

Agenda Item	5.
Report No	EDU/02/21

HIGHLAND COUNCIL

Committee: Education

Date: 11 February 2021

Report Title: Education and Learning – Remote Learning

Report By: Executive Chief Officer – Education and Learning

1. Purpose/Executive Summary

- 1.1 This report provides an update on Remote Learning in Highland Schools, the plans for the continuation of teaching and learning and summarises support for digital inclusion. The report is set in the context of a short presentation from pupils at Daviot School, showcasing their skills and their Digital Schools Award.

2. Recommendations

2.1 Members are asked to:

- agree the strategic direction for digital learning and skills in Highland Schools as set out in 6.1;
- note the plans and position for supporting the effectiveness of remote learning across the Highlands;
- scrutinise and comment on the progress made to support Remote Learning across Highland, including the support for digital inclusion; and
- agree the ICT in Learning strategy for 2021.

3. Implications

- 3.1 Resource – The Covid-19 pandemic has placed exceptional demands on The Highland Council's staff and resources, and prior reports have set out in detail the financial and other implications to date. The Highland Council has however been in the fortunate position that its previous decisions and investment in digital learning, including the deployment of Chromebooks over the past 4-5 years; investment in its network infrastructure, and the training and resources in place to support have left The Highland Council well placed in terms of its digital learning provision, and the additional resource requirements on digital provision created by the pandemic have been much less than they otherwise would have been. The Highland Council has also been supported by additional Scottish Government 'Connecting Scotland' grant

support this year to aid digital inclusion, which has allowed the purchase of additional chromebooks, 'mifi' devices, and other support and resources. In relation to ongoing resource implications, one impact of the additional devices now deployed will be the need to support and sustain these going forward once we are beyond the pandemic. The increased size of the chromebook estate, and the greater use of devices will increase the device numbers to be supported and in turn replaced in future, and there is already some evidence of an increase in repairs and replacements of chromebooks as their use has increased. These matters will require to be factored into future ICT and Financial Strategies.

- 3.2 Legal: The Highland Council has a requirement to implement the Gaelic Language Plan under the Gaelic Language (Scotland) Act of 2005 and the Education Scotland Act 2016. The Education (Scotland) Act 2016 contains provisions on Gaelic Education, these include placing a duty on education authorities to promote and support Gaelic Medium Education (GME) and Gaelic Learner Education (GLE).
- 3.3 Community (Equality, Poverty and Rural): The policy will need to take into account national, local area priorities as well as digital inclusion. The Highland Council's digital learning provision, its chromebook deployment, and the additional Connecting Scotland resources used, have helped to support digital inclusion and ensure that during the pandemic The Highland Council has been able to support and sustain digital learning across the Highlands, and ensure that for our young people, as far as is practicable, the impacts of location, rurality, poverty and other socio economic factors, have been mitigated and education and learning sustained during periods of lockdown.
- 3.4 Climate Change / Carbon Clever: Prior to the pandemic, the deployment of Chromebooks, was estimated to potentially have a positive impact in relation to carbon and climate change implications. Despite the larger number of Chromebooks deployed in recent years, their relatively low power use compared to traditional Windows desktops or laptops, was expected to have a positive impact. In practice, during the pandemic, and with much of learning being delivered at home, there is likely to be a short-term windfall in terms of The Highland Council's own carbon impact of technology use.
- 3.5 Risk: The risk of not providing a remote learning policy for Highland Schools could lead to an increase in the attainment gap or a loss in learning for Children and Young people. A resilient network infrastructure and device deployment and support model is also ever more vital to sustain digital learning. Fortunately, the significant investment made by The Highland Council in recent years has left The Highland Council well placed to respond and support digital learning during the pandemic. There is however an increased dependence now on that hardware and infrastructure, and the Education digital team is working closely with colleagues in ICT Services to ensure that suitable arrangements are in place to support our digital learning model, ensure resilience, and have suitable support and contingency arrangements in the event of any ICT issues.

4. Overview

- 4.1 In February 2015, Members of the Education, Children and Adult Services Committee endorsed the ICT in Learning Strategic Action Plan. Since then, significant progress has been made in both device access, digital skills and learning. Highland Schools were well placed in April 2020 to deliver provisional online learning and teaching.. With the investment from Connecting Scotland, it was then possible to enhance provision,

with a phase 1 Connecting Scotland grant award of £1.2m of capital and £0.2m revenue grant this year to support additional Chromebook devices, network connectivity via 'mifi' devices, and other resources and support.

- 4.2 The formation of the ICT in Learning Team (Education Improvement Team) in March 2020, in partnership with ICT Services, further enabled high quality project management, planning, guidance and support for our schools as well as cross service expertise and connection. Digital development in Highland has been forward thinking, sector leading and innovative. Much of our practice has been shared with Education Scotland, the Northern Alliance and Digital Leaders across Scotland and used as exemplars, whilst we have supported other local authorities to engage with online learning.

5. Digital Inclusion and Connecting Scotland

- 5.1 At the beginning of the first lockdown in April 2020, Highland Schools had a 1 to 1 Chromebook model from P6 to S6. P1 – P5 had access to devices on a 1 to 1 pupil ratio. Connectivity was limited to what was available in the home or at school.

- 5.2 The Connecting Scotland grant has enabled Highland to invest in the following to support device and connectivity:

- 4407 Chromebooks distributed across schools enabling a 1 to 1 model in schools under 72 pupils and enhancing provision in primary schools for P1 – P5. 105 primary schools now have a device for every child along with the 29 secondary schools;
- connecting 273 vulnerable families with MiFi devices 150 devices are currently available (O2 & Vodafone network) with an additional capacity of another 70; and
- a further 150 Chromebooks on order for P1 – P5 pupils in schools over 72 pupils and funding to enhance provision if necessary.

- 5.3 There still remain areas in Highland due to the geographical and rural density that network coverage is limited, or non-existent, and mifi devices do not work effectively without some network. In some of these areas, the costs to provide a reliable and secure network coverage would require significant investment. These areas include:

- Rural area south of Inverness (Foyers, Dores, Whitebridge) and Ardnamurchan
- Knoydart, Canna, Eigg, Rhum, Muck
- West Skye (Knockbreck, Elgol, Struan) Glenelg
- Most of the North-West (Tongue, Talmine) – though Altnaharra actually does have full fibre
- The Black Isle (Resolis, Killen, Culbokie) – there's FTTC in the biggest villages but the distance limits stop it from covering the rest
- Caithness, other than Wick and Thurso – (Bower, Watten etc.)
- Pretty much anywhere not near a town - Scoraig, Strathconon, Gergask, Achiltibuie, Rosehall, Auchtertyre, Abriachan

- 5.4 Our schools know learners and families well, so local context, flexibility and knowledge is important to ensure learners access education materials and support. Local solutions are in place where there is no access to network, such as families investing in satellite contracts.

5.5 Staff can also request a MiFi device, as to deliver effective remote learning, fast and reliable access to broadband is required. Although these are not covered as part of the Connecting Scotland grant, they are substantially reduced in price and many offer unlimited data.

6. Remote Learning

6.1 All learners and educators in Highland are able to benefit from the digital infrastructure in Highland and the dedicated support for technology in education. The ICTiLearning Strategy, part of the Education Improvement Plan for 2021-22 is structured around 4 key themes:

- Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.
- Improve access to digital technology for all learners.
- Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.
- Empower leaders of change to drive innovation and investment in digital technology for teaching and learning

6.2 Local context in Highland is of greater importance than many other authorities, so the school staff will know their learners best. However, there is an expectation that schools utilise the Google for Education tools, as the safeguarding aspects of the way this has been set up are fundamental.

6.3 Remote learning involves a combination of 'live' interactions between teacher and learners, and also learning which takes place away from the direct presence of the class teacher. It may involve a range of learning experiences which take place in a variety of learning spaces, including outdoors. 'Live' interaction does not just refer to live streaming of direct teaching but can cover many types of face-to-face engagement such as assemblies, check ins etc.

7 Online Curriculum

7.1 The core principles of Scotland's curriculum and the four fundamental capacities at its centre remain critical in putting learners at the heart of education.

7.2 During this period of remote learning, the curriculum should continue to build on the recovery work that has been done in schools and should include a focus on promoting and developing skills, that will support independent learning, as part of our online curriculum; however, expectations must be reasonable and manageable, for both pupils, the school community and staff. The Skills Development Framework, developed in partnership with Moray Council (2015), is very relevant to online learning at all stages of the curriculum. **(Appendix 1)**.

7.3 In line with these key principles, children and young people are entitled to (as per Education Scotland Guidance):

- regular high quality face-to-face learning and teaching over the course of a week, with a daily registration available for every learner;

- 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;
- a balance of live learning and independent activity, with regular live engagement each week for every learner. Please note, 'live' interactions do not mean just live streaming teaching content, they cover many engagements which involve online face to face contact with all staff, including assemblies, check ins etc. Equally important, staff should not be expected to be 'online' over the course of every period during the day. For all settings, length of each interaction being age-appropriate;
- access to key learning which is available for learners to revisit as often as necessary; and
- ongoing dialogue, reflection and feedback with teachers in relation to their own learning. This may be in person verbally, or via email/message board/comment on work handed in.

8. National Expectation and Empowerment

- 8.1 The Highland Council Remote Learning Guidance has been co-produced with staff, parents, children and young people and other service areas (**Appendix 3**) and provides a consistency of delivery for Highland Schools, with a focus on both the empowerment agenda, local flexibility and local need. Our Head Teachers know our learners and school communities well, so trust is placed in our schools to ensure that high quality teaching and learning takes place.
- 8.2 The Highland Council Remote Guidance seeks to support the school improvement process and is a key resource, looking towards the return of schools in how we engage digital learning and skills to support future curriculum development. Remote parental expectation guidance has been circulated.
- 8.3 How Good is our School 4 is still relevant to our schools and provides direction for embedding digital skills in learning and teaching, through the normal quality assurance process already established in our Highland Schools. In time, it is expected that digital skills that have been acquired will be fully embedded into daily learning and teaching and digital tools simply become a tool for enhancing effective learning.
- 8.4 Education Scotland has engaged with Central Officers with regards remote learning and have identified strong practice and support in Highland for remote learning and digital inclusion. A number of schools have been selected as part of a professional learning conversation to discuss what is working well in our schools, what the challenges and barriers are and what support nationally would be of benefit to schools and authorities.

9. Professional Learning

- 9.1 The ICT in Learning Team, supported by a number of key digital experts from the primary and secondary settings, have consistently delivered a full training programme from April 2020.
- 9.2 Over 900 staff members, including both teachers and non-teaching staff, engaged with the Digital Skills Training Level 1 – 3 during the first lockdown. This only formed a small part of the training offered. Professional learning opportunities since the first lockdown have been consistently organised to support consistency of teaching and learning throughout the entire session.

- 9.3 In January 2021 alone, the first 'engaging learners using digital tools' drew 150 participants. The method of delivering professional learning through video conferencing has transformed our approach to developing skills. The daily digital drop in, Monday - Thursday, has been used by staff as a vehicle to consolidate learning. This Google Meet is an informal one, that aims to support confidence, so staff feel comfortable. Research suggest that to have impact, professional learning should be embedded in practice and video conferencing has enabled flexibility and opportunities to follow up learning.
- 9.4 In December 2020, the Highland Digital Skills Progression was launched to support practitioners, pupils and parents with identifying relevant skills at age and stage. This will form the key overview for digital progression providing not only measurable benchmarks but also support and suggested approaches, through which to achieve these progressive benchmarks.
- 9.5 It should be noted, that training has been offered to not only education staff, but partners, third sector and health and social care colleagues, leading to services such as HLH Music and Eden Court connecting with our young people more effectively.

10 Digital Inclusion and ASN

- 10.1 As part of the Connecting Scotland grant, the decision to purchase a Council-wide license for Text Help's Read and Write was made which now provides access to all pupils and staff, as well as for use at home.
- 10.2 This literacy toolkit resource has been used across Highland Schools for a number of years but now that this Google endorsed resource is available to all, it can be used to provide literacy support to all pupils, including those with additional support needs. Training is already planned and will take place over January.
- 10.3 Online resources to support wellbeing have been invested in as part of the central team support. Tree of Knowledge is an online resource to support health and wellbeing. ClickView (a video resource accessible via GLOW, endorsed by Education Scotland) for secondary schools, has been enabled to allow access to pre-recorded curricular content which is particularly vital for pupils in S4-S6.

11 The Highland Virtual Academy

- 11.1 During the first week of lockdown this year and to support staff, the HVA delivered an online timetable in partnership with Highlife Highland. Pre-recorded, live check in's and activities were all part of the timetable, which was accessible through the Highland Schools Digital Hub.
- 11.2 The Highland Virtual Academy has 6.4 FTE teachers who were appointed as Covid-19 Recovery Teachers. The staff are now supporting pupils who have been identified through and online referral process why have they been identified Pupils who have or are disengaged with remote learning or actual school attendance, can be referred to HVA. This multi-agency approach is a key principle working with both schools and where appropriate health and social care, ensure learners needs are met through either a child's plan process or individual education planning. Tutors engage using video conferencing and in some cases, skill based learning opportunities to support the young person. So far over 100 pupils have been supported during this session by the HVA.

- 11.3 HVA continues to deliver secondary subject specialisms and support staffing and timetabling issues across Highland Schools. This is in addition to supporting pupil engagement.

12 The Northern Alliance and Digital Support

- 12.1 The Northern Alliance has offered additional funding for a Digital Depute Head Teacher to support the current ICT in Learning Team and the Highland Virtual Academy. This will enable Highland to utilise the resources of the Northern Alliance, including E-Sgoil, within our current structure; adding to the resources that are currently available for our schools. This secondment will run until March 2022 and is to be appointed this term.

13 Parental Engagement

- 13.1 Throughout the last session, the ICT in Learning Team has provided immediate support to schools who have pupils self-isolating. This included support for curriculum delivery, parents and carers, though advice, devices and connectivity.

- 13.2 As parents and carers have been unable to engage with schools through the normal reporting methods e.g. Parent Contact events, Central Officers have worked with NetMedia, to establish a video conferencing system that supports parent engagement events. A number of schools have piloted online digital parent evenings successfully and further schools will be utilising this system when appropriate to do so. The events were planned for January and February, but given the current lockdown, will be delayed until schools return. However, plans are in place to deliver digital ICT support sessions for parents working from home.

- 13.3 G-Suite for Education remains at the heart of schools' digital transformation, along with our Chromebook model, which will need capital investment planned as part of the continuing development and strategy. One important step is to re-imagine the tracking, monitoring and reporting system in our schools using the G-Suite tools. A number of secondary schools have been utilising this system successfully to support attendance, engagement, attainment and achievement. However, more importantly this system lends itself for increased opportunities for parental engagement.

- 13.4 Ongoing support is provided to parents around the key topic of Online Safety which is vitally linked to the increased distribution of devices. This support has been provided on a request basis but will form part of the 'mandatory' training programme within 'Safeguarding' for school leaders who can then either deliver directly to their own parent body, or request support from the ICT in Learning Team. This is particularly relevant for pupils in P1-5 who have very recently been given their first personal device and whose parents may not feel as confident or 'ready' for the support required to keep younger pupils safe online.

14 Partnership Working with ICT Services & Education

- 14.1 A key aspect of the success of support for schools has been increased partnership working and collaboration between ICT Services and the ICT in Learning Team. Through a series of projects, the Recovery Board and also the various ICT weekly meetings, the teams have developed a joined up approach to service delivery and support. This will continue as part of any future strategy and has enabled a clear understanding of educational needs and end user requirements. Equally, the ICT in

Learning Team has linked the Chromebook model and ensures that a team approach enables operational matters to be dealt with effectively.

15 ICT in Learning Strategy – Education Improvement Plan 2021

- 15.1 As part of the ongoing support for attainment, achievement and improved outcomes for young people, the central team is still focused on next steps and the future delivery model for digital learning and skills. As we move forwards, The Highland Council should not view the digital skills as ones that supported us through a pandemic, but as skills we can build on for the future. Indeed, furthermore, a crucial measurement of the progress made in embedding digital skills will lie in the way that digital tools permeate the curriculum post-Covid-19.
- 15.2 With this in mind, the ICT in Learning part of the Education Strategy for 2021 is attached , written in collaboration with Education Scotland. (**Appendix 3**).

16 Next steps and the Future

- 16.1 The digital agenda and technology is changing education faster than we can imagine. Scotland and in particular Highland are leading the way. What is happening is transformational and Covid-19 has encouraged our staff to engage with technological change in the classroom. Teachers are recognising the value of technology in perhaps a way that did not happen previously.
- 16.2 There will always be a place for the physical face to face interactions, but connections now exist where they didn't before and our teachers in Highland are actively pursuing innovation and excellence to support improved outcomes for our children and young people.
- 16.3 Highland has already been recognised and identified as an authority which that invested in the digital future for both short and longer term benefits and although Covid-19 was unexpected, it has served to demonstrate that this investment and ambition has allowed Highland pupils to be in a significantly stronger position during this period and the expectation would be that post-Covid-19, Highland pupils will continue to have learning enhanced through the use of the digital tools and by using the digital skills gained. Example of learning can be found at our 'This is Highland' website, where examples of good practice are shared across our schools.

Designation: Executive Chief Officer – Education and Learning

Date: 13 January 2021

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Appendices: Appendix 1 – The Skills Development Framework
Appendix 2a/b – The Highland Council Remote Learning Guidance
Appendix 3 – ICT in Learning, Education Strategy 2021



Highland Council

Skills for learning, life and work

June 2015

Acknowledgement

The Highland Council Skills for Learning, Life and Work framework is based on the work of Highland Schools, Moray, Dundee City and Perth and Kinross Councils, Education Scotland, Skills Development Scotland and the Wood Commission Report. It has also been informed by Bloom's and SOLO taxonomies and Costa's Critical Thinking materials.

Planning Skills Development

Planning for the development of the skills for learning, life and work should be an integral part of short and medium term planning for learning, and should be planned for using the Experiences and Outcomes to provide deep and relevant learning experiences which meet the needs of all learners and young people.

Planning for skills development should:

- help young people become successful learners, confident individuals, responsible citizens and effective contributors
- be developed within and across the curriculum (their progression is 'signposted' in the Experiences and Outcomes)
- occur in a variety of contexts, including through partnership working, and through a range of learning experiences appropriate to learners' needs with its potential to add value and relevance
- be informed by the need to provide appropriate challenge through the context for the Skills for Learning, Life and Work
- take account of prior learning for children and young people at all stages across the curriculum
- allow for skills to be developed within a context
- allow for learners to have a clear understanding of the skills they are developing, why they are developing them and give them an opportunity to self-assess their progress
- understand how they can be transferred to other aspects of their learning within and beyond school
- link each set or group of skills, seeing them as inter-related and complementary, not discrete.

KEY MESSAGES

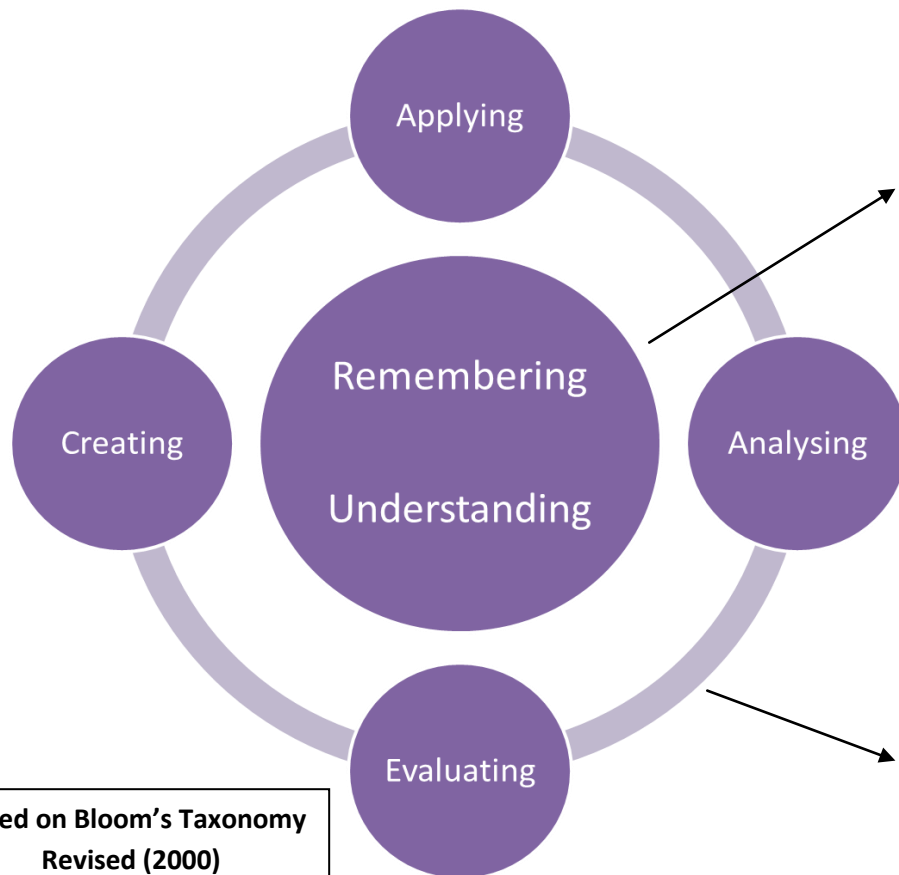
- ❖ Each section in the document details the different skills which permeate through the 3-18 curriculum
- ❖ You should identify the skills within the Experiences and Outcomes, planning for meaningful activities (including real life contexts where possible) which will foster the development of the relevant skills detailed within the Skills for Learning, Life and Work grids
- ❖ In our delivery of our curriculum we should be specific about the skills which learners are developing, and provide feedback on their skills development.

Skills for Learning, Life and Work are an entitlement for all young people within Curriculum for Excellence.

Skills for Learning

The skills for learning include the development of cognitive, metacognitive, creativity and higher order thinking skills. The skills for learning grid details the skills which should be planned for under each of these organisers.

Higher Order Thinking Skills: To further develop Higher Order Thinking Skills within your school’s curriculum, use the [Developing Thinking](http://highlandliteracy.com/developing-thinking/) PowerPoint from the Literacy Toolkit as a resource during collegiate time: <http://highlandliteracy.com/developing-thinking/>



Based on Bloom’s Taxonomy
Revised (2000)

“At the base of the taxonomy is what Bloom describes as remembering and what others have talked about as knowledge. There is no doubt that knowledge is the foundation on which all of the other skills rest. And equally, the one that comes immediately above that, which is understanding, progressing from knowing to really having internalised your knowledge, is unquestionably also a foundation skill, it is the next most fundamental to knowledge.”

Keir Bloomer:
<http://www.educationscotland.gov.uk/resources/s/skillsinpractice/developingthinkin gskills.asp?strReferringChannel=resources&strReferringPageID=tcm:4-711002-64>

The other skills in the taxonomy: Applying, Analysing, Evaluating and Creating permeate and should not be seen as hierarchal.

They *“relate to any of the rest in a wide variety of different ways so you can see . . . how the taxonomy can be used in order to relate one skill to another and to build from one skill to another.”*

Keir Bloomer:
<http://www.educationscotland.gov.uk/resources/s/skillsinpractice/developingthinkin gskills.asp?strReferringChannel=resources&strReferringPageID=tcm:4-711002-64>

Skills for Learning Grid						
Cognitive Skills		Metacognitive Skills		Creativity Skills for developing people who are...		
Decision making and problem solving <ul style="list-style-type: none"> Information handling Option appraisal Risk management Applying values and beliefs constructively Critical thinking <ul style="list-style-type: none"> Detecting influence and bias Analysing attitudes, values & beliefs Identifying and evaluating evidence 		Before learning <ul style="list-style-type: none"> Setting goals and targets Communicating goals and targets Formulating success criteria During learning <ul style="list-style-type: none"> Analysing progress Communicating progress Identifying needs as they arise Accessing relevant support Adapting learning approaches to meet personal needs and style After learning <ul style="list-style-type: none"> Peer and self-assessment against criteria Evaluating the learning experience 		Constructively inquisitive <ul style="list-style-type: none"> Curious Registering patterns Making use of previous knowledge Researching productively Formalising good questions Open minded <ul style="list-style-type: none"> Using lateral thinking Using divergent thinking Hypothesising Exploring multiple viewpoints Being flexible and adaptable Functioning well with uncertainty 		Able to harness imagination <ul style="list-style-type: none"> Exploring and synthesising Refining multiple options Generating and refining ideas Inventing Able to identify and solve problems <ul style="list-style-type: none"> Understanding and defining problems Crafting, delivering and presenting solutions Demonstrating initiative, discipline, persistence and resilience Evaluating impact and success of solutions Identifying and implementing the next steps in refinement or development process
Higher Order Thinking Skills						
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Skills	<ul style="list-style-type: none"> Observation and recall of information Knowledge of dates, events, places Knowledge of major ideas Mastery of subject matter 	<ul style="list-style-type: none"> Interpretation of facts, compare and contrast Order, group and infer causes Predict consequences Understanding information Grasping meaning Translate knowledge into new context 	<ul style="list-style-type: none"> Use information Apply methods concepts and theories in new situations Use skills and knowledge to solve problems 	<ul style="list-style-type: none"> Seeing patterns Organisation Recognise hidden meaning Identify components 	<ul style="list-style-type: none"> Assess values of theories Make choices based on reasoned arguments Verify value of evidence Recognise subjectivity Compare & discriminate between ideas 	<ul style="list-style-type: none"> Generalise from given facts Relate knowledge from several areas Predict, draw conclusions Use old ideas to create new ones
Key Vocabulary	List Show Quote Define Label Name Tell Collect Who Describe Examine When Identify	Explain Interpret Outline Discuss Predict Restate Compare Describe Summarize Extend Contrast Distinguish	Apply Illustrate Modify Demonstrate Show Relate Calculate Solve Change Complete Examine Classify	Analyse Separate Order Connect Classify Arrange Divide Compare Select Infer Debate	Assess Decide Rank Grade Test Measure Recommend Convince Select Judge Support Conclude	Combine, Integrate Modify Rearrange Substitute Plan Create What if? Compose Formulate Rewrite Prepare Generalize

Skills for Life and Work

The skills for life and work include the development of personal, interpersonal, employability, leadership, cognitive, self-management, communication, co-operation and career management skills. The skills for life and work grid details the skills which should be planned for under each of these organisers.

Literacy

Learners develop and extend their literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain literacy and thinking skills, use feedback for improvement and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop an understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language, how it can affect them and the wide range of ways in which they and others can be creative
- extend and enrich their vocabulary through listening, talking, watching and reading.

Numeracy

Learning in numeracy enables young people to:

- develop essential numeracy skills which will allow them to participate fully in society
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

Health & wellbeing

A learner can expect a learning environment to support them to:

- develop self-awareness, self worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build resilience and confidence
- understand and develop physical, mental and spiritual wellbeing and social skills
- understand how what they eat, how active they are and how decisions they make about behaviour and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in a school community have a responsibility to look after them, listen to their concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on strengths and skills to help me make informed choices when planning next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Developing Scotland's Young Workforce

Following the [Wood Commission](#) report, learners should be provided with an education which explores:

- Career Education: Careers information, interviews, success at work, changing patterns of employment
- The World of Work: Rights and responsibilities, health and safety at work, equal opportunities, trade unionism, pay and taxation
- Entrepreneurial and Enterprise activities: Business and wealth creation; basic principles in starting and running a business; markets and research, advertising methods and standards and technological change and manufacturing.

Skills for Life and Work Grid						
Personal Skills	Interpersonal Skills	Employability skills	Leadership skills	Self-management	Communication	Co-operation skills
<p>Skills for influencing events</p> <ul style="list-style-type: none"> *Self-esteem and confidence *Self-awareness *Goal setting skills *Self-evaluation <p>Skills for managing stress</p> <ul style="list-style-type: none"> *Time management *Positive thinking *Relaxation techniques 	<p>Negotiating and advocacy skills</p> <ul style="list-style-type: none"> *Negotiation *Conflict management *Assertiveness *Influencing *Networking <p>Empathy skills</p> <ul style="list-style-type: none"> *Listening *Understanding others' needs and circumstances *Expressing understanding *Putting yourself in another's place <p>Health & Wellbeing</p> <ul style="list-style-type: none"> *Resilience *Confidence *Active *Positive 	<p>Organisational skills</p> <ul style="list-style-type: none"> *Planning *Organisation *Keeping to deadlines *Managing resources and time *Effective written and oral communication <p>Skills of working in an organisation</p> <ul style="list-style-type: none"> *Ability to manage and be managed *Timekeeping *Ability to work with others *Understanding of roles and responsibilities *Skills of continuous learning 	<p>Motivational skills</p> <ul style="list-style-type: none"> *Valuing the contributions of others *Offering encouragement *Acting as a role model *Demonstrating determination to achieve high standards *Knowing the strengths and weaknesses of others *Inspiring others <p>Skills of initiative</p> <ul style="list-style-type: none"> *Showing enterprise and initiative *Exerting influence *Extending the thinking of others *Perseverance *Serving as a model to others 	<p>Personal qualities</p> <ul style="list-style-type: none"> *Perseverance *Adaptability *Positive outlook and optimism *Reflectiveness *Balancing life and work *Adhering to principles <p>Managing feelings</p> <ul style="list-style-type: none"> *Self-discipline *Anger management *Dealing with grief and anxiety *Coping with loss abuse and trauma 	<p>Interpersonal communication</p> <ul style="list-style-type: none"> *Verbal and non-verbal communication *Active listening *Expressing feelings *Giving and receiving feedback <p>Background skills for communication</p> <ul style="list-style-type: none"> *Investigating *Analysing *Evaluating *Reflecting <p>Literacy</p> <ul style="list-style-type: none"> *Read *Communicate *Listen & Observe *Contribute 	<p>Working with others</p> <ul style="list-style-type: none"> *Knowing when teamwork will be the most productive approach *Contributing to the team *Drawing strengths from the group *Being open to others' thinking *Taking responsibility for group tasks *Evaluating personal contribution to the team *Constructively evaluating the work of other team members <p>Relationship skills</p> <ul style="list-style-type: none"> *Developing confidence when expressing views *Adhering to convictions *Expressing respect for others and their opinions *Encouraging the contributions of others *Building on the ideas of others *Supporting other group members
Career Management Skills - SDS - Career Management Skills Framework						
SELF	STRENGTHS		HORIZONS		NETWORKS	
<ul style="list-style-type: none"> ➤ I develop and maintain a positive self-image ➤ I maintain a balance that is right for me in life, learning and work roles ➤ I adapt my behaviour appropriately to fit a variety of contexts ➤ I am aware of how I change and grow throughout life ➤ I make positive career decisions 	<ul style="list-style-type: none"> ➤ I am aware of my skills, strengths and achievements ➤ I build on my strengths and achievements ➤ I am confident, resilient and able to learn when things do not go well or as expected ➤ I draw on my experiences on formal and informal learning opportunities to inform and support my career choices 		<ul style="list-style-type: none"> ➤ I understand that there are a wide variety of learning and work opportunities that I can explore and are open to me ➤ I know how to find and evaluate information and support to help my career development ➤ I am creative and enterprising in the way I approach my career development ➤ I identify how my life, my work, my community and my society interact 		<ul style="list-style-type: none"> ➤ I interact confidently and effectively with others to build relationships ➤ I use information and relationships to secure, create and maintain work ➤ I develop and maintain a range of relationships that are important for my career journey 	

Parents & Carers Guidance for Remote Learning in Highland January 2021

Please note the advice contained in this document is for the limited and sole purpose of responding to the challenges of teaching and learning in the COVID-context. The advice will be updated to reflect changing circumstances and best practice when appropriate.

Parents and carers and remote learning

Parents and carers want the very best for their children. It is important to stress that, in a period of remote learning, parents and carers are not expected to be teachers. It is crucial that parents and carers are as certain as they can be about what remote learning is, what it means for their children and how they can continue to contribute positively and effectively to their children's learning. This guidance document aims to support parent / carer understanding of what remote learning is and how remote learning is delivered in Highland.

For learners with complex additional support needs, guidance for parents to support learning has been published by Education Scotland and can be found [here](#).

The [Highland Schools Digital Schools Hub](#) provides support for Parents & Carers and pre-recorded videos for learners, that help them utilise the tools for remote learning.

Device Access in Highland & Background

Connectivity: MiFi devices, hand held devices that help connect devices to the internet (where there is some network) are available where appropriate (basic criteria need to be met). Please contact your school so that they can apply on your behalf.

All learners and educators in Highland are able to benefit from the digital infrastructure in Highland and the dedicated support for technology in education which aims to:

- Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.
- Improve access to digital technology for all learners.
- Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.
- Empower leaders of change to drive innovation and investment in digital technology for teaching and learning.

Before Christmas 2020 the First Minister announced that most school pupils would learn remotely, rather than in school, until Monday 18 January 2021. On 4 January 2021 the First Minister confirmed that the Scottish Government had decided to extend this date and keep school buildings closed to the majority of pupils until 1 February 2021. This will be reviewed in mid-January. This change applies to all pupils, except vulnerable children, and children of key workers where there is no viable alternative. It includes nursery provision, as well as primary and secondary schools.

The advice in this document is based on guidance from Education Scotland and also the Highland ICT in Learning Strategy.

The Curriculum in Highland

The core principles of Scotland's curriculum and the four fundamental capacities at its centre remain critical in putting learners at the heart of education.

Wellbeing has been a strong focus of all aspects of our learning and teaching and remains a key priority for the Highland Council.

During this period of remote learning, the curriculum should continue to build on the recovery work that has been done in schools and should include a focus on promoting and developing skills, that will support independent learning, as part of our online curriculum. However, expectations must be reasonable and manageable, for both pupils, the school community (parents & carers) and staff.

Delivery of Remote Learning in Highland

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. Teachers may be interacting in a 'live' way with pupils using the Highland Tools e.g. Google Meet, equally independent tasks and skill based learning could be utilised with a variety of approaches to encourage or reduce screen time. The number of 'live' interactions must be carefully managed taking in to full consideration the needs of all

Local context in Highland is of importance and school staff will know their learners best, so schools may plan remote learning experiences in line with their own curriculum rationale.

There is an expectation that schools across Highland utilise the Google for Education tools, as the safeguarding aspects of the way this has been set up are fundamental. Schools may also be using applications agreed with Central Officers to support learning e.g. Seesaw.

It is important that screen time is limited for both pupils and staff and it is not expected that learners engage online for the whole school day. While a timetable can be used to structure the pupil day, there is no expectation that staff or pupils would be online for a 'normal' school day. Delivery must be sustainable for both students and staff alike, and must not harm the well-being of either. Parents & Carers who are working remotely at home will also have different associated pressures and so flexibility remains as a key to home learning.

Remote learning involves a combination of 'live' interactions between teacher and learners, and also learning which takes place away from the direct presence of the class teacher. It may involve a range of learning experiences which take place in a variety of learning spaces, including outdoors. Live' interaction does not just refer to live streaming of direct teaching but can cover many types of face-to-face engagement such as assemblies, check ins etc

Learners should also be encouraged to engage in practical tasks, skill-based tasks, research tasks, project work, practical opportunities, discussion and other activities that can be carried out away from a digital device. There should be an emphasis on active learning and children working independently.

It is expected that learning at home activities will include provision of opportunities to consolidate learning and extend and enhance learning to take account of and meet the needs of

learners and their families. This may be accommodated by providing access to pre-recorded lessons, presentations, lesson notes, diagrams or links to useful websites.

In Highland we have a number of partners who have been supporting through the COVID period. This includes Eden Court, Feis Rois, Highlife Highland, Skills Development Scotland and many more third sector agencies. Learners can benefit significantly from a range of opportunities.

Effective remote learning can offer learners:

- significant autonomy over their learning
- a degree of flexibility for learners in where and when they learn
- potential for high quality consolidation of learning
- opportunities to develop and improve their skills in working independently
- increased opportunities for personalisation in learning
- opportunities for improved engagement
- enhanced parental engagement in their child's learning away from school .

In Highland we have the Highland Virtual Academy, supported by a number of teachers who work across Highland to support learners who may be particularly vulnerable or disadvantaged due to COVID. Schools use an online referral system to support individuals to engage with education / learning. The HVA also supports a number of timetabled secondary subjects.

Child protection

We want everyone to be safe, just like being in school and we have a number of resources that can support online safety: [HERE](#)

We also encourage pupils to follow practical advice too such as thinking about backgrounds, quiet spaces & encouraging sensible use of technology.

Wellbeing

We need to be mindful of the impact of COVID-19 on our children and young people, many of whom may have suffered loss and trauma as a result. For all learners a key focus during this period of remote learning needs to be health and wellbeing. It will be essential that remote learning approaches reflect this and we continue to work together across Highland to support our young people, schools, school community, parents & carers.

Further information for Parents / Carers:

<https://education.gov.scot/improvement/covid-19-education-recovery/cerg-guidance/>

<https://educationendowmentfoundation.org.uk/covid-19-resources/>

<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>

GLOSSARY

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 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.

Adapted from: <https://education.gov.scot/media/bkunccqa/glossary.pdf>



Guidance for Remote Learning in Highland January 2021

Please note the advice contained in this document is for the limited and sole purpose of responding to the challenges of teaching and learning in the COVID-context. The advice will be updated to reflect changing circumstances and pertinent departmental developments and best practice when appropriate.

Device Access in Highland & Background

All learners and educators in Highland are able to benefit from the digital infrastructure in Highland and the dedicated support for technology in education. The ICTiLearning strategy, part of the Education Improvement Plan for 2021-22 is structured around 4 key themes:

- Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.
- Improve access to digital technology for all learners.
- Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.
- Empower leaders of change to drive innovation and investment in digital technology for teaching and learning.

Before Christmas 2020 the First Minister announced that most school pupils would learn remotely, rather than in school, until Monday 18 January 2021. On 4 January 2021 the First Minister confirmed that the Scottish Government had decided to extend this date and keep school buildings closed to the majority of pupils until 1 February 2021. This will be reviewed in mid-January. This change applies to all pupils, except vulnerable children, and children of key workers. It includes nursery provision, as well as primary and secondary schools.

The advice in this document is based on guidance from Education Scotland and also the Highland ICTiLearning Strategy. This document should support practitioners over the coming weeks, and supports practitioners to apply this understanding to their own specific context and professional practice.

The Curriculum in Highland

The core principles of Scotland's curriculum and the four fundamental capacities at its centre remain critical in putting learners at the heart of education.

In the last year, wellbeing has been a strong focus of all aspects of our learning and teaching and remains a key priority for the Highland Council. Given the diverse location, size and uniqueness of Highland Council schools, autonomy of curriculum delivery has been a key aspect of our empowerment agenda.

During this period of remote learning, the curriculum should continue to build on the recovery work that has been done in schools and should include a focus on promoting and developing skills, that will support independent learning, as part of our online curriculum. However, expectations must be reasonable and manageable, for both pupils, the school community and

staff. The Skills Development Framework, developed in partnership with Moray Council, is very relevant to online learning at all stages of the curriculum. The link to this document is provided as a link in Appendix 1.

Delivery of Remote Learning in Highland

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. Teachers may be interacting in a 'live' way with pupils using the Highland Tools e.g. Google Meet, equally independent tasks and skill based learning could be utilised with a variety of approaches to encourage or reduce screen time. The number of 'live' interactions must be carefully managed taking in to full consideration the needs of all

Local context in Highland is of greater importance than many other authorities, so the school staff will know their learners best. However, there is an expectation that schools utilise the Google for Education tools, as the safeguarding aspects of the way this has been set up are fundamental. Zoom or Teams should **not** be used with pupils, unless there are specific and appropriate circumstances (and accepted approval).

It is also important that screen time is limited for both pupils and staff and it is not expected that learners engage online for the whole school day. The school timetable therefore should not be replicated online in any circumstance, as this is not an effective delivery method for the curriculum. While a timetable can be used to structure the pupil day, there is no expectation that staff would be online for a 'normal' school day. Delivery must be sustainable for both students and staff alike, and must not harm the well-being of either.

Remote learning involves a combination of 'live' interactions between teacher and learners, and also learning which takes place away from the direct presence of the class teacher. It may involve a range of learning experiences which take place in a variety of learning spaces, including outdoors. Live' interaction does not just refer to live streaming of direct teaching but can cover many types of face-to-face engagement such as assemblies, check ins etc

Learners should also be encouraged to engage in practical tasks, skill-based tasks, research tasks, project work, practical opportunities, discussion and other activities that can be carried out away from a digital device. There should be an emphasis on active learning and children working independently. Please use the skills framework in the appendix to support skills for life, learning & work. There are also resources in the DYW folder / curriculum / schools hub to support learning and teaching e.g. Education Scotland GLOW resources, Click View.

It is expected that learning at home activities will include provision of opportunities to consolidate learning and extend and enhance learning to take account of and meet the needs of learners and their families. This may be accommodated by providing access to pre-recorded lessons, presentations, lesson notes, diagrams or links to useful websites.

In Highland we have a number of partners who have been supporting through the COVID period. This includes Eden Court, Feis Rois, Highlife Highland, Skills Development Scotland and many more third sector agencies. Learners can benefit significantly from a range of opportunities.

Effective remote learning can offer learners:

- significant autonomy over their learning
- a degree of flexibility for learners in where and when they learn

- potential for high quality consolidation of learning
- opportunities to develop and improve their skills in working independently
- increased opportunities for personalisation in learning
- opportunities for improved engagement
- enhanced parental engagement in their child's learning away from school .

Please note, the secondary timetable offers structure and routine which will restart upon return to physical attendance in school, so can be used as a framework during this period, however it should remain flexible.

Period-by-period registration must be discouraged. Interaction with learning would be best monitored over the course of a whole day or week. Daily registration point aside of course, as this is a legal requirement.

However, challenges remain and below is guidance of how to manage some of these challenges.

Key principles for remote learning (Based on Education Scotland Guidance):

- ❑ Remote learning **will not** replicate face to face in school teaching – in style, approach or hours of delivery
- ❑ The Class teacher retains responsibility for planning and organising children's and young people's learning, not the Pupil Support Assistant
- ❑ It should provide opportunities for learners to progress and extend their learning. This must be manageable within the context of staff and pupil capability
- ❑ Includes approaches to assessment of learning and providing feedback that support and capture children's and young people's achievements in school and at home. In Highland we have access to a number of applications that can support feedback, including 'Mote' via Google Classroom and Google Docs. Feedback must be manageable and should not become 'essay-like' and there should not become an over-burdensome requirement for it.
- ❑ Provision of learning activities to ensure engagement for all by considering the age and stage of development of learners, introducing increasing opportunities for independent study as appropriate. Please use the Skills for Learning Framework for Life, Learning & Skills
- ❑ **Learning activities for any learners who may be particularly vulnerable or disadvantaged due to COVID. Please use the online referral system for Highland Virtual Academy if you require individual support for a pupil**
- ❑ This is especially important in ensuring the new attainment gap does not widen. The pupils who are now struggling to engage due to COVID related issues, could be supported through individual referrals to HVA.
- ❑ **A shared understanding between home and school of the remote learning approach and the respective roles and responsibilities of all involved.**
- ❑ Partnership working with community providers and third sector organisations to support beyond school provision.

In line with these key principles, children and young people are entitled to (as per Education Scotland Guidance):

- Regular high quality face-to-face learning and teaching over the course of a week, with a daily registration available for every learner
- 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.
- A balance of live learning and independent activity, with regular live engagement each week for every learner. Please note, 'live' interactions do not mean just live streaming teaching content, they cover many engagements which involve online face to face contact with all staff, including assemblies, check ins etc. Equally important, staff should not be expected to be 'online' over the course of every period during the day. For all settings, length of each interaction being age-appropriate
- Access to key learning which is available for learners to revisit as often as necessary.
- Ongoing dialogue, reflection and feedback with teachers in relation to their own learning. This may be in person verbally, or via email/message board/comment on work handed in

Guidance for Remote Learning

- Continue to observe the highest professional standards
- Only use Google video meets if you are confident that this is the best way to deliver content and feel comfortable doing so. Other options include pre-recording lessons using Google Meet, Loom or Screencastify. You do not have to record Google Meets in Highland. Please ensure that if sharing the recording, this is done appropriately.
- Ensure that you use only approved digital services such as Google G Suite for Education including Classroom, Meet, Docs, Sheets, Slides, Drive and other services identified here. **Do not use ZOOM** for any interaction with pupils
- Useful resources from Google are available on our [Highland Digital Schools Hub](#), Education Scotland GLOW DigiLearn site & resources provided by the Northern Alliance on GLOW.
- Choose the method of delivery based on the lesson itself
- When using Google Meet or recording video, place your device so the camera doesn't show too much of your home (to protect your privacy). Blurred backgrounds now exist within Google Meet so you should consider using this, if you are concerned about your room or house being 'on show'
- Always use Google Classroom / Google Meet integration to set up Meets and Google Classroom to assign work for pupils. If your school has SeeSaw or Class Dojo, these can be used but only if parental permissions are in place (paid for version only for Seesaw, due to data sharing policy)

- Consider how to structure online learning to provide balance and differentiation. Many resources will have a 'guide' as to age and stage but just as is the case with offline learning, there will be many resources that can be used across multiple stages. For differentiation, workload must be fully considered, and differentiation by 'output' can reduce planning. It may be that in primary schools, staff can be allocated 'level 1 numeracy' and they deliver that to all appropriate pupils, with similar for other levels, and curricular areas. In the Secondary setting where there are multiple teachers at a level e.g. Higher Maths, consideration should be given to sharing of tasks.

Teachers - Planning your lesson

Combining approaches

The best approaches to digital learning are to blend video instruction, demonstration videos, pupil assignments and activities, plenary and assessment. A good format is (all posted in Google Classroom):

1. Recorded video introduction (5 minutes max). Please note the length of lesson may change as per age and stage. There is no expectation that a lesson lasts for the normal period length.
2. Shared learning intentions with activity resources as an assignment
3. Pupils can ask questions for clarification in comments against the assignment task or private message you with them.
4. Pupils complete assigned work. You can review all pupil's work set as assignments with Docs, Sheets or Slides at any time.
5. Pupils submit work for feedback
6. Teacher reviews work / provides feedback – remember you can leave voice feedback using the VoiceNote tool in TextHelp Read and Write – Find out more
7. Google Meet – plenary to review learning and discuss with class/small groups.
8. Google Meet is a great way to keep in touch with pupils, deliver new learning, ask questions and support pupils.
9. What resources are available locally and nationally to support remote learning?
10. Are there activities and learning that can be done prior to face-to-face sessions to help learners become familiar with the topic or concepts, using a flipped classroom approach? Are there activities and learning that can take place after the face-to-sessions to deepen understanding, reinforce and consolidate learning? How can we ensure learners, parents/carers and other professionals know what is expected in learning beyond the school?
11. What resources can be provided that will help learners to revisit, apply and deepen their learning? The use of the Highland Digital Schools Hub, Glow etc are vital here. The BBC now provides lessons etc which are live can be included.
12. Can carefully planned IDL challenges engage learners and enrich learning experiences?

Personalised Learning & Differentiation

Online learning needs to be differentiated for learners. Your pupils will learn more effectively if you differentiate learning so that they can achieve their potential. Google Classroom allows you to assign work to a specific pupil or group of pupils. Given the nature of online learning; you should consider differentiation which relies on less support.

As referenced earlier, this is a key aspect for workload management. Local collegiate decisions are important and team teaching or sharing planning could support personalised learning and differentiation.

Try the following approaches:

Collaborative learning

Set work for small groups of pupils who you know already can collaborate effectively. Small groups provide more opportunities for pupils to participate. Using G Suite Docs, Sheets and Slides your pupils already have the tools they need for collaboration.

Variable outcomes

Rather than setting a task with a single outcome or 'right' answer, take a more interpretive, creative approach to an assignment. Give pupils the flexibility to arrive at a more personalised result. Pupils of different abilities will arrive at outcomes that match their level understanding of the learning.

If you must use short response/multiple choice style questions, create these as self-marking quizzes in Google Forms or free apps like [Padlet](#), [Kahoots](#), [Quizizz](#) . These can be set up to provide instant feedback to pupils as well as the option for 'self-marking'.

Making the most of Video

It's important to think about whether a live video lesson is the best way to deliver the learning you are planning. Here are some things to think about:

1. Is live feedback important as part of the lesson? If not, perhaps you could use Google Meet to record a video and then post this in Google Classroom for pupils to view on demand.
2. Planning a whole school assembly online? You can schedule a meeting of teaching staff and livestream this online. The live stream will only be visible for users with a Highland Google Account. Please note that during a Livestream, pupils can *watch* but won't be able to interact with the stream. You can also record the Stream just like any other Meet. You could use a shared Jamboard for pupils to respond during the assembly (you can share the link to the Jamboard with pupils).
3. Want to demonstrate something using your computer? Make a video of a presentation with you presenting it? Use Screencastify, Loom or Read and Write- all are in the Chrome Web Store and can be installed onto a Chromebook or personal device. Loom is FREE for education, Read and Write is available on all pupils and staff devices and Screencastify is free for the basic version. Various tutorial guides to using some of these tools can be found [HERE](#)

Child protection

We want everyone to be safe, just like being in school, if you see anything in your Meet with pupils that raises child protection concerns, you should follow our usual child protection

Procedures. Please remember that the approach to Child Protection during remote learning should be exactly the same as when physically in school. If in doubt, please speak to your Child Protection rep or your Head Teacher.

Various resources are available to support online safety during this challenging period including these resources [HERE](#)

Setting up

1. Google Meet lessons can be created using the new Google Classroom integration. In the settings cog for each of your Google Classrooms or by scheduling this using Google Calendar. Meet links should only be shared with those pupils who NEED this link for learning purposes.
2. Think about the background behind you and reducing the noise so that you can talk to pupils. Try to find a quiet space in your home and let others in your home know in advance that you will be working and need some quiet.
3. Try to use headphones if you have them, ideally some with a built-in microphone. You will need to select these in the Google Meet setup screen.
4. Make sure you are prepared and understand how to remove pupils, mute microphones and share your screen. Check your understanding of these with a Meet with colleagues before a Meet with pupils.

Challenges of remote learning (Education Scotland Advice:)

Effective use of remote learning offers both challenges and opportunities for practitioners, learners and parents. Practitioners may only be able to work on a 'live' basis with a proportion of the class at any one time. Given this commitment to 'live' learning, time for practitioners to develop other aspects of remote learning is an important consideration.

We need to be mindful of the impact of COVID-19 on our children and young people, many of whom may have suffered loss and trauma as a result. For all learners a key focus during this period of remote learning needs to be health and wellbeing. It will be essential that remote learning approaches reflect this.

It will also be important that, given the limited time with learners, a didactic teaching model does not become the norm. Practitioners should have access to professional learning opportunities which support them to understand and provide remote learning methodologies to ensure they are well equipped to support children's and young people's learning and achievements.

The move to remote learning may have a detrimental impact on progress in learning for some learners. Attention will need to be given to those learners who face disadvantage. Schools will need to carefully consider any steps which they can take to mitigate barriers to learning and engagement. Please refer to the Highland Virtual Academy referral process here if individual support for a disengaged learner is required.

Practitioners will need to consider how they will plan most effectively for both the 'live' teaching and learning which they will deliver online and the learning that will take place remotely. Learners will need to adapt to these new circumstances which may require them to complete tasks prior to working directly with their teacher as well as following these interactions. Due to 'connectivity' issues, video may not always be possible to either broadcast, receive or both. MiFi devices are available for pupils and also staff if appropriate.

While the nature of collaboration in learning changes with the move to remote learning, it will be important to explore ways in which learners can safely collaborate. Research by Rienties and Toeteneel (2016) has suggested that courses that are designed with social elements and communication tasks are significant predictors of academic retention. The task of playing a boardgame with your family is a good example of this as it is both social, and communication based.

When considering the above it will be important to ensure activities are appropriate to the age and stage of learners. [Realising the Ambition](#) encourages practitioners to consider learning spaces, interactions and experiences. The same considerations can be helpful when planning learning for older learners.

Parents and carers and remote learning

Parents and carers want the very best for their children. It is important to stress that, in a period of remote learning, parents and carers are not expected to be teachers. It is crucial that parents and carers are as certain as they can be about what remote learning is, what it means for their children and how they can continue to contribute positively and effectively to their children's learning.

A resource for learners with complex additional support needs, including guidance for parents to support learning has been published by Education Scotland and can be found [here](#).

The Highland Schools Digital Schools Hub provides support for Parents & Carers and pre-recorded videos for learners, that help them utilise the tools for remote learning.

Please also consider if a family needs support with connectivity, as there are still MiFi devices available.

All relevant Local Authority information for Parents & Carers will be available on the main Highland Council Website.

For any further information, please contact the ICT Learning Team directly:

Tania Mackie, Robert Quigley, Andy Robb & Norelle Calder

Appendix 1

Highland Council Framework for [Skills, Life & learning](#)

Highland Council Digital Learning & Teaching Improvement Plan

All practitioners and learners can demonstrate the benefits of digital and have the skills to use and create digital solutions for learning, life and work.

Key Themes	Empower leaders of change to drive innovation and investment in digital technology for teaching and learning.	Improve access to digital technology for all learners.	Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.	Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.
Medium term By Aug 2022	ICTiLearning Team & Digital Leaders supporting Leadership at all Levels / School Communities & partners within Associated Schools Groups	Agreed budget & model to continue providing 1 2 1 devices from P6 to S6 and devices for P1 - P5. (Connectivity as appropriate).	All practitioners have the skills and ability to experiment and create digital solutions. (Completion of L1 Digital Skills or similar / higher where possible)	<p>ICTiLearning identify effective and innovative digital learning and teaching practice and communicate this to their education establishments and educators.</p> <p>All learners have the skills and ability to experiment and create innovative digital solutions.</p>
	<p>ICiLearning Digital learning and teaching strategy updated for 20 - 21 and a positive attitude towards the use of digital technology within education establishments.</p> <p>Establishment/School leaders have an awareness that digital technology affects the quality of learning and teaching, pupil attitudes and behaviour, and the school community.</p> <p>Establishment/School leaders will ensure all staff receive ongoing professional development around digital technology, informing practitioners of courses in professional development, as well as offering general support.</p> <p>Establishment/School leaders will ensure their staff are aware of the risks of using digital technology and the strategies they can use to mitigate those risks.</p>	<p>All education staff have access and can use ICT platforms effectively (from home & school) for collaboration at LA and National level. (SharePoint, GSuite & Glow)</p> <p>All learners in Highland are part of a Google Classroom (or agreed application) & have access to the G-Suite platform/s for learning in and out of school.</p> <p>All schools have appropriate digital technology resources, including hardware, software and infrastructure to support digital learning and teaching across all age groups.</p> <p>All practitioners have the opportunity and means to use digital technology and access online content, during and when planning learning and teaching.</p> <p>All learners have the opportunity and means to use digital technology to access online content.</p>	<p>All practitioners have the skills, ability and agility to use digital technology in their teaching.</p> <p>All practitioners have the skills and opportunity to work with others using digital technology.</p> <p>All practitioners have the skills and knowledge to use the internet and digital devices safely and responsibly.</p> <p>All practitioners have the confidence to embrace digital technology and the internet.</p>	<p>All learners have the skills, ability and agility to select and use digital technology in their learning and life.</p> <p>All learners have the skills and opportunity to work with others using digital technology.</p> <p>All learners have the skills and knowledge to use the internet and digital devices safely and responsibly.</p> <p>All learners have the confidence to embrace digital technology and the internet.</p>