

# EDINBURGH LEARNS

## EdinburghLearns@Home: Schools Guidance *Update – 29.01.21*

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## Introduction

During this second period of closure, Edinburgh's schools, and their staff teams, continue to strive to provide a high quality provision of teaching, learning and assessment. This applies to those young people who are currently attending school or those who are accessing learning remotely. This requires practitioners to be adaptable and, in many cases, assimilate new skills at a rapid pace. The commitment which has been demonstrated has been extremely impressive and has seen significant improvements since the previous closure, with many examples of excellent practice being developed.

The next step is for our schools, across the estate and across all sectors, to develop a greater consistency of provision. This not only ensures greater equity for all our learners but seeks to ensure that unfair comparisons are not drawn between schools, placing additional pressure on senior leaders and staff teams.

To achieve this consistency, schools now need to implement the Learner Entitlements as defined in the Education Scotland Remote Learning Guidance (released 08.01.21).

It is respected that challenges with Digital provision may impact schools' ability to deliver these entitlements and we continue to take steps to improve this at Local Authority level. It is also recognised that delivering these entitlements may require changes to practice to lesser, or greater, degrees dependant on your individual school context. Please be assured that the QICS and Edinburgh Learns Team will continue to provide ongoing support as we move towards this position of greater consistency. In addition, updated guidance will be issued, early next week, which provides further examples of models of remote learning from within our schools, together with additional professional learning offered by the Edinburgh Learns Teaching and Learning Team. Please do not hesitate to contact either team should you have any questions or concerns.

Parents & Carers will be provided with updated guidance to reflect this update.

A further iteration of this guidance will be produced to reflect the First Minister's announcement on 2<sup>nd</sup> February, 2021.

## Teaching and Learning at Home

For all staff, the provision of teaching and learning experiences will continue to be part of their working day. This will take the form of setting remote learning tasks and/or working in their school to provide essential childcare and support for learning for vulnerable children and those of key workers.

## Learners' Entitlements

- **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 resources where needed – this might include learning materials, textbooks and / or digital devices**
- **On-line resources that will be consistently used across learning to aid interaction, assessment and feedback**
- **Regular high quality interactive learning and teaching using technology or other remote methods**
- **A balance of live learning and independent activity**
- **Access to key learning which is available for learners to revisit as often as necessary**

- 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
- Due regard for their well-being and safeguarding.

## Early Years

- Due to current restrictions for Early Learning and Childcare, the majority of children are not currently able to access their setting for their funded ELC hours. There is therefore a need to support the continuity of interactions, play and learning for children during this time.
- Daily check-ins should take place in an appropriate format for Early Years settings. This may be for individuals or groups.
- Building on the experience from the previous lockdown and drawing on our contingency plans within Early Years we are in a positive position to support our children and families.
- You will know best how to reach out and engage with the families within your Nursery class and how you will provide the resources to support them. You will have identified families who do not have access to digital resources and so will need alternative packs for their children.
- To meet the needs of the ELC sector updated Early Years guidance will be issued.

## Primary Schools

- There is no expectation that schools replicate the entirety of the primary school day remotely. Schools should identify the best model for learner engagement to reflect their context and needs.
- Daily check-ins should take place in an appropriate format. This may be for individuals, groups, or classes.
- A minimum of 3 Literacy tasks and 3 Numeracy tasks should be set each week which provide opportunities for pupils to engage with experiences and outcomes which ensure appropriate progression in their learning.
- Additional rich learning tasks should be set which require pupils to apply core skills across a range of learning contexts. This may also include physical and outdoor learning, creative tasks and tasks which focus on the development of life skills.
- The combination of learning tasks set should allow for the recommended hours of pupil engagement i.e. 15-20 hours weekly.

## Secondary Schools

- There is no expectation that schools replicate the entirety of the school timetable remotely. Schools should identify the best model for learner engagement to reflect their situation and needs.
- Daily registration/check in for every learner, using a format for this that is appropriate to your school. This may be for individuals, groups or classes.
- All learners should experience high quality learning experiences, with a balance of teacher-pupil interactive and independent pupil learning. Learning tasks should aid interaction, assessment and feedback.
- SQA have advised that the priority for schools during January should be to maximise learning and teaching time. Any planned formal assessments should therefore be delayed until mid-February, or such time as SQA give clarity regarding the undertaking of timed assessments

remotely. The National Qualifications 2021 Group is overseeing changes to the alternative certification model and associated timeline that was announced in December. This includes moving the final date for schools and colleges to submit provisional grades from Friday 28 May 2021 to Friday 18 June 2021. We are continuing to engage with SQA. Updated advice from SQA can be found <https://www.sqa.org.uk/sqa/96545.html>

- The current SQA advice regarding the production of estimates, including reference to various approaches to assessment, can be found at <https://www.sqa.org.uk/sqa/95258.html>

## Special Schools

- Special schools will be open for children and young people whose parents are Key Workers, along with other identified learners as agreed with parents/carers and professionals. This will be reviewed throughout the period of exceptional school closures.
- Schools will offer additional activities including, for example, community walks.
- There will be close partnership working with our third-sector partners to ensure continuity for children and young people who access these supports.
- Remote learning will be offered for all learners who are able to access this, and home learning packs will also be available for learners. There will be regular virtual contact with parents and carers to help them to deliver home learning.
- There is no expectation that schools replicate the entirety of the school timetable remotely. Schools should identify the best model for learner engagement to reflect their situation and needs.
- Daily check-ins should take place in an appropriate format. This may be for individuals, groups, or classes.
- Class teachers will support the continuity of learning in the BGE as suitable for the needs of the learner. This will include the setting of learning tasks at appropriate levels and the provision of feedback.
- It is important that Senior Phase learners completing certificated courses experience progression in learning during lockdown, given that course content must still be covered in time for grades to be agreed by the end of May.
- We are engaging with SQA to seek advice regarding the implications of lockdown on assessing learner progress. Any planned, timed assessments for January should be delayed until such time as SQA give clarity regarding the undertaking of timed assessments remotely. The current SQA advice regarding the production of estimates, including reference to various approaches to assessment, can be found at <https://www.sqa.org.uk/sqa/95258.html>

## Digital Provision

We are aware that schools are at different stages with regard to the use of digital technology to support remote. However, it is again important that we move, as far as possible, to a more consistent offer. Learners will be supported by their teachers, key workers, other staff or other responsible adult to develop and enhance their understanding as is age and stage appropriate. This extends to learning in school and at home. We are working towards all learners across City of Edinburgh having access to, and making use of, digital technologies to support their learning.

The safety of our pupils and staff in the use of Digital technology is paramount. Therefore, it is essential that the Digital Responsible User Protocol is shared, and fully understood, by all engaging in the use of Digital platforms. This Protocol provides guidance on the appropriate and effective use of digital technology, within learning and teaching, to give all City of Edinburgh learners the opportunity to further engage in learning, maintain and develop relationships, and to develop digital skills vital for learning, life and work. This Protocol has been created in collaboration with Head

Teacher colleagues and members of the Teachers' Panel to ensure all staff and pupils are safe and secure, operating within a respectful learning context at all times. We are currently working on additional safeguarding guidance, to supplement the existing Protocol. This is to ensure that all stakeholders are clear about the procedures which should be followed should a breach of the Protocol occur, including those which are Child Protection concerns.

Digital learning includes:-

- Providing learning tasks and resources on-line e.g. through Teams, Learning Journals and School websites.
- Check-ins between teachers and pupils. This may be to provide support with learning, provide feedback or check-in with pupils (classes, groups or individuals) regarding their Health & Wellbeing.
- Recorded (asynchronous) learning which learners can access flexibly. There is a great deal of research which suggests that this approach is one of the most effective that can be taken for remote learning. This may also provide an additional safeguard to further ensure the safety of stakeholders.
- Live (synchronous) learning. It is not expected that an entire in-school class lesson should be replicated. Research supports approaches which aim to "chunk" learning into more manageable amounts.

Teachers will select from the above as appropriate, to best meet the needs of their learners and their context. There is no expectation that teachers must offer all of these options.

## Tracking of Engagement

Daily check-ins should ensure the safety, health and wellbeing of all young people. If schools are unable to reach a young person, a record should be kept, with appropriate follow-up action taken. This does not mean that, in Secondary sector, every subject teacher conducts a daily check-in for every young person they teach.

Schools should also implement a system which tracks the engagement of young people in their learning to ensure continuity and progression.

## Assessing Learners' Progress

Schools should aim to set assessment tasks, and gather evidence of learning, which inform professional judgements about pupils' progress. Predictions about pupils' attainment levels, submitted to the Central Team in November, can be used as a valid source of assessment information, together with considering the learning which has taken place since then.

## Provision of Feedback to Support Progression in Learning

As you are aware, effective feedback is essential in informing and supporting progress in learning. We appreciate the challenges our teachers face in providing consistent, manageable, feedback to pupils and in gathering evidence of pupils' learning during school closures. This obviously impacts the rigour we are able to build into judgements made about pupils' progress through Curriculum for Excellence (CfE) Levels and Senior Phase courses. However, it is important that we offer our learners the opportunity to progress through the relevant CfE Levels and Senior Phase courses, whilst recognising the need to ensure that existing skills and knowledge are consolidated. Approaches to providing feedback should be manageable in terms of frequency of contact with pupils. Senior leadership teams should agree the approach with their staff teams for providing this, at school level, taking full account of their own context. The following general principles should be considered:-

- Feedback should be proportionate and linked to success criteria.
- It is important that feedback helps learners identify where they have been successful and what their next steps are.

- Feedback may be given in a variety of formats, e.g. written or oral, and may be based on teacher, peer or self-assessment. This will be in line with the school's assessment strategy.
- It is not expected that teachers will provide written feedback on every task submitted by learners. As per the previous bullet point, an appropriate cycle of assessment should be implemented in line with the school's assessment strategy.

## Closing the Gap Workforce (CTG)

Closing the Gap teachers should be deployed in line with the current model in Primary, Secondary and Special sectors. This should include working with identified cohorts of learners who require additional support to prevent gaps in learning emerging/widening, including the delivery of specific Literacy and Numeracy interventions. They may also be deployed to further develop on-line resources and digital learning approaches. It is entirely appropriate for CTG teachers to backfill for permanent members of staff to allow them to undertake this support. It is important in all planning to remember that Closing the Gap is a key national priority. Equity of expectation, re working at home/in school, should be in line with that of core staff.

## Support for Pupils Attending Hubs

Young people attending the Hubs should enjoy a parity of experience with their peers learning at home. They should be supported in accessing remote learning tasks set, engage in learning conversations and be provided with feedback as for the other young people in their class. Particular consideration should be paid to providing additional support to vulnerable young people who have existing gaps in their learning.

## Teaching, Learning and Assessment Roles and Responsibilities:- (Including non-digital):

**The Senior Leadership Team** should:

- Identify a Lead for Remote Learning.
- Adopt leadership practices which ensure Learners' entitlements are met.
- Maintain lines of communication with staff, learners, parents/carers and the wider school community. Ensure that staff are signposted to sources of support.
- Provide learners & parents/carers with guidance to ensure that they can manage their learning (suggested hours as above), balanced with a range of other activities to support Health & Wellbeing, Creativity and Life Skills.
- Work towards equity of access for all learners.
- Prioritise health and wellbeing for all stakeholders, including staff. Ensure that expectations are realistic.
- Consider ways to provide learning, and feedback, to pupils who do not have Digital Access. It may be that, where schools have the capacity, staff deliver/collect learning to these pupils, operating within Infection Control Guidelines.
- Arrange for learners to progress through CfE levels and Senior Phase courses, as appropriate, through arrangements for Planning and Assessment.
- Ensure realistic learning is planned until the February break.
- Agree with staff suitable timescales/models for providing feedback to learners on their progress.
- Implement mechanisms for tracking learner engagement with remote learning, e.g. use of Microsoft Forms /Insight etc.
- Liaise with the school QIEO/Edinburgh Learns Team to agree any support.

**Class Teachers** should:

- Plan and deliver remote learning experiences for learners, in collaboration with colleagues as appropriate OR plan and deliver learning experiences for pupils attending Hub Schools, which ensure parity with pupils learning at home.
- Develop practice, in line with school Policy, which ensure Learners' entitlements.
- Wherever possible, provide differentiated content and consider support and challenge activities.
- Provide manageable feedback to learners, as agreed with SLT.
- Gather evidence of learning to inform professional judgements about learners' progress.

**Support for Learning staff** should:

- Provide class teachers with support and advice, as appropriate, to accommodate the remote learning curriculum they are providing to learners requiring extra support.
- Develop practice, in line with school Policy, which ensure Learners' entitlements.
- Maintain communication with parents & carers of learners with Individual Education Plans and, where relevant, Co-ordinated Support Plans, to discuss any additional support requirements to access the remote learning curriculum.
- Provide information to class teachers to inform professional judgements about learners' progress.

**Pupil Support Assistants** should:

- Provide support to learners, and staff, as agreed with their Line Manager.
- Develop practice, in line with school Policy, which ensure Learners' entitlements.