

Remote

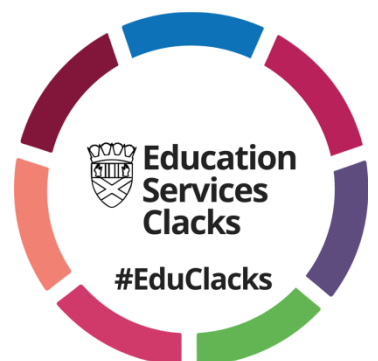
Learning



Guidance

Remote Learning and Teaching in
Clackmannanshire

January 2021





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Rationale

This guidance is based on **Education Scotland's Remote Learning Guidance**; it draws on the principles of our [Digital Clacks Strategy](#) and is a practical guide for all staff responsible for the planning, implementation and quality assurance of remote learning.

Whilst the Scottish Government provides the overarching guidance, this document should be used as a vehicle to ensure consistency and clarity around the procedures and practices in all educational establishments within Clackmannanshire. It offers suggestions to help establishments meet the expectations for remote learning and teaching set out by the Scottish Government.



Remote Learning in Clackmannanshire

Remote learning is where the educator and the learner are not physically present in a traditional classroom environment. Remote learning can occur synchronously with real-time peer-to-peer interaction and collaboration, or asynchronously, with self-paced learning activities that take place independently of the educator.

'Remote learning involves 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 includes active and physical learning.'

Remote Learning for Schools, Scottish Government



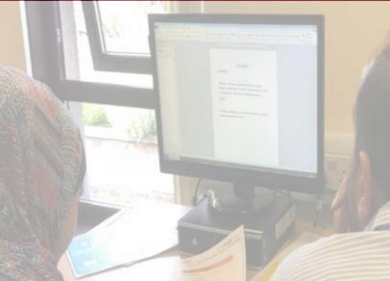
Remote learning cannot and should not be children simply sitting in front of a computer all day; this is not developmentally appropriate nor logistically feasible. Our goal is for children not to be solely reliant on computers, but to engage in reading, doing, creating and inventing, playing and being physically active, problem solving, observing and investigating with some of the best learning examples not requiring technology at all. However, in the current context, digital and online approaches will be commonly used.

We recognise that establishments vary in context. This may mean that what works well in one may not be suitable for another. However, the key principles as outlined in this document should apply to all.



Developing Skills and Confidence in the use of Digital Technologies

Increasing the digital skills of our staff, learners and families forms a key part of the [Digital Clacks Strategy](#). We continue to identify, provide and monitor learning opportunities, guidance and support to upskill and increase confidence for all in the use of digital technologies.

Staff	Learners	Families
		
<ul style="list-style-type: none">• Live webinars covering topics that will be driven by educator requests.• Recorded webinars offering sessions covering the use of G Suite tools, Google classroom and other digital tools.• 1:1 coaching sessions. <p>Further details and how to book a place can be found on CPD Manager.</p>	<ul style="list-style-type: none">• Access to a pupil toolkit offering: G Suite tools, Google Classroom and badged activities.• Access to Google Applied Skills Qualification. <p>The pupil toolkit can be accessed via Flip.</p>	<ul style="list-style-type: none">• Access to a family toolkit to raise awareness and increase skills and confidence for parents/carers to support remote learning. <p>The family toolkit can be accessed via Flip.</p>

Devices and Digital Connectivity

In Clackmannanshire our ambition is that all children and young people have access to appropriate digital devices to support remote learning. All education establishments will continue to work with families to monitor and respond to individual needs as they arise.

Where families are waiting for devices, establishments will make alternative arrangements to ensure continuity of learning. To request a mifi device on behalf of learners, establishments should contact Business Support via the education mailbox.

Further details on devices and connectivity can be found in the [Digital Clacks Strategy](#).



High Quality Learning and Teaching

Remote learning can be delivered in a variety of ways with and without the use of digital technologies. In Clackmannanshire all education establishments will continue to provide a curriculum that supports learners to develop their knowledge, skills and attributes in a variety of relevant contexts and across curriculum areas.

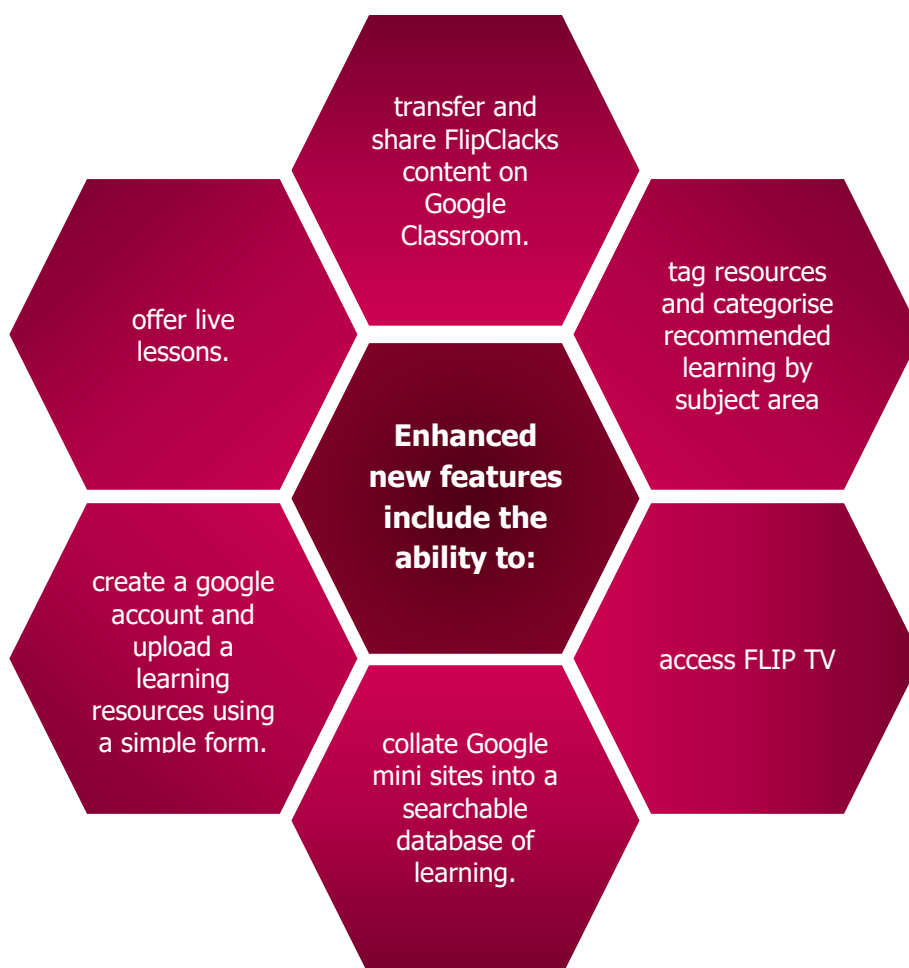
What does this look like in Clackmannanshire?

To ensure all children and young people in Clackmannanshire access high quality remote learning, our education establishments adhere to the entitlements included in ***Remote Learning Guidelines, Scottish Government:***

- Access to appropriate physical resources where needed–this might include learning materials, textbooks and/ or digital devices.
- On-line resources that will be consistently used across learning to aid interaction assessment and feedback.
- Regular high quality interactive learning and teaching using technology or other remote methods.
- A balance of live learning and independent activity.
- Access to key learning which is available for learners to revisit as often as necessary.
- Ongoing dialogue, reflection and feedback with practitioners in relation to their own learning.
- Daily registration/check in for every learner, recognising that the format for this may vary depending on the age and stage of learners.
- Regular opportunities for engagement with other pupils to support learning, as well as informal engagement.
- Due regard for their well-being and safeguarding.

How can FlipClacks support?

FlipClacks, Clackmannanshire's virtual online website continues to support staff, learners and families with accessing anytime learning, training, advice and guidance. It continues to evolve and respond to the needs of our communities. Recent adaptations and improvements have resulted in an upgrade to [FlipClacks 2.0](#) with enhanced new features.



How can FWL RIC support?

We continue to work closely with partner teams across FWL RIC to deliver a suite of live and recorded learning experiences and PLL to best serve our learners. A new digital learning lead has just been appointed who will support the good work in individual authorities and add value; identifying areas where increased collaboration could lead to improvements for learners, families and staff.

Quality Assuring Remote Learning and Teaching

Across Clackmannanshire our educational establishments have created Google Classrooms to support high quality remote learning and teaching for our children and young people.

Just as every classroom is different, each Google Classroom will be unique to the needs of each class. Remote learning in Clackmannanshire takes account of the following Key Principles as set out by [Scottish Government Guidance](#):

- Remote learning will not replicate face to face in school teaching – in style, approach or hours of delivery.
- Educators retain 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.

How do we ensure these key principles are embedded in practice?

All educators will

- plan a timetable which includes a daily check-in and a variety of learning experiences including 'Live Learning', outdoor, independent, active etc.
- provide regular opportunities for on-going feedback from children, young people and their families to ensure their voice is reflected in remote learning arrangements.
- create opportunities for groups of learners to interact and support each other in their learning as appropriate to age and stage.
- communicate regularly with families to ensure a shared understanding of the remote learning approach and to support engagement.
- use a range of assessment approaches to ensure continuity of learning.
- continue to recognise the wider achievements of children and young people.
- differentiate learning as appropriate to meet the needs of all including those who receive additional support for learning.

All SMT will

- ensure a shared understanding of remote learning is communicated across the school community and with relevant partners.
- establish systems to capture feedback from children, young people and families to ensure remote learning arrangements meet the needs of all.
- develop systems and processes to quality assure the remote learning experiences planned for all children and young people.
- establish a school overview of the remote learning offer and expectations of learners to avoid 'overload' of individuals and/or groups.
- create opportunities for staff to work together collaboratively and share good practice.
- ensure robust systems and agreed actions are in place with all staff to address non-engagement.
- ensure progress/tracking and monitoring/attainment meetings continued to be planned as part of the school's quality improvement calendar.
- ensure robust systems are in place to monitor the engagement of identified vulnerable children who are accessing remote learning. This should also include regular communication with partners and agencies supporting families.
- keep an updated record of those families who require digital devices. This should be made available to the Local Authority as required.

The Local Authority will

- provide guidance for remote learning and teaching to ensure consistency across all educational establishments.
- support heads of establishment in developing their strategic approach to remote learning which reflects their context and local/national guidance.
- develop systems and processes to quality assure the model of remote learning in all establishments.
- facilitate networking opportunities for educators within Clackmannanshire and beyond.
- monitor non-engagement of learners and support establishments to address this.
- monitor and track distribution of digital devices/mifi devices via digital leads.