West Dunbartonshire Council Remote and Blended Learning Policy PP9.5

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Background

This paper provides a summary of the key principles and expectations for the implementation of Remote Learning in West Dunbartonshire schools and early learning centres.

These principles and expectations should be deployed using a collegiate and collaborative approach in line with the 35 hour working week applying flexible management of resource to support delivery. It is expected that all children and young people in West Dunbartonshire will be supported through direct contact with teaching and support staff when working remotely. An adaptive approach is required to ensure the entitlement to direct teaching and learning is achieved whilst supportive of the need to adjust to individual and local circumstances.

Expectations

Provision of an appropriate timetable of remote learning during the period from Monday 11 to Friday 29 January. Arrangements for the period of Monday 1 February onwards will be communicated at the earliest opportunity. Our children and young people will engage in a planned programme of direct teaching and contact across the week. Any young person finding it challenging to engage could be considered vulnerable and may be supported in school. Our school leaders with our partners will provide support to any family finding it difficult to manage their child or young person's remote learning.

Remote Learning
Key Principles

Children and young people are entitled to:

- learning opportunities which reflect the principles of Curriculum for Excellence, allowing learners to develop their knowledge, skills and attributes in a variety of relevant contexts and across curriculum areas;
- access to appropriate physical and digital resources where needed – this might include learning materials, textbooks and / or digital devices and access to the Internet;
- on-line resources that will be consistently used across learning to aid interaction, assessment, attainment and allow feedback of the learning experience;
- regular high quality interactive learning and teaching using technology or other remote methods but expectations must be reasonable.
- a balance of live learning and independent activity;
- access to learning activities which are available for learners to revisit as often as necessary and possible;
- 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 to ensure learners have the opportunity to see each other and work together;
- due regard for their well-being and safeguarding.

Google Meet Protocol for Learners
- Learners should try to find a suitable quiet environment, for example, in a shared part of the house;
- Learners should behave online - in the same way as if they were in school;
- Learners should not unmute when the teacher has muted the whole class, you should stay on mute until invited to speak;
- Learners are asked not to record or to capture/screen grab content from the video call as consent to record has to be given by everyone being recorded;
- Learners should always make sure they leave the Meet at the end of the session;
- Learners should ask their teacher if unsure about learning online just as you would in school.

Roles and Responsibilities
Senior Leaders
Responsible for coordinating and monitoring remote learning and should:
- work collaboratively and flexibly with staff to support and manage the delivery of remote learning taking into account individual staff circumstances;
- adopt a personalised approach in the management of staff supporting their individual personal and professional needs to deliver a range of resources and teaching approaches, including digital technologies of which live and recorded lessons are one part of a range of approaches;
- identify and provide support where there may be professional learning requirements for staff;
- provide staff with appropriate resources to deliver online learning;
- manage communication with parents including password management;
- oversee the tracking and monitoring of pupil engagement in remote learning and review in collaboration with teachers and support staff;
- respond to any data protection scenarios;
- coordinate and plan for virtual meetings with school/ELC staff where required, to support teachers with delivery of the school's approach to remote learning;
- arrange meetings with other partners or parents/carers for those children and young people who require additional support whether virtual or via telephone conferencing;

In the current context of COVID , it is agreed locally that formal lesson observation and monitoring by SLT is suspended. Senior leaders may join 'live' learning sessions in their role as leaders of the school community providing opportunity for them to meet with their pupils.

Teaching Staff and ELC Practitioners
Class teachers/ ELC practitioners retain responsibility for planning and organising learning content as they know their learners best and can arrange learning which is appropriate to the needs and circumstances of their learners and should include:
- a blend of different modes of learning from direct remote 'face to face', through to independent and group approaches;

- provision of online learning activities. This includes use of on line resources such Ourcloud, Campus@wdc, Scholar, e-Sgoil, Campus@wdc West Os , EIS on line learning resources.
- provide advice to pupils/parents as to when the face to face contact is taking place; engagement times will be for a proportion of the day agreed as part of a timetable of learning
- assess learning and provide feedback;
- monitor the engagement of pupils, highlighting any concern about non engagement to their SLT.

Teachers should be supported in the management of any workload resulting from the change to remote learning and working from home / school. If a teacher or ELC practitioner is working in school while their pupils are learning at home this will restrict their availability to provide timetabled remote learning. If a teacher is unwell and is unable to support remote learning the SLT will review and manage this with the resources available to them.

Professional learning on the use of Google functions through Ourcloud platform to deliver remote learning is available by contacting support@ourcloud.buzz . Professional learning can be delivered to individuals, small groups or whole schools/ELC's.

Pupils and Parents/Carers
- Pupils are expected to engage in the remote learning being provided by the school and they should complete their online tasks or assignments;
- Parents/carers are asked to alert the school if their child is unable to participate in the remote learning;
- Parents/carers should be advised of the process for contacting during school hours senior leaders, pupil and family support/pastoral care teams;
- Parents/carers and pupils should be aware of the protocol when they have been provided with a school Chrome book for use at home;
- The provision of 'live' face to face remote learning should not be recorded by pupils or parents. Under GDPR recording is not permitted without the consent of everyone being recorded; teachers would need to give consent for filming.

Google Meet Protocol for Parents and Carers
- Parents please ensure your child attends online Google Meetings that are scheduled with teachers.
- Please remind children to behave online - in the same way as if they were in school.
- Please ensure other family members are out of camera shot and do not contribute to the video call.
- Recording of any learning session is not permitted, this is a safeguarding and GDPR issue.
- Please contact your child's school should you need support with helping your child with online learning

Data Protection / Social Media
All staff should act professionally and treat the virtual environment like a physical classroom / playroom. Only data which is appropriate to the learning experiences should be shared. Information which identifies a child's individual circumstances should not be shared. Please refer to the WDC Data Protection Policy for further information.

For information on guidelines and standards of conduct by employees when using social media please refer to the WDC Social Media - Policy

Child Protection and Safeguarding

As with any normal situation, school/ ELC day staff should be alert to any safeguarding concerns that they have about a child or young person. Any such concerns should be immediately passed to SLT. Please refer to WDC Child Protection Policy for further information.