Remote Teaching and Learning Plan

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Introduction

The Government has decided on foot of public health advice to extend the level 5 restriction measures to supress the spread of Covid-19, and as part of these measures to continue school closure at present. During this period of closure, schools are required to support students with remote learning plans.

DES Guidance includes the following requirements in relation to remote teaching and learning:

— Regular engagement with students: It is important that teachers engage with their students; 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/student engagement should involve both direct teaching by the teacher and the assignment of independent learning tasks for completion by the students.
— Appropriate and engaging learning opportunities: Teachers should ensure that the chosen learning tasks give 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 student, including those with 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 students is encouraged and supported. Schools should provide manageable and accessible opportunities for all 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 students with SEN: Special education teachers (SETs) should continue to engage with the students on their caseloads and class/subject teachers should differentiate teaching and learning in line with their students' needs to minimise disruption to their learning and progression.

We have compiled a list of guidelines and expectations for members of our school community to support us all to engage in high quality, effective and safe remote learning. These guidelines should be read in conjunction with all our school policies, including Code of Behaviour, Anti-Bullying Policy, Acceptable Use Policy, Dress Code etc.

Guidelines and Expectations

General

— Remote school takes place as per the regular school timetable.
— Attendance for the day is taken each morning during live tutor time at 8:30am.
— Attendance is taken during live classes.
— Student engagement, through timely submission of work, is monitored.
— School rules apply; this includes dress code, code of behaviour and the acceptable use policy.
— Teachers use O365, Microsoft Teams and OneNote to communicate with classes, share work, facilitate group learning and provide live lessons and support via video call.
— Students will have a live lesson or teachers will upload videos/assignments for students to complete. Some lessons are a mix of both.
— Live lessons take place via Teams and are scheduled in advance by the teacher. Students should log in with their camera switched on and their microphone muted until requested to unmute. Students can blur or change their background. Headphones can be helpful where working in a shared space.

Students

— Students are expected to participate according to their timetable as if it were a regular school day.
— If you are unwell and unable to participate or have an appointment and will be missing for part of the school day, please ask your parent/guardian to email: attendance@sandymountparketss.ie.
— Attendance at tutorial at 8:30am each day is very important. Formal attendance is noted, and it is an important time to connect with your tutor and classmates, receive updates and wellbeing support.
— Students should engage with classes, teachers and schoolwork during school hours and keep after school hours free for creative and physical activities.
— Students should check Teams and their email accounts in a timely manner, in order to stay informed of work being assigned and other information that is shared with the students.
— Students should complete and upload work/assignments by the deadline set by the teacher. It is the student's responsibility to complete the work or communicate to the teacher why it is not completed.
— If you have any questions or difficulties in relation to work or need additional time for assignments, please contact your teacher to seek help, as you would do in a normal classroom-based lesson.
— Restrict communication with teachers to school hours 8:30am-4pm. As all communication is taking place remotely, staff are inundated with messages, emails, creating assignments, marking, feedback etc. Before sending an email – read the instructions given by the teacher, double check Teams, OneNote, your emails. Ask a classmate, read the Tip Sheet.

— Students may request additional support or guidance from their teachers, tutor, progress leader, learning support teacher or Guidance Counsellor if required. Students should contact the relevant staff member through Teams or email.

— Live lessons are scheduled in advance by the teacher. Students should log in with **their camera switched on** and their microphone muted until requested to unmute. Students can blur or change their background. Headphones can be helpful where working in a shared space.

— Recording of a live lesson (audio/video/photographs etc.) by students is strictly prohibited.

— The recording and posting of any video/live lessons on any social media platform is strictly prohibited.

— The sharing of any links, content, or any other school related material/information with anyone outside the relevant class/year group is strictly prohibited.

Parents

— Attendance for the day is taken each morning during live tutor time at 8:30am. Students are expected to be up and ready to participate as if it were a regular school day.

— If your child is unwell and cannot participate or has an appointment and will be missing for part of the day, please email attendance@sandymountparketss.ie as usual.

— Parents/guardians should help their son/daughter to develop a routine that allows them to engage well with remote school and schoolwork.

— If possible, parents/guardians should support students to engage with schoolwork and with teachers during the school day and keep after school hours free for creative and physical activities.

— Parents/guardians should remind students to check Teams for updates from teachers, submission dates for assignments and for the schedule of live classes.

— Parents/guardians should encourage students to try and complete schoolwork to the best of their abilities where possible, depending upon any external circumstances.

— Your child's live online lessons, facilitated in your home, may feel very different but the same rules of communication apply as if this were a taught lesson in school. This means that the interaction during these lessons is to be between the teacher and students only.

— Wellbeing support is being provided for all students through tutor time and SPHE class and there are range of suggested resources on our website here.

— Additional support is being provided for some students through one to one calls with SNAs or teachers, small group classes and there is an enhanced schedule of support as needs arise. The SEN team has and will be in touch with those students and parents.

— If you have subject related concerns, please get in touch with the subject teacher directly. If you have a more general concern, please get in touch with the tutor. More serious concerns can be raised with the Progress Leader who will refer on as appropriate.

Teachers

— Teachers may use O365 and a variety of online applications to share work and will follow correct policies and procedures for all online activity.
— Teachers are providing meaningful and appropriate work and interactive lessons for their specific subject and class groups.
— Class information and material will be posted by the teacher in advance of the timetabled class and any task/activities assigned can be completed according to the teacher's instructions and deadlines.
— Teachers will design lessons to mirror in as far as possible the in-school experience. This includes regular face to face contact through live lessons, appropriate differentiation, group learning and collaboration through the use of Teams, breakout rooms or similar, assessment for and of learning and actionable feedback.
— Teachers will provide whole class or individual feedback as appropriate.
— Attendance for the day is taken each morning during live tutor time at 8:30am.
— Attendance is taken during live classes.
— Student engagement, through timely submission of work, is monitored.
— Support teacher will log weekly contact using the online Form.
— Teachers/Tutors/Progress Leaders will endeavour to respond to messages from students in a timely manner, and during normal school time 8:30am-4pm.
— All teachers will follow agreed referral and communication systems if they are concerned about a student's engagement, wellbeing, welfare etc.
— Teachers should try to manage remote school in a way that supports a healthy work life balance.
— Teachers are encouraged to seek the support of colleagues and harness the wellbeing resources available.

SNAs

— SNAs will check emails and Teams daily and will continue to support students as directed by school management and the SEN team.
— SNAs will engage in online interaction and timetabled classes as part of their support of students, in line with agreed protocols.
— SNAs may use O365 and a variety of online applications and will follow correct policies and procedures for all online activity.
— SNAs should try to manage remote school in a way that supports a healthy work life balance.
— SNAs are encouraged to seek the support of colleagues and harness the wellbeing resources available.

Wellbeing and Student Support

Within the timetable student wellbeing is supported through live tutorial every morning, CSPE, SPHE and, PE. Our pastoral care system involving tutors, progress leaders, P, DP and GC is also central to supporting students remotely.

Subject Teacher

If a student is not attending class or is not submitting work or is otherwise experiencing difficulty with your subject you can try some of the following:

Student

— Contact the student and seek to understand what the issue is
— Take an opportunity during a lesson via video meeting or breakout rooms to support the student with the assigned work/clarify instructions/show where to upload etc
— Provide differentiated work
— Agree a strategy to resolve difficulties with the student and confirm with student via email, cc the parent

Parent

If the issue is not resolved with the student directly then contact the parent and highlight the issue and the steps taken to address the issue with the student. Seek to understand what might be causing the difficulty and to find a resolution whilst highlighting the importance of the student attending live classes and completing work
Referral
If after contacting the parent the issues persist then please refer the student on to the tutor.

Tutor

If a student has two or more referrals made from subject teachers refer them to the progress leader using the Form.
If a student has a referral from one teacher only, link with the student during tutorial to seek a resolution.
Progress Leader
Students referred by tutors will be discussed at P/DP/PL meetings and a course of action planned.