



Remote Teaching and Learning Plan for Annagh National School

In response to this time of uncertainty regarding school closures, we have formulated this policy to outline how Annagh N.S. 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.

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.

Our primary obligation is to the welfare of our pupils. This policy, therefore, seeks to ensure that remote learning is safe for all learners and that personal and sensitive data is also protected under GDPR legislation. We 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).

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 has there been greater scope to learn using technology and it continues to change the learning relationship between teachers and pupils. 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. Annagh N.S. 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 pupils.

Guidelines for good online communication:

1. Under no circumstances should pictures or recordings be taken of school video calls.
2. Staff, families and pupils 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 parents via agreed online platforms.

5. Any electronic forms of communication will be for educational purposes and to allow for communication with families.
6. Pupils and staff will communicate using tools which have been approved by the school and of which parents have been notified (Seesaw, Zoom, Google Classroom, Email, Phone, School Website or Class website)
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 email address set up for our online Platforms. 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. Annagh N.S. cannot accept responsibility for the security of online platforms, if the Platforms are compromised.

Our 'Remote Teaching and Learning Plan' will use the following platforms for communicating and connecting with families/pupils: **Email, Seesaw, Google Classroom, Zoom / Google Meet, School Website, Class Website, Text-a-parent and phone.**

Staff will communicate regularly with parents and pupils on the Platforms listed above. All families are asked to visit our website www.annaghns.com and check periodically under the "Latest News" tab for updates and important information.

2: Email

In addition, each teacher will also have a dedicated e-mail address through which he/she will communicate with pupils, parents/guardians and vice-versa. ie. the **teachers full name** followed by **@annaghns.com**

Parental queries will be addressed during school hours (9.20am - 3pm) and should relate strictly to your child's teaching and learning unless the teacher agrees to an alternative arrangement.

3: Seesaw:

Seesaw is used from Junior Infants – Second Class. Parental consent is required prior to using this app. Each child will be assigned an individual access code. Some lessons may be pre-recorded and uploaded via Seesaw.

4. Google Classroom: (also may include Zoom or Google Meet where appropriate)

Google Classroom is used from 3rd to 6th class. It enables our pupils to connect to their folder of work and it allows access to their teacher when required. Our teachers can communicate with pupils via Google Classroom. Some lessons may be pre-recorded and uploaded on Google Classroom. Parental consent is required prior to using this app.

5. Zoom

Zoom is a video-conferencing platform which similarly to Google Meet, will enable teachers, staff and pupils to connect via a live link. Teachers may connect with pupils using pre-arranged Zoom Meetings.

Rules for pupils using online communication methods:

For Pupils submitting Assignments:

1. Submit work and pictures that are appropriate - have an adult approve what you are sending before you send it.
2. Use kind and friendly words.

For video calls/Zoom:

1. Remember to ensure you join each Zoom meeting using the link provided.
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 before it is sent.
3. Continue to revise online safety measures with pupils.

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.
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 calls please remind your child 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 Pupils:

- 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
- Teaching and Learning best practice will continue to apply, with pupils 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 pupils will be made when using Remote Learning methodologies
 - In so far as possible, provision for pupils 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 pupils 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.
- 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 each weekday for routine. We provide work and guidance and ask parents and pupils to do their best and that is all.

Remote Teaching and Learning Protocols for Teachers/SNAs

- Check uploaded work daily
- The normal school calendar will apply
- The following school policies apply to remote teaching and learning:
 - Child Protection Policy
 - Data Protection Policy
- Teaching and Learning best practice will continue to apply with pupils expected to present all assignments to the best of their ability and on time, where possible.

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.

Personnel to support continuity of schooling

Where pupils and/or teachers are advised to self-isolate or restrict their movements, the class teacher will 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.

- **School work for pupils who must self-isolate for a period of time**, e.g. 14 days, as instructed by HSE and/or family G.P.: In this situation, it was agreed that the relevant SET teacher co-ordinates online/home work in the area most relevant for the respective SET pupil, who is attending SET teaching. For all other pupils in class, it will be the mainstream teacher who will co-ordinate this work.
- **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.

The School Principal

- The school Principal maintains 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.

In the event of a Whole Class Emergency Covid 19 Closure

- Each class teacher to plan one week's programme of work which can be done independently at any stage of the year
- Plan to be done out for one week – to include daily Irish, English, Maths & at least one other subject.
- No new concepts will be introduced in first week of closure – Consolidation or Revision of previously taught topics
- Plan of work may be independent of class textbooks.
- Prepare any resources required by the pupils to be sent home.
- Class Teachers to save the weekly programme of work in their Emergency Covid Closure 2020/2021 Folder for use after the book quarantine period – page numbers and webpage links can then be edited by whatever teacher is given teaching responsibility for a class to continue teaching and learning.

Responding to an Emergency

In each 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 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 should 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.

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 platform or other agreed method as needed, 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 above.

Scenario 2: *The pupils in different 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 if possible. A teacher from the list of personnel 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 be required to provide remote/distance teaching to all pupils in the class, using the school's digital platform(s) or other agreed method as needed. This can 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 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) or other agreed method as needed.

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

In this case, all staff who are medically fit to work, including all teachers and SNAs, 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. Schools should ensure substitute teachers have access to appropriate digital Platforms.

Required features of our provision

Where it is necessary to support pupils in their learning from home for reasons related to COVID-19, our provision will be characterised by:

- **Regular engagement with pupils:** The teacher(s) assigned responsibility for supporting pupils learning remotely will make every effort to communicate with pupils on a frequent basis during the week, at least on Monday and Wednesday, 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 or as frequently as possible during the week.
- **Special education teachers (SETs) and SNAs** will continue to engage with pupils on their caseload as frequently as they would under normal circumstances.
- **Allocated subjects** allocated by teachers will be: Irish, English, Maths & one other subject. The fourth subject which change each week to ensure all curriculum areas are addressed.
- **A blend of guided and independent learning tasks/experiences:** Teacher-pupil engagement should involve both direct teaching, where suitable, by the teacher and the assignment of independent learning tasks for completion by the pupils. Teachers should 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.
- **Learning tasks:** Workbook and textbook tasks may be supplemented or replaced with other learning tasks, to support high quality learning from home. The tasks chosen should be specifically aligned to the needs of the pupil(s), including learners with SEN, and should enable the teacher to monitor progress and give constructive, developmental feedback to support the next stages in their learning.

Infant and junior classes: The needs of pupils in the infant and junior classes require special 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: Two-way feedback between teachers and parents/guardians and between teachers and pupils is encouraged and supported. Schools should 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 as appropriate. 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:** 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.

Signed: Michael King

