



Scoil Barra Naofa Remote learning plan in a Covid 19 Context.

The aim of this remote learning plan is to ensure that Teachers and SNAS in Scoil Barra Naofa will be enabled to support pupils' learning at home in the case where individual pupils or groups of pupils, teachers, or possibly the entire school community, are requested by the Public Health HSE to self-isolate or restrict their movements because of a case or cases of COVID-19 in the school.

Planning and Organisation Considerations.

As a contingency for when pupils and/or teachers are advised to self-isolate or restrict movements the teachers will support continuity of learning using the following digital technology.

- Digital Communication with and between staff will take place on the school administration system Aladdin and via email using the @scoilbarranaofa.ie domain. Staff, In School Management and Board of Management meetings will take place using Webex.
- Digital communication between staff and pupils will take place using Seesaw
- Digital Communication between the school and parent/guardian will be done via the school email. Parents can contact the class teachers, special education teachers and special needs assistants using the individual email addressed created and using the @scoilbarranaofa.ie domain. Parents can contact the school on the school email address info@scoilbarranaofa.ie
- Remote teaching and learning will be supported through the online platform Seesaw.
- Google (mail and drive) is the platform the school will use to enable teachers to share their short term plans with substitute teachers or other relevant teachers as required
- Google Meets will be used to facilitate video calls between children and their Class Teacher. Such video calls will support the wellbeing of children and consist of fun social activities and



games. Formal class lessons will not take place over live video calls/Google Meets.

- Google Meets or Webex may be used by Special Education Teachers to facilitate the work and support of those children with the greatest of needs.
- Phone/Video calls may be used by Special Needs Assistants to support individual pupils with SEN as required and in consultation with the child's parents/guardians

Developing the Skill Set of Teachers and Support Staff.

During the period of school closure March to June 2020 we in Scoil Barra Naofa engaged in research and training on a number of platforms including Seesaw, Google Classroom, Webex and Microsoft Teams. Training was supported by the PDST, ESCI and Camara Ireland. Staff subsequently decided that the online platform Seesaw would be the digital platform used by the school for the purpose of remote teaching and learning. Members of staff upskilled using the PDST website on pdst.ie/blended learning and all staff attended a webinar on Seesaw run through ESCI. Subsequently, a number of staff attended further training with Seesaw to become Seesaw Ambassadors.

In January 2021 staff availed of online support and training in Google Meets. This training was provided via the PDST.

As a further support the school has applied to pdst.ie/school support for the assistance of a PDST advisor



Supporting Equity of Access.

In Scoil Barra Naofa we are aware that availability of appropriate digital devices and/or internet connection with sufficient band width may be a challenge for some families. In order to establish a clear picture of the relevant supports needed by pupils to engage in remote learning and the steps that could be taken to address any gaps or issues we in Scoil Barra Naofa engaged in a school survey of parents/guardian(April 2020 and January 2021) to ascertain the level of digital devices available to pupils and to ascertain the level/reliability of broadband connection available.

Seesaw has been used by teachers and families on a weekly basis since September. Homework tasks have been completed on a weekly basis and use of the variety of tools practiced. All families are well practiced in the use of Seesaw. Furthermore, SBN has upgraded to Seesaw Premium to allow greater ease and convenience.

Sharing of Short & Long Term Plans for Teaching and Learning.

All class and set teachers create and save their long term plans (termly schemes) and their short term plans (Cúntas Míosiúil). The hardcopy of the Cúntas Míosiúil is signed by teacher and principal and a hardcopy kept on file in class for any sub that may need access to plans. A digital copy is also shared with principal via gmail and this is kept on digital file on Google Drive. If teachers are working from home and need to share short term plans they will do so via gmail and Google Drive.

Contact Details

The Chairperson of the Board has access to up-to date contact details for all teachers on the staff, in the event that some/all of the school leadership team are unavailable for work.



Collaborate and Communicate with Parents/Guardians;

The school will inform parents/ guardians of the approach that will be used for remote teaching and learning should this be required (Seesaw) Guidance for parents on how to use digital platforms will also be provided through updates on facebook, school website and newsletter.

Communication with External Agencies.

During a partial or full school closure Scoil Barra Naofa will maintain appropriate contact with any necessary external agencies including the HSE, NEPS, NCSE and Tusla education Support Service

Policy Review.

Scoil Barra Naofa will review all policies relevant to supporting pupils' remote learning. In this regard, The Acceptable Usage and the Child Safe Guarding Policy were amended to include learning platforms used during remote learning.

Personnel to Support

Where pupils and/or teachers are advised to self-isolate or restrict their movements continuity of schooling to the greatest extent possible will take place.

1. A Teacher from the staff who has been advised to restrict his/her movements but is medically fit for work will support remote learning for individual pupils or classes in line with circular 0049/2020
2. Alternatively, the Special Education Teacher assigned to the pupil or the class affected will reassign time to support remote teaching and learning. The SET will reassign time normally allocated for whole school and classroom support on the Continuum of Support from his/her normal timetable.



Responding to a Partial or Full School Closure.

Where a partial or full school closure is required, the teachers in Scoil Barra Naofa will immediately put into place the following 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 teacher may work from the school building and the resources and digital infrastructure in the school building will continue to be used during the school day by the teacher concerned. In all scenarios the class teachers maintain 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 in so far as is possible
- Provide 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 will collaborate with the class teacher in order to provide learning support for pupils on the caseload with special educational needs who are required to restrict their movements



Required Features of the Provision; Regular Engagement with Pupils;

The teacher assigned responsibility for supporting pupils learning remotely will communicate with pupils on a daily basis using Seesaw. Teachers will take into account that some pupils may not be in a position to engage with remote teaching and learning each day. Special Education teachers will continue to engage with pupils on their case load as frequently as they would under normal circumstances

A Blend of Guided & 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. This regular engagement with pupils when they are out of school will 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 text book tasks may 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 will 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 should be continued remotely to ensure progress is not lost and to enable successful reintegration back to school after the period of closure.