



Telephone: 091-844510  
Email: [scnathenry@eircom.net](mailto:scnathenry@eircom.net)

## Remote Teaching and Learning Plan

### 1. Introduction

It is the strong desire of the whole school community; staff, pupils and parents that Scoil Chroí Naofa remains open for the duration of the crisis. This piece of information has been gathered from pupils, staff and parents both informally and more formally via survey. Government understand this but if it decides at some point in the future to take the considered and pre-emptive decision to close schools on public Health grounds then SCN will have to do what it's been instructed to do.

As you are aware it's the Government who decides whether schools remain open or not. If such a course of action was to take place, we the school will find out no sooner than the general public.

In summary we have to prepare for the worst case scenario i.e. a brief return to home schooling but all the time we are hoping for the best i.e. for schools to continue to remain open.

Further school closures are unlikely and if it is a directive from the Government the closures will be for a short period and not anything resembling what happened at the end of 2019 / 2020.

Survey feedback from parents at the end of our last closure was very positive on the main. They appreciated our efforts hugely while at the same time being as relieved as much as we were that remote learning had come to an end. Evidence of us taking on valuable feedback from parents can be seen in this plan (e.g. (a) our embracing Seesaw and (b) our providing voice support to our teaching & learning – especially in Irish)

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.

We recognise that online safety is of huge importance and the aim 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).
- m) Guidance on Remote Learning in a COVID-19 Context: September – December 2020

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

## 2. 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. Scoil Chroi Naofa 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.

### **3. Guidelines for good online communication in (Scoil Chroi Naofa)**

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 Aladdin Connect or through an established app (e.g. Seesaw).
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 and of which parents have been notified (Aladdin, Seesaw, Zoom)
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. Scoil Chroi Naofa cannot accept responsibility for the security of online platforms, in the event that they are compromised.

### **4. Media which the school will use**

It's the teachers' preference what method they employ. As the professionals, they know best.

#### **Pre-Assigned Work:**

Infant teachers have a sheet ready with activities parents can do at home. This can be printed off at short notice and given to the pupils if needs be.

#### **Seesaw**

*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 up to Sixth Class. Parental consent is required prior to using this app. Each child will be assigned an individual access code. Unfortunately, single family log in is not facilitated on Seesaw. Some lessons will be pre -recorded and uploaded via Seesaw.

### **Aladdin Connect**

Staff will communicate regularly with parents and pupils via the school App (Aladdin Connect). All families are asked to download the school app and to check it daily for updates and important information.

### **Teacher Email Address**

Teachers to provide these for closure periods. (School email address only i.e. SCN gmail).

### **G Suite**

G Suite, which included Google Classroom will be developed by the digital team later in the year. New school email addresses will be provided for all the staff at that point.

### **Zoom**

Zoom is a video-conferencing platform which will enable teachers, staff and pupils to connect via a live link. Teachers may connect with pupils using pre-arranged Zoom Meetings, if there is a whole class or whole school closure.

### **Pre-recorded videos / Voice overs**

Voice-overs to be used to remote teach the children. Similar to what Mr Naughton has circulated in Irish recently. Very good for Irish reading also. Of course this can be used in all subjects. The Department is placing greater emphasis on this, if there is another school closure. The key is to keep the video voice-overs short i.e. 5 to 10 mins max. These are large files and the longer they are the more difficult they are to upload to google drive and download again for families. *Little and often is the key*. One or two min video clips are also very useful.

## **5. Rules for pupils using online communication**

### **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:**

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!

## **6. 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.
4. Parents will not be required to print off any materials for their children's school work

### **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.

## **7. Remote Teaching and Learning Protocols for Pupils**

1. Check assigned work each day
2. Communication may only take place during normal school hours (8.50am to 2.30pm)
3. The normal school calendar will apply
4. The following school policies apply to remote teaching and learning:
  - a. Code of Behaviour
  - b. Anti- Bullying Policy
  - c. Acceptable Use Policy

5. 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.
  - a. In so far as possible, provision for SEN students will be made when using Remote Learning methodologies.
  - b. In so far as possible, provision for student at very high-risk to Covid 19 will be made when using Remote Learning methodologies.

## **8. Remote Teaching and Learning Protocols for Parents**

1. We ask parents/guardians to ensure protocols for students are adhered to.
2. Check-in on their child's school work on a daily basis and talk to their child about the work being assigned.
3. 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. We encourage a little work every week day for routine. We provide work and guidance and ask parents and pupils to do their best and that is all.
4. Communication between parents and teachers will only take place during normal school hours (8.50am to 2.30pm).

## **9. Remote Teaching and Learning Protocols for Teachers/SNA's**

1. All Staff are to get a school iPad in the event of closure
2. Check uploaded work each school day
3. As another closure would be short, it is recommended that school work is "pushed out" daily using the Seesaw app. Pushing work out a day in advance is a very good idea i.e. send Monday's work on Friday, Tuesday's work on Monday etc. In this way parents will know in advance what is coming.
4. Communication may only take place during normal school hours (8.50am to 2.30pm). Material sent back after school time to be left until the next day. *Staff have the facility to turn off all notifications should they so wish if it makes this easier.*
5. Be succinct in your feedback. This will help you be consistent.
6. Please check in with teachers who teach at a similar level to yourself re: quantity of work to assign. Here are the remote learning support groupings. These groupings should meet from time to time to discuss exactly what remote learning will look like & for consistency:
  - a. Andrea & Aishling
  - b. Mary, Janan & John
  - c. Vincent & Emer
  - d. Dympna & Laura
  - e. Michelle, Karen & Neasa
  - f. Veronica, Elaine & Shane

7. English, Irish and Maths work is to be organised every day for remote learning by the teacher, with the option of adding a 4<sup>th</sup> subject e.g. SPHE, SESE, PE, Art, etc. (Teachers at the same class levels check with each other re: volume and type of work set).
8. Parents will not be required to print off materials for their children's schoolwork.
9. Teachers are to use their short term plans so as to continue the work that was to be covered in English, Irish and Maths, at home.
10. The normal school calendar will apply
11. The following school policies apply to remote teaching and learning:
  - a. Child Protection Policy
  - b. Data Protection Policy
12. 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.
13. SETs will be supporting their SEN pupils with the class teacher's work and will not be assigning extra work for their pupils. The SETs role will be to differentiate the work organised by the class teacher for children with SEN, taking on board the advice of the class teacher who has the ultimate responsibility for the teaching and learning of all the pupils in his / her class.
14. SET support for non-SEN pupils will also be considered where and if possible.
15. SNAs are to link with the parents of the pupils on their caseloads daily to ascertain how they can be of remote assistance to their child i.e. a zoom call with the pupil, remote help with homework etc.
16. Staff can avail of support at any time by posting on WhatsApp (preferably during working hours)
17. SET will provide support to their bubbles:
  - a. Cathriona to support Aishling, Emer, Michelle & Elaine
  - b. Marie / Niamh to support Mary, John & Vincent
  - c. Maria to support Janan, Andrea, Dymphna & Karen
18. Supply teachers will support the following:
  - a. Michelle Dolly to support Shane & Neasa
  - b. Carol to support Veronica
  - c. Darrelle / Caroline to support Laura

## **10. Remote Teaching and Learning Provision specifically for the following Covid 19 related scenarios**

### **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.

### **Provision for children whose parents have chosen to keep them at home:**

Homework will not be provided for children whose parents have decided to keep them at home, without medical certification.

**Provision for 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 few days.**  
Where the child has been absent for less than 3 days, no action is required. 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).**  
Where the child has been absent for more than 3 days, the teacher and assigned SET will meet in relation to this.
- 3. School POD (group of six) instructed by HSE Public Health to self-isolate.**  
SET will assist the teacher in setting work for the POD e.g. via Seesaw. Cover will be provided, if requested during the school day for planning between teacher and SET to take place. The setting of such work will happen in the timeslot assigned to that classroom for the day. The rest of the class will be taught face-to-face by the class teacher.
- 4. School bubble (whole class) instructed by HSE Public Health to self-isolate (14 day isolation period).**  
In the event of a class closure, the pupils are to be sent home with all the books they will need. Teacher will engage with the bubble daily on Seesaw and possibly on Zoom.
- 5. Whole school closure as instructed by HSE Public Health (duration of closure will be advised by Public Health)**  
In the event of a school closure, the pupils are to be sent home with all the books they will need. Teachers will engage with pupils, using a blended approach of pre-recorded lessons, Seesaw and contact on Zoom.

**Please note that the current situation is quite fluid and these circumstances may vary throughout the year.**

## **11. Summary:**

1. Do what you can, within your circumstances. Forget about following books and workbooks outside of the work set by teachers for the moment.
2. There will be no school work set for planned school closures/holidays. There will be no interaction on Seesaw or Zoom during these times
3. Please keep abreast of postings on Aladdin Connect - it is our main mode of communication going forward.
4. We ask parents/guardians, pupils and teachers to ensure protocols are adhered to at all times.
5. If you have yet to connect to any of the on-line platforms/Aladdin Connect, 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.

This plan was ratified by the BOM of Scoil Chroí Naofa at its meeting on: \_\_\_\_\_ and is subject to change, in light of any guidance or instruction received from Department of Education and Skills/HSE Public Health.

Signed: \_\_\_\_\_ (Bernie Ryan, Chairperson BOM)

## **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.
- Duolingo: 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.