



Guidance for Learning at Home in the Broad General Education

Principles

- Approaches to learning at home in the Broad General Education will protect and promote the health and wellbeing of learners, school staff, parents and the wider school community.
- To provide remote learning and teaching for learners from primary one to secondary three.
- To provide a consistent approach across Shetland schools where this is practicable.
- To strive to promote equity.
- For individual schools to work towards a consistent model, taking into consideration the needs of their community, staff and learners.

Background

Term 4 in any school year is extremely important as teachers and learners reflect on areas and aspects of the curriculum still to be covered and begin planning for those important transitions within a school and in to new settings and new courses. The current situation requires us to adjust these plans and expectations, supporting learners in the Broad General Education receive a high standard of educational continuity whilst maintaining support for their overall health and wellbeing.

The aim of this guidance is to set out a framework which will support schools towards achieving those twin ambitions.



This guidance should be read alongside:

- Guidance for Remote Learning (Appendix 1)
- Guidance for the Provision of Education for Children and Young People with Additional Support Needs (to be shared by Lesley Simpson today)
- Guidance for Learning in the Senior Phase (under development)

Planning

- Teachers will be expected to continue to plan learning, which meets the needs of the learners in their class.
- Planning should be in line with existing school procedures and should take account of the challenges of delivering remote learning. The pace of learning expected should be realistic.
- Teachers should plan across different curricular areas but must plan for literacy, numeracy, HWB and IDL.
- When planning, teachers should plan how they will assess learning.
- Planning should be proportionate and should be the catalyst for professional dialogue with line managers and stage partners/other colleagues.

Learning and Teaching approach

- In P4-7 and into S1-3 each class or year group should, where possible, use technology to provide learning activities with learners. In most cases this should be done by setting up a team on the Glow platform. A school manager should be a member of this team in case the class teacher is absent due to ill health. Specialist staff should also be added to Microsoft Teams so that they are involved in providing learning and teaching.
- The team can be used for 'chat' and uploading documents. Staff can also set assignments on the team.



- In P4-7 each class or year group could have a class notebook where learners can upload completed work so that the teacher can assess work and provide timely feedback.
- Some schools may wish to adopt the above approach with younger classes.
- Learners in P1-3 should be able to access learning activities through a Glow blog. These would complement the home learning activities being shared by the ELC team. Glow blogs can be made private and only shared with relevant parents/carers.
- Teachers should share their Glow email address with all parents/carers so that they can share evidence of learning and so that teachers can provide feedback and support to learners and parents.
- Tasks should be challenging, stimulating, varied and enjoyable for learners and their families and be accompanied by clear instructions and explanations.
- Teachers should welcome feedback from learners and parents to help shape further remote learning activities.

Assessment of work and feedback

- Learners should receive regular feedback on their learning.
- Teachers should ensure that they are in touch with learners on a regular basis to support learning, provide reassurance and answer any queries. This can be either via Microsoft Teams, email or blogs.
- Contact by telephone is permitted but Head Teachers should ensure that protocols are in place to ensure professional boundaries are maintained thus to protect and safeguard staff and pupils.

Monitoring engagement and progress

- Teachers should monitor who is and is not engaging in remote learning activities. Concerns should be reported to a member of the senior management team who will follow this up accordingly.



Ideas to support staff

- Teachers may wish to provide learners with a suggested timetable for each day or week. This could support planning whilst also providing learners with a sense of structure, a recognised feature of sustaining good health and wellbeing.
- Within the timetable teachers may wish to identify times to pull the class together or be available to learners virtually using a Vscene Hub or by using the 'chat' function in Microsoft Teams.
- Teachers may wish to provide remote learning examples using powerpoint, sway, video clips or links to learning clips such as BBC Bitesize and youtube for example.

Support available to staff

A dedicated website can be found at 'Shetland Digital School Hub'

<https://blogs.glowscotland.org.uk/sh/digitalschoolhub/> including:

- Video tutorials;
- Curriculum support webinars;
- Help guides;
- Peer mentoring;
- Links to Local Authority Support;
- Microsoft Educator Centre;
- Webinars and drop ins to support staff leading remote learning.