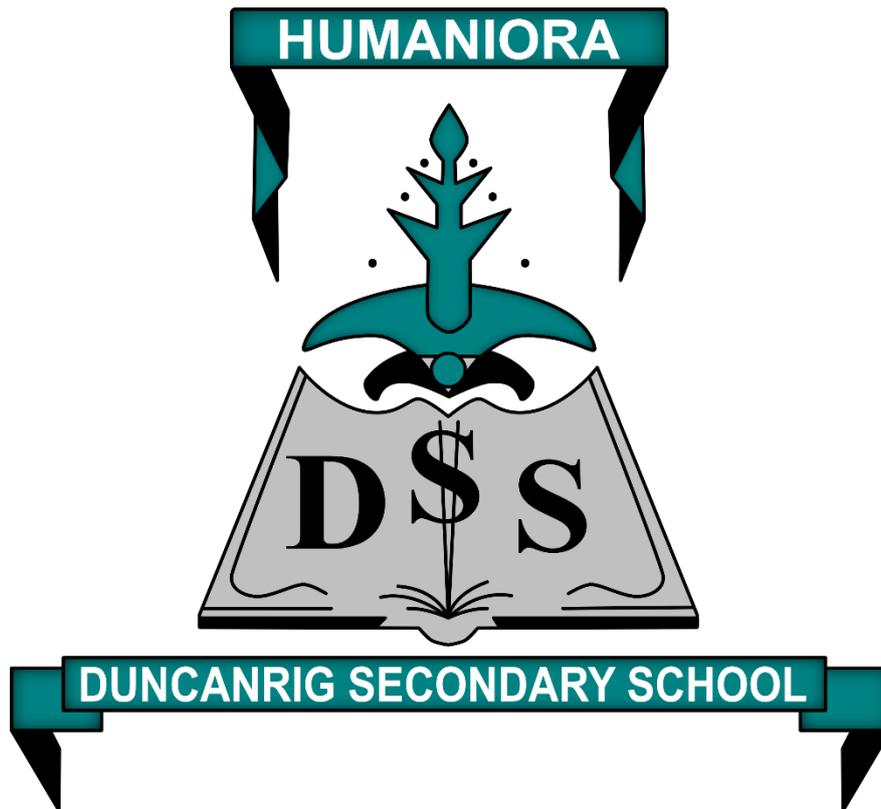


# Duncanrig Secondary School



## Remote Learning 2021

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Remote learning can be defined as the planned and systematic delivery of learning and teaching that takes place away from school and makes use of available technology and resources. Remote learning does not mean exclusively digital learning but there will be a certain amount of directional input required to set up tasks and activities and to check for understanding and progress. Each learner's remote learning offer must be a well thought-out blend of approaches appropriate to the age and stage of the young person. Planning should involve consideration of the desired learning outcomes and should introduce new and progressive learning experiences. Teachers should ensure work is differentiated and include the involvement of Pupil Support where appropriate.

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. It can involve a combination of 'live' interactions between teacher and learners, and also learning which takes place away from the direct presence of the class teacher. It may involve a range of learning experiences which take place in a variety of learning spaces, including outdoors, and can include active and physical learning.

### Learning Platforms

At Duncanrig Secondary School, we use the Google platform only for engagement with young people; Google Classrooms have already been set up in almost all subjects. In line with SLC guidance, Google Meet will be the approved platform for video conferencing for live interaction. Teachers may wish to post alerts to tasks on Satchel One (Show My Homework) from Google Classroom but all tasks and activities should be posted on Google Classroom in the Classwork area.

All staff are familiar with the South Lanarkshire guidance ***Video Conferencing with Learners*** and in particular the section on ***generic guidance on video conferencing for teachers***.

It should be noted that:

- The only video conferencing platforms that are currently approved for use with learners in SLC are Google Meet and Microsoft Teams through Glow. **Duncanrig will be use Google Meet only.** This is in response to Parents/Carers who have asked for one single platform to make it easier for them to support their children.
- Video conferencing is an effective way to keep in touch with pupils, provide support, reinforce, and deliver new learning. However, this communication tool should only be considered if staff are confident and comfortable using the technology and deem it to be the best way to engage learners.
- To help ensure everyone using video conferencing is protected, it is recommended that sessions are recorded by the class teacher and that learners should be reminded of this before recording begins.

Google Classroom and Google Meet can be accessed only through Glow. Young people have been instructed to contact the school office if they are having password issues or problems logging on.

SLC have provided a wide range of professional learning opportunities for staff around various aspects of remote learning and members of staff should be encouraged to engage with these where they can. There are also a range of supports available on the SLC Staff Learning Centre which can be accessed through the SLC Glow tile. There are also several staff trained as Google Educators who will be able to provide support and help if required.

### **Planning Remote Learning**

Education Scotland guidance notes the following key principles for remote learning;

- remote learning will not replicate face to face in school teaching – in style, approach or hours of delivery
- class teacher retains responsibility for planning and organising children’s and young people’s learning, with learning supported by parents and carers
- opportunities for learners to progress and extend their learning
- approaches to assessment of learning and providing feedback that support and capture children’s and young people’s achievements in school and at home
- provision of learning activities to ensure engagement for all, considering the age and stage of development of learners, and introducing increasing opportunities for independent study as appropriate
- provision of learning activities for learners who require additional support for learning and any learners who may be particularly vulnerable or disadvantaged
- a shared understanding between home and school of the remote learning approach and the respective roles and responsibilities of all involved
- continued endeavours to tackle digital exclusion, including the provision of devices and connectivity solutions to support learning
- partnership working with community providers and third sector organisations to support provision

Remote learning can be delivered in a variety of ways. It may include reading, doing, creating and inventing, playing, problem solving, observing and investigating with some of the best learning examples not requiring technology at all, although in the current context, digital and online approaches will be commonly used. 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 which can be carried out away from a digital device.

Teachers should ensure they focus on the pedagogy and use the technology to support this. The features of effective pedagogy are as important as ever within a remote teaching environment. Teachers should be focusing on providing high quality learning experiences that include, learning intentions and success criteria clear explanations, demonstrations/modelling, checking for understanding, opportunities to practice skills and consolidate new learning and to receive high quality feedback. Teachers will consider what aspects of the planning can be supported best using digital platforms and what aspects lend themselves to individual tasks and activities. Teachers will consider how best to support those learners

who usually receive support in school, how best to give personalised feedback to learners using the available technology whilst focusing on the overall learning outcome.



### **Live interactions/Live learning**

Live interactions with young people should take place for each timetabled class, weighted in accordance with age and stage requirements. Young people undertaking Highers for example (6 periods per week) would expect greater live interaction with their teachers across a week. As we operate a two week timetable currently, teachers should ensure that for each class seen within one timetabled block there is an opportunity for live engagement. Teachers should be available for e-mail and GC correspondence at the time of the normal lesson.

Live interactions might include any of the following:

- A recorded lesson introduced by the teacher. (lessons may be recorded by the teacher or sourced from e-Sgoil or West OS)
- Live feedback sessions to check for understanding (Q&A session etc)
- Livestream check in at the start and end of the learning session
- Tutorial session such as a support clinic or check in.

Live teaching might include:

- Live demonstrations, for example using a visualiser or practical equipment to introduce a task or new topic.
- Voice-over PowerPoints with camera on or off
- Live lesson. These should be shorter blocks to encourage engagement and break up the teaching with tasks and activities. They would not cover the duration of the 100min session online, this would be too long for young people.

Many young people may be embarrassed or reluctant to engage with the live sessions. There should be no expectation that young people should have their microphone or camera on during the session and many young people may prefer to use the chat facility rather than come on camera.

When planning remote learning activities, teachers may consider using the range of materials available from the National offer along with materials developed themselves.



The three component parts of The National eLearning Offer:



**Live**

e-Sgoil <http://www.e-sgoil.com/> has developed a 3-18 offer for schools and centres to access as part of their remote learning plans. Schools should refer to the e-Sgoil website to see what is currently on offer. There are several live revision sessions for H and AH and these could be factored into your planning across a week.

**Supported**

Supported resources are currently available for:

**Supported**

Supported resources are currently available for:

Biology	Chemistry	Human Biology
Physics	Mathematics	Applications of Mathematics
Computing	English	ESOL
Gaelic (Learners)	French	Mandarin (simplified)
German	Spanish	

**Recorded**

This element provides pre-recorded lessons and linked activities with which young people can engage. This is being coordinated through the West Online School via the GLOW tile on the SLC area. There are currently approximately 500 videos, in various subjects, developed by teachers for practitioners.

Access is available to a wide and growing range of resources created by Scottish Teachers, BGE resources are currently being added- <https://blogs.glowscotland.org.uk/glowblogs/nationalelearning/>.

In addition, the [National Improvement Hub](#) provides learning resources, webinars and links to [Glow Connect](#), a resource where teachers can get information, help and support for Glow.

BBC Scotland has also developed a suite of resources to support schools which can be found here <https://www.bbc.co.uk/programmes/p04yy4wy>

### **Assessment**

It will be important during this time that teachers continue to check for understanding and assess the progress of young people. Ensuring that planned learning includes submission of a task or activity for feedback will also improve engagement. Young people are more likely to engage well if they know someone will be looking at their work and giving feedback. Assessments might include: quick quizzes, self-marking quizzes, written essays, questions/answers worksheet, research activities. Assessment tasks should be valid and reliable or they become meaningless and may reduce learner engagement. Assessment information will be tracked. Timely feedback will be given and an opportunity for young people to ask questions, receive further explanation and improve understanding if required.

### **Tracking Engagement**

Monitoring pupil engagement and providing appropriate early intervention is very important, especially at the start of remote learning when trying to establish routines and ways of working. Class teachers have the responsibility to create remote learning plans that encourage engagement and allow all young people the opportunity to demonstrate their learning and receive feedback.

At the end of a week, teachers report continued concerns to their PT who will make contact with Year Heads. Year Heads will work with Pupil Support staff to establish the most appropriate intervention which will involve working with families with a focus on supporting the young person to engage as best they can.

### **Communication with Parents/Carers**

ICT issues and concerns should be directed to the school office email or by phone call. Where there are concerns about the content of the learning or accessing classes, contact should be directed to the office who will contact the Principal Teacher with the issue. PTs will have an overview of issues and will be the main contact with Parents.

### **Quality Assurance**

It is important that the remote learning offer is monitored to ensure quality and consistency. This will include monitoring work within Google classrooms, ensuring a consistency of quality and quantity, making sure staff have access to relevant training, sharing good practice and dealing with parental enquiries and concerns. A quality assurance guide has been developed and Principal Teachers will have overall responsibility for leading this within their departments.