



AIM

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

Remote Learning Plan (Teachers & SNAs)

2020/ 21

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1. Introduction

['Guidance on Remote Learning in a COV /0-19 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. Remote Learning must be effective and sustainable. Nevertheless, Remote Learning is not an alternative or substitute for traditional *'in-school'* or *'on-site'* learning.

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 will decide to close schools for an extended period.

This Remote Learning Plan should be read in conjunction with the following school policies which are relevant to supporting pupils' remote learning: Acceptable Use Policy; Data Protection; and Child Safeguarding Policy.

2. Aim of the Remote Learning Plan

- A. To the continuation of pupils' learning where pupils are unable to attend school due to COVID-19-related reasons.

3. Guiding Principles

- A. Regular engagement with pupils.
- B. A blend of direct teaching and independent learning tasks/experiences.
- C. Appropriate and engaging learning opportunities to include learning tasks, skills development and transitions for those pupils with additional needs.
- D. Infants and Junior classes will require extra parental support.
- E. Two way feedback between home and school.
- F. Under no circumstances should pictures or recordings be taken of video/audio calls or recordings.
- G. Staff, families and students are expected to behave in an appropriate, safe, respectful and kind manner online.
- H. It is the duty of parents/guardians to supervise children while they are working online and to ensure that any content submitted to their teacher is appropriate.
- I. Any electronic forms of communication will be used solely for educational purposes and to allow for communication with families.

4. Parent-Teacher Communication

A key principle of this remote learning plan is that pupils and teachers will maintain direct contact with one another, insofar as is possible.

However, parent-teacher communication will also be important.

During periods where remote learning is happening, two-way communication between parents and teachers will happen through:

- A. Aladdin: Aladdin will be used by teachers to share whole-class notices to parents. Teachers can enable the 'reply' option allowing parents to reply privately to the teacher's message.
- B. Email: Teachers can work emails with the domain @scoilmhuireborrisokane.com and openly share their school email addresses with parents. These email addresses are also accessible through our school

website www.scoil-mhuire.com. 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.

5. Role of the Teacher

The role of the teacher in the context of Remote Learning will encompass:

- Preparing teaching & learning activities.
- Providing appropriate teaching and instruction.
- Allocating of appropriate learning tasks and activities.
- Providing encouragement and feedback.
- Providing additional support where required.
- Communicating with parents.
- Collaboration and planning with other teachers.
- Communicating with SNAs (where applicable).

This is not an exhaustive list but it illustrates the multi-faceted role of the teacher in circumstances which require a significant degree of proficiency in digital skills.

6. Digital Platform for Remote Learning - Seesaw

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.

Seesaw allows SET to access their pupils in ISS.

Note: Circumstances may arise which result in a different teacher managing the Remote Learning. In these instances, the user log-in details will be provided to that teacher. The teacher's name which is displayed on the user account will be changed.

Important: When setting up Seesaw teachers should choose a password that is different than their email/ Office 365 passwords.

School management will seek parental permission to use Seesaw prior to its roll-out. Class teachers will follow-up parents for their consent where it has not been provided in response to the initial request. Parent permissions are available for teachers to view on an Excel spreadsheet which is shared on our Drive.

Staff will be provided with training and resources to support their effective use of Seesaw.

Parent guides/videos will be provided also and uploaded to the school website. Teachers should direct parents to these links.

7. 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

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 will ensure that the teaching and learning activities are connected with the priority outcomes outlined in short-term plans for that period.

Teachers will provide direct teaching and independent learning activities based on the learning outcomes which have been prioritised in the class teachers' short-term plans for the period in question.

The assigned SET to be provided with teachers' short term plans when it's clear that remote learning is required.

C. *Communicating with Pupils*

During periods of remote learning, two-way communication between pupils and teachers is very important.

Daily

Audio/video recording or a written message from teacher containing:

- Morning message & greeting
- Learning targets/ goals for the day
- Invitation to class to send voice/ written message to teacher (e.g. questions, news etc.)

Fornightly

- One phone/ voice/ video call or written message per fortnight to each child's parents to 'check-in' This may provide an opportunity for the teacher and pupil to speak.

(Teachers are only expected to make reasonable efforts to contact children in this manner. If after two failed attempts to contact the child, teachers will leave an audio message on Seesaw).

D. *Daily Schedule*

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

- Item 1: Audio/ video recording from teacher by **10am each day** containing a morning message/greeting with learning targets/goals for the day.

- Item 2: Language (English & Gaeilge)
- Item 3: Maths
- Item 4: Well-Being (Physical Education/ Exercise & SPHE)

The guideline times for all remote learning activities (e.g. total direct instruction and independent learning activities) are:

- Junior & Senior Infants 1-2 hours per day
- First & Second Class 1-2 hours per day
- Third & Fourth Class 2-3 hours per day
- Fifth & Sixth Class 2-3 hours per day

Time allocations mentioned above will take account of all teaching and learning activities.

E. Learning Activities

There will be **2-3 direct teaching (explicit instruction) activities per day** comprising of a **variety** of the following:

- Pre-recorded teacher videos
- Voice notes
- Screen castify recordings
- Written instructions
- Powerpoint
- Online video clips
- Photo/image with teacher voiceover
- Live video teaching

Teachers will also provide a **mixture of independent learning activities** such as:

- Activities/exercises in response to direct teaching (above)
- Reading and responding to texts
- Rote learning/learning off
- Web or seesaw-based activities
- Written work - workbook/copybook work
- Practical/hands-on activities

When designing learning activities, teachers should not assume that parents will 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 even pupils with access to Seesaw may have limited access to technology (e.g. mobile phone - limited screen size; desktop - no touch screen, camera etc.).

F. Providing Feedback & Encouragement

Having assigned purposeful learning tasks to pupils each day, teachers will provide **specific and meaningful** encouragement and feedback to **2-3 work samples** from each child.

Teachers will provide encouragement and feedback in a variety of forms, such as:

- Audio/voice message
- Text/written note

The 'Like' feature on Seesaw can be used but is not a substitute for those above.

G. 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 pupils' remote learning.

However, a different approach will be required where a pod(s) of pupils are self-isolating/ restricting movements at home and other pupils from the same class remain at school. In this scenario, the class teacher will continue to provide on-site learning to the pupils who remain at school. Consequently, remote learning for those pupils at home will be provided by:

- Special Education Teachers (SETs). SETs will reassign a specified amount of time from their normal daily timetables.
- A Designated Teacher from the Staff who has been medically certified as being at very high risk to COVID-19 and who is available to work from home.
- A Teacher from the Staff who has been advised to restrict movements but is medically fit for work.

In this context, school leadership will provisionally assign SETs (as illustrated below) to manage pupils' Remote Learning (e.g. Pods of pupils; pupils at School Support Plus level) where required.

The two teacher users assigned for each class are as follows:

User No. 1- Class Teacher

User No. 2 – SET Teacher

Class teachers should add the relevant Support Teacher as a co-teacher on Seesaw.

While the SET assigned for Remote Learning will typically be the SET generally working with that class assigned above, circumstances may arise which will mean another member of the SET team will need to be assigned instead.

H. Supporting Pupils with Additional Needs

Teachers assigning the work to the group of pupils will provide meaningful learning activities pertaining to the relevant learner outcomes for children with additional needs as advised by the class teacher/SET.

Special arrangements will apply in respect of some pupils at School Support Plus level of the Continuum of Support. A designated teacher will be assigned to manage the Remote Learning Provision for those pupils with complex special needs, where required.

1. Supporting Pupils at Risk of Educational Disadvantage

A recent survey of parents found that most families have access to digital technology and broadband. However, there is a proportion of households are without access to devices or internet access.

In situations where Remote Learning provision is required it is important the school is responsive to the individual and specific circumstances of families.

In these instances, school management, in consultation with the relevant teacher(s), will determine how best pupils at risk of Educational Disadvantage will be supported at home. This may include (but is not limited to):

- Provision of school devices (laptops/ tablets)
- More frequent phone calls
- Provision of learning activities and materials by post
- Teachers assigning the work to the group of pupils will provide meaningful learning activities pertaining to the relevant element/ strand for children with additional needs as advised by the class teacher/ SET.

8. SNAs Supporting Remote Learning

During periods of Remote Learning SNAs will work under the direction of the relevant class teacher to support pupils' learning at home. SNAs will contact the relevant class teacher(s) each morning to plan tasks pertaining to their role for the day ahead.

SNAs will maintain daily contact with the pupils to whom they are assigned. This will be arranged in consultation with the relevant class teacher and Microsoft Teams Video/ Audio Calls will be the platform used for this purpose.

9. Sequence of Actions for Teachers

- Step 1** Confirm parental permission has been received
- Step 2** Set up class on Seesaw and access 'Home Learning Codes'
- Step 3** Assign Co-Teacher(s)
- Step 4** Provide pupils with regular opportunities to use Seesaw Remote Learning (where required)
- Step 5** Consult with School leadership before commencing Remote Learning re: supports for children with Additional Needs/ at risk of Educational Disadvantage; Co-Teachers etc.
- Step 6** Communicate with parents re Remote Learning plan and direct parents to Remote Learning page of school website for 'Seesaw Guide for Parents'.
- Step 7** Ensure that Remote Learning is provided in accordance with this plan.

