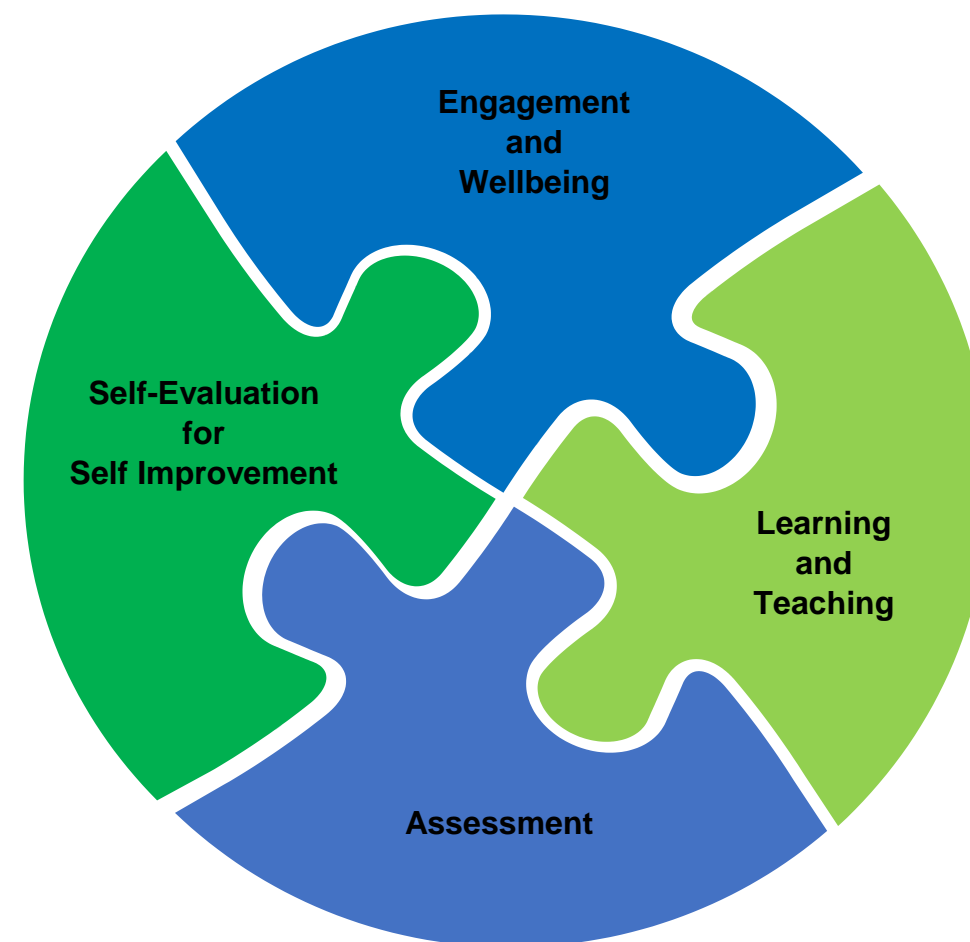


East Renfrewshire Education Department

How effective is your Remote Learning offer?



January 2021

Introduction

High quality learning and teaching underpins our vision of *'Everyone Attaining, Everyone Achieving through Excellent Experiences'*. As the context continues to focus on 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.

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 audit tool is designed to support senior leaders to take a closer look at the learning provision that is currently on offer in their establishment. Head Teachers will be aware of their establishment's own unique context and will have a clear rationale on how their staff are continuing to provide high quality learning experiences through remote learning.

The Education Department has produced ***Principles of Effective Practice*** which supports senior leaders with how they can achieve consistency for learners across playrooms, classrooms, subjects and departments.

There are many considerations for school leaders and staff to consider when establishing their approaches to remote learning. The ***Principles of Effective Practice*** document highlights 4 key themes.

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

This audit tool will allow senior leaders to carefully self-evaluate across these key themes along with an opportunity to assess the digital capacity of pupils and staff.

The Quality Improvement Team will engage with school leaders during the self-evaluation process and provide further support as required. They will also gather information which will contribute to the department's wider self-evaluation of remote learning in our schools.

Audit Tool: How effective is your Remote Learning offer?

Name of establishment _____ Date _____

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. Key principles and entitlements for remote learning have been outlined by Education Scotland. Schools should develop and share their own policy outlining their approach to remote learning in conjunction with the ERC Remote Learning: Features of Effective Practice paper.

Remote Learning Quality Assurance Tool

| | Theme | Challenge Questions | Things to Consider | Next Steps (if required) |
|---------------------------------|---------------------------------|--|--|--------------------------|
| Engagement and Wellbeing | Interactions with pupils | Is there a daily registration / check in for all pupils? | | |
| | | Are you using attendance data to understand patterns of engagement and plan follow up interventions? | Consider the extent of engagement, are pupils logging on but not participating or extending their learning. | |
| | | Are pupils who have been offered a place at the hub attending? Are they engaging online instead? | Attendance data versus offers to vulnerable pupils. Strategies to encourage attendance / online engagement. | |
| | | Are there regular opportunities for engagement with other pupils to collaborate and support learning, as well as informal engagement? Are there regular formal and informal opportunities for peer support activities on-line? To support peer relationships. | | |
| | | Have you provided opportunities for pupils to explore their health and wellbeing? Can they discuss any concerns / issues with their teacher? | Use of Google Meet, classroom discussion forums. Role of support staff. | |
| | | Are children encouraged to be active, participate in outdoor activities, encouraged to participate in wellbeing activities? | | |
| | | Are targeted interventions to support wellbeing and learning needs (loss) continuing? | Use of additional (including recovery) staff to address learning loss, continue with targeted interventions. | |
| | | How are you seeking feedback from pupils in relation to their remote learning experiences? | | |
| | | How do you maintain a sense of identity for classes, year groups, whole school? | Use of virtual assemblies Sharing of successes / achievements | |
| | | Do you provide access to classroom resources for pupils to support the planned learning and teaching activities? | Digital Stationary Core Texts Classroom materials | |
| | | Are children clear on the safety protocols for online learning? Has the Responsible user agreement (SC 69) been revisited/reissued in light of remote learning provision? | | |

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| | Staff Wellbeing | How do you support staff to undertake teaching and learning remotely? | Advice, resources, environment. | |
| | | Do you provide time for staff to discuss, share and express with their peers and line manager their working arrangements at the moment? | | |
| | | How do you maintain staff ethos and morale? | Staff meetings (formal and informal) | |
| | | Are staff encouraged to nurture their own health and wellbeing? | Signposting to Healthier Minds and other wellbeing resources. | |
| | Consultation with parents/carers | Have communications with parents/carers (including Parent Council) covered the following areas: <ul style="list-style-type: none"> How their child's online platform works / How it can be accessed using school developed videos or those from other schools Plan for the online day / week What they do if they have any problems Methods of communication during lockdown | Communication with parents is clear, accessible and known to all. | |
| | | Expectations of the role of the parent in learning at home has been shared? | | |
| | | How regular do you contact all parents to discuss wellbeing and engagement of their children with remote learning? | | |
| | | What communication do you have with parents who have children who have wellbeing plans and require targeted support? | | |
| | | How are you seeking feedback from families in relation to their remote learning experiences? | | |
| | | Do you signpost parents to other supports / resources that support family wellbeing? | Partnership working Referral to other agencies | |
| Theme | Challenge Questions | Things to Consider | Next Steps (if required) | |
| Learning and Teaching | Structure of an online day | Which of the following have been agreed and are in use consistently across the school? <ul style="list-style-type: none"> Daily check in times Types of learning that should be delivered online Specific times teachers will be online to support interactive activities, direct teaching and engagement Specific times to provide feedback Other | Use of live recordings, lessons, google meets to provide face to face contact | |
| | Content of a remote day | For secondary schools only – Are your learners following their face-to-face timetable remotely? | | |
| | | Have you considered timetabling any of the following into your online week? <ul style="list-style-type: none"> West OS/ClickView e-Sgoil SCHOLAR Other schools offer in the cluster BBC Offer Oak National Academy Other- please detail | | |
| | Primary only Have you considered the sharing of resources/expertise across the cluster to supplement your in-school offer for learners? If yes, Please provide detail. | | | |

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| | | Have staff considered what high quality learning and teaching looks like and how this can be adapted for remote learning? | Consider a balance of adult led and child led. How are you supporting independent learning skills / study skills? | | |
| | | As a school, what are your expectations regarding minimum content of each remote day? For example: <ul style="list-style-type: none"> • Daily check in (registration) • New Learning including direct teaching (live or recorded) • Time given to complete tasks after direct teaching • Differentiated activities • Regular quality, individualised feedback • Live interactive engagement for questioning, feedback, games / storytelling, pastoral. • End of day check in • Other | Is there consistency across each class, stage, department, year group? Is the pedagogical approach appropriate for each lesson? Is your school remote learning offer understood by all? | | |
| | Support for Learning | | Is targeted support / interventions continuing for those who need it? | Wellbeing plans being adapted and followed. Use of Support for Learning, Lowest 20% and Recovery staff. | |
| | | | In what ways are teachers /pupil support assistants offering additional targeted learning support for vulnerable learners either virtually or in school as part of the learning hub? | | |
| | | Are there clear guidelines regarding how to support/improve learner non engagement with guidance regarding mitigation/intervention? | | | |
| | Absence contingency | Have discussions taken place on how learning from home can be managed in different scenarios of staff absence? | | | |
| Assessment | Theme | Challenge Questions | Possible Answers | Next Steps (if required) | |
| | Assessment for Learning | | Is a variety of assessment approaches being used to ascertain learner progress? | Sharing of LI and SC Effective Questioning Plenary / Feedback | |
| | | | What opportunities are in place to facilitate pupils' ongoing dialogue, reflection and feedback with their teacher in relation to their own learning? | Use of Jamboard / Microsoft whiteboard | |
| | | | Is assessment data being used to plan next steps in learning? | Avoiding long periods of consolidation. Opportunity for shared planning and moderation | |
| | | | Are the learning loss gaps identified during the previous period of school closure being used to ongoing targeted interventions / attendance at the hub. | | |

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| Self-Evaluation for Self-Improvement | Learners' Experiences | What systems/approaches do you have in place in order to quality assure your remote learning provision? For Example: <ul style="list-style-type: none"> • SMT or Principal Teachers membership of every Google Classroom/Microsoft Team • Regular discussion of teacher planning • Learner conversations • Shadow learner journey • Tracking and Monitoring of attendance and engagement • Opportunity for shared planning and moderation • Other, please provide detail | | |
| | | Are parents involved in the tracking and monitoring of remote learning engagement? Do you share engagement levels? | | |
| | | Are you using tracking data to inform your remote learning approach? | | |
| | | Have you sought pupil and parental feedback about your remote learning offer? Have you altered approaches in response? | Feedback from previous school closure period as well as recent. | |
| | | Have you discussed effective practice with colleagues in your sector, cluster, etc? | | |
| | | Are staff engaging with up to date research on remote learning? | | |
| Digital Capacity | Theme | Challenge Questions | Possible Answers | Next Steps (if required) |
| | Establishing knowledge of digital access | What steps have you taken to ensure all learners have home access to digital devices/wifi? | | |
| | | What alternatives have been considered where digital access has proven challenging? | School access to devices for learners School access to devices for staff Paper packs delivered Other, please detail | |
| | | Have contingency plans been made for every Google Classroom/Microsoft Team in the event of the teacher being absent? | Yes No | |
| | Staff CLPL | Has the provision of 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 been reinforced with staff i.e. this should still be reflected in the planning for learning experiences during this time? | Yes No | |

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| | <p>Where staff confidence was less strong, consideration should be given to support/training/peer support mechanisms. How was this delivered/facilitated?</p> <p>How have you identified staff development needs? How was this delivered/facilitated?</p> | <p>Signposting to webinars and CLPL input from ERC Digital Team/ Education Scotland / GTCS</p> <p>Other online/general access training</p> <p>In school sharing practice</p> <p>Staff experts/champions</p> <p>ICT Coordinator / Digital champion</p> <p>NQT Mentor</p> <p>ERC Digital team Support</p> | |
| Facilitating Live Engagement | How has live engagement been facilitated? | | |
| | <p>Has this been implemented in classes across your remote learning offer?</p> <p>Is this consistent for all learners?</p> | <p>All (100%)</p> <p>Almost all (91 – 99%)</p> <p>Most (75 – 90%)</p> <p>Majority (50 – 74%)</p> <p>Less than half (15 – 49%)</p> <p>A few (less than 15%)</p> <p>None</p> | |
| | <p>In what form is direct teaching being provided for learners?</p> <p>e.g pre recorded videos, live lessons etc</p> | | |
| | <p>In what way has the national E-learning offer e-Sgoil/West OS or ERC video Vault provision been incorporated into your remote learning offer?</p> | | |
| | <p>Has access to key learning which is available for learners to revisit as often as necessary such as the use of the use of pre-recorded teaching sessions been discussed?</p> | | |
| | <p>Has this been implemented in classes across your remote learning offer?</p> | <p>All (100%)</p> <p>Almost all (91 – 99%)</p> <p>Most (75 – 90%)</p> <p>Majority (50 – 74%)</p> <p>Less than half (15 – 49%)</p> <p>A few (less than 15%)</p> <p>None</p> | |

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>

<https://drive.google.com/file/d/1JaE7JDSZjB5I2Qu4x64jAotFHUOohmpb/view>