

FALKIRK COUNCIL

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31st January 2025

To: All Teaching Staff (Distribution via Headteachers and Establishment Managers)

LNCT 2025/02 **REMOTE LEARNING GUIDANCE**

Following LNCT on 31st January 2025, the attached Guidance on Remote Learning was agreed.

Yours sincerely

Jill Pringle (Management Side)
Colin Finlay (Teachers' Side)

Joint Secretaries



Falkirk Council: Education Services
Remote Learning Guidance – January 2025

What is Remote learning?

Remote learning is learning that is directed by practitioners and undertaken by children and young people who are not physically present with the practitioner while the learning is taking place. In the current context, digital and online approaches will be commonly used as part of the overall mix for remote learning.

When should we use this guidance?

This guidance should be used for both partial and full school closures, in line with Falkirk Council Service Circular SC06.

Types of remote learning

Teacher should plan remote learning activities linked to the following three areas detailed below. This should be planned in relating to both the needs of the children and the length of time learners will be accessing learning remotely.

Further detail on the types of activities is included in the graphic overleaf.

Expectations for staff

Staff should ensure that:

- A shared understanding between home and school of the remote learning approach and the respective roles and responsibilities of all involved.
- Learners have access to appropriate physical resources where needed – this might include learning materials, textbooks and/or digital devices.
- Primary 6 to Secondary 6 stage pupils and their teachers have access to their Connected Falkirk device.
- All learners have been issued with their Glow accounts and know how to access Glow and other learning platforms used.
- Learners are aware of how to access support from class teachers throughout the school day.
- Planned experiences provide opportunities for learners to progress and extend their learning.
- Learning activities ensure engagement for all, considering the age and stage of development of learners, and introducing increasing opportunities for independent study as appropriate – consideration should also be given to learners who may still be accessing learning face to face whilst others work remotely.
- Consideration is given to learning activities for learners who require additional support for learning and any learners who may be particularly vulnerable or disadvantaged.
- Due regard is given to the wellbeing of learners.

Where remote learning continues for a prolonged period (more than 3 days), the following should also be considered:

- A balance of live learning and independent activity.
- Access to key learning which is available for learners to revisit as often as necessary.
- Ongoing dialogue, reflection and feedback with practitioners in relation to their own learning.
- Daily registration/check in for every learner, recognising that the format for this may vary depending on the age and stage of learners.
- Regular opportunities for engagement with other pupils to support learning, as well as informal engagement.

Expectations of Pupils and Parents

Pupils are expected to:

- Actively participate in all planned home learning activities.
- Access stage appropriate learning and resources through an online platform.
- Have daily live interactions with a teacher when longer periods of closure are in place (each school will provide their specific guidance on this).
- Submit work to their teacher/s for marking and feedback to measure, assess and communicate progress and development needs (this will be age and stage dependent).
- Respond and act upon teacher feedback to ensure continued progress.

Parents will support their child with online learning by:

- Working in partnership with the school to encourage their child to actively participate in their remote learning activities.
- Communicating any concerns with their child's learning at home to an identified member of staff in the school.
- Supporting their child to access online learning platforms and learning tasks.
- Accessing technical help and resources to support their child with online learning.

WHAT COULD LIVE INTERACTION LOOK LIKE?

- Live Interaction video meetings.
- Live feed – where the teacher is live on camera or sharing lesson activity seen on camera.
- Narrating live over shared online presentation or screen-sharing activity.
- Helpdesk type facility – live chat or messaging for support at timetabled/specified times, perhaps as follow-up to teacher sessions and independent learning tasks.
- Group work making use of channels or groups spaces in digital platform (such as in Microsoft Teams) to facilitate collaborative or group work.
- Pre-recorded lessons including such things as narrated presentations and live feature (such as PowerPoint, Live Present or similar tools) with follow-up live interaction online such as in conversations in online platform or online activity.
- Use of live digital polls/quizzes or feedback tools in order to generate discussion or provide later feedback (e.g. Polls in Microsoft Teams, Kahoot, Socrative, Mentimeter or other tools.)
- Use of demonstrations such as using visualiser or second camera/device
- Use of photographs such as worked examples/key moments in lesson and shared online
- Check-in chat, introduction to later independent task



WHAT FORM COULD INDEPENDENT TASKS TAKE?

- Flipped learning - students are introduced to the learning material before class, and classroom time is used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers.
- Research Tasks – pupils undertake independent research using self-found/ directed resources.
- Project work which showcases key learning.
- Practical opportunities to further develop skills e.g. following a HE recipe or a PE circuit at home.
- Activities that can be carried out away from a digital device – textbook exercise, timed assessment etc.
- Personal reading
- Creative tasks – compose a piece of music, complete an art activity, write a drama script etc.
- STEM activity using household items and materials, or a resource pack.
- Outdoor learning activity
- Problem solving tasks and activities.
- Family Learning challenge
- Visit to a local attraction, community resource or area of significance.



WHICH ACTIVITIES COULD BE USED TO CONSOLIDATE LEARNING?

- Access to pre-recorded lessons or narrated presentations –used to provide direct instruction, modelling or feedback to learners.
- Follow-up tasks, activities and practise exercises. These could be issued to pupils as 'take-away' tasks following classroom based lessons.
- Setting Virtual Learning Environment assignments, linked to classroom based learning, which allow monitoring of completion rates and pupil performance.
- Use of digital quizzes, with pre-populated marking schemes, to assess key understanding and identify gaps.
- Direction to useful websites, commercial resources or apps.
- Revision of classroom content using appropriate study techniques e.g. mind mapping.
- Completion of a timed past paper to practise examination skills and approaches.
- Collaborative task – pupils take responsibility for the completion of a different element, and teach learning to peers or contribute to a group task.
- Extended written task which showcases learning or pulls together classroom discussion and activities.
- Learn script for a drama performance, or a routine for a physical activity, such as dance.
- Consider a range of scenarios, based on classroom based learning i.e. world event

