



Education Services:
Home Learning Case Study:
Senior Phase Remote Learning
WestOS Resources

January 2021



GLASGOW: Nurturing City





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Rationale

Notre Dame High School was one of the first Learning Communities to benefit from Glasgow's Connected Learning project meaning all staff and pupils have access to, and experience of using, iPads.

When schools closed due to the Coronavirus pandemic in March 2020, the school was well placed to move to a remote learning offer. Our initial remote learning experience during the March-June 2020 period made good use of digital technology to set tasks and provide feedback.

On returning to school in August, and through the months that followed, there were several groups of students required to self-isolate which resulted in periods of absence from in-class learning. The WestOS was useful in being able to provide support for these groups of pupils at home.

As we returned to remote learning in January 2021, we wanted to provide a more comprehensive digital offering which focused on moving learning forward and ensured that young people were able to complete national qualification course content. WestOS learning videos provided the opportunity to support senior

phase learning remotely while helping to vary the range of learning resources available to encourage greater engagement.

Actions

All staff were made aware of the development and availability of WestOS resources and the tile was added to all staff and pupil GLOW launchpads in December, allowing ease of access via the app.

Staff were provided with ongoing support as required to access the WestOS resources and were encouraged to explore the range of clips available. Staff were provided with ongoing support as required to access the WestOS and were encouraged to explore the range of clips available.

Pupils have been encouraged to explore the range of WestOS clips available through their year group teams' messages.

The WestOS learning videos have been used in a range of ways to support remote learning. Currently, Senior Phase pupils attend live lessons with class teachers on teams twice weekly. The WestOS learning videos have been used to both facilitate discussion and consolidate learning and

have been used in a variety of ways appropriate to each subject and topic. One example is that pupils were given the link to a WestOS Higher Modern Studies learning video. Pupils were asked to watch the clip before joining the live lesson with the teacher. The class then discussed the key points from the video as a class and were then set a task. Using MTeams Assignment, pupils were asked to apply this learning and attempt an example SQA-style question to be submitted to the teacher for feedback. Pupils could refer to the learning video for help using a model answer or watch the clip again to revisit the content.

A further use as a lesson starter activity; pupils were asked to watch a particular clip, then create a mindmap outlining the keypoints to help develop understanding. During the live lesson that followed, pupils were able to add to their mindmap as they participated in live discussions and on other occasions were asked to use the internet or other class resource to further develop the points given in the WestOS clip.

WestOS learning videos have also successfully been used for peer marking. During the teams live lesson, screenshare was used by the teacher to show an example answer from the WestOS learning video. Pupils then discussed where and

why marks could be awarded and suggested how the answer could be developed or improved.

Impact

Staff have access to a greater range of high-quality resources to support remote learning, easing the need to create additional resources of their own.

WestOS has also helped provide a varied approach to remote learning and this has encouraged greater engagement.

Pupils especially benefit from being able to access the WestOS learning videos at a time of their choosing. This can help to consolidate learning from live lessons and to access subject content when lessons have been missed due to periods of illness, internet connection issues or otherwise.

Pupils report 'the videos are good because you can pause them and go back over it to make notes'. They have found it supportive to be able to listen to relevant course content with explanation and through the application of content to example questions. They have also found it



reassuring to know that the bank of resources are available to them to assist with revision for future assessment.

Next Steps

- We will continue to provide staff with updates on WestOS as they become available, including the current developments for BGE
- We will use GLOW forms to monitor student engagement and feedback on use of WestOS learning videos and take action as appropriate. We will also continue to use MSTEams to highlight the availability of resources to students to assist in course revision.

Reflective Questions

The Key Principles and Entitlements from the [CERG Remote Learning Paper](#) can be used to support reflection on this case study.

| Entitlement | What are we currently doing? | What is working well? How do we know? | What could we stop, start or do more of? Who would do this and when? |
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| Access to appropriate physical resources where needed – this might include learning materials, textbooks and / or digital devices | | | |
| Regular high quality interactive learning and teaching using technology or other remote methods | | | |
| Learning opportunities which reflect the principles of Curriculum for Excellence, allowing learners to develop their knowledge, skills and attributes in a variety of relevant contexts and across curriculum areas | | | |
| On-line resources that will be consistently used across learning to aid interaction, assessment and feedback | | | |