

# Teaching, Learning & Assessment

Locality Meetings

January 2021

# Aims of the session

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- Share information with you about remote learning offer within City of Edinburgh schools
- Share current position regarding digital strategy
- Share information about provision for young people currently attending school

# Remote Learning Provision

**EDINBURGH LEARNS**  
 EdinburchLearns@Home:  
 Schools Guidance  
 January 2021

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**EDINBURGH LEARNS REMOTE LEARNING**  
 Leading Remote Learning Across a School/Establishment

National Support—Scottish Government and Education Scotland

Education Scotland has produced a range of support for education practitioners to assist in the preparation, planning and delivery of remote learning.

Support includes:

- **What2Learn** resources – a growing range of recorded lessons are available designed to support learners to develop skills, knowledge and understanding related to a key learning area. CEIC also assesses the resources in the L3 Series and the L4 Series.
- **EdTech** – live interactive learning sessions in the BGE and senior phases, along with live study support sessions, to support children and young people who are working from home.

Local Support—City of Edinburgh Council

We have a suite of supporting documents and professional learning for help leaders and educators plan and deliver high quality learning, teaching and assessment. Senior leaders of schools particularly direct teachers to our [EdinburchLearns@Home](#) [Learn, Support and Deliver at Home](#) documents, [Teaching and Assessment](#).

Key CEIC Documents include:

- Blended Learning Guidance
- Digital Learning and Teaching Resources User Pack (May 2020)
- Teams Meetings SLT Guidance
- Digital Learning and Teaching: A Guide for Schools, Parents and Carers
- Learning Progress

Case Studies—Remote Learning Approaches in CEIC Schools

**Defeat A (Primary)**  
 Defeat A uses Zoom as a method of offering learning. Teachers send one message per week. Each Zoom starts with a video personal message from class teacher to the pupils, and sends the responsibility of the teacher learning for the day, homework and other work along with the work. Teachers include a photo gallery in their Zoom to show completed work and to allow pupils to see what their peers are up to. In addition to using Zoom, teachers meet in with their learners for a daily 10 minute session. They also meet weekly with smaller groups to check in, give feedback and answer any questions. This plan is reviewed every 2 weeks.

**Defeat B (Secondary)**  
 Defeat B has used a blended model of learning in their schools for learners to access when they are not in school. Teachers are developing online learning sessions so that learners have access to these learning experiences per day across a variety of subject specialisms. SLT are also developing CEIC learning sessions for learners to access when not engaged in subject specific learning. Class Teachers are preparing learning packs to go home for learners to use digital resources to more challenging for children and young people. Defeat A will also be supporting learners with older students on self-paced learning. Some young people will be supported through after school where this is part of their CEIC plan. Specific packages of support developed in collaboration with CEIC leaders and teachers are in place for a small number of learners to allow them to engage in self-paced learning out of school.

**Defeat C (Secondary)**  
 Defeat C uses Teams to communicate learning and tasks for pupils. Tasks are posted in the appropriate subject for each subject and students are advised to spend the usual lesson of time on each subject. Feedback is provided through a mix of self-assessment and teacher assessment. Peer Support Leaders and SLT monitor Teams engagement in order to support young people to see how to progress their learning from home.

- EY – Focused on interactions and experiences as per national guidance Realising the Ambition
- Timings: 15 – 20 hours for learners in BGE, 20 – 25 hours for senior phase
- Primary: Tasks – 3 x literacy and numeracy and further opportunities for rich learning tasks
- Special schools are running a remote/blended model
- Importance of tracking engagement
- Need for further iterations of guidance for schools

# Digital Provision

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- 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.
- 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.

# Digital Provision

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- 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.
- Many schools have already started to organise the distribution of digital devices to families where learners have no access to a device. All schools were asked to continue to allocate available devices within their digital estate in this way in order to maximise learners’ ability to engage with remote learning from the week beginning 11<sup>th</sup> January.

# Support for Pupils Attending Hubs

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- Safety of young people is paramount
- Parity of experience with peers
- Support for learners where gaps exist, including specific Literacy and Numeracy interventions
- Prioritise Closing the Gap role
- This will include additional support for vulnerable learners

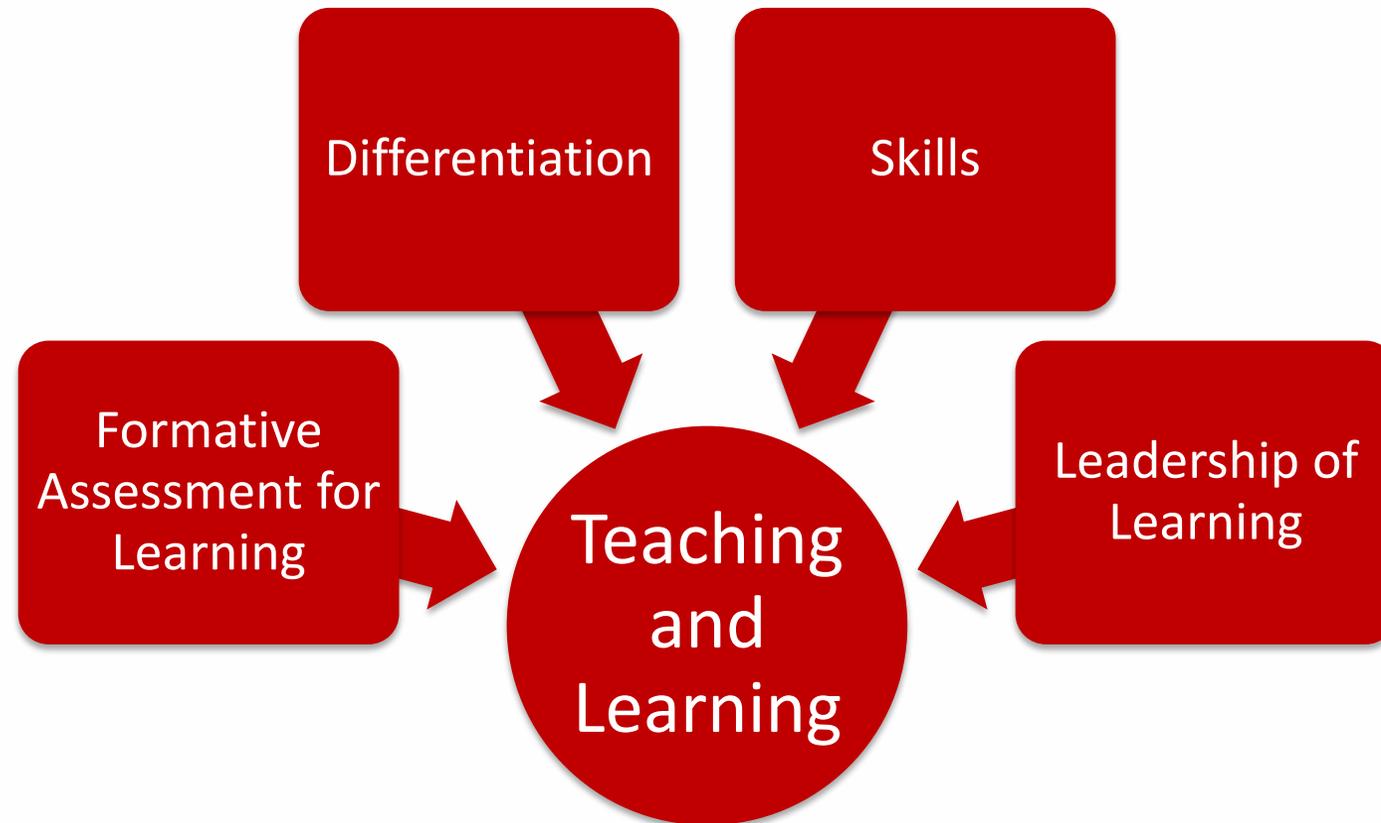
# The Importance of Tracking and Monitoring

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- Assessments - identify individuals/cohorts of young people who need to catch up on learning
- Supports the deployment of Closing the Gap Workforce
- November Predictions – attainment levels
- Tracking learner engagement during remote learning

# Our Teaching and Learning Charter

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# Teaching and Learning Professional Learning



- Self-led professional learning (asynchronous on Sway) on four key aspects of teaching and learning and digital
- Targeted (synchronous) webinars e.g. Threshold concepts and Prior Learning
- Science Behind Learning (2 cohorts)
- ELITE (Inspiring Teacher Enquiry)
- Proportionate support for priority schools

# Next Steps (Short to Medium Term Outcomes)

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- Focus on tracking of engagement of learners
- Closing the gap strategies across remote learning and in the hubs for vulnerable young people

# Remote Learning

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- What has helped your child engage with remote learning?
- What has helped you to support your child with remote learning?