Inverclyde Council

Education services

Remote learning guidance

Updated January 2021

*this guidance remains under review at this time and us subject to change in line with further guidance and advice from Education Scotland as well feedback from schools and Parent Councils via ongoing consultation processes

Summary

The Covid-19 crisis has forced educators across the world to plan how to educate children and young people at a time when schools are closed to some or all learners. As countries seek to ease lock-down restrictions, various challenges associated with recovery and the gradual reintroduction of learning in establishments, have emerged. During recovery, ongoing restrictions may mean that not all learners will be able to access school buildings at the same time.

As school recovery continues to evolve in response to the ongoing Covid-19 pandemic, schools now face the challenge of providing responsive and progressive learning experiences for children/young people who are attending school as vulnerable learners/children of keyworkers or who are in lockdown at home.

Our aspiration is that these children and young peoples' learning experience is as **continuous** as context allows. Aspirationally, **continuity of learning** during lockdown should be as close to the daily face to face experience as is possible.

Our schools developed a great deal of effective practice relating to remote learning during the lockdown from March to June 2020, and as a service we have also further developed our approaches.

The most significant development has been that of a greater capacity to source, make and deliver recorded content via our partnership with ClickView, which has been in place since the summer of 2020.

This document seeks to act as a position statement on remote learning in Inverclyde, alongside setting out our expectations and guidance. As well as this the policy also shares advice and guidance to teachers and parents as well as signposting to a range of other resources and research that will support the development of remote learning.

This guidance refers to and had been cross checked with Education Scotland's advice and guidance on remote learning, published on 8th January 2021: https://education.gov.scot/improvement/covid-19-education-recovery/cerg-guidance/ . However school leaders should still engage with this guidance in reviewing their own policy and provision.

Appendix 1 acts as further advice to Early Years establishments about learning from home.

This guidance also incorporates a previous report on remote learning produced by the West Partnership.

Guiding principles

All establishments are asked to consider their individual **continuity of learning** plans for the academic session 2020/21, including the provision for remote learning for pupils during full lockdowns, as well as periods of isolation related to covid cases in their establishment. Schools should develop and share their own policy outlining their approach to remote learning.

Each establishment's policy should be shaped by the following guiding principles;

- All plans should be developed in partnership with parents, learners and staff
- Establishments should have their own vision of what **continuity of learning remotely** should look like in its best form in their context, and should aspire towards this at every step.
- All stakeholders should have a clear understanding that any response to lockdown will depend on specific circumstance e.g., wellness/personal circumstances of staff/learners who are now in lockdown, available infrastructure etc
- Appropriate time within an establishment's Working Time Agreement should be given to activity (including Career Long Professional learning, CLPL) to support **continuity of learning remotely.**
- Where possible, consistency across a school should be agreed e.g. minimum expectations, with a clear understanding and narrative where differences exist.
- The learning experience for individual learners should be as progressive as context allows.
- Teachers should plan quality learning experiences for pupils, linked as much as is possible to the curriculum that would be covered had the children been in school
- Pupils should expect live and regular engagement from their teacher in their learning each school day. The duration of this engagement should be age and stage appropriate being 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

- There should be a daily registration/check in for every learner, recognising that the format for this may vary depending on the age and stage of learners
- Whilst live teaching full time is **not** expected, schools should aim to provide frequent opportunities for pupils to have live check ins with their teachers / classes both for clarification of teaching and pastoral chances to maintain contact. Teachers should be mindful that all pupils might not be able to access these sessions at the set times due to IT restrictions within the family / siblings. Consideration should be given to varying the time slots across the week. Live lessons can be part of a school's provision, as well as signposting pupils to other live learning opportunities such as e-Sgoil.
- Research evidence shows that recorded content is just as effective as quality live teaching and has many advantages: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf
- Schools should rigorously track the engagement in learning of all pupils during periods of lockdown and isolation and make contact with families to understand how they can support improving this. Contact should be made after 2 days of non-engagement. Tracking engagement is also a key aspect of safeguarding pupils.

- In planning their remote learning provision, schools should be mindful of the home learning context of families e.g. where more than one pupil is accessing just one device. In these contexts families appreciate an approach where recorded content is shared so that the access to IT can be planned.
- Where possible schools should provide hard copy learning packs as well as resources such as stationary to support learners at home.

Key concepts/terms

Given the very new nature of this aspect of educational provision it is important to be clear on the definition and use of language.

Remote/distance learning is learning that is directed by practitioners and undertaken by children and young people who are not physically with the teacher while instruction is taking place. Remote learning can be delivered in a variety of ways: some high-tech, some low-tech and sometimes requiring no technological solutions. In the current context, digital and online approaches will be commonly used. This might involve teacher led instruction delivered 'live' to pupils in real time and may involve interaction with peers as part of the learning experience. However, there are also approaches that encourage pupils to work independently, sometimes with technology that adapts the content of tasks in order to provide additional challenge or support (Education Endowment Foundation, 2020, p. 3). Remote learning during this period is likely to take the form of blended learning.

Blended learning relates to the combination of learning in-person and online. Used almost universally within Higher Education and colleges, blended learning in normal times involves the combination of online learning and classroom-based learning. For as long as social distancing is required, the use of classroom-based learning will be limited. Instead, blended learning during this period will involve a mixture of 'live' interactions between teacher and students and tasks for students to complete in their own time. These forms of learning are known as asynchronous and synchronous learning.

Asynchronous or Synchronous remote learning relates to the time-based nature of learning. A synchronous learning environment means that students and teachers engage in learning at the same time. Asynchronous means that student learning takes place away from direct contact with teachers. Although these terms may appear new, normal learning environments incorporate both forms. For example, the standard classroom learning environment is an example of a synchronous learning environment. Homework, completed before or after an in-person task, is an example of asynchronous learning. Our current situation requires a slight shift in the constitution of learning environments. Given the technological limitations of practitioners and students, it is not practical for schools to reproduce the normal school day via 'live' online classrooms. As such, a shift towards more asynchronous environments is necessary. Irrespective of the type of learning, virtual learning environments will aid the delivery of education.

Virtual Learning Environments (VLE) are digital platforms that facilitate learning by providing a space to house resources, deliver content and provide instruction/feedback. During social distancing, the use of VLE's such as Glow are needed to provide learners with materials and resources. The main platform used in Inverclyde is Microsoft and is being used as a virtual learning environment and may be handy for ensuring continued interaction between teacher and pupil. VLE's can be used for both asynchronous and synchronous learning environments. You can use VLE's to deliver live classes, set homework tasks and provide feedback. Using such environments is key to producing effective remote learning.

Monitoring engagement – support for digital access

Each school should employ the same rigour to monitoring pupil engagement as they do with pupils' attendance. During lockdown all pupils not in school will be marked as learning from home. Parents should be asked to let the school know when their child isn't able to learn at home due to illness in the same way that they would if they were not able to attend school.

Platforms such as Microsoft teams allow teachers to track which pupils are engaging. Once this data has been processed schools should then contact families to find out why the pupil isn't engaging and what could be done to support this. As above contact should be made with families after 2 days of non-engagement with remote learning.

If the issue is one of a lack of device or connectivity and the child is entitled to FSM then secondary pupils can apply for a laptop via Education HQ and their school. In primaries and early years settings if there is hardship then applications can be made by Barnardo's to the wellbeing fund for a device.

Another option is for schools to bring these digitally vulnerable pupils into school to allow them to access IT and remote learning alongside peers in the school's hub, even on a part time basis.

If there are no such digital barriers and parents are not engaging in learning then parents should be made aware of this, particularly for pupils in secondary schools.

Use of recorded content – ClickView

In Inverclyde, teachers have access to a bank of recorded content professionally produced by the platform ClickView. This is accessible to all pupils and staff in Inverclyde via GLOW. The platform allows teachers to record, save and upload their own recorded content and then link this to the teams groups for their pupils. Full training has been provided in its use to all staff in Inverclyde since August 2020.

In conjunction with the West Partnership a bank of recorded content has been created and is now available. This continues to develop.

Further content from other Regional Improvement Collaboratives and Partnerships is now being shared and drawn into the platform.

Our own team of Coaching and Modelling Officers (CMOs), led by the Digital CMO, are producing recorded content for primary schools based around themed topics that can then be used by teachers.

In choosing recorded content, like any resource, teachers need to ensure the quality of the resource and that it links to the curriculum being taught to their pupils. Alongside the content, the follow up learning tasks also need to be of good quality.

We are also working with partners and other parts of the service to explore ways to allow for more recorded content to be produced e.g. we are working with the Well-being Service run by Action for Children to find ways to deliver aspects of their provision via live means and recorded content.

We are continuing to develop our approaches to a remote offer from our Music service.

We also promote and signpost schools to other quality recorded content and live teaching offers from organisations such as e-Sgoil and the Oak National Academy.

Metacognition, self-regulated learning and study skills

The Covid-19 crisis has necessitated a blended and remote learning approach where children and young people are required to spend more time at home studying. It is therefore more important than ever that they have both the generic study and metacognitive skills necessary to become an autonomous and reflective learner. Research offers an abundance of evidence that metacognitive and self-study skills can be taught.

In Inverclyde we have developed guidance and training for practitioners which will offer psychological and practical guidance on how to do so. It contains support around identifying what skills should be taught and evidence based ideas, exemplars and signposts around how to explicitly teach them. While these skills are more important than ever just now, they will ultimately enable our children and young people to maximise their learning throughout their educational careers and beyond. This is all available via GLOW: https://glowscotland-my.sharepoint.com/personal/inbbx509_glowmail_org_uk/INV_GIRFEC/SitePages/Home.aspx

It would be folly to provide digital access to more pupils alongside an increasingly quality offer and not then support pupils to be able to manage themselves and study at home for part of the week thus accessing this in full.

Quality assurance of the remote learning provision

All schools are expected to develop a school policy statement around their remote learning offer.

From this, schools should plan for how this is delivered and how staff will be trained via Career Long Professional Learning (CLPL) within their School Improvement plan and related Working Time Agreement (WTA).

Schools should then report on the effectiveness of their remote learning offer through their annual Standards and Quality report.

As well as this, Education Officers will meet with Head teachers and Senior Leaders during periods of lockdown to ensure that plans are being implemented and any issues and barriers are being addressed.

A remote learning audit tool has also been developed and shared with Heads of Establishment that will allow them to be assured that their own policy and practice is in line with both this document and the Education Scotland guidance on remote learning (Jan 2021). Each establishment's audit results have been collated centrally to allow the central team to identify needs across schools as well as areas of strength that need to be shared.

Schools should carry out questionnaires of parents and staff to gather feedback on their remote learning provision, to ensure that further development can be carried out.

Supporting staff with remote learning

Schools, in conjunction with the Attainment Challenge team, have provided numerous CLPL opportunities for staff since March 2020 in relation to remote and digital learning. This is ongoing and evolving. We also signpost various training offers from organisations such as Education Scotland to schools. A section of GLOW is also being used a space to share information, best practice and training opportunities etc.

A full audit of staff's access to devices out with the school context was carried out in December 2020 so that provision and support could be made for teachers during a full lockdown. This audit process will be kept under review by the service.

Devices are made available to teachers to allow them to work from home as well as allowing them access to IT from within the school context.

West Partnership paper: Effective Online/Remote Learning Environments

This section will summarise existing knowledge on what makes an effective remote learning environment. We will first detail the general themes that have emerged from existing research before exploring recommendations for remote learning during our contemporary crisis.

What makes a remote learning environment effective?

Remote learning has been used within Higher Education and colleges for over a decade. Such learning environments therefore provide a test site for effective remote learning, albeit aimed at a different learner population. Nevertheless, existing knowledge of this area is helpful for our current predicament. In an overview of best practice in pedagogy for remote learning, authors from the Educational Development Trust (2020) identified key areas that are worthy of closer focus:

- The usual pedagogic frameworks should be adhered to, despite the challenges remote learning presents. Effective teachers strive to reproduce learning environments which are well structured, provide a level of flexibility to individual learners, and use assessment appropriately. Essentially, effective in-person teaching should be aimed for on an online platform.

- Remote learning requires '**teaching presence'** to ensure learners continue to be motivated in their studies. Research has shown remote learning to be ineffective when the relationship between teacher and learner is too distant. Indeed, Pearson (2016, p4) notes that 'research has also indicated that teaching presence is more predictive of student success in online learning than interactions with peers'. The authors suggest that teaching presence is achieved through appropriate interaction. Previous research on Massive Online Open Courses (MOOC's) demonstrates that high levels of disengagement are present when teaching presence is low, even amongst adult learners. A high level of teacher presence is therefore appropriate in primary/secondary contexts.

- The role of teachers within remote teaching should reflect classroom-based approaches. The remote teacher is not a 'guide on the side' but should continue to be a 'subject matter expert' who explains content via **direct instruction.** Direct

instruction is a teacher-led pedagogy and can consist of presenting content/questions, facilitating discussions on specific issues, summarise debates, correct misconceptions, provide explanatory feedback and use knowledge from a range of sources (Educational Development Trust, 2020).

- Effective remote learning is aided by the creation of '**communities of inquiry'** (Garrison, 2015). Teaching presence, as detailed above, is key in creating a community of learners. This is achieved using social and cognitive presence. Social presence relates to the sense of belonging that learners have to their online learning communities. In our current situation the move to remote learning is not necessarily about creating social presence, but instead it is about maintaining the social presence that exists within in-person learning environments. Cognitive presence relates to the student's engagement with learning tasks. Effective remote learning, as within in-person learning, relies upon careful sequencing of learning tasks, moving the learner from basic to more complex understanding of content.

In summary, effective remote learning is characterised by its appropriate organisation, the presence of an educator, the direct instruction of a teacher and the creation of collaborative learning communities. Although these themes emerge from pre-COVID19 research and amongst Higher Education populations, it is likely that such themes are also relevant within younger learner populations. We will now summarise some tips given to practitioners during our current crisis.

Tips for Staff

In considering effective remote learning during social distancing measures, it is worthwhile considering early evidence from China. In collaboration with UNESCO, researchers (Huang et al., 2020) detailed the approach to schooling taken by the Ministry of Education in China. Their approach to remote delivery has four key components:

1) **Live streaming teaching (lecture format)**
   a) Uses live streaming software to present new teaching material. Requires good internet access to ensure high quality streaming. May be disengaging for students due to lack of interaction.

2) **Online real-time interactive teaching**
   a) Uses classroom interaction software to facilitate a more interactive teaching environment. Requires face-to-face communication, which may deter some students from engaging. Good internet connection also required.

3) **Online self-regulated learning with real-time interactive Q and A**
   a) Tasks are provided by teachers and online platforms are used to discuss the outcomes of such tasks. Requires pre-existing student independence and students may lack a sense of belonging to their classes. Of limited value to those who fail to complete pre-defined task.

4) **Online co-operative learning guided by teachers**
   a) Tasks for either individuals or groups where feedback is given directly to learner(s). May improve learners' collaborative skills and reinforce a sense of

belonging to groups. Remote group work difficult within those with limited connectivity.

The Chinese approach detailed here relies heavily on digital access, which may be limited in areas of high deprivation and disadvantage. Elsewhere, the Education Endowment Foundation (2020), in a review of academic research on remote learning, place importance on the following 5 key points that can be used as tips for staff. These tips do not rely as heavily on digital access:

1. **Teaching quality is more important than how lessons are delivered**
   Irrespective of delivery (asynchronous/synchronous), effective teaching involves clear explanation, appropriate feedback, and the linking of new material to existing pupil knowledge. Practitioners should consider how to adapt existing good practice to remote/digital learning environments.

2. **Ensuring access to technology is key, particularly for disadvantaged pupils**
   Remote learning cannot take place without appropriate resources. Access to a computer and an internet connection are critical requirements. It is unlikely that the universal provision of these resources will exist. Therefore, practitioners should be pragmatic in how they reach those without access. Guidance to support both practitioners and pupils use of digital technologies is also required.

3. **Peer interactions can provide motivation and improve learning outcomes**
   Existing research, predominantly based on older learners, demonstrates that peer interaction through collaborative approaches are effective in achieving learning outcomes. It is likely that such a finding is also applicable to primary and secondary environments. Consider ways of creating or encouraging interactions amongst students. This may be within virtual learning environments or through personal channels where the teacher is not present.

4. **Supporting pupils to work independently can improve learning outcomes**
   Remote learning inherently involves more asynchronous and independent learning. Explicit aids such as checklists, daily plans or goal setting may improve the ability of students to work independently. This will be of key importance in those who do not have access to digital resources, meaning that facilitating independent learning will take place offline.

5. **Different approaches to remote learning suit different types of content and pupils**
   Teachers should be supported to engage with a range of learning approaches which may itself be dictated by its content/form. It is likely that some learning will be suited to digital learning, whilst others require asynchronous forms of learning to be the primary mode of learning. Consider what is best taught live or via recorded classes and what would be more suitable as an individual or group task for learners to complete in their own time.

Resources for Staff

The following resources are useful for practitioners:

https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-to-share-with-parents/
https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/
https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/53/537a209f-92a1-401d-a7b7-6f56b114ac00.pdf
https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19#remote-education-resources-for-teachers
https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19#virtual-lessons-and-live-streaming

Tips for Parents

Existing evidence on the importance of parental involvement, such as the Parents as Partners in their Children's learning toolkit (2006) and the National Parenting Strategy (2012), remain relevant during this period. Various organisations have provided tips for parents during social distancing. We summarise a few here:

1) **Support your child's reading (Education Endowment Fund, 2020)**
   a) Focus on quality rather than quantity of reading
   b) Ask your child questions about their reading and ask them to make predictions as to where the story will go next
   c) Ask your child to summarise, either in writing or verbally, their reading
   d) Try to maintain the motivation to read – this may be aided by demonstrating your own reading

2) **Support your child's maths development**
   a) Consider how everyday tasks can be an opportunity for your child to use their numeracy skills
   b) Consider using the wide range of online maths support resources that are available – a list can be found at: https://education.gov.scot/parentzone/learning-at-home/supporting-numeracy/

3) **Try to maintain a daily routine (adapted from Educational Endowment Fund, 2019)**
   a) Maintain sleeping habits (bed/waking times)
   b) Encourage daily exercise
   c) Plan reading periods
   d) Plan socialising time
   e) Plan time to discuss what your child has learnt each day

4) **Create a positive home learning environment (Education Scotland, 2020)**
   a) Provide time and space for your child's homeworking
   b) Show an interest in your child's work and encourage them

5) **Be realistic and manage expectations (NSPCC, 2020)**
   a) Your home is not a school and you cannot be expected to deliver a perfect curriculum
   b) Do not expect every hour of the day to be filled with learning
   c) Avoid comparisons with other families, who may exist in very different circumstances

Resources for Parents

Other guidance can be found at the following links:
https://education.gov.scot/parentzone/learning-at-home/
https://www.education-ni.gov.uk/articles/support-parents-and-pupils
https://education.gov.scot/parentzone/Documents/parents-as-partners-toolkit.pdf
https://www.gov.scot/publications/national-parenting-strategy-making-positive-difference-children-young-people-through/
https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education

Glossary:

Education Scotland (2020) provides useful definitions of the key terms discussed in this paper:

Concept	Definition
Asynchronous learning	Children and young people undertake learning activities without direct supervision from the teacher. These activities may be digital or traditional. Learners can communicate with their teacher at their own pace or within a set time period. For example, a teacher setting a specific project and asking young people to check in through a discussion board if they have any questions
Blended learning	Includes learning that happens in real time(synchronous), alongside a teacher such as online discussions and learning which happens at the learner's pace (asynchronous) such as project work.
E-learning	E-learning or electronic learning is the umbrella term used to describe education using electronic devices and digital media. Much of our learning now involves e-learning both in and outside of the classroom environment.
Learning at home	Learning at home is a broad term used to describe the learning which happens out with early learning and childcare settings and schools. It can take place through everyday activities including play and general family life, such as food preparation and cooking. It can also happen through curriculum related activities, homework, reading and sharing books.
Remote learning	Occurs when a learner and teacher are separated by time and/ or distance and therefore cannot meet in a traditional classroom setting. Information is typically transmitted via technology such as email, discussion boards, video conferencing, etc. No physical presence is required.
Synchronous learning	Online learning in which children and young people can learn from their teacher in real time. For example, a teacher teaching to a group of children or class using digital technologies.

Table 1 Adapted from: https://education.gov.scot/media/bkunccqa/glossary.pdf

Useful Resources

Official/Grey Literature
https://edtechhub.org/wp-content/uploads/2020/04/research-best-practice-pedagogy-remote-teaching.pdf

https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/
https://blogs.glowscotland.org.uk/re/renbusinesscontinuity/
https://hundred-cdn.s3.amazonaws.com/uploads/report/file/15/hundred_spotlight_covid-19_digital.pdf
https://read.oecd-ilibrary.org/view/?ref=126_126988-t63lxosohs&title=A-framework-to-guide-an-education-response-to-the-Covid-19-Pandemic-of-2020
https://wakelet.com/wake/60094859-26ad-4034-82a7-6bfaca607667
https://www.birmingham.ac.uk/Documents/HEFI/FUJ-Education-Report-UK.pdf
https://research.acer.edu.au/digital_learning/4/
https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/
https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely
https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning/

Academic papers
https://link.springer.com/article/10.1007/s11213-019-09517-5
https://www.tandfonline.com/doi/full/10.1080/1475939X.2017.1317659?casa_token=HZRWQ4LilroAAAAA%3A71jaXrgBLiD5M0Q9buydwtNCPLPCMXKpZBNYYyEZD24LIuZnCIhYpNz4_ovBNYMu6um1QYVwhUiI0Q
https://research.acer.edu.au/digital_learning/6/
https://research.acer.edu.au/digital_learning/1/
https://www.researchgate.net/profile/Paul_Bennett16/publication/310952338_Digital_Learning_in_Canadian_K-12_Schools_A_Review_of_Critical_Issues_Policy_and_Practice/links/583b504408ae3a74b4a06ad6/Digital-Learning-in-Canadian-K-12-Schools-A-Review-of-Critical-Issues-Policy-and-Practice
http://irep.ntu.ac.uk/id/eprint/28274/1/PubSub5825_Boulton.pdf

Commercial
https://www.pearson.com/uk/educators/schools/update-for-schools/distance-learning-support.html
https://www.pearson.com/content/dam/one-dot-com/one-dot-com/us/en/pearson-ed/downloads/Teaching-Presence.pdf
https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-and-learning-when-school-is-closed/tools-remote-teaching-and-learning/
https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-and-learning-when-school-is-closed/resources-for-you-and-your-learners/
https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-and-learning-when-school-is-closed/webinars-and-online-training/
https://www.futurelearn.com/info/blog/resources-for-online-teaching-during-coronavirus

Blogs/Newspaper articles
https://educationblog.microsoft.com/en-us/2020/03/making-remote-learning-effective-and-engaging-with-microsoft-education-resources/
https://www.irishtimes.com/news/education/start-really-small-teachers-share-their-top-tips-for-remote-learning-1.4209759
https://en.unesco.org/covid19/educationresponse/solutions

Appendix 1 ELC Learning at Home

Almost all the guidance in the main document is applicable to ELC. Significant differences are noted below.

Guiding principles

Each establishment's policy should be shaped by the following guiding principles;

- ELC plans should be developed in consultation with staff and parents.
- There is no requirement for live engagement with children.
- There should be an agreed timeline for check with families.
- ELC should provider hard copy learning packs as well as resources such as stationary to support learners at home.
- Scottish Government guidance states that children should access their entitlement. Currently the ELC entitlement is 16 hours per week. The frequency and content of learning packs should be based on this entitlement.

Key concepts/terms

Given the very new nature of this aspect of educational provision it is important to be clear on the definition and use of language.

Learning at Home is learning that is directed by practitioners and undertaken by children who are not physically with the practitioner while instruction is taking place. Learning at Home can be delivered in a variety of ways: some high-tech, some low-tech and often requiring no technological solutions.

The pedagogy of play and outdoor learning should be embedded in all learning at home activity. Signposting to other resources / activities should also be included.

Monitoring engagement

ELC should employ the same rigour to monitoring engagement as they do with attendance. During lockdown all children will be marked as learning from home. Parents should be asked to let the ELC know when their child isn't able to learn at home due to illness in the same way that they would if they were not able to attend ELC

ELC can offer placements to children where engagement is an issue. It is likely that these children will be in the vulnerable, ASN or entitled 2 year old categories.

Use of recorded content – ClickView

Access to a bank of recorded content professionally produced by the platform ClickView has recently been made available to ELC.   A programme of support is currently being developed.

Quality assurance of Learning at Home provision

All ELC are expected to develop a policy statement around their Learning at Home offer.

From this, ELC should plan for how this is delivered and how staff will be trained via Career Long Professional Learning (CLPL). Settings should make use of the CLPL advice previously issued. Practitioners should be encouraged to record outcome and time allocations in line with their registration with Scottish Social Services Council.

Settings should report on the effectiveness of their remote learning offer through their annual Standards and Quality report.

As well as this, Education Officers will meet with Heads of Establishment and Senior Leaders during periods of lockdown to ensure that plans are being implemented and any issues and barriers are being addressed.

A remote learning audit tool (ELC Appendix) has also been developed and shared with Heads of Establishment that will allow them to be assured that their own policy and practice is in line with both this document and the Education Scotland guidance on remote learning (Jan 2021). Each establishment's audit results have been collated centrally to allow the central team to identify needs across schools as well as areas of strength that need to be shared.

ELC should carry out questionnaires of parents and staff to gather feedback on their remote learning provision, to ensure that further development can be carried out

Home learning approaches
Planning framework

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The most effective learners can self-regulate and organise their approach to learning. They are aware of their strengths and weaknesses and have well developed metacognitive strategies that help the learn. Metacognitive strategies can be taught, and are particularly powerful when they are subject specific. These metacognitive strategies will be particularly important for your pupils if you can't be with in the classroom, along with a consideration of how we learn and how we remember what we have learnt. This framework is for a learning sequence, and is unlikely to take place within a single session.

Approach	What is it?	Why include it?	Examples (online / offline)
Activate	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	An important aspect of metacognition is planning how you'll approach a task, using what you already know.	Pupils watch a relevant video, then write down everything that they remember about it Pupils complete a short quiz (either auto- or self-marked) Pupils read a relevant textbook passage, then summarise the key points from memory Pupils add to a partially complete concept map **Tip: This can be as simple as reminding pupils of relevant vocabulary and could be combined with a review of previous topics.**
Explain	Explicitly teaching strategies to pupils and helping them decide when to use them.	Metacognitive strategies are most effective when they are context-specific, especially if pupils understand when and why to use them.	Use self- or pre-made videos, focussing on explaining your thought processes (why), as well as demonstrating the strategy itself (how) Use a visualiser to model your thinking, as you complete a series of worked examples Use examples in textbooks, giving additional guidance about when and why strategies are used Use a series of worked examples, with particular emphasis on explaining each step: for example, by annotating them **Tip: Limit the amount of new information you introduce in a particular session, and break explanations into short chunks, where possible.**
Practise	Pupils practising strategies and skills repeatedly, to develop independence.	Pupils need to practise new strategies, to develop independence. Scaffolds and support are needed at first, but should decrease over time.	A video leading pupils through a series of practice questions, reducing the guidance with each example A series of questions with partial prompts for each one, and links to further help online when needed Scaffolding—knowledge organisers, essay prompts, bookmarks, structure strips, sentence starters Model answers to questions, with prompts for pupils to explain each step or analyse why they were carried out **Tip: Consider how tasks can be split up into components, and help pupils to practise these individually before combining them into larger tasks.**
Reflect	Pupils reflecting on what they have learnt after they have completed a piece of work.	Self-regulated learners use tasks they have completed to evaluate what went well, and what they will do differently next time.	Videos taking pupils through key learning points for the group as a whole, after they have submitted (or marked) a set of work. Include prompts to h pupils with self-evaluation Short quizzes after activities, supporting pupils to think about what they have learnt, what they had trouble with, and any further help that they think is needed Prompt sheets that help pupils to evaluate their progress, with ideas for further support **Tip: You can introduce prompts before you reach the end of a learning sequence too, so that pupils can monitor their progress and acces appropriate support, if needed.**
Review	Revisiting previous learning after a gap.	Retrieving things from memory, particularly after you've started to forget them, aids long-term retention.	Short online quizzes that include questions from previous topics, as well as more recent ideas A 'brain dump' of everything that pupils can remember about a previous topic, with a follow-up activity to correct anything that was wrong, and add anything that was missed, using textbook or other resources **Tip: A review needn't be a complex task—simply trying to summarise a topic for somebody else is a helpful review.**