start and finish times to ensure pupils cannot retrospectively access assessment content.

6.6   Teachers may use Veyon to monitor pupil's work during online assessments.

6.7   Further SQA guidance on remote invigilation is available using the following link:
Remote assessment - guidance for centres - SQA
https://www.sqa.org.uk/sqa/96137.html

7. Digital Learning Policy Implementation Checklist

This form should be used to support departments as they implement the latest version of the SCHS Digital Learning Policy.

BGE Teams Setup (S1-3)	Mark when complete
Has a Team been created for every class in S1-S3?	☐
If no, has a Team been created for every year group?	☐
If year group Teams are being used, have tags been assigned to identify pupils by their class or teacher?	☐
Senior Phase Teams Setup (S4-6)	**Mark when complete**
Has a Team been created for every class in S1-S6? (Year Group Teams should not been used in Senior Phase)	☐
Channels	**Mark when complete**
Does every Team have a minimum of 3 channels: • General • 1. Assignments and Home Learning • 2. Question Space	☐
Have pupil comments been disabled in the "General" and "1. Assignments and Home Learning" channels?	☐
Assignments and Home Learning	**Mark when complete**
Is every Teacher using Assignments to allocate work to pupils?	☐
Have settings been amended in every Team to ensure assignment notifications are posted in the "1. Assignments and Home Learning" channel?	☐
General Setup	**Mark when complete**
Are there a minimum of 2 teachers in every Team?	☐
Have old Teams been deleted or archived?	☐
Has the Insights Tab been added to the general channel of every class team?	☐