Remote Teaching and Learning Plan

CBS Primary School

1. Introduction

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

This policy does not set out to replace our Mobile Phone or Acceptable Usage Policy. Rather, it is proposed as an important addition to the area of learning from a digital platform. 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.

The primary obligation of all schools is to the welfare of the learners in their school. This policy, therefore, seeks to ensure that remote learning is safe for all student learners and that personal and sensitive data is also protected under GDPR legislation. Schools 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)*.*

m) Guidance on Remote Learning in a COVID-*19* Context: September – December 2020

This is a working document. As we continue to explore options available to support distance learning, the document will be updated accordingly.

2. Context

Teaching and Learning are 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 before has there been greater scope to learn using technology and it continues to change the learning relationship between teachers and students. 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

Guidelines for good online communication in CBS

1. Students and staff will communicate using tools which have been approved by the school and of which parents have been notified (Seesaw)
2. Staff members will communicate with pupils and their families via the established app.
3. Any electronic forms of communication will be for educational purposes and to allow for communication with families
4. Parental permission will be acquired before setting up a profile for a pupil on a communication forum.
5. Staff, families and students are expected to behave in an appropriate, safe, respectful and kind manner online.
6. Under no circumstances should pictures or recordings be taken of any communication, nor should any communication be shared in a public forum/social media platform.
7. 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.
8. For security reasons, passwords will be provided to families, where applicable.
9. CBS cannot accept responsibility for the security of online platforms, in the event that they are compromised.
10. In the event of a Zoom call, parental permission is implied, as the link to a video call will be communicated via the parent/guardian's email address. Essentially, by virtue of the pupil logging on to the call, permission is assumed

Our 'Remote Teaching and Learning Plan' may include a combination of assigned work and/or pre-recordings (audio/video, which may include instructions/explanations/feedback).

3. Media which the school will use

Staff may communicate regularly with parents and pupils via the Seesaw App. All families are asked to download the App and to check it daily for updates and important information. Teachers will post work for pupils regularly.

Each teacher will be assigned a class e-mail address through which he/she will communicate with parents/guardians and vice-versa. Parental queries will be addressed during school hours only (9:05-2:45) and should relate strictly to your child's teaching and learning.

Seesaw

Seesaw Class App is for our pupils to connect to their folder and they then have the option of uploading items to their folder for their teacher to see. Unfortunately, single-family login is not facilitated on Seesaw.

4. Remote Teaching and Learning Protocols for Pupils

1. Check assigned work each week
2. Communication may 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
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. Submit work and pictures that are appropriate - have an adult take a look at your work before you send it. Use kind and friendly words.
6.
   a. In so far as possible, provision for SEN students will be made when using Remote Learning methodologies.
   b. In so far as possible, provision for students at very high-risk to Covid 19 will be made when using Remote Learning methodologies.

5. Remote Teaching and Learning Protocols for Parents

- We ask parents/guardians to ensure protocols for students are adhered to.
- It is the responsibility of parents and guardians to ensure that pupils are supervised while they work online.
- Check-in on their child's schoolwork on a daily basis and talk to their child about the work being assigned.
- Check over the work which pupils send to their teacher, ensuring it is appropriate
- Continue to revise online safety measures with pupils (Webwise).
- The health and wellbeing of all are 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 every weekday for routine. We provide work and guidance and ask parents and pupils to do their best and that is all.

6. Remote Teaching and Learning Protocols for Teachers/SNA's

1. Check uploaded work regularly.
2. Communication may 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. Child Protection Policy
    b. 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.

7. Remote Teaching and Learning Provision specifically for the following COVID-19 related scenarios

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.

Provision for all other children who are instructed to self-isolate by their GP or HSE Public Health, educational provision will be provided as follows:

1. **Children who are awaiting Covid 19 test results for themselves or a family member and have been instructed by their GP to isolate at home for a few days.**
   These pupils will be supported to catch up on their learning on their return to school.

2. **Children isolating at home on instruction from their GP due to a confirmed case within their own family/close contact outside of school (14-day isolation period).**
   Teacher may link in with the pupil via Seesaw.

3. **School POD (group of six) instructed by HSE Pubic Health to self-isolate.**
   Teacher may link in with the pupils via Seesaw.

4. **School bubble (whole class) instructed by HSE Public Health to self-isolate (14-day isolation period).**
   Teacher will engage with the bubble daily on Seesaw (provided the teacher is not unwell).

5. **Whole school closure as instructed by HSE Public Health (duration of closure will be advised by Public Health)**
   Teachers will engage with pupils and may use a blended approach of lessons, on Seesaw.

Please note that the current situation is quite fluid and these circumstances may vary throughout the year.

8. Summary:

1. Do what you can, within your circumstances. Forget about following books and workbooks outside of the work set by teachers for the moment.
2. There will be no school work set for planned school closures/holidays. There will be no interaction on Seesaw during these times
3. Please keep abreast of postings on the school website– it is one of our main modes of communication going forward.
4. We ask parents/guardians, students and teachers to ensure protocols are adhered to at all times.
5. If you have yet to connect to any of the online platforms (Seesaw), please do so. If you are experiencing difficulties please email the school and we will assist you in any way that we can and please contact the school with any further queries you may have.

We thank the school community for adhering to the above guidelines for everyone's safety and welfare.

This plan was ratified by the BOM of CBS at its meeting on:

_____ and is subject to change, in light of any guidance or instruction received from Department of Education and Skills/HSE Public Health.

Signed: _____

(Chairperson BOM NS)

Recommended Apps

In addition to a pared back plan of work for your child/children, we suggest the following Apps for your child's use too, if you can access them. If not, do not worry, they are helpful but not essential.

- Cúla 4: Excellent for younger pupils for Irish vocab – very child friendly. There are also videos of your children's favourite cartoons here as Gaeilge which would be useful to watch occasionally to keep up with Irish.

- Duolingo: most suitable from 2nd class upwards. Excellent app. Tests your child Irish ability level at the start and they work away at their own level for 10mins daily.

- Mathduel: For tables. Fun and interactive.

- Starfall: For spellings. Again, very child friendly and useful to keep spellings progressing without feeling like schoolwork.

- Jolly Phonics App: to keep up phonics learning for infant classes.

- Dolch words Apps (there is a wide range available): for the development of sight words.

- Nessy Apps: for reading for pupils with dyslexia or difficulties.

- PinkFong: Digital stories for infant classes. Excellent and engaging.

- Khan Academy: Useful for maths for older pupils especially.

- Kahoot: for general knowledge and quizzes.

- Toontastic: probably the best app ever for digital storytelling – pupils can devise their own digital story, picking a range of characters, settings, even musical background. They plan a beginning, middle and end to their story and can record their own voices to tell the story.

- Puppetpals: similar to toontastic – useful for younger pupils. They can record themselves telling the story also.

- Lightbot – Coding app – super for all ages.