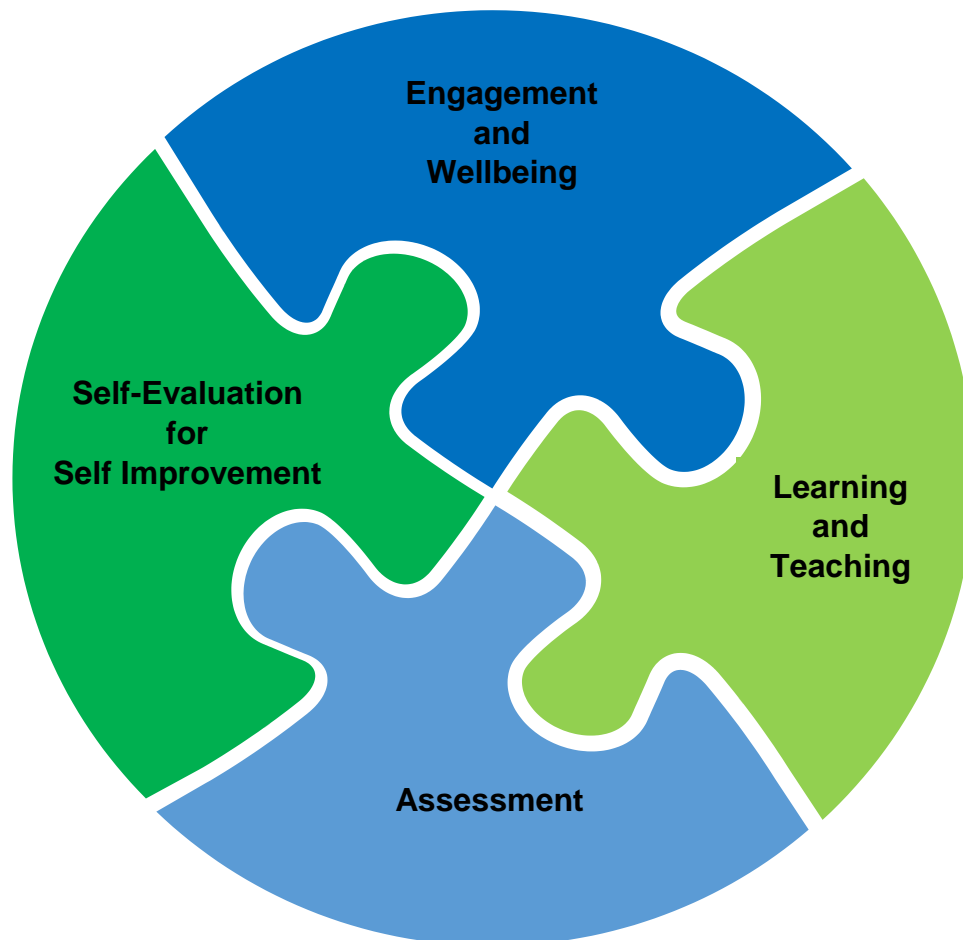


East Renfrewshire Education Department

Remote Learning: Principles of Effective Practice



January 2021

Introduction

High quality learning and teaching underpins our vision of *'Everyone Attaining, Everyone Achieving through Excellent Experiences'*. As the context moves to remote learning, it is essential that our nurseries and schools consider how they can continue to provide high quality learning provision to ensure maximum impact for all learners. This provision should align with the key features highlighted in [*Excellent Experiences for All: A Framework for Learning, Teaching and Assessment in East Renfrewshire*](#)

Teaching remotely is not as simple as moving what you normally do to online learning or providing resources for children to use at home. Remote learning requires careful redesign of how you structure your day, plan learning experiences, support new teaching, select and deploy resources whilst ensuring you meet the needs of all learners in your class.

Purpose

This document is designed to support senior leaders to develop their own guidance which takes into account each establishment's unique context. Head Teachers should establish a clear rationale which details how their establishment is providing high quality learning experiences through remote learning. Consideration should be given to different age and stages of development and curriculum levels across the Broad General Education (Nursery – S3) and Senior Phase (S4 – S6). Whilst it is important that provision is matched to these different stages and demands, a consistency should be applied across playrooms, classrooms, subjects and departments.

Creating and establishing a clear rationale for remote learning will allow senior leaders to carefully self-evaluate the learning experiences across each class, year group, etc. It will also allow head teachers to ensure the learning provision offered is responsive to the needs of their nursery / school community.

Staff should be supported through professional learning opportunities relating to remote learning to ensure they have the capacity and resources to provide high quality learning and teaching within this context. Consideration should be given to the provision for support for staff in planning and preparing. The model agreed should be sustainable for children, young people, parents and staff. It is important that a focus is on the quality of interaction between pupil and teacher as opposed to quantity.

Principles of Effective Practice

There are many considerations for school leaders and staff to consider when establishing their approaches to remote learning. This document details 4 key themes, however the list of considerations is endless and further reading can be found as an appendix of this guide.

- Engagement and Wellbeing
- Learning & Teaching
- Assessment
- Self-Evaluation for Self Improvement

Engagement and Wellbeing

It is effective practice to:

- track daily registration/participation with all pupils across all subjects in order to understand any trends/patterns of non-engagement and plan appropriate interventions and follow up
- consider approaches/activities to ensure that relationships with all pupils continue to be maintained and further developed
- facilitate opportunities for staff to plan high quality remote learning within an environment in which they are most comfortable e.g their home or a designated area within the school building where they can record lessons
- provide learners with an opportunity to 'check in' each day and share their learning experiences, concerns, issues
- facilitate opportunities for learners to discuss their health and wellbeing
- plan activities that encourage collaboration amongst learners
- maintain regular contact with parents/carers of children/young people who have wellbeing/additional support needs
- work with partners to target additional support and resources to those most in need
- provide continued opportunities to bring the whole school/department/year group communities together e.g virtual assemblies, with a clear focus on learning, successes and achievements
- provide appropriate classroom resources for pupils that are accessible in a centralised area e.g community collection point
- encourage opportunities during the day for pupils to be active, whether indoors or outdoors

Learning & Teaching

It is effective practice to:

- consider what high quality learning and teaching looks like within the classroom context and then reflect on what can be adapted for remote delivery
- develop and share a structure to each lesson (secondary) or day (ELC and primary) to provide consistency and routine for the learner
- consider strategies / ways in which to support children and young people and provide them with the tools to develop skills to lead their own learning and / or work independently on a given task at home
- provide a mix of synchronous and asynchronous learning opportunities across the week, including opportunities for outdoor learning where appropriate
- have a balance of child-led and adult-led learning experiences
- utilise a variety of resources, approaches and tools to engage learners, reinforce key teaching points; ensuring breadth and depth
- place pupil learning at the forefront of lesson planning, avoiding prolonged periods of consolidation of prior learning
- plan your pedagogical approach to each lesson, whether it is explicit instruction, modelling, scaffolding, etc. differentiating to ensure all learners make progress
- be aware of the disadvantages of pupils spending prolonged periods in front of a screen receiving direct instruction
- identify individual learning needs, in particular for children with additional support needs, and implement high quality, structured, targeted interventions with reliable evidence of effectiveness to ensure progress
- provide additional targeted support to those who would normally receive this in school
- provide clear communication, methods for discussing learning, tasks, issuing new resources etc.
- build in time in the morning and afternoon timetables (primary), weekly subject timetables (secondary) to facilitate 'live engagement' in order to interact and communicate with pupils in real time

- be mindful of the fact that pupils may find it more difficult to concentrate for extended periods of time during remote learning therefore 'chunking' the learning into smaller parts ensures that everyone remains engaged and on task
- share pre-recorded videos with pupils that reinforce key learning points, clearly linking learning intentions and success criteria and an introduction to follow up task(s) and/or activities posted on Google Classroom/Teams (flipped classroom)
- follow up 'live' sessions with the teacher in order to check in, ask questions and be provided with support or challenge
- provide consistency to learners who are learning remotely in schools or learning remotely at home
- self-evaluate the impact of your teaching on pupil's learning and progress

Assessment

It is effective practice to:

- use a variety of assessment approaches as an integral part of learning and teaching to ascertain what the learners know, understand and are able to do and identify next steps in learning
- reflect on the purpose, validity, reliability and value of an assessment (diagnostic, formative and summative)
- utilise and implement formative assessment strategies, including sharing learning intentions, effective questioning, self / peer assessment
- provide high quality feedback on learning
- plan opportunities for learners to reflect on their learning through plenary type activities/sessions (e.g using Jamboard/Microsoft whiteboard)
- engage learners as learning resources for one another and be owners of their own learning
- use assessment to enable learners to reflect on 'where I am going, how do I get there and where do I go next?'

Self-Evaluation for Self Improvement

It is effective practice to:

- develop approaches for tracking and monitoring engagement in learning regularly to ensure all are engaging
- involve parents/carers in establishing the expectations for remote learning
- provide opportunities for moderation of remote learning experiences to ensure a shared understanding of standards and expectations across the department, year group, school
- use learner and parent/carer feedback to inform next steps
- seek out and share effective practice within and beyond the school and demonstrate improvement as a result
- work as a team; an ethos of sharing practice and of peer support and challenge
- make effective use of up-to-date research/data to inform learning and developments

Appendices / References

[East Renfrewshire Education Department Blended Learning Policy](#)

[East Renfrewshire Education Department Using Video functionality to deliver high quality experiences](#)

[East Renfrewshire Education Department HealthiER Minds](#)

[Education Endowment Foundation- Home Learning Approaches April 2020](#)

[Education Endowment Foundation Guide to Supporting School Planning 2021](#)

[West Partnership: Effective Remote and Digital learning](#)

[Education Scotland: Assessment within the BGE 2020/21](#)

[EEF: COVID-19 Support resources to share with parents](#)

<https://education.gov.scot/media/hblh4yy0/cerg-remote-learning-080121.pdf>