

Ballyadams N.S

Remote Learning Action Plan 2020/2021

1. Introduction

This document is designed to provide guidance in situations where a partial or full school closure is advised by Public Health HSE because of a case or cases of COVID-19. It is also intended to advise on how individual pupils or groups of pupils who may have to self-isolate or restrict their movements can be supported in continuing their learning remotely. Decisions around advising pupils, teachers or other school staff to restrict their movements for COVID-19 related reasons are made solely by Public Health HSE.

2.

2.1 Planning and Organisation

Communication	Platform	Training
Between staff members	Aladdin (noticeboard & email) G-Suite – Shared Drive	Not necessary
Between staff and parents / guardians	Aladdin – Noticeboard & email	Not necessary
	Seesaw	Parental videos for Seesaw
Between staff & pupils	Aladdin Connect	Not necessary
	Seesaw	PDST, in-school support, sample home activities in the coming weeks & months, video tutorials to parents. Children & staff to gain proficiency and confidence in using Seesaw platform.
	Zoom	Protocol outlined in school AUP Policy
	Arranged phone calls to SEN pupils	Not necessary

We have chosen the Seesaw platform as we believe it is the most appropriate whole-school approach to suit our needs. However, the use of digital communication platforms may not be appropriate or possible for some pupils. In these cases, alternative arrangements will be identified, including using the postal service, emails and phone calls.

CPD / Staff In-Service

- PDST Digital Technologies advisor Eoin Stakelum
- Pdst.ie/blendedlearning
- Informal staff sharing of best practice

Pupil Upskilling

Pupils will be given frequent opportunities in class and through home tasks to use Seesaw to:

- Access and navigate the platform
- Engage with teaching and learning materials
- Upload their own work independently

Communication with Parents / Guardians

We will consult with and inform parents/guardians of the approach that will be used for remote teaching and learning should this be required. Parents have been informed we are engaging with recent Department Guidance published in relation to Remote Learning. Partnership with parents/guardians is critical to supporting pupils who have to learn from home for a period. Feedback from parents/guardians on how their child is engaging with learning in a remote/distance environment is very important. Teachers will outline to parents how pupils' work will be monitored and how feedback will be provided. Guidance for parents on how to use digital platforms will be provided by the school.

2.2 Personnel to Support Continuity of Schooling

Where pupils and/or teachers are advised to self-isolate or restrict their movements, the class teacher should provide for continuity of schooling to the greatest extent possible for those pupils who are advised to restrict their movements. However, this may not always be a practical option. Therefore, all teachers are expected to be flexible in their approach to supporting pupils who are asked to restrict their movements. The non-exhaustive list below outlines the variety of alternative personnel who could be considered when arranging for continuity of schooling.

- Special education teacher (SET): The principle of allocating the greatest level of support to those pupils with the greatest need remains, in line with the Continuum of Support. However, 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.
- 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.

3) Responding to a Range of Scenarios

Where a partial or full school closure is required, we will immediately put in place our plan of action to enable continuity of learning for pupils. It should be noted that in situations where pupils are requested to self-isolate or restrict their movements but the teachers have not been specifically advised to do so, the resources and digital infrastructure in the school building should continue to be used during the school day by these teachers. In all of the scenarios outlined below, the class teacher maintains overall responsibility for:

- Sharing his/her short-term plans with the relevant teacher where necessary to enable the pupil(s) to progress in line with the curriculum and his/her peers insofar as possible
- Providing frequent, constructive feedback to all pupils on their work

In addition, SETs will collaborate with the class teacher in order to provide support for pupils on their caseload with special educational needs (SEN) who are required to restrict their movements. The school principal will maintain oversight of the procedures put in place to support pupils' learning from home.

Scenario 1: An individual pupil from a class is advised to self-isolate or restrict his/her movements. No other pupils in the school are affected. The class teacher will provide teaching input and learning opportunities to the pupil using Aladdin Connect / Seesaw if he/she feels this is the most appropriate way to address the needs of the pupil.

Scenario 2: The pupils in a number of pods in a classroom are advised to self-isolate or restrict their movements. Some of the pods in the classroom are deemed to be unaffected and can continue to attend school. The class teacher continues to teach pupils who are in attendance as normal. He/she can provide opportunities for all pupils to work together collaboratively insofar as possible. A teacher from the list of personnel outlined in Section 2.2 is assigned the responsibility of providing remote teaching and learning for the pupils at home.

Scenario 3: All pupils in one or more classes are advised to self-isolate or restrict their movements. The class teacher(s) will be required to provide remote/distance teaching to all pupils in the class, using the school's digital platform(s).

Scenario 4: A teacher / number of teachers in the school are advised to self-isolate or restrict their movements. Where teachers are required to self-isolate, they will avail of special leave with pay, in line with Circular 0049/2020. These teachers should follow the advice outlined in the Circular in this instance. Any teacher who is medically fit for work but has been advised to restrict his/her movements is available to work remotely. If the teacher's class group is still attending school a substitute teacher should be arranged to cover this teacher's teaching responsibilities in the school for this period, but the work assigned to the teacher restricting his/her movements should support the work of the school in developing and delivering its programmes of teaching and learning for pupils as per Section 12 of Circular 0049/2020. If the teacher's class is also self-isolating or

restricting their movements the class teacher(s) will be required to provide remote/distance teaching to all pupils in the class, using the school's digital platform(s).


Scenario 5: The school is required to close on foot of public health advice. In this case, all teachers who are medically fit to work, including SETs, are available to work remotely and should provide remote teaching and learning to all pupils in their class or on their caseload. Substitute teachers should be arranged to provide remote teaching for pupils in classes where the teacher has been diagnosed with Covid-19 and is medically unfit to work.

4. Required Features of Provision


- The teacher(s) assigned responsibility for supporting pupils learning remotely will communicate with pupils on a daily basis, while considering that some pupils may not be in a position to engage with remote teaching and learning each day. Special education teachers (SETs) will continue to engage with pupils on their caseload as frequently as they would under normal circumstances.
- Teachers will ensure, as far as practicable, that direct instruction is provided for aspects of learning that require it, using a variety of approaches including pre-recorded video, audio, presentation software and written instructions.
- Teachers will ensure that the chosen learning tasks give pupils an opportunity to demonstrate their learning in a clear and concise way. It may be necessary to adjust the number of tasks usually given in the school setting to take account of the fact that pupils are doing this work from home.
- Teachers will monitor progress and give constructive, developmental feedback to support the next stages in their learning.
- Pupils need to be supported to develop age-appropriate self-management and organisational skills so they can engage in remote learning.
- The needs of pupils in the infant and junior classes require particular consideration. These children may benefit from home learning packs (every two weeks)
- Two-way feedback between teachers and parents/guardians and between teachers and pupils is encouraged and supported. We will try to provide manageable and accessible opportunities for all pupils to regularly share samples of their work with the class teacher throughout each week. Teachers should ensure that work received is corrected and relevant feedback is provided. The benefits of this for pupils are:
 - Ongoing motivation: Completing tasks for their teacher and receiving feedback on these tasks motivates pupils to stay engaged and make progress in their learning. Without this, pupils are likely to become demotivated and disengaged in learning.
 - Customised learning opportunities: Monitoring progress will guide teachers to maintain or adapt future teaching and learning as appropriate. Providing feedback will help to address misunderstandings in learning and support optimum progress for pupils.

- Wellbeing: Frequent engagement between pupils and teachers can provide a sense of normality and connection for pupils and can contribute to their sense of wellbeing. The role of teachers in this regard is very significant and should not be underestimated.

Role	Task	Frequency
Class Teacher	Aladdin Noticeboard – upload brief outline of tasks for the week	Weekly
	Aladdin Connect Homework Portal (Prior to the implementation of the Seesaw learning platform)	Daily
	Seesaw – upload activities & tasks. 4 subjects daily (Maths, English, Gaeilge & one other). Feedback provided. (When Seesaw has been launched as main learning platform in the school)	Daily
	Zoom – go through content for the week and allow for whole class & teacher interaction.	Weekly
	Arrange work packs if required in infant classes.	Fortnightly
SET	Aladdin / Seesaw / Email – substitute or amend the class teacher’s content for differentiated numeracy/literacy lessons.	Daily
	Phone – phone call to each pupil/family.	Weekly
Pupil / Parents & Guardians	Aladdin Connect – Parents upload samples of the pupils learning and activities to the homework portal.	Daily
	Seesaw - Pupils to engage in daily activities on Seesaw and parents/pupils to upload pupil’s work.	Daily
	Zoom – pupils to attend weekly Zoom call. Parents should be present in the room also.	Weekly

Signed: 
(Príomhoide)

Date: 17.11.20

Signed: 
(Cathaoirleach)

Date: 17.11.20

Sallydamns N.S.

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Resources

- <https://www.pdst.ie/blendedlearning>
- <https://www.pdst.ie/DistanceLearning>
- <https://www.pdst.ie/DistanceLearning/DigTech>
- <https://www.pdsttechnologyineducation.ie/en/>
- <https://teachercpd.ie/>
- <https://www.cogg.ie/en/resources/>
- Laois Education Centre

Context	Platform	Timing
Between staff members	Atkins (introduced & used), G-Sync, Zoom, Teams	Not necessary
Between staff and parents/guardians	Atkins, WhatsApp, Email	Not necessary
Between staff & pupils	Zoom, Atkins, Canvas	Period 10th - 12th Not necessary
		When possible suggest parents have access to the online platform for the whole school year for the whole school year. If possible suggest parents have access to the online platform for the whole school year for the whole school year.
	Zoom	Period 10th - 12th Not necessary
	Assigned phone calls to staff	Not necessary

We have chosen the Zoom platform as we believe it is the most appropriate whole-school approach to roll out for the time being. The use of digital communication platforms may not be appropriate in certain circumstances. In those cases, alternative arrangements will be considered, including using the postal service, copies and phone calls.

CPD/Staff Training

- CPD/Staff Training on Zoom, Atkins, Canvas, Teams, G-Sync
- Staff training on Zoom, Atkins, Canvas, Teams, G-Sync
- Internal staff sharing of best practice