**West Lothian LNCT Advice on Remote and Blended Learning December 2020**

**Introduction**

Over several years the West Lothian strategic approach to digital learning, teaching and assessment has been Anywhere, Anytime Learning (AAL). This approach is intended to support a transformation in pedagogy by facilitating a learning environment where pupils and teachers can use digital services and devices to communicate, collaborate, research, share and expand knowledge. This approach has also allowed for curriculum and pedagogy development, which promotes; active learning, independent learning, collaborative learning, learning how to learn, investigating, exploring, purposeful play, personalisation and choice in contexts that are relevant to life and work.

In West Lothian we recognise that meaningful, agile learning can take place in multiple environments using a wide range of learning tools. Digital services come in many forms and provide more than communication or social networking; they provide organisational tools, peer support, publishing and creative tools. The utilisation of live streaming by staff and pupils is used as an integral tool to support learning in many West Lothian schools e.g. streaming of assemblies, Head Teacher address to the whole school, ‘buddy’ sessions, small group tutorials.

**Guiding Principles**

Digital tools support learning, teaching and assessment across all areas of the curriculum, in all circumstances. In West Lothian this is not limited to the COVID-19 pandemic and the following guidance reaffirms our position. The contexts presented in this document are presented as advice and guidance. The term ‘online learning’ should not be confused with video conferencing. Streaming of learning content is not necessarily video. For example, the presentation function within Teams ensures teaching material can be clearly displayed on the screen and the teacher heard with no need for video.

It is recognised, in the context of the COVID-19 pandemic, specific considerations for the delivery of learning, teaching and assessment may have to be made for a variety of reasons:

(i) pupils may be self-isolating or shielding

(ii) teachers who may be working from home

(iii) schools may require to move to a remote or blended learning model as part of a specific, targeted intervention

***Blended Learning*** – This will involve pupils attending school for their ‘in school’ learning for part of the time and undertaking the remainder of their learning ‘in home’.

***Remote Learning*** – This will involve pupils receiving their full learning entitlement ‘in home’.

To ensure staff and pupils have skill and confidence to deliver continuity in learning across all schools, the digital focus since returning to school in August 2020 has been to ensure:

* Every teacher and learner in P4 –S6, has a level of confidence in using Microsoft 365 within Glow and a particular focus on Teams.
* Every teacher and learner in P1 – P3, has a level of confidence in using SeeSaw

The main digital services used in West Lothian are provided by and accessed through Glow. Further guidance on the use of Glow in West Lothian can be found here - [Use of Glow to support learning in West Lothian Schools](https://glowscotland.sharepoint.com/%3Aw%3A/r/sites/WestLothianCouncil/aal/_layouts/15/Doc.aspx?sourcedoc=%7BDE478842-87FE-4873-8109-0022D3CE3A0A%7D&file=WL%20AAL.docx&action=default&mobileredirect=true) SeeSaw has been procured for use with P1 – P3 pupils.

From the use of this core functionality, every school, teacher and pupil can have the confidence to then explore how this can support learning both ‘in school’ and ‘in home’. These tools should be a core resource in everyday classroom practice delivered within the 35-hour week and within the school Working Time Agreement. It is recognised that in some circumstances, ‘team teaching’ across classes may most effectively support staff and pupils. How this is implemented at a local school level should be agreed within schools to best accommodate the requirements of the school and the individuals concerned, in an agile manner.

**Remote learning, teaching and assessment**

Where teachers are working from home they should utilise the tools available via Teams and Seesaw to deliver live and/or recorded lessons, engage in learner conversation, use shared screen functionality and provide feedback to pupils. Teacher professional judgement will be used as to the appropriateness of these functions to ensure the delivery of high quality learning experiences for children and young people.

It is recognised that there will be variable circumstances for teachers working from home and subsequently teacher professional judgement will be required in determining the structure of lessons, planned opportunities for teacher input and assessment and feedback approaches.

Where teachers are remote working but children still attending school, the professional judgements of the teacher who is working from home and the in-class cover teacher would form a key part of the decision-making process. Staff teaching from home will continue to be responsible for the delivery of learning, teaching and assessment through ongoing professional dialogue with the teacher covering within the class. The health and safety of pupils in the classroom will be managed by the school, ensuring children/young people are supervised by GTCS registered staff during learning episodes.

**Blended learning, teaching and assessment**

Within a Blended Learning scenario, there is no expectation that staff should ‘remote teach’ at the same time as having responsibility for the learning, teaching and assessment of those ‘in school’ learning. Pupils ‘in home’ learning will retain continuity of learning through access to class Teams pages or SeeSaw. Teachers, while also teaching pupils in a physical classroom, should continue to create opportunities to encourage engagement in collaborative tasks utilising the tools available in Seesaw, Teams conversations, assignments and OneNote. These tools will also allow teachers to provide feedback to pupils utilising these tools. Within the blended learning model, staff should plan for a range of independent tasks/projects for ‘in home’ learning to ensure workload is manageable and achievable, whilst continuing to deliver high quality learning, teaching and assessment.

**Pupils self-isolating or shielding**

Continuity of learning for pupils self-isolating or shielding should be agreed in line with the guidance provided above for remote learning and reflect the needs of the individual pupil in line with GIRFEC principles. This will include a range of learning activities both accessed digitally and away from digital devices. Use of Teams and Seesaw will mean that pupils at home will also have opportunities to share evidence of their learning with teachers and classmates from home.

Using teacher professional judgement, teachers may determine it appropriate for pupils to access a live stream of the classroom for specific teaching content or to follow along with a teacher shared screen. There will also be opportunities to facilitate pupils taking part in in small group via video conferencing. For example, a pupil may take part in a reading/discussion activity with the other pupils in their group via Teams meetings.

**Online learning, teaching and assessment**

When delivering online learning experiences for pupils, either ‘in school’ or ‘in home’, teachers should only use the agreed platforms for delivering such experiences. This will be using the services provided through Glow and SeeSaw, following agreed policies and protocols including taking all appropriate measures to protect privacy and safeguard their professionalism e.g. using ‘blurred’ backgrounds and ensuring appropriate dress. [Guidance for the use of Teams meetings](https://glowscotland.sharepoint.com/sites/WestLothianCouncil/wldigilearn2/digilearnclpl/SitePages/Introducing-you-to-Microsoft-Teams-Video-Conference-to-Support-Learning.aspx#microsoft-365-teams-meetings-with-learners-and-use-of-video)

**Safeguarding**

Staff should not communicate with pupils using any digital platforms other than Glow or Seesaw. In line with GTCS Professional Guide, ‘[Engaging Online; a guide for teachers’](http://www.gtcs.org.uk/web/FILES/the-standards/GTCS_guidance_engaging_online.pdf) staff should not share personal email addresses, personal phone numbers, social media ID or share personal information/images of others.

Schools will have in place locally agreed protocols to protect and safeguard pupils when delivering online lessons. These should be based on those found within the use of [Teams meeting guidance](https://glowscotland.sharepoint.com/%3Aw%3A/r/sites/WestLothianCouncil/wldigilearn2/digilearnclpl/_layouts/15/Doc.aspx?sourcedoc=%7B7122b073-3dcb-4ad8-9040-1e49093cdd78%7D&action=view&cid=733347eb-fd3a-495f-8195-c9c0a67ceaae) and may be adjusted to accommodate the local requirements of a school if necessary and the changing guidance provided both locally and nationally as the current situation changes.

**Use of and Access to Digital Services**

It would be expected that teachers sharing online learning experiences that they would be delivered using West Lothian devices, as far as possible.

Guidance and support for staff in the use of the digital services to support learning and teaching can be found at [WL DigiLearn](https://glowscotland.sharepoint.com/sites/WestLothianCouncil/wldigilearn2/SitePages/Home.aspx), [WL DigiLearn Academy](https://glowscotland.sharepoint.com/sites/WestLothianCouncil/wldigilearn2/digilearnclpl/SitePages/WL-DigiLearn-Academy-Home.aspx) and the [#DigiKen Microsoft Team](https://teams.microsoft.com/l/team/19%3A24ddfcab966a41d9ac6f455c543f9b87%40thread.tacv2/conversations?groupId=b1696622-ba7c-4be2-aa44-2d2dfd3f7c1a&tenantId=ccd32ca3-16ce-428f-9541-372d6b051929).

Guidance and support for pupils on the use of the digital services to be used in their learning can be found at - [WLA - Using Glow in Your Learning](https://glowscotland.sharepoint.com/sites/3330504/wlausingglow/SitePages/Home.aspx)

Arrangements for the delivery of remote and blended learning, teaching and assessment should be underpinned by the principle of equity, and provision made to ensure that pupils impacted by poverty have access to appropriate resources to maximise engagement with learning and to address the poverty-related attainment gap.