



## Remote Learning



Remote learning is learning that is **directed** by practitioners and **undertaken** by children and young people who are not physically with their teacher while instruction is taking place.

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 and includes active and physical learning.

Whilst remote learning is not a substitute for full time classroom based learning and teaching, effective remote learning can mitigate some of the adverse impact of a reduction in face-to-face learning and 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.

Remote learning can be delivered in a variety of ways. It may include reading, doing, creating and inventing, playing, problem solving, observing and investigating with some of the best learning examples not requiring technology at all, although in the current context, digital and online approaches will be commonly used. Learners should not engage in online learning for the entirety of the school day. Learning may include activities such as research tasks, project work, practical opportunities, discussions and other activities that can be carried out away from a digital device.

It is expected that learning will include provision of opportunities to consolidate, 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.

At Castle Douglas High School and Dalry Secondary School, where possible, pupils and staff will follow their existing timetables, as the routine for pupils, teachers and parents will be helpful in reassuring all that our on-line learning and teaching is well planned and is being delivered in a systematic way. However, this may not be possible in some family situations e.g. where there are more young people than devices to access remote learning. Pupils and parents should be reassured that if a pupil cannot follow their normal timetable, for whatever reason, the classwork for all lessons will still be available on their Teams and they will be able to complete their lessons and submit required classwork when they are ready.

Some subject teams may change how classes are organised and how online delivery takes place in order to maximise the learning and teaching experience for young people and to provide as efficient a service as possible.

Learning and Teaching on-line will be different and different teachers will have different approaches both in school and between schools. There may be work set for pupils with the teacher being available 'live' on-line to answer questions and provide support. Teachers may provide tutorial type sessions where they are 'live' on-line working with groups of pupils on particular topics. Teachers may present online recorded lessons. Teachers do not have to participate in Teams lessons with cameras on, unless they are comfortable doing so. Teachers may provide physical resources that pupils can collect at the front door of their school. As is always the case at Castle Douglas High School and Dalry Secondary School, teachers will their best to meet the needs of all young people in their classes.

As much as is possible, learning will progress at a similar rate as it would have done had we been in normal school. Teachers will not resort to only providing revision materials or revisiting prior learning.

Our aim, at Castle Douglas High School and Dalry Secondary School, is to try to make the quality of the online learning experience as high as possible. Pupil engagement is very important, especially in the senior phase, as senior pupils need to be ready to sit 'prelim' style assessments almost as soon as school returns and then again around either side of the Easter holiday.

### **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 and we understand that many will be juggling work and childcare. 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. Good communication between home and school is essential. Where parents have any concerns about their child's progress with their learning or with their child's health and well-being then, as is the case during normal school time, they should contact their child's Principal Teacher Support. Contact details are included here:

#### **Contact the Pupil Support Team:**

For pastoral issues, careers advice or to raise a general concern regarding an issue with your child's learning, please telephone 01644 430259 or use the e-mail address listed below for your child's Pupil Support Teacher.

Mrs Mary Acheson	<a href="mailto:gw08achesonmary@ea.dumgal.sch.uk">gw08achesonmary@ea.dumgal.sch.uk</a>
Mr Liam Fleming	<a href="mailto:gw17flemingliam@ea.dumgal.sch.uk">gw17flemingliam@ea.dumgal.sch.uk</a>