Scoil Mhuire Gan Smál

Creagh,

Ballinasloe.

Roll Number: 17198S

School Policy for Remote Learning in a Covid-19 Context

	Date
Staff Consultation	March 2020- October 2020
Ratified by BoM	October 2020

Signed:
Chairperson, BoM: _____

Principal Creagh N.S: _____

Date: _____

Remote Teaching and Learning Plan for Creagh NS (Scoil Mhuire Gan Smál)

In response to this time of uncertainty regarding school closures, we have formulated this policy to outline how the school will maintain the link between school and home. In the event of another whole or partial school closure, we aim to continue to communicate with our pupils through various means including the school App (Seesaw, email, text, website …etc.)

We recognise that online safety is of huge importance and one of the aims of this document is to help to protect both school staff and pupils, while teaching and learning online.

This policy does not set out to replace our Mobile Phone or Acceptable Usage Policy. Rather, it is proposed as an important addition to the area of learning from a digital platform. The policy presented here should be read also in tandem with our school's Code of Behaviour Policy and Anti-Bullying (including Cyber Bullying) Policy.

The primary obligation of all schools is to the welfare of the learners in their school. This policy, therefore, seeks to ensure that remote learning is safe for all student learners and that personal and sensitive data is also protected under GDPR legislation. Schools must ensure that learning takes place in an environment that is respectful and fair and meets its statutory duties.

This Policy has been formulated in accordance with the provisions of the Department of Education and relevant sections of:

 (a) The Education Act (1998)

(b) Education (Welfare) Act (2000)

(c) Equal Status Act (2000)

(d) Education for Persons with Special Educational Needs Act (2004)

 (e) Disability Act (2005)

(f) Children First Act (2017)

(g) GDPR

(h) Data Protection Act (2018)

(i) Department of Education: Child Protection Procedures for Primary schools

(j) NEWB Guidelines for Developing a Code of Behaviour (2008).

(k) DES Guidance on Continuity of Schooling for Primary Schools (May 2020)

(l) DES Guidance on Continuity of Schooling: *Supporting Primary Pupils at very High Risk to Covid 19* (August 2020)*.*

(J) DES Guidance on Remote Leaning in a COVID-19 Context: September 2020-December 2020 (October 2020)

(K) Resilience and Recovery 2020- 2021: Plan for Living with COVID-19,

This is a working document. As we continue to explore options available to support distance learning, the document will be updated accordingly.

Context

Teaching and Learning is always evolving, especially, as we move deeper into the 21st century. Developments in IT provide us all with great opportunities as learners and teachers. Never before has there been greater scope to learn using technology and it continues to change the learning relationship between teachers and students. Advances in technology mean that assignments can be delivered remotely and that greater access to information on the internet affords the opportunities for real learning to take place under the watchful and professional guidance of the teacher. However, whether a child is being directed remotely or via a traditional classroom environment, it is very important that all partners are aware that once a learning exchange takes place between a student and teacher, whether at home or school, the same statutory rules apply i.e. the school's Code of Positive Behaviour and all of the school's policies apply.

We recognise that online collaboration is essential for distance learning and that families are in favour of increased opportunities to maintain the connection between school and home. Creagh NS uses a variety of child friendly, online tools, which assist in providing more effective teaching and learning, while also enabling greater communication between staff, families and students.

 Guidelines for good online communication in Creagh National School:

1. Under no circumstances should pictures or recordings be taken of video calls.
2. Staff, families and students are expected to behave in an appropriate, safe, respectful and kind manner online.
3. 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.
4. Staff members will communicate with pupils and their families via Seesaw or other agreed method as needed (This may include phone calls, physical packs, email, website or other agreed format; including video conferencing where appropriate)
5. Any electronic forms of communication will be for educational purposes and to allow for communication with families.
6. Students and staff will communicate using tools which have been approved by the school (Seesaw/ website/ text/ email) and of which parents have been notified (This may include phone calls, physical packs, email, website or other agreed format including video conferencing where appropriate)
7. Parental permission will be acquired before setting up a profile for a pupil on a communication forum.
8. For video/Zoom calls, parental permission is implied, as the link to a video call will be communicated **via the parent/guardian's email address**. Essentially, by virtue of the pupil logging on to the call, permission is assumed.
9. For security reasons, passwords will be provided to families, where applicable.
10. Creagh NS cannot accept responsibility for the security of online platforms, in the event that they are compromised.

Creagh National School will use online platforms for communicating and connecting with families/pupils. Our 'Remote Teaching and Learning Plan' will include a combination of different types of work .

1: **School App**: **Seesaw**

Staff will communicate regularly with parents and pupils via Seesaw. All families are asked to download Seesaw and to check it daily for updates and important information. Teachers will post work for pupils on a daily basis and will provide regular feedback via the app.
Parental queries will be addressed during school hours (9:20-3:00) and should relate strictly to your child's teaching and learning.

Seesaw Class App is for our pupils to connect to their folder and they then have the option of uploading items to their folder for their teacher to see. This app is used from Junior Infants – Sixth Class and requires a QR which has been distributed to each child. Parental consent is required prior to using this app. Each child will be assigned an individual access code.

3. Zoom (Used in Limited Circumstances)

Zoom is a video-conferencing platform which may be used in certain circumstances where Seesaw or other forms of communication are not applicable or appropriate.

Rules for pupils using online communication methods:

For submitting learning:

1. Submit work and pictures that are appropriate - have an adult take a look at your work before you send it.
2. Use kind and friendly words.

For video calls/Zoom: (Used in limited circumstances)

1. Remember to ensure you join each Zoom meeting using your family name.
2. Pictures or recordings of the video call are not allowed.
3. Remember our school rules - they are still in place, even online.
4. Set up your device in a quiet space, with no distractions in the background.
5. Join the video with your microphone muted.
6. Raise your hand before speaking, just like you would do in class.
7. If you have the chance to talk, speak in your normal voice, using kind and friendly words.
8. Show respect by listening to others while they are speaking.
9. Ensure that you are dressed appropriately for the video call.
10. Be on time - set a reminder if it helps.
11. Enjoy! Don't forget to wave hello to everyone when you join!

Guidelines for parents and guardians:

For learning:

1. It is the responsibility of parents and guardians to ensure that pupils are supervised while they work online.
2. Check over the work which pupils send to their teacher, ensuring it is appropriate.
3. Continue to revise online safety measures with pupils. (These will be available on the school website)

4. Parents are expected to support their children and co-operate with the school with remote learning. The main forum for this will be Seesaw.

For video calls/Zoom

1. Under no circumstances should pictures or recordings be taken of video calls.
2. Ensure that the school has the correct email address for inviting you to join apps and meetings.
3. The main purpose of a video call is to engage in online learning activities while maintaining a social connection between the school staff and pupils. Encourage pupils to listen and enjoy the experience.
4. Be aware that when participating in group video calls, you can be seen and heard unless you are muted or have disabled your camera.
5. You will automatically enter a waiting room when the code for a Zoom call has been entered. Please note that school staff will only accept users into video call if you can be identified by the display name on your zoom account. (i.e. Family Name)

6. Please ensure that your child is on time for a scheduled video, or they may be locked out. Please request to join the Zoom call approximately five minutes before the scheduled start time. This will give school staff time to verify your email address.
7. Make sure to familiarise your child with the software in advance. For video in particular, show them how to mute/unmute and turn the camera on/off.
8. Participants in the call should be dressed appropriately.
9. An appropriate background/room should be chosen for the video call.
10. For detailed information on GDPR and Zoom, please visit https://zoom.us/privacy

It is important to note that any breach of the above guidelines will result in a discontinuation of this method of communication. A breach may also result in a person being immediately removed from a meeting or a meeting being immediately terminated.

Remote Teaching and Learning Protocols for Students:

- Check assigned work each working day.
- Communication may only take place 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
  - GPDR policy
  - Child Protection Policy
- 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
  - In so far as possible, provision for SEN students will be made when using Remote Learning methodologies
  - In so far as possible, provision for student at very high-risk to Covid 19 will be made when using Remote Learning methodologies.

Remote Teaching and Learning Protocols for Parents

- We ask parents/guardians to ensure protocols for students are adhered to
- Check-in on their child's school work on a daily basis and talk to their child about the work being assigned.
- We encourage children to log into the App (seesaw) every day and complete the tasks/ engage with the learning opportunities provided by their teacher. This will enable the children to have and maintain a good routine.
- We provide work and guidance and ask parents and pupils to do their best.
- The health and wellbeing of all is paramount. Circumstances may change for any of us unexpectedly, teachers or parents, so please keep schooling in perspective and do not allow anything school related to impinge on your child negatively. You are the primary educator of your child and you make those calls.

Remote Teaching and Learning Protocols for Teachers/SNA's

- Check uploaded work daily.
- Provide feedback on pupil/ uploaded work daily.
- Communication may only take place 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
    - GPDR policy
    - Child Protection Policy

- 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.

Remote Teaching and Learning Provision specifically for the following Covid 19 related scenarios

A. Provision for children who are at very high risk to Covid 19:
The school will engage directly with relevant parents, regarding remote educational provision for children who are deemed to be at **very high risk** to Covid-19 (see HSE Guidelines) where medical certification has been provided to the school.

B. In the case of all other children who are instructed to self-isolate by their GP or HSE Public Health, educational provision will be provided as follows:

1. Children who are awaiting Covid 19 test results for themselves or a family member and have been instructed by their GP to isolate at home for a required amount of days.. These pupils will be supported to catch up on their learning on their return to school
2. Children isolating at home on instruction from their GP due to a confirmed case within their own family/close contact outside of school (14-day isolation period). Teacher will link in with the pupil via See-Saw (not video conferencing)
3. School POD (group of six) instructed by HSE Pubic Health to self-isolate. Teacher will link in with the pupils via See-Saw (not video conferencing)
4. School bubble (whole class) instructed by HSE Public Health to self-isolate (14day isolation period). Teacher will engage with the bubble daily on Seesaw . Zoom may be used in limited circumstances to support learning.
5. Whole school closure as instructed by HSE Public Health (duration of closure will be advised by Public Health)Teachers will engage with pupils, using a blended approach of pre-recorded lessons using Seesaw and other tasks/ activities.
6. **Please note that the current situation is quite fluid and these circumstances may vary throughout the year.**

Summary:

→Do what you can, within your circumstances. Forget about following books and workbooks outside of the work set by teachers

There will be no school work set for planned school closures/holidays. There will be no interaction on Seesaw during these times

→ **Please keep abreast of postings on Seesaw and the school website. They will be our main mode of communication going forward.**

→We ask parents/guardians, students and teachers to ensure protocols are adhered to at all times.
→**If you have yet to connect to on-line school App (Seesaw) , please do so. If you are experiencing difficulties please email the school and we will assist you in any way that we can and please contact the school with any further queries you may have.**
We thank the school community for adhering to the above guidelines for everyone's safety and welfare.

Planning and organisation considerations

Practical considerations for supporting continuity of schooling

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 movement. This is our school action plan for supporting the continuity of pupils' learning, using digital technology where possible:

- **Digital Communication platform(s**
    - These are the arrangements put in place to support Digital communication with and between staff (*video conferencing, Aladdin, text, email, website*)
  - Digital communication between staff and pupils (*Seesaw, Website:(email/ phone-calls/ postal service / video conferencing where applicable or necessary)*
  - Digital communication between schools and parents/guardians, including a designated email address or attended phone number for contact during school closures (*Aladdin database, seesaw, email, text. website)*
  - Remote teaching and learning. (*seesaw/ website/ phone-call/ postal service, (video conferencing where applicable or necessary)*

- **Developing the skills set of the teachers and support staff, as needed:**

  - All teachers (class teachers, SET and Additional teachers) have been/ will continue to be supported, via the ICT co-ordinator for the application of the Seesaw App throughout the school.
  - PDST and other training webinars have been identified and circulated to all staff.
  - Training has been facilitated for all staff via Aladdin.
  - Updates, and best practice are circulated to staff via Aladdin/ email.
  - Other relevant staff, such as special needs assistants (SNAs), will be supported in the development of their digital skills, using time from their Croke Park hours, for example through the sharing and dissemination of appropriate training webinars/materials/resources.
  - The skill set requirements of all staff have been determined to ensure effective professional development in the area of ICT.

Enable pupils to develop the necessary skills set:

All pupils and parents have signed up to **Seesaw** since early September. In order to ensure that pupils are be given frequent opportunities to use the selected digital platform, all pupils have age and stage appropriate opportunities to practise where possible:
  - Accessing and navigating the Seesaw app in school (Pupils from 2nd – 6th) and at home. (All pupils)
  - Engaging with teaching and learning material through a weekly homework activity (all pupils) and a weekly classroom activity (2nd – 6th)
  - Uploading their own work independently in school and at home. (All pupils)
(Due to Covid-19 restrictions the school is presently unable to facilitate all classes with in-school access to ipads)

Support equity of access to digital resources:

Availability of appropriate digital devices and/or internet connection with sufficient bandwidth may be a challenge for some families, including those who are socio-economically disadvantaged, or those who live in geographical areas with poor internet infrastructure. In order to establish a clear picture of the relevant supports needed by our pupils to engage in remote learning and the steps that can be taken to address any gaps or issues we will ascertain the availability of digital devices and broadband access in all households. *The ICT co-ordinator will carry out a survey to determine this. Following on from this the school will be enabled to identify the families/ pupils in need of additional access and we will allocate digital devices, as available, from our school's supply to families for the duration of the pupils' absence from school for COVID-19 reasons. If necessary.* Other strategies such as using the postal service, phone calls or emails as a means of communicating with these pupils will be considered. Schools should also ensure that teachers have access to the necessary digital technology to support pupils' remote learning when required.

Be ready to share preparation for teaching and learning:

The schools has developed a system 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, *using digital sharing via email/ Aladdin* co-ordinated by the school principal.

 Ensure relevant contact details are available:

The chairperson of the board of management has access to up-to-date contact details for all teachers on the staff, (via Aladdin/ Critical Incident Policy)) in the event that some/all of the school leadership team are unavailable for work. This will enable appropriate administrative arrangements to be put in place to keep the school open. The contact details of the school's assigned inspector should also be shared with the chairperson of the board of management.

Collaborate and communicate with parents/guardians:
Our school will consult with and inform parents/guardians of the approach that will be used for remote teaching and learning should this be required. This policy will be shared via the school website and informed by text. Good whole school systems for two-way communication with parents/guardians are essential to ensure that the school is ready to engage in remote teaching and learning in an effective way. In this regard, surveying parents/guardians is advised to ascertain the level of digital devices and capabilities in the home. This will be carried out by the ICT co-ordinator. Partnership with parents/guardians will be 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 will also be important. This will monitored by class tecahers. Teachers will ensure that they outline to parents how pupils' work will be monitored (

- How often pupils are required to communicate with the teacher via seesaw;
- How often pupils are required to upload work to seesaw
- How feedback will be provided.) Guidance for parents on how to use digital platforms has been provided by the school via the school website and will continue to be updated.

• **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).

- **Ensure relevant policies are up to date:**
We will review all policies relevant to supporting pupils' remote learning. In this regard, Acceptable Usage Policies will need to be amended. Data Protection and Child Protection policies will also be reviewed and, if necessary, updated to take account of teaching and learning in a remote/distance learning environment. Teachers, parents and the whole school community will be involved in the review and updating of those policies as appropriate.

Personnel to support continuity of schooling

Where pupils and/or teachers are advised to self-isolate or restrict their movements, local contextual factors mean that no one-size solution will fit all schools. ***The class teacher should provide for continuity of schooling to the greatest extent possible for those pupils who are advised to restrict their movements where practical.*** This will be done via Seesaw. 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, 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.

3. Responding to a range of scenarios

The list below outlines a variety of possible scenarios which schools may encounter in the coming weeks and months. 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 will 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, via the school principal, where necessary to enable the pupil(s) to progress in line with the curriculum and his/her peers insofar as possible

☐ Providing **frequent (daily) constructive** feedback to all pupils on their work, in order to maintain a connection with those pupils who are required to self-isolate or restrict their movements and in order to ensure and monitor progress in learning.

In addition, SETs (and SNAs where appropriate) will collaborate with the class teacher in order to provide learning 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 to ensure that the learning experiences provided are appropriate to the pupils' needs.

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 can choose to:
 provide teaching input and learning opportunities to the pupil using the school's chosen digital platform (Seesaw) or other agreed method as needed (This may include phone calls, physical packs, email or other agreed format including video conferencing where appropriate) if he/she feels this is the most appropriate way to address the needs of the pupil. Alternatively, this support can be provided by a teacher from the list of personnel outlined in Section above.

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. The class teacher can choose to:
 provide teaching input and learning opportunities to the pupil using the school's chosen digital platform (Seesaw) or other agreed method as needed (This may include phone calls, physical packs, email, website or other agreed format including video conferencing where appropriate) if he/she feels this is the most appropriate way to address the needs of the pupil. Alternatively, this support can be provided by a teacher from the list of personnel outlined in the Section above. 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 **in line with local arrangements at school level.**

Scenario 3:

All pupils in one or more classes are advised to self-isolate or restrict their movements.
The class teacher(s) will to provide remote/distance teaching to all pupils in the class, using the school's digital platform (seesaw_ or other agreed method as needed. (This may include phone calls, physical packs, email, website or other agreed format including video conferencing where appropriate) This provision will take place from the school if the teacher is not required to self-isolate or restrict his/her movements

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 will 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 will 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 will 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 (Seesaw) or other agreed method as needed. (This may include phone calls, physical packs, email, website or other agreed format including video conferencing where appropriate

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 will 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. Schools will ensure substitute teachers have access to appropriate digital technology. This will be facilitated by the ICT co-ordinator. (R. Power)

4. Required features of provision

Where it is necessary to support pupils in their learning from home for reasons related to COVID-19, school leaders should ensure that such provision is characterised by:

- **Regular engagement with pupils:** The teacher(s) assigned responsibility for supporting pupils learning remotely should communicate with pupils on a daily basis, using the school's agreed communication methods, while taking into account that some pupils may not be in a position to engage with remote teaching and learning each day. Special education teachers (SETs) should continue to engage with pupils on their caseload as frequently as they would under normal circumstances. Weekly or fortnightly assignment of tasks to be completed is not, of itself, sufficient because pupils need more frequent contact with their teacher(s) in order to feel connected to the school, to stay motivated, and to make progress in their learning.

- **A blend of guided and independent learning tasks/experiences:**
  Teacher-pupil engagement will involve both direct teaching by the teacher and the assignment of independent learning tasks for completion by the pupils. 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. Regular engagement with pupils when they are out of school will also help them to reintegrate when they return to school.

- **Appropriate and engaging learning opportunities**:
  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.
    - ☐ **Learning tasks:**
      Workbook and textbook tasks will be reduced, supplemented
      or replaced with other learning tasks, to support high quality learning from home.
      The tasks chosen will be specifically aligned to the needs of the pupil(s),
      including learners with SEN, and will enable the teacher to monitor progress
      and give constructive, developmental feedback to support the next stages in their
      learning.
    - ☐ **Skills development**:
      Pupils need to be supported to develop age-appropriate self-management and
      organisational skills so they can engage in remote learning.
    - ☐ **Transitions:**
      For pupils with additional and/or special educational needs who are being supported in
      their transition back to school, the work being carried out will be continued remotely to
      ensure progress is not lost and to enable successful reintegration back to school after
      the period of the partial or full closure.

Guidance on continuity of schooling during periods of partial or full school closures – for primary schools

☐ Infant and junior classes: The needs of pupils in the infant and junior classes require particular consideration. Parents/guardians will require specific guidance on how best to support their children at home, when in a position to do so. It is important that parents are provided with clear information about how the tasks and activities will help their child make progress in their learning. In particular, these young children will benefit from home learning packs that contain a range of materials to support engaging and fun early literacy and numeracy skill development, specific opportunities for hands-on, active development of early literacy and numeracy skills, opportunities to learn from home using the home environment in an experiential way in subjects such as Social Environmental and Scientific Education (SESE) and the Visual Arts, and opportunities to share samples of learning activities with the class teacher and/or their peers.

☐ Gaeilge: For pupils attending Irish-medium schools and to support the learning of Irish in English-medium schools, resources produced by TG4 and COGG should be considered as a support for remote learning.

- **Two-way feedback between home and school:**
Our School will ensure that two way feedback between teachers and parents/guardians and between teachers and pupils is encouraged and supported. This will be facilitated for all parents and pupils using Seesaw, text, email and school website. Our schools will provide manageable and accessible opportunities for all pupils to regularly share samples of their work with the class teacher throughout each week. Teachers will 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.

Appendix 1: Checklist to support Action Planning

Area of Concern	Action Needed	Person Responsible	Date to be completed
Has an appropriate digital communication platform(s) been selected? **(Aladdin, Website, Text, Email)** ☐ Does it support communication with and between staff? ☐ Does it support communication between staff and pupils? ☐ Does it support communication between schools and parents/guardians? ☐ Does the platform support remote teaching and learning?	None needed	ICT Co-ordinator	
Have parents/guardians been notified of contact details during school closures?	Message on School website (circulate via text)	A Bleahene	As needed
Have the relevant skill sets of the staff been identified? *(seesaw/ Zoom/ email, Aladdin)*	Survey teachers/ all staff	ICT Co-ordinator	16/10/2020
Has a plan for appropriate professional development and support been agreed where necessary?	4 Croke Park hours allocated to ICT Training. Time allocated during each staff meeting. Other as identified necessary.	School principal, All staff, ICT co-ordinator.	End of December.
Have other relevant staff, for example SNAs, been supported in their relevant digital skills development, to enable them to carry out their role during remote teaching and learning?	Survey (as above) Circulation of training/ resources via Aladdin. Other training provided by ICT co-ordinator as (as identified)	Principal ICT co-ordinator.	End of December 2020
Has a plan for developing pupils skills for remote teaching and learning been agreed, to enable them to: • Access and navigate the platform in use? • Engage with teaching and learning materials? • Upload their own work independently (where age-appropriate to do so)?	On-going		
Has the school ascertained the availability of digital devices and broadband access in all households?	Survey to be conducted	ICT co-ordinator	By Friday the 16th.
Has a plan been put in place to address gaps in the availability of digital devices or access to broadband?	The ICT co-ordinator will carry out a survey to determine this. Following on from this the school will be enabled to identify the families/ pupils in need of additional access and we will allocate digital devices, as available, from our school's supply to families for the duration of the pupils' absence from school for COVID-19 reasons. If necessary, other strategies such as	ICT co-ordinator/ Pastoral care team.	30/10/2020

	using the postal service, phone calls or emails as a means of communicating with these pupils should be considered.		
Has a system for sharing short-term planning and preparation documents, including plans for pupils with special educational needs, with relevant substitute and other teachers been established?	Via email and aladdin	School Principal All staff	With Immediate effect
Is the chairperson of the board of management enabled to access contact details of staff members and the school inspector in the event that all members of the leadership team are required to self-isolate?	Access via Aladdin	School Secretary/ School leadership	By 16/10/2020
Have parents/guardians been consulted and informed about the platform(s) to be used during any remote teaching and learning scenarios?	Information to be circulated via website/ newsletter. (Informed via text)	Principal/ R Power/ A Bleahene	By 30/10/2020
Have procedures for supporting two-way communication and feedback during remote teaching and learning been established?	Guidelines to be developed and shared.	ICT co-ordinator/ senior Management Team/ All Staff	By 16/0/2020
Have procedures for communicating with external agencies, including the TUSLA, HSE, NEPS and NCSE where necessary been established?	Yes via email	Senior Management Team	In effect immediately.
Have the following policies been reviewed and updated where necessary? ☐ Acceptable usage policies (R Power) ☐ Data Protection (N Lohan/ A Bleahene/ F Gallagher) ☐ Child Safeguarding Statement (N Lohan/ A Bleahene)	Policies to be updated and ratified by next board meeting.	ICT co-ordinator Sebior Management Team	By 29/10/2020
Have relevant personnel been identified for each of the possible scenarios outlined in the guidance document?	Not yet		

Appendix 2: Recommended Apps

*Recommended Apps
In addition to a pared back plan of work for your child/children, we suggest the following Apps for your child's use too, if you can access them. If not, do not worry, they are helpful but not essential.

- Cúla 4: Excellent for younger pupils for Irish vocab – very child friendly. There are also videos of your children's favourite cartoons here as Gaeilge which would be useful to watch occasionally to keep up with Irish
- Doulingo: most suitable from 2nd class upwards. Excellent app. Tests your child Irish ability level at the start and they work away at their own level for 10mins daily
- Mathduel: For tables. Fun and interactive
- Starfall: For spellings. Again, very child friendly and useful to keep spellings progressing without feeling like schoolwork
- Jolly Phonics App: to keep up phonics learning for infant classes
- Dolch words Apps: (there is a wide range available): for the development of sight words
- Nessy Apps: for reading for pupils with dyslexia or difficulties
- PinkFong: Digital stories for infant classes. Excellent and engaging
- Khan Academy: Useful for maths for older pupils especially
- Kahoot: for general knowledge and quizzes
- Toontastic: probably the best app ever for digital storytelling – pupils can devise their own digital story, picking a range of characters, settings, even musical background. They plan a beginning, middle and end to their story and can record their own voices to tell the story
- Puppetpals: similar to toontastic – useful for younger pupils. They can record themselves telling the story also
- Lightbot – Coding app – super for all ages.