

# St. Joseph's NS

## Remote Learning Plan

### January 2021

#### Dept. of Education Requirements In Relation To Remote Teaching and Learning

- **Regular engagement with pupils/students:** It is important that teachers engage with their pupils/students; in a primary setting this should, ideally, be on a daily basis; in a post-primary context teachers should, as far as possible, engage with students as per the normal school timetable.
- **A blend of guided and independent learning tasks/experiences:** Teacher-pupil/student engagement should involve both direct teaching by the teacher and the assignment of independent learning tasks for completion by the pupils/students.
- **Appropriate and engaging learning opportunities:** Teachers should ensure that the chosen learning tasks give pupils/students an opportunity to demonstrate their learning in a clear and concise way.
- **Learning tasks:** The tasks chosen should be specifically aligned to the needs of the pupil/student, including pupils/students with special educational needs (SEN), and should enable the teacher to monitor progress and give constructive, developmental feedback to support the next stages in their learning.
- **Two-way feedback between home and school:** Schools should ensure that two-way feedback between teachers and parents/guardians and between teachers and their pupils/students is encouraged and supported. Schools should provide manageable and accessible opportunities for all pupils/ students to regularly share samples of their work with the teacher(s) throughout each week. Teachers should ensure that work received is corrected and relevant feedback is provided.
- **Support for pupils/students with SEN:** Special education teachers (SETs) should continue to engage with the pupils/students on their caseloads and class/subject teachers should differentiate teaching and learning in line with their pupils'/students' needs to minimise disruption to their learning and progression.

#### Remote Learning Approach

- St. Joseph's NS will use a **hybrid approach** – learning activities that are a mixture of workbook and textbook activities as well as Seesaw-based activities. This will ensure that parents aren't completely dependent on devices.
- Remote learning assignments for the week will be emailed out to parents on Sundays. The assignments will also be posted to the school website as a backup. The email will contain a PDF of the week's work divided into daily tasks. Some tasks will need to be completed using Seesaw.
- Zoom meetings will take place each week for each class. School assemblies will also take place each week.

## • **Online Learning Platform – Seesaw**

- Parents and children can submit work on Seesaw. This work will be assessed by the teachers and returned to the child/parent.
- The staff have received in-service with regard to Seesaw. The learning platform was introduced in September and children have been taught how to use it. Children have been taught how to upload their own work independently (where age-appropriate to do so).

## **Emails**

- Parents have been provided with all the staff's professional work email addresses. Parents are encouraged to communicate regularly with their children's teachers and other school staff. Teachers will answer all emails within 24-48 hours.

## **Digital Communication Platforms**

Our school uses:

- Seesaw for assigning, submitting and assessing assignments.
- Texts for urgent communications with parents
- Aladdin Connect for one-way communication with parents.
- Email for two-way communication with parents.
- The school website for static information.
- Microsoft Teams for large assemblies
- Microsoft Teams/Office 365 and WhatsApp for intra-staff communication
- Zoom/Teams for video meetings

Staff have received training in these digital communication platforms

## **Surveys**

- Parents will be surveyed to determine parents' views on the school's provision of remote learning. Microsoft Forms will be used for this purpose.
- Staff meetings are held each Friday to determine staff's views on remote learning and how to improve its provision.

## **Gaps in the Availability of Digital Devices or Access to Broadband**

- Devices will be made available to parents if they need additional devices to support remote learning.

- School management will contact parents to support them if they encounter difficulties during the remote learning period. Staff are asked to inform school management if they are aware of parents or children encountering difficulty.

## **Planning**

- Teachers will make their planning available to substitute teachers in the event of sickness or absence.

## **SEN Provision**

- The SEN co-ordinator and principal meet regularly to discuss and plan SEN provision.
- SEN teachers will liaise with the class teacher and support learning with SEN children.
- SNAs will liaise with the children they are assigned to, and support them during this period (if parents wish them to do so). Spare SNA capacity will be used to support families encountering remote learning difficulty.

## **Assignments**

- Parents will be surveyed in order to determine if the amount of work is appropriate.
- Extension work will be provided for children who would like an extra challenge. Extension work is not compulsory, and only for children who would like more work.
- Although workbooks and textbooks are lower order activities, they provide stability and a sense of satisfaction and completion to parents under pressure. They also allow the children to work without too much direction.
- An answers PDF will be provided to parents if they wish to correct work promptly. This would typically be maths or comprehension activities.
- Children will be encouraged to self-assess certain work in an age-appropriate manner under the guidance of the teacher. This will help teachers to focus on teaching, and it will also allow teachers to assess higher order work in a more focused and qualitative way.

## **Teaching**

- Teachers will teach using a combination of Zoom meetings, recorded video, recorded voice clips and written instructions.