EDINBURGH LEARNS REMOTE LEARNING

Leading Remote Learning Across a School/Establishment

National Support—Scottish Government and Education Scotland

Education Scotland – Supporting Remote Learning

Education Scotland has produced a range of support for education practitioners to assist in the preparation, planning and delivery of remote learning.

Support includes:

- **West OS recorded resources** - A growing range of recorded lessons are available, designed to support learners to develop skills, knowledge and understanding related to a key learning concept. CEC staff access this resource in the Libraries section of ClickView.

- **e-Sgoil** - live interactive learning sessions in the BGE and senior phase, along with live study support sessions, to support children and young people who are working from home.

Local Support—City of Edinburgh Council

We have a suite of supporting documents and professional learning to help leaders and educators plan and deliver high quality learning, teaching and assessment. Senior leaders should particularly direct teachers to our Edinburgh Learns Blended Learning: Supporting the Delivery of High-Quality Learning, Teaching and Assessment.

Key CEC Documents Include:

Blended Learning Guidance
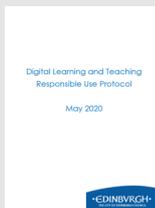
Digital Learning and Teaching Responsible User Protocol (May 2020)

Teams Meetings: Staff Guidance

Digital Learning and Teaching A Quick Start Guide for Learners, Parents and Carers

Assessing Learners' Progress

Case Studies—Remote Learning Approaches in CEC Schools

School A (Primary)

School A use Sway as a method of sharing learning. Teachers send two sways per week. Each Sway starts with a video personal message from class teacher to the pupils, and contains appropriately differentiated learning for Literacy, Numeracy and HWB along with IDL work. Teachers include a photo gallery in their Sway to show completed work and to allow pupils to see what their peers are up to. In addition to using Sway, teachers check in with their learners for a daily 15 minute session. They also meet weekly with smaller groups to check in, give feedback and answer any questions. This plan is reviewed every 3 weeks.

School B (Special)

School B has created interactive timetables with videos and activities for learners to access when they are not in school. Teachers are developing online learning episodes so that learners have access to three learning experiences per day across a variety of subject specialisms. Staff are also developing IDL learning activities for learners to access when not engaged in subject-specific learning. Class Teachers are preparing learning packs to go home to families where digital access may be more challenging for children and young people. School staff will also be supporting learners with outdoor activities on school grounds. Some young people will be supported through off-site activities where this is part of their Child's Plan. Bespoke packages of support developed in collaboration with third-sector partners are in place for a small number of learners to allow them to engage in continued learning out of school.

School C (Secondary)

School C use Teams to communicate learning and tasks for pupils. Tasks are posted in the appropriate channel for each subject and students are advised to spend the usual allocation of time on each subject. Feedback is provided through a mix of self-assessment and teacher assessment. Pupil Support Leaders and SLT monitor Teams engagement in order to support young people to continue to progress their learning from home.

4 PRINCIPLES FOR EFFECTIVE REMOTE TEACHING & LEARNING

PLAN

1

- Consider how learning, teaching and assessment will be delivered to all learners, both those in school and at home, ensuring parity of experience (suggested 15-25 hours weekly as appropriate).
- Agree deployment of staffing to ensure all learners can access high quality learning, teaching and assessment.
- Encourage teaching staff to refer to the Edinburgh Learns Blended Learning: Supporting the Delivery of High-Quality Learning, Teaching and Assessment guidance (June 2020)
- Arrange for learners to progress through CfE levels and senior phase courses, as appropriate, through arrangements for Planning and Assessment.
- Agree with teaching staff the frequency and platform for learning conversations to take place with students/class groups. Where possible this should be consistent across your school and should take into account staff's home circumstances.

> **This document, and the delivery of remote learning, is supported by Edinburgh Learns professional learning including:**
>
> - Digital Pathway 1 – Knowledge and Understanding of 365
> - Digital Pathway 2 – Confidence in Using Microsoft Teams
> - Digital Pathway 3 – Application of Skills to Deliver High Quality Learning, Teaching and Assessment
>
> - Teaching and Learning Bitesize Professional Learning Videos on our Edinburgh Learns T & L Channel on Stream

2

SHARE

- Keep in touch with families about remote learning. Communicate learning activities/plans/timetables at a consistent and appropriate time.
- Provide learners & parents/carers with guidance to ensure that they can manage the learning (suggested 15-25 hours weekly as appropriate).
- Use the appropriate media platform for your school to communicate whole school news, celebrate success and sustain positive relationships.

GUIDE

3

- Check that staff have the skills they need to deliver remote/blended learning. Direct them to professional learning/bitesize professional learning videos/professional reading as appropriate.
- Consider additional learning input for your most vulnerable pupils, both in school and at home. For example, more frequent contact with support for tasks in order to reduce the gap.
- Identify ways to provide learning and feedback, to pupils who do not yet have Digital Access.
- Use a blend of on and off screen learning experiences to provide high quality learning, teaching and assessment.
- Guide the learning using pause points and chunking of activities so that learners can self-check, move on at their pace and avoid feeling overwhelmed by tasks.

4 REVIEW

- Review learners' engagement on a regular basis and use this to plan interventions for those who are not engaging, both in school and at home.
- Use online data capture tools such as Forms, Insight on Teams to track digital engagement.
- Evaluate your remote learning provision with stakeholders. Identify what is working well, and consider what adaptations you want to put in place to best meet your learners' needs.