East Dunbartonshire Council: Education Service

Guidance for Blended and Remote Learning in Schools including Digital Learning

Updated January 2021

1.0   Background

During lockdown, staff across the authority remained connected and delivered home learning opportunities using a variety of different online platforms and virtual learning environments. In order to maximise engagement and ease pressure on families, all centres chose platforms that their pupils and parents were already familiar with, and had easy access to.

A variety of social media platforms such as Twitter, YouTube and Facebook were used to great effect by the majority of schools to maintain a sense of community and keep schools and families connected. Schools also engaged with families by posting 'keeping in touch' videos, holding virtual assemblies and arranging family quiz nights.

Most schools reported that the majority of their families successfully engaged with the home learning activities they had provided.   They also continued to use email/Groupcall to communicate important information with families.

Digital Leaders and teaching staff worked in collaboration with the EDC Digital Learning Community and the EDC Curriculum Leaders to develop their digital skills.

As digital learning expanded during lockdown most primary and secondary schools invested time in professional learning, and started using Microsoft Teams to communicate and engage with colleagues and pupils. Staff created Teams to share resources, plan learning together and schedule online meetings. Teachers also used Teams to set up online classrooms, share learning tasks, videos, create assignments, provide feedback on learning and praise achievements. Pupils stayed connected with their peers and teachers through discussion channels and online posts. This was possible through the creation of the EDC Digital Learning Community**.**

The ongoing requirement to adapt learning due to the Covid pandemic has resulted in a more flexible approach being required. It is important to be clear on the definition of blended learning and remote learning.

Remote learning would be carried out by pupils, who cannot attend school. This may be due to the requirement to self-isolate or due to the closure of the school. Remote learning will include some digital learning but can also include other work from other resources.

Blended learning has a combination of learning in-school and some remote learning. This would be implemented if there were to be a decision by Scottish Government that schools had to move to a blended learning model. Blended learning is a mix of face-to-face teaching, alongside remote learning.

It is accepted that both remote and blended learning rely on the accessibility of electronic devices. Steps have been taken both locally and nationally to improve IT provision, particularly for the most vulnerable families. When staff are designing remote learning experiences for children and young people, it is important to take into account the issues related to equity including access to IT and the internet. Many families will be sharing devices and this may also impact on parents who are working from home. It is useful to save tasks in PDF format and view videos online via secure YouTube channels.

2.0   Developing Career Long Professional Learning (CLPL) - Digital Learning

The EDC Digital Learning Community has a Digital Leader from each school/service. The Digital Learning site was established to support digital learning across the authority, enhance cluster working and enable practitioners to actively share hints and tips regarding digital learning. Through this network, there are highly skilled staff working across sectors and offering support and advice to their colleagues throughout the authority.

In collaboration with the EDC Digital Learning Community, two guides were developed for teaching staff to support and enhance digital learning: How to Stream a Live Lesson and Build Engagement in Microsoft Teams and Professional Learning in Microsoft Teams. Bespoke Career Long Professional Learning (CLPL) opportunities are available for all schools using either the expertise within the digital learning community or from the central team.

In the Secondary sector, an EDC Curriculum Leaders Team is in place for all Head Teachers, Depute Head Teachers and Principal Teachers to:

- engage with subject specific Principal Teacher Meetings;
- create a space for pedagogy to be discussed and support all staff within departments;
- enable moderation as part of the SQA process for National 5 and Higher/AH;
- enable local authority guidance to be shared and discussed;
- enable sharing of resources across each school;
- support Professional Learning; and
- plan for Digital Learning.

The EDC Curriculum Leaders have also enabled resources to be shared with the West Partnership more efficiently and effectively.

All staff have been encouraged and supported to complete training courses from Microsoft Education to support leading and teaching digitally. There are over seventy teaching staff who have Microsoft Innovative Educator (MIE) status. MIE status recognises educators who are using technology to pave the way for their peers, encouraging better teaching and learning leading to improved outcomes for pupils. Also, there are a number of staff who are fully qualified Microsoft Innovative Educator Experts (MIEE). MIEEs share their learning with colleagues and other educators through local training programmes in their own school, presentations at conferences, blogs and through posting on social channels. Each year MIE Experts share their best practices and work together, both in-person and online, through the Microsoft Educator Community.

To further support staff with enhancing their digital skills, the authority worked with an education professional from Microsoft and Google. In partnership with Microsoft and Google, bespoke professional learning sessions were created to support the work of classroom practitioners and Curriculum Leaders across sectors. Each session was recorded so that staff could access or revisit the content at a time and place of their choosing. Further collaboration with Microsoft and Google will continue to ensure that online CLPL to support digital school/home learning activities is ongoing. The detail of this, and other digital courses, can be found in the Professional Learning calendar.

The Guidance for Home Learning and Educational Continuity was shared with all teaching staff within the local authority. Part of this guidance, was a wakelet which was created to support teaching staff and parents/carers- https://wakelet.com/@EDC. This site has continued to grow and resources continue to be updated on a regular basis. The following supports are available: ASN and Health and Wellbeing; Digital Learning Guide – Microsoft Teams; Digital Learning Guide – Office 365; Home Learning Guides for Parents and Carers; Online Resources – Early Years; Online Resources – Primary; and Online Resources – Secondary.

Microsoft Teams and digital learning is constantly developing and the digital networks established continue to enable East Dunbartonshire to be at the forefront of digital learning for children and young people. The EDC Digital Leaders' Team and Curriculum Leaders' Team will continue to drive change leading to enhanced outcomes for children and young people. The use of digital learning has greatly increased recently and the key message is that this should continue to be a priority for all establishments. Learning within the classroom and at home should be delivered as much as possible in a digital format so that all children and young people get access to the same approaches/content in their learning.

Teachers will be delivering learning in a different way and will require to be supported through well planned professional learning. This requires to be linked to professional review and development and time allocated in the Working Time Agreement. The provision of coaching and mentoring has proved

important for supporting staff to adapt and plan for the new education delivery model. This is of particular importance for Newly Qualified Teachers and those required to teach a different stage in primary schools.

Education will continue to work towards East Dunbartonshire Enhancing Learning and Teaching through the use of Digital Technology. The strategy sets out the expectations for all establishments which will be achieved through all schools capitalising on the tools available through GLOW to reduce workload, facilitate collaboration, communication and creation of learning and teaching content. Due to Covid-19 these requirements are more essential than ever. There will be continued professional learning to address and support development of 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; ensure that digital technology is a central consideration in all areas of the curriculum and assessment delivery; and empower leaders of change to drive innovation and investment in digital technology for learning.

It is imperative that teachers engage in meaningful and impactful professional learning and that the implementation of digital learning focuses on capacity building of staff within the authority. (Harris & Jones, 2019). Building leadership capacity in schools can be seen when individual teachers take more responsibility for their roles and help shape decision making. Digital Leaders will play a key role in supporting this. They are in a position to consider what sort of local knowledge, challenges, and aspirations exist within their school context. With the establishment of the EDC Digital Learning Community, the Education Service is in a strong position to support Digital Leaders throughout this.

The Education Service will focus support on applications available through GLOW, the national education intranet. Key areas for continued professional learning support in the coming session will be:

- Microsoft Teams
- Office 365
- Google Classroom

As Microsoft Teams is part of national tenancy within GLOW there are aspects of the software that are not yet available to be used within education. Education Scotland are currently reviewing the following functionality to support teachers to provide support to all young people:

- The ability to record directly from Microsoft Teams
- Introduction of Microsoft Stream

If enabled, these will be a key focus for digital professional learning over the next term. Schools will continue to be supported through; webinars, individual school training, EDC Digital Learning Community and the **EDC Wakelet**. There will be a continued offer of a variety of webinars on the following aspects of Microsoft Teams and Office 365:

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- Using Assignments
- Using Class Notebook
- Immersive Reader
- Building Engagement and providing pupil feedback

Google Classroom is a set of productivity tools that includes documents and storage, conversation stream, a way to keep pupils organised and the ability to create and customise assignment materials for them. There is a Wakelet to support staff that includes recordings of previous webinars offered to support the establishment and development of Google Classroom for staff and pupils.

The Education Service will advise schools about which platform will be most beneficial in their context to support pupils. Microsoft Teams and Google Classroom, at the core of each programme, now offer similar products. However, there are nuances that staff/schools may prefer within either programme. The Education Service will continue to use Microsoft Teams for the delivery of professional learning programmes. Membership of the EDC Digital Learning Community is open to all staff via Microsoft Teams (click here to join) and they should be encouraged to join as part of staff development sessions and the PRD process. This site is dynamic and continues to be used for a variety of professional learning via webinars, online videos, peer support from the Digital Leaders, and signposts to current best practice in online learning. An overview of all professional development available to work and teach via TEAMS is available here from the Quality Improvement Team.

The Quality Improvement Service continue to compile digital resources for Literacy, Numeracy, Early Years, Primary and Secondary pupils. They can also be found centrally, alongside professional learning for digital technologies at https://wakelet.com/@EDC. This is a dynamic site and will grow as links and resources are shared both locally and nationally.

3.0 Guidance on Digital Learning

Digital learning has transformed in recent months and this should continue to be a priority for all schools and early years 'centres. Learning within the classroom and at home should be delivered maximising the use of digital learning, this will make a move to remote or blended learning easier.

3.1 Live lessons and recorded lessons

Some staff in schools may wish to consider delivery of live lessons, as part of that range of approaches taken. However, schools should not insist that staff engage in live lessons.   If teachers are delivering live lessons, this should be done within class contact time or done as part of a supported study programme.

If this approach is being taken schools should have ensure that the Protocol for Pupils and Parents is issued prior to the provision of live lessons. This will ensure that there is safeguarding processes in place for staff and for pupils accessing these live lessons.   Any breach of the Protocol by a pupil or parent should be reported to the link Quality Improvement Officer. Appropriate action will be taken including removal of the right by the pupil to access live lessons and involvement of other agencies including the Police as appropriate.

The following guidance is provided for teachers:

- Teachers should use their professional judgement as to whether the live streaming of a lesson is appropriate;
- No teacher should be pressurised into using live streaming;
- The use of live streaming will involve a manageable number of pupils and will not educationally disadvantage those students who do not have access to relevant technology;
- The background is blanked out or distorted to ensure privacy;
- It is clearly detailed in the Protocol that pupils should not record the lesson or take photographs and the consequences should be clearly detailed to pupils;
- Pupils are clear about the behaviour expected of them during livestreamed sessions, e.g. taking turns to speak and not interrupting the teacher or other pupils;
- The protocol should make it clear that only the pupils should participate in the lesson and that it is unacceptable for a parent, sibling or other person to interrupt or try to participate in the lesson. Schools should communicate these expectations to parents and pupils and also outline what will happen if the protocol is not followed See above;
- Live streaming should only take place using Microsoft Teams or Google Classroom as this has the required facilities to mute microphones and switch off video etc;
- Live streaming of a lesson with pupils taking part at home as well as in school should be clearly risk assessed as there is a potential impact on the children in the classroom as well as being more difficult to manage.

Consideration can be given to recorded video lessons being provided. This has the advantage of pupils being able to access this at different times. If staff are recording video resources, great care should be taken to obscure anything in the background, which may compromise privacy or professionalism. Guidance on how to record PowerPoint lessons can be accessed here. Pupils should not take part in recorded lessons as there are GDPR issues in relation to the storage of any footage.

As above, coursework should not be delivered only through this means, as in some cases this may not support an appropriate access to course content/lessons, particularly with regard to practical subjects in the secondary sector. At all times if this approach is undertaken then schools should ensure that this does not add to teacher workload nor detract from the work ongoing in the 'actual' classroom with pupils who are present there. The

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delivery of on-line or live lessons should be done within the class contact time or through the provision of supported study, with the appropriate arrangements in place.

The National e-Learning Offer is being delivered as a partnership between ADES, the West Partnership, Education Scotland, e-Sgoil and the Scottish Government. The offer consists of a number of elements:

- **Live** learning through e-Sgoil where pupils can sign up for support within the BGE and also for the Senior Phase. There are live lessons available as well as supported study sessions;
- **Recorded** lessons available through West OS powered by ClickView -access to recorded lessons which are delivered by subject specialists in the secondary sector;
- **Supported** links to resources which support learning in National Qualifications including Scholar; and
- **Professional learning** to support aspects of digital learning.

Further information about this national offer is available through this link to Education Scotland.

https://education.gov.scot/improvement/national-e-learning-offer/

The Council aims to build on the excellent work already underway in schools and further develop the use of virtual learning environments. All schools should continue to use Microsoft Teams or Google classroom both of which are available through Glow. These online collaboration spaces are highly effective at enabling staff, pupils and their families to engage with each other and share learning and achievements. Centres and schools should also supplement these platforms through the use of E-Journals, SEESAW or Show My Homework.

3.2   Secondary Subject Specific Support

To support access to online subject specific content, the West Partnership has developed a library of engaging online video resources as part of its mission to improve learning experiences and outcomes for pupils. All content produced by the West Partnership will be shared with all schools through the digital platform, Clickview. This does not preclude each secondary school continuing to develop their own high quality and localised content for coursework.

Subject specific support continues to be available online in the EDC Curricular Leaders Network, and also through the wider West Partnership Curriculum support groups (see document attached for join codes) and online in the National Professional Learning communities.

The following information has been shared with Principal Teachers and will be discussed in further detail during Professional Development Group (PDGs) meetings. When developing a digital learning course for subject areas the following steps should be considered:

- Define exactly what digital learning means for your subject and courses, and consider what activities to offer face-to-face and what activities to offer directly online;
- Teachers to ensure that all pupils have the necessary skills to access online learning.
- Technology that supports online learning will support flexibility and personalisation for pupils, allowing them to learn in their own way at their own pace. What the pupils do face-to-face must be directly linked to what they do online and vice versa;
- Ensure key learning is available online so that pupils can revisit this as often as necessary;
- Develop approaches to assessment of learning and provision of feedback that support progress, extension of learning and identification of next steps;
- Support ongoing dialogue, reflection and feedback with pupils in relation to their own learning through both school-based and online learning;
- Provide learning activities that ensure engagement for all, by considering the age and stage of pupils who require additional support with learning, and any pupils who may be particularly vulnerable or disadvantaged; and
- Partnership working with community providers and third sector organisations to support beyond school provision.

Professional Development Groups will continue to work together, share resources and approaches to moderation/sharing standards on the Curricular Leaders' Team site. As appropriate, and taking account of SQA course changes, there will be a focus on a needs analysis for each subject area and each school will be allocated an agreed area for development within their subject department, if necessary. Existing and new resources will then be shared through the EDC Curriculum Leaders Team site. As is current good practice, there should continue to be a greater emphasis on the awareness of cyber-malice and support offered about topics such as unethical learning practices, academic dishonesty, and identity theft and bullying.

4.0   Remote Learning

As detailed in Section 1, remote learning is defined as learning which is done when pupils are not in school; for example if they are required to self-isolate. It would form part of a blended learning approach. Key points in relation to remote learning:

- Clear and ongoing communication with parents should take place to discuss the purposes of remote learning and how they can support their child to become more independent;

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- Consideration should be given to how learning can be differentiated to ensure that it meets the needs of all pupils, and ensures an appropriate level of challenge for all;
- It should be detailed to parents how feedback will be provided to pupils, so that they and their families are clear on their next steps;
- Group tasks and peer interactions, while working remotely, will help to support all pupils and be motivational, leading to improved learning outcomes; and
- Ensure equity of access to IT through the Digital Inclusion Programme.

4.1   Primary Schools

It is important that pupils are supported in school to develop the necessary skills to be able to make progress in their learning journey, if they are not in school and working from home. If pupils have to continue their learning away from the classroom they will need to have some control of the time, place, and pace of their own learning.

Traditional styles of homework should be revised, even when pupils are in school full time in order to support a move to a digital focus of at home activities to support learning. Where possible, these tasks should contain links to online videos (created by the teacher or from an online source such as YouTube, BBC Bitesize, etc.) in order to support learning.

Providing opportunities for collaborative group work will also support pupils and encourage completion of work. It is important to consider what areas of literacy, numeracy, health and wellbeing need to be taught in class and what areas are more suited to a more inquiry-based / self-guided / collaborative learning approach that could be used when pupils are learning remotely. Time needs to be taken in school to review and build on approaches to remote learning, in order for it be worthwhile and relevant.

For pupils to engage fully and become independent, they need to understand what they are being asked to do, why and how to identify their next steps. This can be achieved by:

- giving clear instructions along with checklists, daily plans or goal setting;
- creating collaborative learning communities: group tasks / peer interactions to help support all pupils, providing motivation and leading to improved learning outcomes;
- setting individual / group tasks and storing returned work on a virtual learning environment such as Microsoft Teams or Google classroom;

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- having online quick quizzes and formative assessment strategies that inform next steps in both teaching and learning. Check-ups via FORMS (more guidance), Kahoot, Plickers, SUMDOG, etc are very useful.

The workload implications of this revised delivery model should be discussed and agreed with staff. It is essential that time is built into the Working Time Agreement for planning and preparation.

Staff should be encouraged to make best use of local and national networks to share resources and engage in professional learning. Gaining experience and developing skills with online platforms such as Microsoft Teams / Google classroom will be key to this in order to support staff, while maximising the learning experiences of our pupils and longer term minimising workload.

4.2   Secondary Schools

Remote learning is being utilised if pupils are off school due to the requirement to self-isolate. Schools will continue to consider approaches to pedagogical design in this context. School Leaders should consider how learning will look in their school. The following link may help stimulate some ideas for moving forward - Education Transformation Framework.

The Quality Improvement Officer will work with senior leadership teams to support staff so that they can work collaboratively to plan and implement programmes of study for pupils.

4.3   Provision of remote learning for pupils who are absent due to Covid, including those who are self-isolating

All schools will have arrangements in place to provide learning if a child is absent from school due to ill health, in accordance with Procedure Manual 3/35. However, due to Covid, it is clear that the delivery of education will require more flexible approaches to learning and support for pupils than before. The impact of Covid means that children at any time can be required to self-isolate and be absent from school for ten days.

It is important that the planning and organisation of remote learning is built into the School Recovery Plan and the Working Time Agreement. The Working Time Agreement must take account of the workload associated with provision of remote learning for pupils who are absent due to Covid. Teachers will require time to upload lessons or resources as well as prepare materials in addition to digital learning.

It is likely that there will be little time to prepare for specific provision for remote learning where pupils are required to self-isolate as this absence from school will happen unexpectedly and very quickly, and schools should have plans in place to support this provision. This should form part of the teachers' planning of in-school provision and will require time allocated for this due to the increase in preparation, particularly in the secondary sector where it may involve a number of year groups.

Professional learning in relation to digital learning will be important for all staff and this can be provided by the Quality Improvement Team (see Section 2 above).

It is important that the support and provision of remote learning is appropriate taking account a number of possible constraints. If a child is unwell, they would not be expected to complete learning during their absence. It may be that the child does not have access to IT equipment or home access. A school laptop or chrome book will have been provided either through the Digital Devices for Pupils Provision if the family met the criteria or on a temporary basis from the school, as required. Schools can consider augmenting the provision of IT equipment through the allocation of PEF or school budgets. Schools should link with the School Planning and Improvement Manager, Gavin Haire for advice on the purchase. IT equipment would not be purchased for home use by staff but staff can have the use of IT equipment for use at home if required.

Schools should provide resources to support class teachers to deliver remote home learning. This could include involvement of teaching staff who do not have a full time class commitment or teachers who are well but self-isolating who can provide support to colleagues in school. Support staff could also assist with uploading resources to IT platforms.

It is important during this time to prioritise resources to deliver education in a different way to meet the changing context due to the Covid pandemic.

5.0   Blended learning

Blended learning is defined in this guidance as in-school learning and remote learning. In a quality blended learning experience, the content and activities of both face-to-face and online learning are integrated with one another and work toward the same learning outcomes. Blended learning has been tried and tested by many schools worldwide and is not simply a reaction to the current situation. The research literature supports the use of blended learning as a means to increase pupil engagement and raise attainment by:

- providing learning opportunities to pupils with associated communication and monitoring from teachers;
- providing opportunities for personalisation and differentiation;
- providing pupils with opportunities to experience success; and
- rewarding social learning interactions with peers, teachers and parents.

The following criteria are required for blended learning to be most effective:

- the class teacher retains responsibility for planning and organising the learning;
- there is regular high quality face-to-face learning and teaching which is linked to online learning;

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- collegiate working between staff so that there is a shared understanding of course outcomes to enable support for young people when they are learning online;
- regular access to the internet and a phone / tablet / PC; and
- highly effective communication with parents so that there is a shared understanding between home and school of the blended learning approach and the respective roles and responsibilities of all involved.

Within East Dunbartonshire, it is proposed that blended learning is best described where there is learning in school as the primary approach with support and extension in the form of online tasks. The flipped classroom or flipped curriculum approach is another common example of this model with young people viewing online resources independently followed by classroom lessons based on these resources. This method may be more suited to Senior Phase pupils in secondary school.

When schools design their own blended learning model it will be useful to consider different scenarios, alongside the age and stage of pupils, and accessibility to technology. The West Partnership Sway presentation for more tips for teachers and parents. Further reading and research papers can be found in the Glow Shared area.

Education Scotland will continue to develop and share teaching resources to support remote learning via their Scotland Learns website. Activities will be promoted in their weekly newsletters and an overview can be found here:

Further professional learning will be delivered through the established Champions and Advisors model. These programmes will support and develop both curriculum delivery and pedagogical practices. They will be delivered online using Microsoft Teams. Full details are in the Professional Learning Calendar.

6.0   Ensuring Equity for Pupils

It is recognised that some children do not have access to an IT device or internet access at home. The Digital Inclusion programme by Scottish Government and the provision of devices and internet access will continue, with priority given to children who do not have access to a device at home. Children have been identified by schools and priority given to those on free school meals and with additional support needs.

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7.0   Curriculum for Excellence in the recovery phase

In East Dunbartonshire, the main priorities remain that of: health and wellbeing of staff and children; family engagement; and enhanced transitions, while continuing to ensure equity and educational continuity.

The Refreshed Narrative for Curriculum for Excellence should be used as a practical tool to support a curriculum rationale for the broad general education. Early Years centres and schools will be able to utilise the flexibility within Curriculum for Excellence to create a curriculum that reflects local circumstances.

Focusing on learning across literacy, numeracy and health and wellbeing will be the priorities across the broad general education, with increasing learning experiences across all four contexts of learning. Cross-curricular linked themes will help enhance pupils' experiences, making activities more enjoyable and relevant.

Schools should be mindful of the variety of approaches that pupils can take to demonstrate their learning, skills, knowledge and understanding across the curriculum e.g. through discussions, writing, reflection, observation and practical activities. Teachers should work closely with pupils and families to draw together evidence of learning and achievements together with next steps in learning.

As appropriate, all schools should continue to review their programmes to address learning loss for children who were most affected by the lockdown. Evidence linked to learning loss has been collected in a sensitive way that has not included stressful approaches to assessment. Work in school can be supplemented by digital learning at home where appropriate. Supported study session shave been funded for pupils in all secondary schools.

Key guidance can found through these links:

Curriculum for Excellence in the recovery phase

Assessment with BGE 20_21 (Education Scotland)

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Appendix 1 – Action Plan – Digital Learning 2020/21

Improvements in Digital Learning		
Targets	**Action at authority level**	**Action at school / establishment level**
- Develop the skills and confidence of education staff in the appropriate and effective use of digital technology in teaching and learning. - Develop the skills and confidence of pupils in the appropriate and effective use of digital technology in learning, life and work. - Work in partnership with staff, pupils and families to develop a blended learning model. - Ensure support is in place for learning loss including the use of digital learning. - Ensure digital learning is in place as a contingency plan in the event of a school closure or part closure of a school. - Ensure equity through the provision of IT equipment through the digital inclusion programme.	- Provide advice and support to schools as part of Recovery Planning to ensure digital learning is clearly detailed on School Recovery Plans. - Continued Development of the Digital Leaders role across sectors. - Further development of Digital Learning Community. - Through the Digital Learning Community and cluster working, continue to support networking and sharing best practice across the authority - Co-ordinate professional learning opportunities for staff to ensure their own digital literacy meet the requirements of the GTCS - Co-ordinate professional learning opportunities to ensure staff at all levels have the confidence and capacity to deliver a blended learning model - Work with PDGs and further develop digital resources available through the West Partnership for the senior phase. - Continue to develop communication for parents so that they can support their child's learning at home. - Support the use of appropriate platforms including SEESAW in all primary schools. - Ensure compliance with data security and GDPR. - Support all schools, across sectors, with safeguarding and cyber security as appropriate. - Work with IT and Change team to roll out the digital inclusion programme with the provision of IT equipment	- Identify areas of good practice and pupil / staff development needs self evaluation.pdf case studies.ppt - Secondary schools to continue to review the most effective means accessed by learners to inform approaches to blended learning when pupils are required to work from home. - Ensure digital learning is clearly detailed on the School Recovery Plan - Identify children who require support to access digital learning at home and ensure they are included on the digital inclusion programme, with a particular focus on those who have experienced learning loss - Centrally shared resources to be hosted on GLOW - Staff meetings to continue via TEAMS - Audit of competencies and skills of all staff in the use of GLOW and Microsoft TEAMS / Google classroom and this to inform the professional learning programme and Professional Review and Development - Promote membership of Digital Learning Community and develop role of Digital Leader in school - Provide all learners with access to GLOW, TEAMS / Google classroom - Learning resources and home learning activities to be issued and monitored via TEAMS / Google classrooms /Show My Homework/SEESAW - Develop the use of Class Notebooks and Assignments to share resources, set and communicate learning targets and provide feedback on completed tasks – note this is a component of Teams