

Baldragon Academy

Learning and Teaching Protocol: Remote Learning Standard

January 2021

The Learning and Teaching Protocol: Remote Learning Standard outlines our expectations for the learning experience of every young person within the learning community of Baldragon Academy during this period of remote learning.

Underpinned by our agreed school values of **Responsibility, Achievement, Honesty, Fairness** and the overarching value of **Respect**, at Baldragon Academy we strive to achieve excellence and equity for our all of our young people and relentlessly aim to meet our strategic objective of **raising attainment for all and closing the poverty related attainment gap**.

By placing learners at the heart of education, we ensure that all our young people develop the knowledge, skills and attributes they need to thrive in our interconnected, digital and rapidly changing world. In doing so, we provide opportunities for our young people to develop as **Successful Learners, Responsible Citizens, Confident Individuals** and **Effective Contributors**.

CfE Refresh - [Scotland's Curriculum for Excellence](#)

Approaches to learning and teaching, which most effectively meet the diverse needs of all our learners, are fundamental to realising the ambition at Baldragon Academy.

The Baldragon Academy Remote Learning Experience

In order to live our values - *Responsibility, Achievement, Honesty, Fairness and the overarching value of Respect* and meet our strategic objective of *raising attainment for all and closing the poverty related attainment gap* - learners must continue to receive their entitlement to a **coherent curriculum**, built around the **principles for curriculum design** - *challenge and enjoyment; breadth; progression; depth; personalisation; choice; coherence; relevance* - and which maximise opportunities for the continued development of the CFE four capacities, albeit in a different context.

Irrespective of the change in working environment, there should be no difference to the standard of the service we provide.

This sentiment is most effectively expressed through the COVID Education Recovery Group (CERG) guidance issued to all teaches in Scotland via the GTCS and is very much in keeping with [Articles 28 and 29 of the UNCRC](#)¹ :

“What constituted high quality learning, teaching and assessment prior to the pandemic and what constitutes high quality learning, teaching and assessment now has not changed. The professionalism of our workforce remains. We all remain committed to children’s rights and positive relationships. We want our learners to be eager participants in their learning. Learning should be motivating, meaningful and enjoyable. It should also be well matched to children’s and young people’s needs and interests. It still remains important that learners understand the purpose of their learning and that assessment remains integral to learning and teaching. What has changed is the way in which we are seeking to attain high quality experiences for our learners. It is vital that we continue to adjust and tailor our approaches to help ensure the very best for all of our learners.”

[COVID-19 Education Recovery Group \(CERG\)](#)

¹ Article 28: Every child has the right to an education.

Article 29: Education must develop every child’s personality, talents and abilities to the full.

To deliver on this entitlement, remote learning, during this time, will take place in a variety of different ways, as illustrated through the [Dundee City Council Remote Learning Policy](#):

“In order to give all children and young people, the best opportunities, learning at home should be consistent, appropriate and relevant, high quality and differentiated to meet the needs of all. Our planning and tracking of learning will ensure quality consolidation of prior learning and progression of learning for all children. Learning activities across all areas of the curriculum will include:

- *Outdoor learning*
- *Play based activities with family*
- *Activity sheets/Worksheets/Research tasks*
- *Videos/TV programmes*
- *Live lessons/Pre-recorded lessons*
- *Practical activities away from electronic devices*
- *Community and third sector organisations to support a rich and varied quality learning experience.”*

Agreed Structure of Learning

The following standard outlines the agreed structure within Baldragon Academy to support the delivery of young people’s entitlements during this period of remote learning.

Introduction to Learning

During the first ten to fifteen minutes of the lesson, teaching staff should be available in real time and in communication with young people. The format this takes should be guided by the needs of the learners participating.

The introduction to learning should:

- **Make the purpose of learning clear.** Learners should understand **why** they are learning a particular skill or concept. **What** is the significance of this learning? **How** will it be of benefit?
- **Ensure that prior learning is built on.**
- **Explore clearly, the Learning Intentions, Success Criteria, skills** connected to the [Career Education Standard - Skills 4.0](#) - and our **school values**.
- **Outline meaningful connections** with the [UNCRC](#) and areas of learning that are the [Responsibility of all: Health and wellbeing, literacy, numeracy across learning](#).
- **Provide a clear indication of the activities learners should participate in** during the lesson and where and how the relevant **resources can be accessed**.
- **Create opportunities for learners to field any initial questions** and ensure they understand precisely **what is expected when working independently** and where they can **find the necessary materials**.
- **Confirm and clarify online teacher availability** during the lesson.

Main Body of Learning

At this stage in their learning, learners should be in a position to engage in learning that is, as appropriate, independent and/or interdependent. The precise nature of this will be determined by the context of learning and the needs of learners.

A reliance on didactic learning and teaching should not become the norm ([COVID 19 Education Recovery Group \(CERG\)](#)) and young people are entitled to regular opportunities for engagement with other pupils to support learning, as well as informal engagement. Where relevant and appropriate, activities which lend themselves to meaningful collaboration should be explored in order to allow learners to study in an interdependent manner.

As outlined in the [CERG Guidance](#), **“Learners should not engage in online learning for the entirety of the school day”** and, therefore, consideration should be given towards achieving a balance of activities which have pupils operating a digital device directly and those that do not. Indeed, by following our agreed approach, **learners are given both structure and flexibility for a variety and blend of learning experiences.**

Although learning is taking place in an environment away from the ‘traditional classroom’ setting, a focus on the consistent provision of [Universal Support](#) must continue to be applied. As stated in CERG Guidance, **“Just as in classroom learning, activities, support and resources to be used away from the school setting should be differentiated to meet the needs of learners”**. Careful consideration should be given towards how this can be achieved most effectively.

A key part of this provision will be through the inclusion of [Assessment - Building the Curriculum 5; formative assessment](#) - strategies to enable young people to have a clear understanding of their progress and what steps should be taken to realise improvements. Such approaches are likely to involve self and peer assessment against agreed success criteria, comment based feedback, open questions, traffic lighting, etc.

Teachers may find resources developed by [The Education Endowment Foundation](#) useful when developing approaches to learning and teaching which meet the outlined expectations.

Conclusion of Learning

For the last ten to fifteen minutes, teachers should be available to the class and use this time to:

- Provide a **clear** and **meaningful conclusion** to learning which returns to the elements discussed in the introduction: Learning Intentions; Success Criteria; Career Education Standard; UNCRC; school values.
- Explore opportunities to **reflect on learning** by using high-quality questioning and success criteria to determine the extent to which achievements have been made.
- Ensure that **next steps for learning are outlined**, clarified and emphasised, as appropriate.

Wellbeing for All

Provision should be made between the end of each lesson and the beginning of the next one for a short, five-minute wellbeing break to stretch, look away from the screen, get some fresh air, etc. This is to help ensure the wellbeing of all participants can be maintained.

Current Approaches to Delivery within Baldragon Academy

The following examples of approaches to learning and teaching are provided as a means of illustrating the range of viable methods, in both a practical and theoretical context, of engaging with young people within the agreed remote learning structure. Examples are provided from both the BGE and the Senior Phase.

Independent Learning in CDT within the BGE:

Learners are building their skills around creativity using the 'Goggle Doodle' as a context. A presentation (narrated PowerPoint, a YouTube video of presentation hosted on Baldragon Technical YouTube channel, and a PDF of presentation) outlines the purpose and nature of the task. The materials are hosted on the Teams page (under files section for pupil access, plus our central teacher area for our modification and use). Any teacher produced examples are posted as both original format (publisher, word, etc.) and converted to pdf to ensure maximum pupil access.

Teachers attend through the text chat function to start lesson and we expect pupil check ins via thumbs up. We introduce and then send pupils to complete the task. Pupils return the task to the Class Notebook to allow feedback from the teacher. We then attend the text chat function at the end of the lesson for feedback and any discussion or help required. Generally, we spend the whole period available for interaction through the text chat function.

Independent Learning in English within the BGE:

Learners are developing an understanding of how to analyse a writer's word choice. A presentation, with recorded voiceover, has been developed to outline the purpose of learning and the nature of the task itself with a variety of practice exercises provided to consolidate this learning. The materials have been emailed to pupils individually in preparation and to mitigate any potential problems with accessing documents on Teams. They have also been posted within the files section of the Teams page itself.

At the start of the lesson, the teacher is present on the Teams chat function to post up to the expectations for the lesson and set the context for learning. Learners are then asked to withdraw and work through the necessary materials on an independent basis. It is the teacher's choice to remain present within the chat function during the lesson. The final fifteen minutes of the lesson are then given over to feedback and questioning to establish the extent to which success has been realised and determine next steps.

Senior Phase Learning During a Double Period in Maths:

At the start of the lesson the teacher will post up the work for the double period – this work is being set as an assignment so pupils can find the work easily and it also gives them the opportunity to upload their work directly to that platform. This work is also being uploaded to the “Working from Home” channel which all Maths classes have on their Teams page so pupils can also access it at a later date if need be. The teacher has been either creating their own videos or linking relevant YouTube videos to help facilitate the main points of the lesson. The reason behind this is that it allows pupils to pause and replay parts or all of the video if they feel they need a recap. If videos are not being used then the teacher will start with a live lesson (for the purpose of Maths we have found this more difficult for writing equations etc without the use of a visualiser or a touch screen tablet).

Once pupils have had the lesson introduced, and the teacher knows they can access the work with no problems, they will withdraw and work through the tasks set. The teacher is online on the chat throughout to answer any questions. During a double lesson in Maths a live drop-in session is offered at around the halfway point. This allows the teacher to check the understanding of each pupil, help with any misconceptions or answer any questions – the teacher may also upload a question for the pupils to complete while they are attending the live session and share the solutions together. This also allows us to better differentiate the lesson too.

In the final 10 minutes of the lesson, a selection of solutions is shared with the pupils for them to check their progress. Feedback at this point helps the teacher to establish next steps. Pupils are asked to upload their work to either the assignment or email their teacher directly. This allows the teacher to give more individualised feedback to the pupils. In some cases, the teacher may create a short quiz to assess pupil learning which will be published in the last 10 minutes of the lesson.

Interdependent Learning in Chemistry within Senior Phase (Higher/Adv.Higher):

Learners are developing an understanding of how to answer open ended/ extended response exam level questions.

At the start of the lesson, the teacher posts an introductory post (announcement) to students on teams outlining the learning for that period under the following headings: starter, LI/SC/Career Skill/ School Value. The learners are given a clear amount of time to independently review the question(s) posed and using the chat function discuss their initial thoughts with peers and their teachers. Learners are then asked to join the live lesson. During the live lesson the teacher acts as a facilitator to allow for students to discuss and problem solve as a small group as to how to answer the questions posed.

It is the teacher’s choice to remain present and conduct a live meet during the lesson. The final fifteen minutes of the lesson are then given over to feedback and questioning to establish the extent to which success has been realised and determine next steps. This sometimes includes giving students time to complete a final version of the answers to the posed questions, sharing these on the team. This also allows students who may have missed the lesson to access group learning from that period. At the end of the lesson students are asked to give a rating or select a statement which best describes where they feel they are at in the lesson, using forms polling within teams.

Key Expectations of Individuals

Class Teachers:

- Retain responsibility for planning and organising the learning for all allocated classes.
- Adhere to the structure of learning as illustrated in the Baldragon Academy Remote Learning Standard.
- Provide opportunities for young people to consolidate, progress and extend their learning.
- Ensure that planning processes for effective curricular delivery continue and are adapted to meet the requirements of remote learning and teaching.
- Continue to prioritise and determine ways to meet the diverse needs of all young people.
- Ensure the provision of Universal Support is delivered on within the context of remote learning and specifically support young people to work with technology they may be unfamiliar with as part of their digital literacy entitlement.
- Ensure that young people who have additional support requirements are catered for and the needs illustrated within individual Able plans are met.
- Provide appropriate remote learning activities that promote engagement and ensure a high-quality experience.
- Make use of the Insight function on Teams, along with other approaches as supported by professional judgement, to track and monitor learner engagement.
- Follow the Baldragon Academy staged intervention approach towards highlighting learners who are failing to engage appropriately.
- Manage the online behaviour and safety of learners, contacting the relevant Principal Teacher (curriculum), Principal Teacher (Guidance) or Child Protection Officer, as appropriate.
- Track learners' progress and provide feedback, as appropriate.
- Celebrate and share the successes and achievements of learners through whole school and departmental Twitter feeds.
- Attend department and whole staff meetings via Teams.

Principal Teachers:

- Ensure appropriate support is available for staff to engage in online and digital platforms to enable and deliver learning at home.
- Support the Baldragon Academy staged intervention approach to the tracking and monitoring of pupil engagement.
- Support teaching staff to manage the online safety and behaviour of learners.
- Plan and deliver Department Meetings via Teams.
- Continue to carry out quality assurance activities, as appropriate, to ensure that all learners experience the equity of high-quality learning experiences and entitlements.
- Support the provision of relevant CLPL for all staff.
- Attend Staff Meetings via Teams.
- Attend meetings with the department's SLT link, seeking guidance and support through this channel.

Useful Links and Appendices

[DCC Education Digital Support](#)

[Education Endowment Foundation Support Resources for Schools and Parents](#)

[Education Scotland Supporting Remote Learning](#)

[CfE Refresh - Scotland's Curriculum for Excellence](#)

[United Nations Convention on the Rights of the Child](#)

[COVID 19 Education Recovery Group Guidance](#)

[Dundee City Council Remote Learning Policy](#)

[Career Education Standard - Skills 4.0](#)

[Responsibility of all - Literacy, Numeracy, Health and Wellbeing](#)

[How Good is our School 4](#)

[Assessment in the Broad General Education](#)

[Building the Curriculum 5](#)

[Approaches to Formative Assessment](#)