



Oban and Tiree Schools' Strategy for Remote learning



For on-line lessons a **teacher** requires:

- Laptop/webcam/microphone
- Quiet room
- 5 hours
- Excellent broadband
- training

For on-line lessons the reality is:

- Lack of space
- Childcare
- Lack of up-to-date technology
- Not what a teacher was trained for

For on-line lessons the reality is:

- Other distractions e.g. phone
- Capped/lack of wifi
- Lack of IT/shared with family
- Childcare younger siblings
- Parental issues/concerns

For on-line lessons a **learner** requires:

- Laptop
- Quiet room
- 5 hours
- Home wifi
- Data unlimited

This has been informed by

[evidence-based research](#):

- Teaching **quality** is more important than **how** lessons are delivered
- Ensuring access to technology is key; particularly for disadvantaged learners
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different tasks and types of context

What we have **done**:

- Prepared learning materials – worksheets, tasks, video clips, presentations with video narration, textbook tasks.
- Set work that can be completed at any time with a deadline.
- Explanations build upon prior learning
- Feedback to learners about progress/engagement.

We have considered the implications for learners for the loss of:

- routine,
- structure
- friendships
- opportunity
- freedom

What we will do **next**:

- Reinforce the additional support needs some of our learners require
- Explore ways for learners and teachers to meet online

What we have also done to **guide, connect, educate and interact** with our communities:

- provided IT support for learning
- weekly bulletins
- online meetings
- 1:1 online meetings
- social activity for well-being
- sharing successes
- volunteer activities
- signposting for Career Long Professional Learning
- parent/carer/teacher/learner questionnaire
- welfare checks
- transition programme of support