



Remote Learning Plan 2020

Introduction

'*Guidance on Remote Learning in a COVID-19 Context: September to December 2020*' was published by the Department of Education on 8th October 2020.

This plan outlines the school's approach to remote learning where it is required due to COVID-19-related reasons. This plan aims to ensure that the approach to remote learning is effective and achievable.

In general, each period of remote learning will not exceed 14 days (less weekends/ planned closures). However, everyone should be prepared for more than one period of remote learning. It is also possible that the Government may decide to close schools for an extended period.

Key Objective of Remote Learning

To support the continuation of pupils' learning (guided and independent) where pupils are unable to attend school due to COVID-19-related reasons.

Parent-Teacher Communication

During periods where remote learning is happening, two-way communication between parents and teachers will happen through email. Teachers have shared their school email addresses with parents. This will facilitate two-way communication and enable parents to initiate communication.

In some circumstances, teachers may need to telephone parents. Teachers are advised not to disclose their personal mobile phone numbers. Teachers may, if they so wish, use Microsoft Teams for video/ audio calls with parents.

Digital Platform for Remote Learning

Seesaw has been selected as the digital platform to support (1) remote learning and (2) pupil-teacher/ teacher-pupil communication across the school.

Seesaw is available to download to on any iOS or Android device. It can also be accessed on any browser. The school have purchased a licence for Seesaw for Schools.

Planning & Preparation

A. Sharing this Plan

This plan will be shared with teachers and parents immediately upon its completion. Teachers, parents and pupils are familiar with Seesaw from previous use.

B. Parental Consent

School management sought parental permission to use Seesaw prior to its roll-out. Any new pupils enrolling in the school will be given a permission slip to fill out prior to being added to the class.

C. Training & Familiarisation

The school has provided training and resource materials for teachers to enable them to use Seesaw effectively.

In preparation for remote learning, teachers will provide regular opportunities for pupils to use Seesaw.

D. Policy Review

The following school policies, which are relevant to supporting pupils' remote learning, have been reviewed and are available on the school website.

- Acceptable Use Policy
- Data Protection Policy
- Child Safeguarding Policy

Procedures for Remote Learning

A. When Remote Learning Will Happen

This plan will be implemented should either of the following two scenarios arise:

- Where the HSE or Government advise a full or partial school closure
- Where the HSE advises pupils within a pod/ bubble to self-isolate or restrict movements

The full extent of this plan will not apply in situations where the parent of an individual pupil/ family notifies the school that they have been advised to self-isolate or restrict movements (e.g. while awaiting test results). However, where requested teachers will provide suggested learning activities to the pupil/ parent.

B. Continuity of Learning

During periods of remote learning, teachers should ensure that the teaching and learning activities are connected with the priority outcomes outlined in short-term plans for that period.

C. Features of Provision

Where it is necessary to support pupils' learning from home in accordance with this plan, teachers will:

- Communicate with the group of pupils on a daily basis
- Provide (1) a blend of direct teaching (explicit instruction) by the teacher and (2) independent learning tasks for completion by pupils
- Provide a variety of learning tasks
- Ensure that learning tasks are specifically aligned to the needs of pupils, particularly those with additional needs
- Provide manageable and accessible opportunities for pupils to regularly share samples of their work with the class teacher throughout the week
- Provide feedback and encouragement to pupils

D. Daily Learning Activities

The curricular areas which must be prioritised for remote learning are:

- Language (English & Irish)
- Maths
- Well-Being (Physical Education/ Exercise & SPHE)

The daily schedule should include learning activities relating to each of these curricular areas. Other subject areas may also be included.

The schedule of daily learning activities will generally contain (not necessarily in the same order):

- Activity 1: Morning message from the teacher (text/audio/video)
- Activity 2: Gaeilge
- Activity 3: Maths

- Activity 4: English
- Activity 5: One other curricular area including well-being (PE/SPHE) at least twice a week

Each day there should be at least one direct teaching (explicit instruction) activity each day. When designing learning activities, teachers should bear in mind that parents may not be available to support all learning activities. It should be possible for pupils to complete most, if not all, activities independently or with minimal parental involvement,

When setting assignments, teachers should also be cognisant that pupils may have limited access to technology e.g. sharing devices with other family members, using a mobile phone with a limited screen size, using a desktop with no camera function.

Special Education Teachers will liaise with class teachers to provide differentiated activities for pupils who require this. They will correct the work and provide feedback to the pupils. They may also support class teachers in the preparation of Seesaw activities.

E. Home Routine

Where possible, pupils should maintain a regular and familiar routine. Regular bedtimes and morning routines are recommended.

F. Personnel to Support Remote Learning

Teachers must be flexible in their approach to supporting pupils involved in remote learning. In general, the class teacher will provide for the remote learning for their class. However, a different approach may be required where a pod or pods of pupils from a class are self-isolating/restricting movements at home and other pods remain in school. In this instance, the class teacher will continue to teach the pupils who are attending school. Consequently, remote learning for pupils at home will be provided by:

- The Special Education Teacher (SET) attached to the class. Time will be allocated from their normal daily timetables to accommodate this
- A teacher from the staff who has been advised to restrict movements but is medically fit for work
- A teacher from another school who had been medically certified as being very high risk and is on the assigned list in the local Education Centre

Supporting Pupils Without Access to Digital Technology and/or Broadband

Whilst many families have access to digital technology and broadband, there may be some who do not. The school will provide alternative arrangements on a case by case basis. Options include: the loaning of devices, emails, phone calls, postal service.

The relevant teacher(s) will make the necessary arrangements in consultation with the Principal/Deputy Principal.