

RETNS Remote Learning and Teaching Plan

Context

According to the National Framework for Living with COVID-19, schools will remain open up to Level 4. At Level 5, recommendations on school closures will be based on the situation and evidence at the time. However, the situation might arise that pods within a class, individual classes or even the whole school may have to close for a period due to a positive case or cluster of positive cases of COVID-19 within the school. This will depend on public health advice and/or government guidelines.

We have consulted staff, pupils and parents in the creation of this plan.

Basic principles

Our aim is to maintain a level of connectedness between school and home during a period of school closure. The level of engagement between school and home will depend on the nature of the closure and the individual class level. We aim to provide an engaging learning programme for children that is based on what would be covered if we were in school. However, we acknowledge that there are certain constraints and limits to working from home, such as the availability of technology, parental working arrangements and zoom fatigue, we have taken these into consideration in drawing up this plan. 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.

The context of future closures is different to the previous closure in March 2020. We have defined four possible school closure types, and provision would differ depending on the closure type. We would anticipate that a closure would be for a shorter defined period of time than the closure in the last academic year.

Categories of school closures

1. Whole school working from home
2. One class working from home
3. More than one class working from home
4. A pod/small group working from home, while the rest of the class remains working in school (blended)

In each of the above scenarios we will also consider staff fitness to work.

If staff are self-isolating and fit for work, the class teacher is primarily responsible for setting work, engaging in online sessions and communicating with families. Relevant support teachers will collaborate with the class teacher, providing team teaching or small group/individual support. The ANA will also be available for online sessions.

If the class teacher is unwell and therefore unfit for work, in the first instance, the relevant support teacher will take responsibility for the whole class learning, and a substitute teacher will be employed in the role as support teacher. The substitute will be supported by the rest of the support team.

If a child is unwell, an email is sent to Carol by parents / guardians excusing them from online lessons.

RETNS will use three online platforms for communicating and connecting with families/pupils. Our 'Remote Teaching and Learning Plan' will include a combination of assigned work, pre-recorded lessons and live sessions (Zoom).

Media used

Email

School communication and important information will be sent to parents/guardians by email.

In the event of a school/class or pod closure, the class email account may be used to communicate with the teacher directly. In all other circumstances email communication should go via info@retns.ie

Seesaw

Seesaw Class App is for our pupils to build an online portfolio (folder) of work. Work can be uploaded to the folder in school for parents to see at home, or can be uploaded at home for their teacher to see. Teachers can add assignments and post activities for children to access at home. In the event of a school/class or pod closure teachers will upload work on Seesaw.

Zoom

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

Guidelines for Remote Teaching and Learning

Category 1: Whole School Working from home

RETNS will provide daily online live sessions, comprising discrete lessons, and check-ins

Whole School distance learning proposed online sessions

Time	Class
9.00	5 th and 6 th
9.30	4 th
10.00	Junior Infants, 2 nd , 3 rd
10.30	Senior Infants
11.00	1 st
12.00	Junior Infants, 2 nd , 3 rd
12.30	Senior Infants
13.00	5 th and 6 th
13.30	4 th
14.00	1 st

- All children will be expected to engage in online sessions and distance learning (unless unwell)
- Learning plans will be uploaded using seesaw (ideally before the start of the first live session of the day)
- There will be clarity of expectation relating to core work to be completed offline.
- Text books, library books, copies etc. will be sent home prior to closure (when possible). Arrangements will be made for collection/delivery of these in the event of an unforeseen closure.
- The school will identify families who have technological difficulties and aim to provide solutions in order to allow children to participate in distance learning.

- It is the duty of parents/guardians to supervise children while they are working online and to ensure that any content submitted by children is appropriate and relevant.
- Class emails can be used to communicate between home and school

Category 2 and 3: One class or more working from home

The plan below relates to one class only engaging in distance learning.

In the event of more than one class or the whole school needing to engage in remote learning, the plan below will be modified to allow for multiple family members requiring access to technology.

Junior Infants Senior Infants First class	Small group lessons (mornings) Whole class check-in (afternoon)
2 nd – 6 th	Whole class check-in and go through plan for the day (morning) Online lesson (mid-morning) Whole class check in and review the day (afternoon)

Category 4. Blended learning – Pod/group working from home, rest of class in school

Pod: Daily online check in and discussion of plan for the day including offline work, with the class teacher. Alternatively, this can be provided by the support teacher assigned to the class working in collaboration with the class teacher. In the case where the class teacher is doing the online check in, the relevant support teacher will teach the rest of the class to allow class teacher the time to do the online session.

The pod will join the whole class via zoom for specific lessons (pre-arranged) e.g. maths, introduction of new topic in SESE.

Support for individual children:

Very high risk children: as per DES guidelines, children who are deemed very high risk will receive adapted education provision with frequent / weekly opportunities for the pupil learning from home to interact with his / her peers. (*Continuity of schooling: Supporting primary pupils who are at very high risk to COVID-19*)

Children who are required to self-isolate for a short time: From time to time, a number of pupils may be required to self-isolate for a short time on foot of medical advice. The class teacher can provide teaching input and learning opportunities to the pupil(s) using a combination of Seesaw (with some video and audio recordings) and zoom sessions. Alternatively, this can be provided by the support teacher assigned to the class working in collaboration with the class teacher.

Children who are self-isolating due to family circumstances e.g. as a result of foreign travel or prior to visiting vulnerable relatives

Children have their school books at home with them for this period. Class teachers provide a broad overview of what the class might cover in their books during this period.

Remote Teaching and Learning Protocols

1. Teachers check assigned work regularly
2. Communication between school and home will only take place during normal school hours
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
 - d. Child Protection Policy
 - e. Data Protection 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 children with AEN will be made when using Remote Learning methodologies.
 - b. In so far as possible, provision for children at very high-risk to COVID 19 will be made when using Remote Learning methodologies.

Guidelines for good online communication in RETNS

1. Under no circumstances should pictures or recordings be taken of 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 families via Seesaw or email.
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)
7. Parental permission will be acquired before setting up a profile for a pupil on a communication forum.
8. For security reasons, passwords will be provided to families, where applicable.
9. RETNS cannot accept responsibility for the security of online platforms, in the event that they are compromised.

Commented [MMC1]:

Appendix 1

Code of Behaviour for Online Classes or Meetings

Our Code of Behaviour for online classes or meetings is, like our Code of Behaviour at school, based on respect for oneself and others. We expect the same high standards of behaviour as we would in school.

To help us get the most benefit from working online, we ask that the following guidelines be followed:

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. Show respect by listening to others while they are speaking and by using kind words when you are speaking.
4. Set up your device in a quiet space, with no distractions in the background but with an adult close by. Be mindful of noise from other people or pets.

5. Ensure that you have a clean, work-appropriate background with good lighting. It is worthwhile testing out your camera and audio before your start. Try to have all of your head showing especially your mouth, this ensures everyone can see who is talking.
6. Join the video with your microphone muted. Only turn it on if you are invited to speak.
7. Use the hand icon to show you would like to speak, just like you would do in class.
8. Do not use the chat function unless invited to by your teacher. Be respectful at all times, when using Chat.
9. No eating allowed during online classes or meetings
10. Stay seated and stay present during online classes or meetings. Do not leave the room or talk to others not participating in the class or meeting Ensure that you are dressed appropriately for the video call.
11. Be on time - set a reminder if it helps.
12. Eliminate distractions and focus on the class or meeting. If you are using your phone/tablet or laptop to attend the online class or meeting, close all other apps and mute notifications.
13. Enjoy! Don't forget to wave hello to everyone when you join!

Sanctions:

If children do not follow these guidelines and repeatedly disrupt their own learning and that of others, they can be removed from the class or meeting, either for a specified period or for the entire session.

If the poor behaviour is repeated, the teacher, in the first instance, or the principal will engage with the child and the child's parents or guardians.

Appendix 2

Guidelines for using Seesaw

Seesaw Class App is for our pupils to build an online portfolio (folder) of work. Work can be uploaded to the folder in school for parents to see at home, or can be uploaded at home for the teacher to see. Teachers can add assignments and post activities for children to access at home.

1. Every child is assigned a unique QR code to access their account.
2. Seesaw folders will only contain work/images relating directly to work done in school, or in response to an assignment set to be done at home.
3. Work and images submitted should be appropriate and relevant.
4. Comments made about images/work should be positive and kind.
5. An adult at home should look at work or comments before they are submitted.
6. Seesaw will not be used to communicate between home and school except in relation to children's work.
7. 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.