



Action Plan for Remote Learning in a COVID-19 Context

Rationale:

The public health restrictions which resulted in the closure of schools in March 2020 highlighted the absolute necessity for schools to be agile in providing for continuity of schooling in the future. As a contingency for when pupils and/or teachers are advised to self-isolate or restrict their movements, all schools were instructed to create a brief, concise action plan for supporting the continuity of pupils' learning, using digital technology where possible. This was outlined in the DES document published on October 8th; 'Guidance on Remote Learning in a COVID-19 Context: September to December 2020'.

This Action Plan will outline the necessary actions and relevant personnel involved in identifying and meeting the needs of all pupils and staff engaging in remote learning in a COVID-19 context.

1. Digital Platforms to be used by the school

The following digital platforms have been identified by the school and will be used to facilitate communications:

| <i>Purpose:</i> | <i>Platform:</i> |
|---|--|
| Digital communication with and between staff | <ul style="list-style-type: none"> • Aladdin • Teacher Email • Zoom |
| Digital communication between staff and pupils | <ul style="list-style-type: none"> • Aladdin Connect • Seesaw |
| Digital communication between schools and parents/guardians, including a designated email address or attended phone number for contact during school closures | <ul style="list-style-type: none"> • Aladdin Connect • Office Email (General Queries) - office@clonlarans.ie • Teacher Email (Specific Learning Queries) • Office Phone - 061 354299 |
| Remote teaching and learning | <ul style="list-style-type: none"> • Seesaw • Postal Service where none of the above are suitable |

2. Developing the Skill Set of all Staff:

School Management have and will continue to consult with teachers on their experience with IT and remote learning. Necessary CPD on the chosen whole school digital platform to be used for remote learning has been sought. The School has applied to www.pdst.ie/schoolsupport for the assistance of a PDST advisor with specific queries about remote teaching, learning and assessment practices. All teachers have been directed towards, and given time to browse, www.pdst.ie/blendedlearning.

SNAs will use a Croke Park hour in the event of a school closure to discuss their caseload with the SENCO & principal. A decision will be made on whether the SNA will;

- Make a phone call to the parents of the child (once weekly)
- Use school email to check in with the child
- Liaise with the class teacher to send a video/audio to the child (once weekly)
- Post a letter to the child

3. Developing the Skill Set of the Pupils

As far as it is practicable, pupils will have age and stage appropriate opportunities to practise:

- Accessing and navigating Seesaw
- Engaging with the teaching and learning materials on Seesaw
- Uploading their own work independently through Seesaw
- Uploading homework once weekly to their online Seesaw journal

4. Access to Digital Resources

The school will establish a clear picture of the relevant support needed by their pupils to engage in remote learning and the steps that can be taken to address any gaps or issues by surveying all families in the school. A parental survey has been distributed.

The school will also ensure that teachers have access to the necessary digital technology to support pupils' remote learning when required by carrying out a similar survey for the teaching staff of the school. A survey of teachers will also be undertaken.

It is important to note that the school is not currently equipped with any shared/portable devices (ie: Chromebooks/iPads etc...). Given the importance of access to devices, this is an area that the Board of Management may need to prioritise.

5. Sharing of Preparation for Teaching and Learning

The school will continue to use the 'shared drive' on GSuite to enable all teachers to share their short-term preparation documents, including preparation for pupils with SEN, with substitute teachers and other relevant teachers as required. In the event of a substitute teacher needing access to short term notes, the school principal will furnish him/her with these through email.

6. Availability of Contact Details

The Chairperson of the Board of Management will have access to up-to-date contact details for all members of staff.

7. Collaboration and communication with parents/guardians

The parents/guardians will be surveyed prior to remote learning taking place to ascertain the level of digital devices and capabilities in the home. As always, frequent communication with parents will take place to ensure everyone is able to engage with remote learning. Parents will be informed of how work will be monitored and how feedback will be given to their child. This will be done through Seesaw. Guidance for parents on how to use digital platforms will be provided by the school.

8. Communication with external agencies:

During partial or full school closures, the school will maintain appropriate contact, relevant to the needs of the pupils affected by the closure, with any necessary external agencies, including the HSE, NEPS, NCSE and Tusla Education Support Service (TESS).

9. School Policies

The Data Protection and Child Protection policies will be reviewed and updated to take account of teaching and learning in a remote/distance learning environment. Acceptable Usage Policy may need to be amended.

10. Personnel to support continuity of schooling

Class Teachers

The class teacher should provide for continuity of schooling to the greatest extent possible for those pupils who are advised to restrict their movements. All teachers are expected to be flexible in their approach to supporting pupils who are asked to restrict their movements

Special Education Teachers

The principle of allocating the greatest level of support to those pupils with the greatest need remains, in line with the Continuum of Support. The SET(s) assigned to a pupil/class affected can reassign this time to supporting remote teaching and learning. Alternatively, the SET(s) can reassign time normally allocated for whole-school and classroom support (for all) on the Continuum of Support from his/her normal timetable, by, for example, pausing some team-teaching initiatives for the duration of the closure to release time for remote teaching and learning.

Designated teacher from the staff:

A teacher on the staff who has been medically certified as being at very high risk to Covid-19 and is available to work from home can support remote learning for individual pupils or classes, in line with circular 0049/2020.

A teacher from the staff who has been advised to restrict his/her movements:

A teacher on the staff who has been advised to restrict his/her movements but is medically fit for work can support remote learning for individual pupils or classes in line with circular 0049/2020.

Designated teacher from a local Education Centre:

A teacher from another school who has been medically certified as being at very high risk to COVID-19 and is on the assigned list in the local Education Centre can assist in this work in line with circular 0049/2020.

11. Responding to a Range of Scenarios

In response to any of the scenarios below, we will immediately put in place our action plan to enable continuity of learning for pupils:

Scenario 1 - An individual pupil from a class is advised to self-isolate/ restrict movements. No other pupils are affected

The class teacher continues to teach the rest of the class. The class teacher and SET will liaise to provide teaching and learning opportunities for the pupil using the Seesaw or other agreed methods as appropriate.

Scenario 2 - Pod sent home from a class and teacher told to self-isolate

A Substitute teacher will teach the rest of class. They will follow the short term plans of the class teacher in question.

The Class Teacher (self-isolating at home) will work remotely to meet the learning needs of the pod. They will provide direct teaching and set assignments for these children via Seesaw.

Scenario 3 - Pod sent home and teacher not advised to self-isolate

The Class Teacher continues to teach the rest of the class. The SET and the class teacher collaborate to create content for remote learning for children isolating at home. The SET will use Seesaw to send the agreed lesson content and assignments to the children each day. The class teacher will view the responses and can respond appropriately.

Scenario 4 - Whole class and teacher advised to self-isolate

The Class Teacher works remotely to meet the needs of all children in the class. The Class Teacher will send appropriate content and assignments to the class via Seesaw.

The SET will ensure children on their caseload in their respective classes, are able to access the class work and may, if appropriate, provide differentiated work for these children. SETs should continue to provide direct teaching and set assignments for their children as they would do in school.

Scenario 5 - The school is required to close on foot of public health advice.

The Class Teacher works remotely to meet the needs of all children in the class. The Class Teacher will send appropriate content and assignments to the class via Seesaw. Close monitoring of families engaging with the lessons is important. The teacher can ring/email the parents to provide support on how to access and use Seesaw if needed. The SET will provide content and set assignments for the children on their caseload in collaboration with the class teacher.

12. Children with Additional Needs Learning Remotely

Some children at the School Support Plus level of the Continuum of Support may experience some challenges when engaging in remote learning. These children may need additional support from their respective SET(s). Class work may need to be differentiated by the class teacher as always. However, some children may need to work at a different level to the class completely. Collaboration between the Class Teacher and SET on the content to be covered with this child and the assignments to be set is preferred.

SNAs will check in with their pupils once a week via phone call/ video call. Parent's permission for this will be sought prior to this by email. If they wish, a video/recording can also be sent to a class teacher/SET to upload to the child's seesaw student account.

13. Required features of Provision for Children Learning Remotely

- All Class Teachers will communicate with the children in their class on a daily basis using the schools agreed communication method - Seesaw.
- Teachers should provide frequent and constructive feedback to all pupils on their work in order to maintain a connection with those pupils
- SETs should continue to engage with the children on their caseload as frequently as they would under normal circumstances.
- Some pupils may not be able to engage with remote learning daily but teachers should still communicate with them daily.
- Teachers will provide daily remote/distance teaching in the following areas; English, Irish, Maths and one other curricular area.

- Teaching should involve both direct teaching by the teacher and the assignment of independent learning tasks for completion by the pupils.
- Direct Instruction should be provided for aspects of learning that require it, using a variety of approaches including pre-recording video, screencast, audio, presentation software and written instructions.
- Workbook tasks should be reduced and supplemented or replaced with other learning tasks.
- The children in infant and junior classes require particular consideration. Parents/guardians will need specific guidance on how to help their children with the tasks and activities set by the teacher. Home Learning Packs containing a range of materials to support their learning could be created in the event of prolonged closures
- SETs will have an online SEN Meeting once weekly in the event of prolonged school closure. This will be used to discuss how best we can meet the children's needs at that point.
- SNAs will contact their children once weekly by phone. SNAs will engage in a weekly online meeting with SENCO (M. Geaney) to discuss the children's needs and discuss strategies that could be employed to meet these needs.

14. Guidelines for Online Communication:

- Communication may take place only during normal school hours.
- The normal school calendar will apply.
- The following school policies apply to remote teaching and learning:
 - ❑ Code of Behaviour
 - ❑ Anti- Bullying Policy
 - ❑ Acceptable Use Policy
 - ❑ Data Protection Policy
 - ❑ Child Safeguarding Statement and Risk Assessment
- Teaching and Learning best practice will continue to apply, with students expected to present all assignments to the best of their ability and on time, where possible in this evolving and unprecedented situation.
- Under no circumstances should pictures or recordings be taken of video calls.
- School staff, families and students are expected to behave in an appropriate, safe, respectful and kind manner online.
- 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.
- Staff members will communicate with pupils and their families as per the table listed at the beginning of the plan.
- Any electronic/digital forms of communication used will be for educational purposes and to allow for communication with families.
- Students and staff will communicate using tools which have been approved by the school and of which parents have been notified (Seesaw and Aladdin).
- Passwords or access codes should not be shared with third parties. Do not post access codes on social media or in a publicly accessible place on the internet.
- No information or data relating to Remote Learning should be shared on public forums.

15. Rules for Pupils:

The Code of Behaviour, Anti-Bullying Policy, Data Protection Policy, Child Safeguarding Statement and Acceptable Usage Policy all apply in the context of remote learning.

The following are simple guidelines for pupils:

- Submit work and pictures that are appropriate - have an adult take a look at your work before you send it.
- Use kind and friendly words.
- Remember our school rules - they are still in place, even online.

16. Rules for Parents/Guardians:

For learning while pupils are working online:

- It is the responsibility of parents and guardians to ensure that pupils are supervised while they work online.
- Check over the work which pupils send to their teacher, ensuring it is appropriate.
- Continue to revise online safety measures with pupils (www.webwise.ie is an excellent resource)

Success Criteria:

Flexibility and good communication amongst all stakeholders of the school will underpin the success of this remote learning plan.

Ratification:

This policy was ratified by the Board of Management of our school on 11/11/2020.

Implementation and Review

This is a working document and we will continue to amend and update this plan as needed.

Signed:

Philip Lavin

Donnchadh Kelleher

11/11/20

Chairperson

Principal

Date