



STRATHAVEN LEARNING COMMUNITY
RESPONSIBLE RESPECTFUL RESILIENT



Strathaven Academy Remote Learning Guide

January 2021
Version 3
(25-01-2021)

Remote learning is the umbrella term describing ways of learning without there being face-to-face contact with a teacher in a classroom. This approach to learning will be used to manage the current school closure.

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 should be delivered in line with the 35 hour working week with the usual maximum contact hours. 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.

What constituted high quality learning, teaching and assessment prior to the pandemic and what constitutes high quality learning, teaching and assessment now has not changed. Learning should be motivating, meaningful and enjoyable. It should also be well matched to young people's needs and interests. It still remains important that learners understand the purpose of their learning and that assessment remains integral to learning and teaching. What has changed is the way in which we are seeking to attain high quality experiences for our learners. It is vital that we continue to adjust and tailor our approaches to help ensure the very best for all of our learners.

What will this look like at Strathaven Academy?

Learning Platform

Google Classroom is our chosen platform for online learning and teaching. All tasks and resources will be shared via Google Classroom. If appropriate, voiced/video lessons will be used which pupils can replay as often as they wish, and they will be accompanied by tasks which will be submitted via Google Classroom.

Pupils already have access to all of their Google Classrooms and have been using them regularly throughout the session. A reminder of the access codes for each class will be placed on the year group Google Classroom pages.

Work that is set will be achievable and will be accessible for remote learning.



To access Google Classroom pupils should go to <https://sts.platform.rmunity.com/> and log in to their GLOW ACCOUNT. You can access Google Classroom via the GLOW tile.

In line with SLC guidance, Google Meet will be the platform for video conferencing for live interaction.








All staff must be 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. We will be using Google Meet only.
- 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.

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.

Please ensure that you familiarise yourself with the following information before using Google Meet.

 <p>BE ON TIME</p> <p>Be on time and prepared with your device charged. Close all materials and tabs of other classes. Make sure that all tech works 5-10 minutes before the session.</p>	 <p>MUTE YOURSELF</p> <p>Mute yourself right away to eliminate background noise. In Google Meet you can use the keyboard shortcut Ctrl + D</p>	 <p>PRESENTATION</p> <p>Consider your surroundings and attire. Find a good spot where you have no distractions e.g. TV, Radio etc. Turn off your camera.</p>	 <p>HEADPHONES</p> <p>Use headphones if you have them! If your headphones or earbuds have a microphone, even better!</p>
 <p>CHAT RESPONSIBLY</p> <p>Use the chat function responsibly. Only type when needed so the teacher can respond to questions promptly.</p>	 <p>CONDUCT</p> <p>Note that all Video Meetings / Lessons will be recorded. Please ensure that you conduct yourself in the same manner that you would in a normal lesson</p>	 <p>SIGNALS</p> <p>Use the raise hand function to communicate with your teacher just like you would if you had a question in a normal lesson.</p>	

Pupils must not take videos or photos of the Google Meet. It is also important that the link to the Google Meet is not shared.

This guidance will ensure that Google Meet is treated like a normal class setting in Strathaven Academy and will support effective live interactions.

Further information on using Google Meet can be found on our school website.

Remote Learning Timetables

- Pupils and parents/ carers should **not** try to re-create a school day. However, routines are important and should try to balance school work with breaks and offline tasks. It should be noted that it is much more beneficial to have a successful hour of learning where the young person is engaged with the work.
- Pupils must take responsibility for their own learning at home and can receive support by asking for help when it is required. Help can be provided remotely by GLOW email, through asking friends or by using the functions in Google Classroom.
- If pupils miss work or there is a cause for concern over the completion of work, there will be contact home, either initially through PT Pupil Support or Year Head if appropriate.

BGE (S1-S3)

Learners in the BGE should follow their year group timetables and work on the subjects detailed for each day. This will support pupils with structuring their learning and manage their time. Class teachers will upload tasks for the day to Google Classroom by 9am. Class teachers will be available to answer questions via email and Google Classroom. Responses may not be instant, but they will endeavour to respond as quickly as possible.

S1

S1				
Monday	Tuesday	Wednesday	Thursday	Friday
English	Maths	English	Maths	RME
Maths	Geography	History	Science	English
Science	PE	Technical	PE	Computing
Home Economics	Spanish	Music	French	Modern Studies
Art	Business			

S2

S2				
Monday	Tuesday	Wednesday	Thursday	Friday
Maths	English	Maths	English	Maths
English	Science	Spanish	Geography	Science
History	RME	Modern Studies	Business	PE
French	Music	PE	Home Economics	Art
Technical	Computing			

S3

S3 pupils will receive a personalised timetable via their GLOW email based on their subject choices. HWB (Health & Wellbeing) Resources will be shared in the S3 HWB Google Classroom.

S3				
Monday	Tuesday	Wednesday	Thursday	Friday
Column A	Column A	Column B	Column A	Column B
Column C	Column B	Column H	Column E	Column G
Column D	Column F	Column C	Column F	Column H
Column E	Column G	Column D	RME	PE (core)
HWB	PE (core)			

Senior Phase (S4-S6)

Learners in the senior phase will receive a personalised timetable via their GLOW email based on their subject choices. This will support pupils with structuring their time and staff will be available to support learning during these timeslots. Staff will provide details in Google Classroom of how they will interact with pupils, for example email, Google Classroom stream or Google Meet. Class teachers will upload tasks for the day to Google Classroom by 9am. Pupils in S4-S6 should note that assessments will take place when they return to school and it is important that they continue to revise coursework already covered and engage with new learning. The year group Google Classrooms will continue to provide information related to study and career planning. The school website provides study support materials and links to online revision sites.

S4

S4					
Staff availability	Monday	Tuesday	Wednesday	Thursday	Friday
9.30-10.45	Column A	Column B	Column C	Column D	Column E
11.00-12.15	Column F	Column G	Column A	Column B	Column C
1.30-2.45	Column D	Column E	Column F	Column G	PE (core)

S5/6

S5/6					
Staff availability	Monday	Tuesday	Wednesday	Thursday	Friday
10.00-12.00	Column B	Column A	Column E	Column C	Column D
1.00-3.00	Column C	Column D	Column B	Column A	Column E

Education Scotland guidance notes that whilst remote learning is not a substitute for full time classroom based learning and teaching, effective remote learning can mitigate some of the adverse impact of a reduction in face-to-face learning and can offer learners:

- significant autonomy over their learning
- a degree of flexibility for learners in where and when they learn
- potential for high quality consolidation of learning
- opportunities to develop and improve their skills in working independently
- increased opportunities for personalisation in learning
- opportunities for improved engagement
- enhanced parental engagement in their child's learning away from school.

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. Think about what aspects of the planning can be supported best using digital platforms and what aspects lend themselves to individual tasks and activities. Think about how best you can support those learners who usually receive support in school. Think about how best to give personalised feedback to learners using the available technology. Keep things simple and focus on the intended outcomes: do not get caught up in over-complicated technology.



A good starting point when planning for remote learning is to consider how you might organise learning in a typical classroom situation i.e. under 'normal' circumstances. Where, in a classroom setting, the practitioner is not working directly with a group of learners, what sort of activities would be planned for them and how would these be organised? More specifically:

- Which elements of learning should be delivered via 'live learning' and why?
- Which aspects of learning would be best suited to take place independently, rather than online? Why?
- What resources are available locally and nationally to support remote learning?
- Are there activities and learning that can be done prior to face-to-face sessions to help learners become familiar with the topic or concepts, using a flipped classroom approach?
- Are there activities and learning that can take place after the face-to-sessions to deepen understanding, reinforce and consolidate learning?
- How can we ensure learners, parents/carers and other professionals know what is expected in learning beyond the school?
- How might you check for understanding and assess progress in learning?

Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided.

For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed.

Live interactions with young people should take place **regularly** for each timetabled subject. **Live interactions may be through Google Meet, Google Classroom chat facility or email.** Teachers should be available for live interactions at the time allocated in S4-S6 remote learning timetables. Interactions for S1-S3 should be managed and communicated by the member of staff responsible for the Google Classroom.

Live interactions can include real time interactions or direct teaching.

Live real time 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
- Quality assurance and feedback from pupils.

Live direct 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. Try to keep these short to encourage engagement and break up the teaching with tasks and activities.

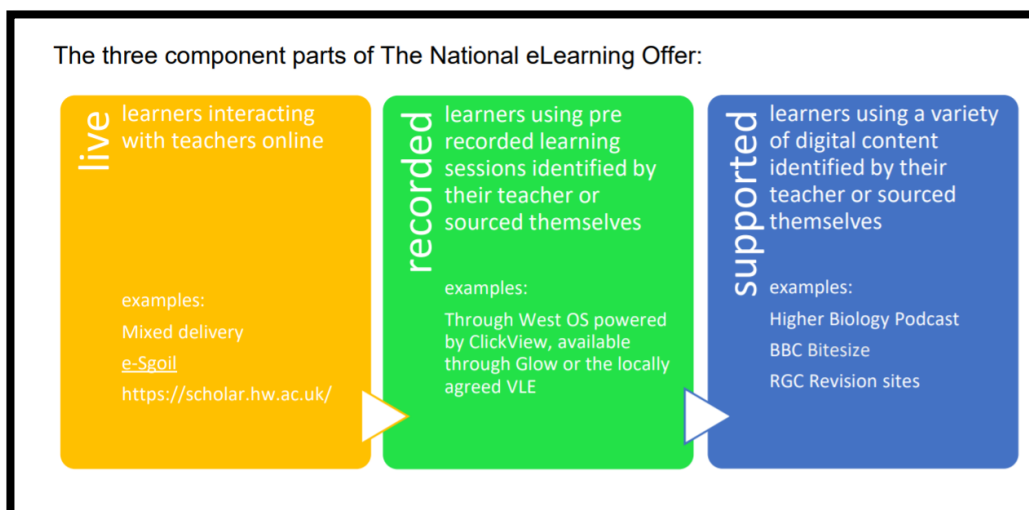
Pre-recorded Learning

- A pre-recorded voiced/videoed PowerPoint presentation
- Screen-cast document with voice-over
- A recorded lesson sourced from e-Sgoil or West OS
- A recorded video clip with explanations

When planning your remote learning activities consider using the range of materials available from the national offer along with materials developed by yourself and your colleagues.



The National e-Learning 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 Higher and Advanced Higher and these could be factored into your planning across a week.

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.

You can also access 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>

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	

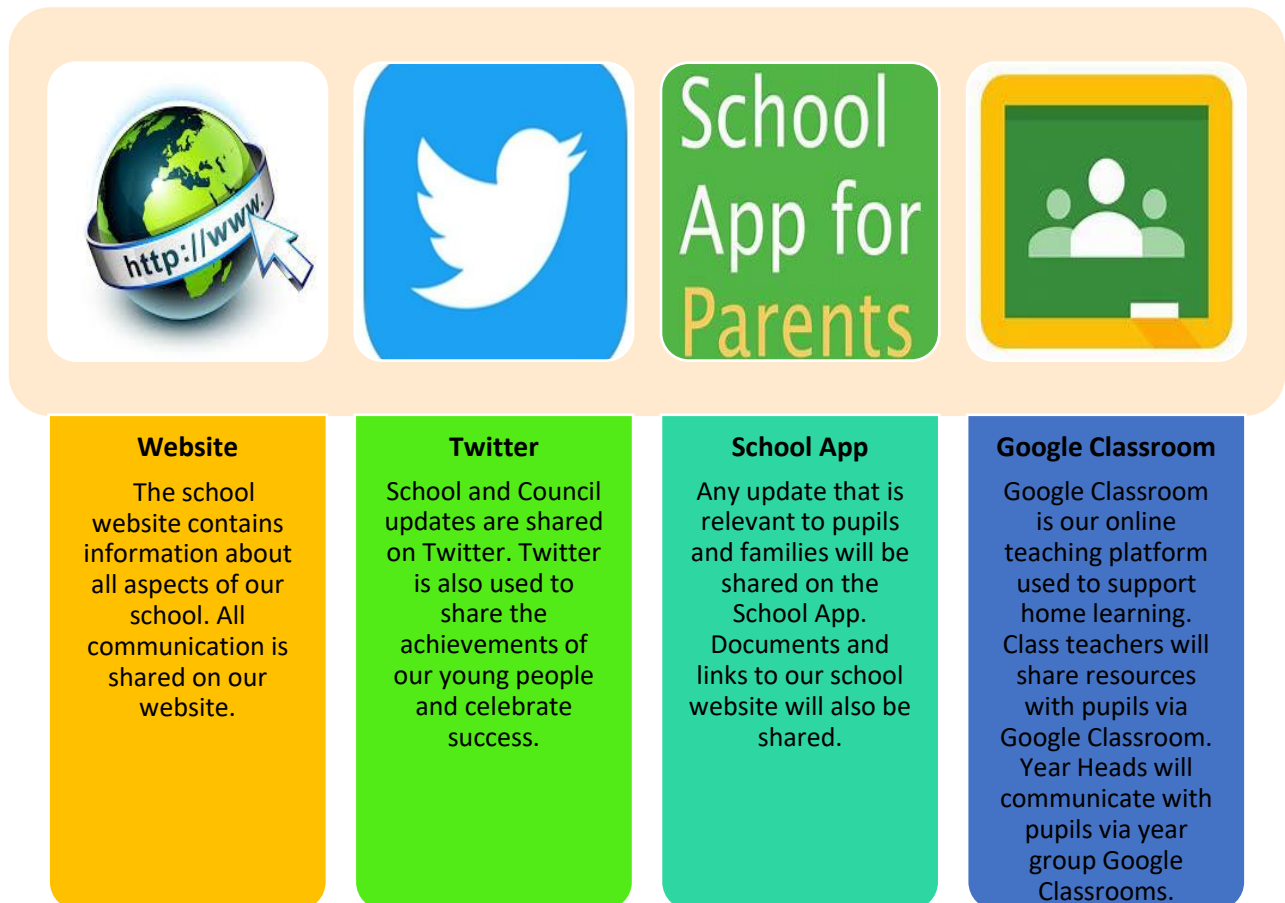
Assessment

It will be important during this time that teachers continue to check for understanding and assess the progress of young people. A variety of approaches should be used as an integral part of learning and teaching to ascertain what learners know, understand and can do and identify next steps in learning. By using the Assignment feature in Google Classroom, planned learning should include submission of a task or activity. This will allow teachers to provide feedback and also track engagement within your classes. Young people are more likely to engage well if they know someone will be looking at their work and giving feedback. Formative assessment strategies such as self-assessment may be appropriate for some tasks. Assessment information should be tracked as you would do in a non-remote setting. Timeous, high quality feedback should be given and an opportunity for young people to ask questions, receive further explanation and improve understanding if required

Communication Strategy

All communication with parents/carers should be directed to the school office. The school office will pass this information on to the appropriate PTPS and Year Head to follow up. Class teachers should only respond to communication from pupils. If they receive communication from a parent/carer, they should not respond and pass this on to the Year Head.

Our communication strategy has been updated to reflect school closure.



Staff

Important information will be emailed to staff. Links and important documents will be shared in the staff Google Classroom and via a regular staff bulletin.

Learners

Pupils will receive regular updates and information from their year head in their year group Google Classroom. Regular virtual assemblies will be delivered and important information shared.

Parents/ carers

The school website will be updated on a regular basis. Updates will be shared via the School App and Twitter. Parents/carers should contact the school office with any enquiries.

Self-Evaluation



It is important that our remote learning offer is monitored to ensure quality, consistency and levels of engagement.

Engagement

Monitoring pupil engagement and providing appropriate early intervention will be very important, especially at the start of remote learning when we are 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. Across a week, teachers should be tracking engagement; where there are concerns they should be emailing the young person to encourage them to participate and establish if there are any barriers to learning such as ICT access.

At the end of a week, teachers should report continued concerns using the relevant mechanism. In BGE, the engagement spreadsheet should be updated by Tuesday 4pm with details of engagement for the previous week. This spreadsheet provides an overview of engagement for all learners in the BGE. In Senior Phase, class teachers should complete the engagement google form by Monday 4pm with details of engagement for the previous week. The BGE spreadsheet and Senior Phase Google form will be monitored and 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.

Quality Assurance

Faculty Heads have a key role in ensuring the quality and consistency of their departmental remote learning offer. Faculty Heads should be members of the Google Classrooms within their faculty. They are expected to monitor the quality and consistency of remote learning taking place within their faculty and will require to join lessons and sample pupil views throughout the remote learning period.

They have a lead role in;

- Tracking engagement of learners within classes in their department
- Ensuring teacher's planning is appropriate for age and stage and covers a range of learning and teaching approaches to meet the needs of all learners.
- Ensuring the quality and quantity of learning is appropriate to age and stage
- Ensuring the quality of recorded lessons and demonstrations.
- Monitoring the consistency of approach across all teachers within their faculty
- Ensuring the best practice is shared within the faculty and that best practice across the school is shared with staff.
- Ensuring staff have access to high quality CLPL to support their own skill development as we progress with remote learning.
- Supporting staff to manage their workload and health and wellbeing.

It would be expected that Departmental Meetings continue remotely during this period with a focus on the remote learning provision, including the sharing of good practice and support for teachers. There is a key role for FHs to support teachers in managing workload and in developing the skills required to plan effective remote learning. Ensuring consistency across the department is important and whilst variation in approach may be expected, the standards should remain consistent. Staff should be supported to develop and improve skills and effective practice both within the department and across the school.

Depute Head Teachers have a clear role in supporting FHs to manage the QA processes within their department and to monitor the quality of remote learning across the school. DHTs will meet regularly with FHs to discuss progress within the department and to provide support and guidance where appropriate. DHTs will also monitor the quality and consistency of approach by joining Google Classrooms within their own year and speaking to young people and families about their experience with remote learning.

DHTs have a strategic role in monitoring progress across the school so interventions and planning for staff CLPL is targeted appropriately. DHTs will report to the HT on the progress within their link departments, the HT will provide information to South Lanarkshire Council where appropriate.

Remote Learning Quality Assurance January 2021			
	Class Teachers	Faculty Heads	DHTs
Week 1 (11/01/2021)			
Week 2 (18/01/2021)	<ul style="list-style-type: none"> Engagement Tracking 	<ul style="list-style-type: none"> ELT meeting to discuss quality assurance 	
Week 3 (25/01/2021)	<ul style="list-style-type: none"> Engagement Tracking 		<ul style="list-style-type: none"> Sample Google Classroom for year group
Week 4 (01/02/2021)	<ul style="list-style-type: none"> Engagement Tracking 	<ul style="list-style-type: none"> SLT Link meetings 	<ul style="list-style-type: none"> SLT Link meetings Feedback gathered from staff, pupils and parents/carers via focus groups and Google form.
Week 5 (08/02/2021)	<ul style="list-style-type: none"> Engagement Tracking 	<ul style="list-style-type: none"> FH sample Google Classrooms 	<ul style="list-style-type: none">



Equity and Wellbeing

Ensuring equity for all pupils and promoting positive wellbeing is a priority at Strathaven Academy and whilst it is more challenging when pupils are not in the school building, staff are committed to supporting young people and their families.

IT provision

An audit was carried out in October 2020 to ascertain what IT devices pupils have access to and whether they have Wifi at home. The parents/carers of pupils who said they did not have wifi or a device, or those who only had access to a phone, were contacted by a PT Equity. SLC provided 56 new Chromebooks which were issued on a permanent basis and a significant number of school devices have been loaned to families who have requested additional hardware.

Hub provision

Keyworker parents/carers who meet the criteria set out by the Scottish Government can apply to have their children attend at school to allow them to continue their work supporting communities to overcome the effects of the pandemic. Parents/carers are asked to contact the school directly to discuss keyworker placements.

A small number of children have circumstances that mean that some in-school support may be required to support their health and wellbeing. The Scottish Government's position is that those who work directly with children and young people are best placed to identify those who would benefit from such support. In the case of schools, this is the Head Teacher in consultation with school staff.

It is important to be aware that our duty of care to our most vulnerable children, must be balanced carefully with the need to reduce social contact to prevent the spread of the virus between households and across society.

This is an evolving situation and an assessment of the level of need within a family can change. Head Teachers and senior school staff have already identified those children that they deem vulnerable and schools will periodically reconsider priority families based on information from other agencies and that arising from continuing, direct engagement with families.

Free School Meals

Pupils who receive Free School Meals (FME) have been provided with vouchers by South Lanarkshire Council during lockdown. Pupils in receipt of FME who also attend the hub will be provided by meals from the school catering service as normal.

Communication with pupils and parents/carers

PTs Pupil Support, Support for Learning and Equity have identified pupils who will find school closure more challenging than others. These pupils and/or their parent/carer are contacted on a weekly basis by phone or email. All pupils, parents/carers and staff are encouraged to contact PTs Pupil Support if they have any concerns or questions.

Data on pupil engagement is tracked on a weekly basis through class teachers. This is acted on promptly by DHTs and PTs Pupil Support, Support for Learning and Equity and contact via telephone

or email is made with families. The purpose of this is to check on pupil wellbeing, resolve any barriers to learning or make parents aware that tasks are not being submitted.

Voluntary drop-in Google Meet sessions will be organised by some staff, year heads and PTs Pupil Support to answer questions, resolve issues, provide reassurance and take on-board feedback.

Additional Support Needs

Strathaven Academy Support for Learning staff and linked SLC Specialist Support teacher are continuing to support pupils who have Additional Support Needs (ASN) and their parents/carers. This includes: phone calls, emails, differentiated learning materials, specialist computer software and individual Google Classrooms. There are plans to offer targeted sessions via Google Meet for small groups of identified pupils and also provide paper resources to support S1 and S2 pupils who have specific literacy difficulties and find digital learning challenging. A small number of pupils have been invited into school to work with Support Assistants for short periods of time on specific aspects of the curriculum.

All pupils have been made aware of their ability to self-refer for additional support. Contact details have been posted on year group information Google Classrooms and DHTs have communicated this as part of their online assemblies.

Staff have remote access to confidential pupil ASN notes. They are aware that they can directly refer pupils to Support for Learning colleagues and also seek support to differentiate learning materials.

Promoting Positive Wellbeing

Information about how to access support, specifically Apps and phone/internet helplines, is promoted via Twitter and the school website. Pupil Support staff direct pupils and parents/carers to this on an individual basis. Year Group assemblies will continue to have a health and wellbeing focus and opportunities will be sought to deliver focused assemblies on key wellbeing issues. S3 have a designated health and wellbeing learning slot on a Monday.

All pupils and parents/carers are regularly reminded of the need to balance school work with leisure time and are encouraged to undertake daily exercise and have contact with their peers. PE lessons provide opportunities for pupils to engage in healthy physical activities.

Wellbeing World takes place on a Wednesday evening, 7.00-8.00pm via Google Meet. This is open to pupils and their families, as well as staff. The session includes fitness and relaxation activities. There are also two staff fitness sessions per week, which are held before the start of the school day. This is led by a member of teaching staff and is well attended.

School Counselling Service

The in-school counselling service will continue remotely during lockdown. Pupils who work with our counsellors have the option to access this via telephone or video call.

Useful Links



Strathaven Academy

<http://strathaven.s-lanark.sch.uk/remote-learning/>

<http://strathaven.s-lanark.sch.uk/covid-19/>

South Lanarkshire Council:

https://www.southlanarkshire.gov.uk/info/200228/health_and_medical_information/1863/coronavirus_covid-19_advice

Scottish Government:

<https://www.gov.scot/coronavirus-covid-19/>

NHS Lanarkshire:

<https://www.nhslanarkshire.scot.nhs.uk/novel-corona-virus-covid-19/>

Education Scotland:

<https://education.gov.scot/improvement/scotland-learns/>