

2020-
2022

The Continuity of Schooling- Remote Learning Plan



Remote Learning Plan to be implemented in the event of Students/Staff having to isolate/restrict movements or in the event of a Partial or Full School Closure

Introduction

This document is based on [the Guidance on Remote Learning in a Covid-19 Context: September-December 2020 for Primary schools and special Schools](#) in the context of St Vincent de Paul Infant School.

During the school closures in response to the coronavirus (COVID-19) outbreak in Ireland, schools found they had to quickly adapt to providing pupils with learning opportunities they could access from home. Over the course of the subsequent lockdown period, school leaders and teachers had to develop systems for delivering home learning to their pupils for a significant amount of time. Now that schools have reopened to all pupils and classroom learning is returning largely to 'normal', it is more important than ever to have a plan in place to support any potential home learning for classes, year groups or the whole school, should a need to isolate or close again happen during the ongoing pandemic.

To be fully prepared in the event of future closures, partial closures or isolation of classes, St Vincent de Paul Infant School has carefully considered, consulted on and developed this policy for remote learning. The overarching goal is to enable pupils to access high-quality teaching and learning even when they are unable to attend school. The policy outlines how teachers and other school staff will work to provide remote learning, whether they are delivering blended learning through the provision of both in-school and online lessons, or only accessing online home learning.

Aims

The aims of this policy are in line with current government guidance on schools reopening from September 2020. The specific aims are:

- to plan and outline how and when the remote learning plan will be implemented in St Vincent de Paul Infant School
- to support all pupils in their access to high- quality remote teaching and learning;
- to provide a clear remote learning strategy, including how and when learning should be assigned remotely, how it will be communicated, how pupils will submit work and how they will receive feedback on submitted work;
- to anticipate, identify and address any concerns associated with remote learning, relating to safeguarding, data protection, and health and safety;
- to make staff roles and responsibilities clear in relation to remote learning;
- to declare the software and online tools approved for use by St Vincent de Paul Infant School to support remote learning;
- to declare how and when St Vincent de Paul Infant School will support the delivery of home learning by staff, including the possible provision of hardware

Section One: Planning and Organisation

1.1 Practical considerations for supporting continuity of schooling

Circumstances where this policy will become operational

The systems and procedures outlined in this remote learning policy will come into effect under any of the following circumstances:

- a pupil, groups of pupils, class or bubble are required to self-isolate or restrict their movements at home
- in the implementation of a partial or full school closure
- if a member of staff is required to self-isolate but able to work from home

<u>Practical Considerations for supporting continuity of schooling</u>	
Identify appropriate digital communication platforms	<p><u>Between Staff</u></p> <ul style="list-style-type: none"> • School email address @svdpinfants.ie domain • School WhatsApp group- SVDP Academic for informal messages and reminder to check school email • School Social WhatsApp group- SVDP Social for wellbeing and organising virtual social school events <p><u>Between Staff and Pupils</u></p> <ul style="list-style-type: none"> • Seesaw is a means of students communicating with their class teacher or SET teacher under parental supervision <p><u>Between School and parents/guardians</u></p> <ul style="list-style-type: none"> • Attended school phone during school hours • School email via Aladdin • School text via Aladdin • Website contact form/website contact email svdpinfants@gmail.com • Office email: info@svpinfants.ie <p><u>Remote teaching and learning</u></p> <ul style="list-style-type: none"> • Seesaw • Seesaw support: svdpinfants@gmail.com • School website- https://www.stvincentdepaulinfantschool.ie/
Identify and develop the skills set of the teachers	Following continuous staff consultation and a parent survey (Appendix A) during the School Closure March-June 20, it was agreed that the methods employed during this closure

and support staff, as needed	<p>(Seesaw and School Website) would be used in the event of further closures.</p> <p>Staff reported feeling confident in using these platforms. A “Remote Learning: Tips and Tricks” support document was devised by the Digital Learning Team (Appendix B) to support and further develop staff confidence.</p> <p>Seesaw was set up for each class in September 2020 & 2021 to replace sending notes between home and school and for teachers to assign homework such as spellings.</p> <p>Staff were also signposted to any relevant webinars or training.</p>
Enable pupils to develop the necessary skills set	<p>School iPads were made available to class teachers and pupils from October 2020 onwards in school. The Digital Learning Team oversee the devices and ensure that teachers know they must be sanitized after each use and returned daily.</p> <p>Pupils have access to age and stage appropriate opportunities to practise a variety of skills.</p>
Support equity of access to digital resources	<p>School digital devices are available to loan out to families if the need arises. Parents/guardians must sign an agreement to:</p> <ul style="list-style-type: none"> • return the devices on return to school • follow School’s Acceptable Use Policy • provide adult supervision when using a school device
Be ready to share preparation for teaching and learning	<p>Our SharePoint system enables all teachers to share their short-term preparation documents, including preparation for pupils with SEN, with substitute teachers and other relevant teachers as required. The year group plans together every fortnight and upload their plans to SharePoint. All teachers have access to this shared drive.</p> <p>A Covid 19 substitution pack is also available from the office and is made available to every substitute teacher.</p> <p>Timetables are clearly displayed in classrooms.</p>
Ensure relevant contact details are available	<p>Staff contact details are updated annually and stored on Aladdin. These are available to the Board of Management upon request and the In-School Management Team.</p>
Collaborate and communicate with parents/guardians	<p>Parent Survey April 20 (Appendix A)</p> <p>Seesaw has provided the opportunity for two-way communication between parents and staff.</p>
Communication with external agencies	<p>During partial or full school closures, it is important that schools maintain appropriate contact, relevant to the needs of the pupils affected by the closure, with any necessary external agencies, including the HSE, NEPS, NCSE and Tusla Education Support Service (TESS).</p>
Ensure relevant policies are up to date	<ul style="list-style-type: none"> • Acceptable Usage Policy-reviewed Sept 2021 • Data Protection Policy-reviewed Sept 2021 • Child Protection Policy-reviewed April 2021

1.2 Personnel to support continuity of schooling

Extract from Guidance on Remote Learning in a COVID-19 Context: September - December 2020

Where pupils and/or teachers are advised to self-isolate or restrict their movements, local contextual factors mean that no one-size solution will fit all schools. The class teacher should provide for continuity of schooling to the greatest extent possible for those pupils who are advised to restrict their movements. However, this may not always be a practical option. Therefore, all teachers are expected to be flexible in their approach to supporting pupils who are asked to restrict their movements. The non-exhaustive list below outlines the variety of alternative personnel who could be considered when arranging for continuity of schooling.

- Special education teacher (SET): The principle of allocating the greatest level of support to those pupils with the greatest need remains, in line with the Continuum of Support. However, the SET(s) assigned to a pupil/class affected can reassign this time to supporting remote teaching and learning. Alternatively, the SET(s) can reassign time normally allocated for whole-school and classroom support (for all) on the Continuum of Support from his/her normal timetable, by, for example, pausing Guidance on continuity of schooling during periods of partial or full school closures - for primary schools some team-teaching initiatives for the duration of the closure to release time for remote teaching and learning.
- Designated teacher from the staff: A teacher on the staff who has been medically certified as being at very high risk to Covid-19 and is available to work from home can support remote learning for individual pupils or classes, in line with circular 0049/2020.
- A teacher from the staff who has been advised to restrict his/her movements: A teacher on the staff who has been advised to restrict his/her movements but is medically fit for work can support remote learning for individual pupils or classes in line with circular 0049/2020.
- Designated teacher from a local Education Centre: A teacher from another school who has been medically certified as being at very high risk to

COVID-19 and is on the assigned list in the local Education Centre can assist in this work in line with circular 0049/2020.

Section Two: Responding to a range of scenarios

Extract from Guidance on Remote Learning in a COVID-19 Context: September - December 2020

The list below outlines a variety of possible scenarios which schools may encounter in the coming weeks and months. Where a partial or full school closure is required, schools should immediately put in place their 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 resources and digital infrastructure in the school building should continue to be used during the school day by these teachers. In all of the scenarios outlined below, the class teacher maintains 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 insofar as possible
- Providing 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 should collaborate with the class teacher in order to provide learning support for pupils on their caseload with special educational needs (SEN) who are required to restrict their movements. The school principal should maintain oversight of the procedures put in place to support pupils' learning from home to ensure that the learning experiences provided are appropriate to the pupils' needs.

Scenario 1: An individual pupil from a class is advised to self-isolate or restrict his/her movements. No other pupils in the school are affected.

The class teacher can choose to provide teaching input and learning opportunities to the pupil using the school's chosen digital platform or other agreed method as needed, if he/she feels this is the most appropriate way to address the needs of the pupil.

Alternatively, this support can be provided by a teacher from the list of personnel outlined in Section 1.2. As individual children can be unwell during this time. This support will only be given if the parent requests it and feels that their child is capable of engaging with same at that time.

Scenario 2: The pupils in a number of pods in a classroom are advised to self-isolate or restrict their movements. Some of the pods in the classroom are deemed to be unaffected and can continue to attend school. The class teacher continues to teach pupils who are in attendance as normal. He/she can provide opportunities for all pupils to work together collaboratively insofar as possible, for example, on project work and other areas of learning, using digital technologies. A teacher from the list of personnel outlined in Section 2.2 is assigned the responsibility of providing remote teaching and learning for the pupils at home in line with local arrangements at school level. The distribution of books to home will be reviewed on a case-by-case basis.

Scenario 3: All pupils in one or more classes are advised to self-isolate or restrict their movements. The class teacher(s) will be required to provide remote/distance teaching to all pupils in the class, using the school's digital platform(s) or other agreed method as needed. This should take place from the school if the teacher is not required to self-isolate or restrict his/her movements. The distribution of books to home will be reviewed on a case-by-case basis.

Scenario 4: A teacher / number of teachers in the school are advised to self-isolate or restrict their movements. Where teachers are required to self-isolate, they will avail of special leave with pay, in line with Circular 0049/2020. These teachers should follow the advice outlined in the Circular in this instance. Any teacher who is medically fit for work but has been advised to restrict his/her movements is available to work remotely. If the teacher's class group is still attending school a substitute teacher should be arranged to cover this teacher's teaching responsibilities in the school for this period, but the work assigned to the teacher restricting his/her movements should support the work of the school in developing and delivering its programmes of teaching and learning for pupils as per Section 12 of Circular 0049/2020. If the teacher's class is also self-isolating or restricting their movements the class teacher(s) will be required to provide remote/distance teaching to all pupils in the class, using the school's digital platform(s) or other agreed method as needed.

Scenario 5: The school is required to close on foot of public health advice. In this case, all teachers who are medically fit to work, including SETs, are available to work remotely and should provide remote teaching and learning to all pupils in their class or on their caseload. Substitute teachers should be arranged to provide remote teaching for pupils in classes where the teacher has been diagnosed with Covid-19 and is medically unfit to work. Schools should ensure substitute teachers have access to appropriate digital technology. School books and copies arranged to be sent home for engagement with same.

Section Three: Required features of provision

	Required features of provision	Evidence of provision in SVDP Infant School
Regular engagement with pupils	Daily communication using the school's agreed communication method. Special Education Teachers (SETs) to engage with pupils as often as they would under normal circumstances.	<p>School work is uploaded on a Sunday evening for the week and is broken down into daily tasks and activities.</p> <p>Teachers upload pre-recorded videos, voice notes and/or announcements on a daily basis. Children's work once submitted is corrected, commented on and sometimes voice notes are provided to either directly teach, add a correction or offer praise on their work. This is all completed in a timely manner during school hours.</p> <p>Where it is appropriate and consent has been gathered using our Video Consent form (Appendix C) some use of Zoom calls between staff and either individual, groups or whole classes may be useful.</p> <p>SETs also monitor Seesaw and provide feedback and activities in collaboration with the class teacher.</p> <p>SETs work in collaboration with parents too and are led by them on how</p>

		<p>much input is required and is helpful to the child and family.</p> <p>SETs and SNAs may also video or voice call children with a parent supervising, when it is deemed appropriate.</p>
<p>A blend of guided and independent learning tasks/experiences</p>	<p>Teacher-pupil engagement should involve both direct teaching by the teacher and the assignment of independent learning tasks for completion by the pupils. Teachers should 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. Regular engagement with pupils when they are out of school will also help them to reintegrate when they return to school.</p>	<p>Workbooks, copies and pencil cases sent home in the event of school closure.</p> <p>Direct instruction is provided by means of video or voice notes, presentations and written instructions on Student Announcements and the Journal page for each child on Seesaw.</p> <p>All videos are pre-recorded. This allows families the flexibility to watch them in their own time. As live lessons require adult supervision, it also allows more flexibility for parents who would otherwise might be unable to attend a supervised live lesson.</p> <p>Independent tasks are assigned via the school website and can be shared with the class teacher on Seesaw where feedback will be provided.</p> <p>Independent tasks are also assigned using the Activities section on Seesaw. Staff provide either written or voice instructions on every activity.</p>

		Teachers respond to all written work that is submitted through Seesaw.
Appropriate and engaging learning opportunities	Teachers should 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.	<p>All content is planned in line with school planning and bearing in mind resources available to parents at home. English, Irish and Maths will all be year group specific.</p> <p>Where possible under the heading Other on the weekly plan, activities and learning opportunities will attempt to cover topics from Juniors to First using a common theme with some differentiated tasks, this should help parents of children in multiple year groups.</p> <p>By uploading the week's work on a Sunday evening, we hope this gives families the opportunity to complete the tasks in a timeframe that works for their family.</p> <p>All previous week's work remains on the website under Archive sections and remains on Seesaw for the duration of the child's attendance at our school.</p>
Two-way feedback between home and school	Schools should ensure that two-way feedback between teachers and parents/guardians and between teachers and pupils is encouraged and supported. Schools should provide	<p>Seesaw has been in use in our school since March 2020.</p> <p>Two-way feedback between teachers and parents/guardians and</p>

manageable and accessible opportunities for all pupils to regularly share samples of their work with the class teacher throughout each week. Teachers should ensure that work received is corrected and relevant feedback is provided

between teachers and pupils is encouraged and the app has been utilised well from Sept-Dec 20 for this purpose.

If classes/individual pupils are advised to self-isolate or during school closures, Seesaw provides a vital means of communication between home and school.

Pupils share their work with their teachers using this platform and receive feedback in the form of written comments, stickers, voice notes or video announcements.

Staff often phone parents/guardians to check in on their pupils' wellbeing especially children with additional needs or children for whom remote learning may prove difficult for a variety of reasons.

Zoom calls may be deemed appropriate for certain children and/or groups and are used if parents/guardians consent either using a google doc(whole class) or word document (Appendix C) for individual calls.

Appendix A- Parent Survey

Survey-

Google doc: https://docs.google.com/forms/d/1sQIBMeU3DhiTCZk75esDxPD-f9smXrj_zsS4DPF0YsQ/edit

School Closure Feedback G

We are looking to get feedback in relation to how we are delivering online content to your children each week. Thank you for your support so far.

What class is your child in? Please select multiple classes if you have more than one child in the school. *

Junior Infants

Senior Infants

First Class

Have you been able to access the online work? *

Yes

No

Sometimes

Which statement do you agree with the most? *

Too much content is being uploaded each week.

Too little content is being uploaded each week.

The right amount of content is being uploaded each week.

Which statement do you agree with the most? *

The work is too difficult.

The work is too easy.

The work is suitable.

Please pick your preferred method of content for learning? *

Online resources.

Workbooks and copy work.

Activities linked to real life.

Combination of all of the above.

With work commitments taken into consideration, how many devices are available to your children to access Seesaw and the school website.

	0	1	2	3+
IPad/tablet device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laptop/Desktop wi...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has your child signed up for Seesaw? *

Yes

No

I plan to do it soon

Please only fill out the questions below if your child is signed up for Seesaw.



Are you finding Seesaw user friendly?

Yes

No

Is it a good tool for parents to communicate with teachers?

Yes

No

If you wish, please include any additional comments about Seesaw that have not been covered above.

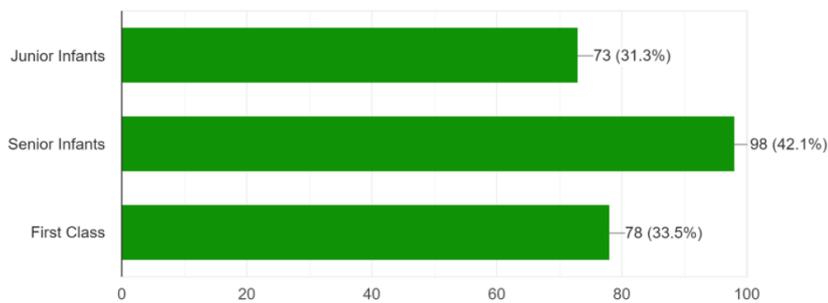
Short answer text

Findings-

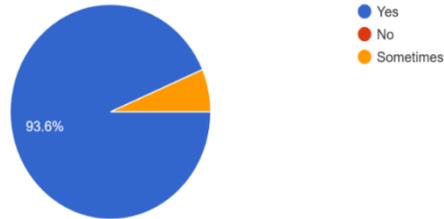
https://svdpinfants.sharepoint.com/:w:/s/Staff/Class8/EXtX8diWfsZHj24y3UJ7F0wBF68IaVbbf-vf_nMByru8kg?e=6b6z5Y

What class is your child in? Please select multiple classes if you have more than one child in the school.

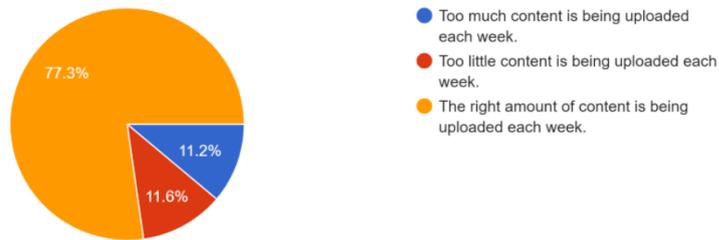
233 responses



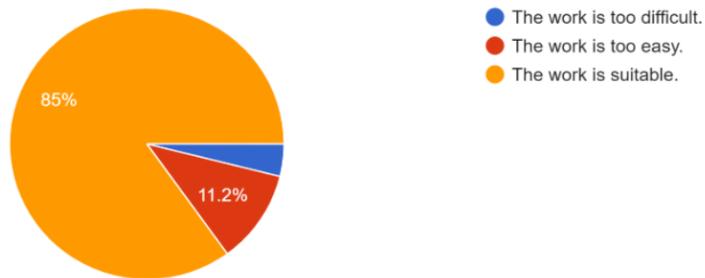
Have you been able to access the online work?
233 responses



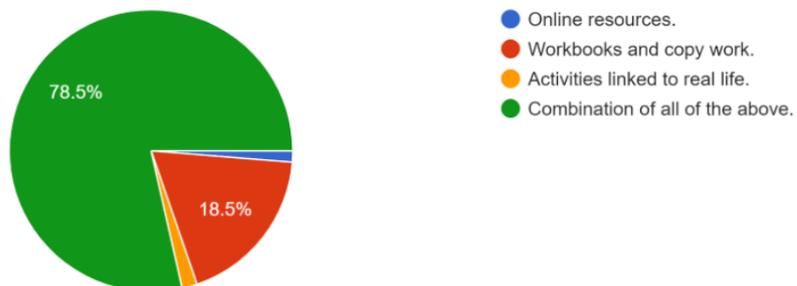
Which statement do you agree with the most?
233 responses



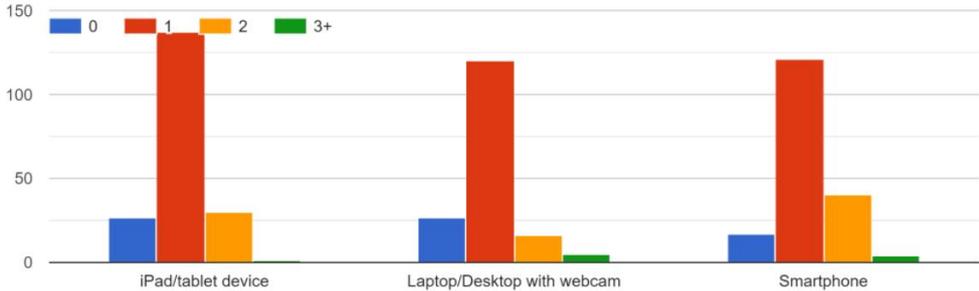
Which statement do you agree with the most?
233 responses



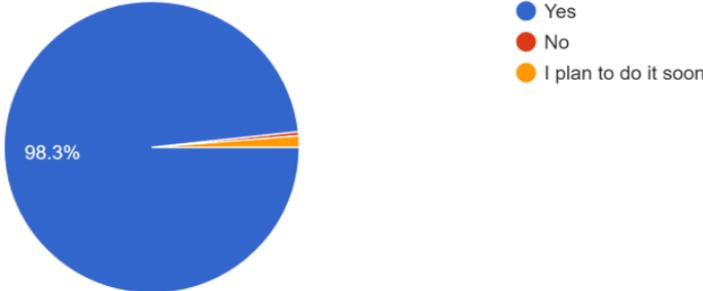
Please pick your preferred method of content for learning?
233 responses



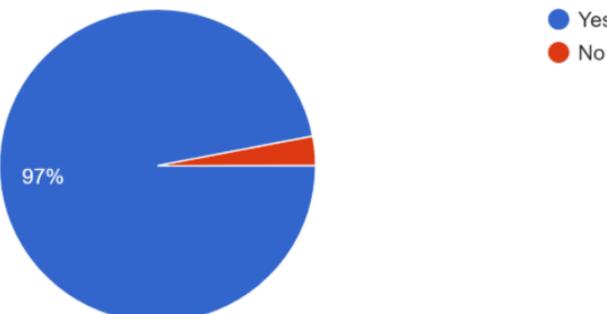
With work commitments taken into consideration, how many devices are available to your children to access Seesaw and the school website.



Has your child signed up for Seesaw?
233 responses

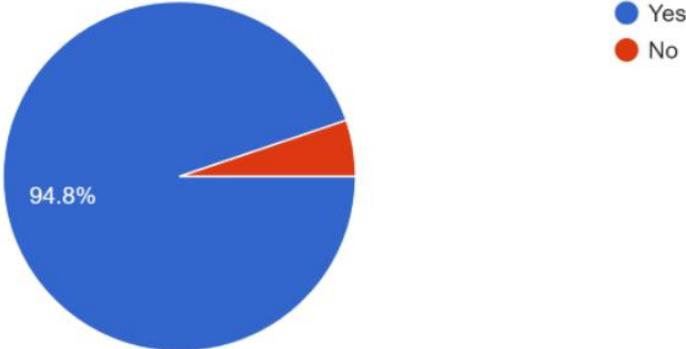


Are you finding Seesaw user friendly?
230 responses



Is it a good tool for parents to communicate with teachers?

230 responses



https://svdpinfants.sharepoint.com/:w:/s/Staff/Class8/EcJVwoN9tUVBnCnHAPi8N_kBxjhg_ezsTiFq7SX-Ch6l_PQ?e=xeGval



A few tips and tricks to make remote learning a little bit easier:

I saw [this document](#) doing the rounds lately and it is useful for any family that does not have access to a tablet or laptop but still wants to access the work via an Xbox or PlayStation. Might be useful for some.

Below are just a few useful tips and tricks that have been shared online as well as useful ideas that we found useful during the lockdown last year.

PDST Technology in Education also provided [10 Tips for Teaching Online](#)

Screen Recording:

The majority of screen recording tools have the option to have ‘voice only recordings’ if you don’t want to have a webcam on.

Windows PC/Laptop: Press Windows Key + Alt + R

Loom for Education: Free with a school email address (gmail, hotmail etc., won’t work). Chrome extension available.

Screencast-o-matic: Free version is great. Chrome extension available too.

Screencastify: Free version as well. Chrome extension available too.

Seesaw:

Reflect in Seesaw Chrome Extension: Chrome Extension that allows a webpage to be instantly transferred into Seesaw.

Instruction Icon Sheet: Allows you to type instructions in Activity Library using symbols instead of words. Useful for younger age groups. [Click here.](#)

Really [useful video](#) I saw shared online with tips and tricks for Seesaw. The video is 45 mins but Le Chéile Online Learning made [this sheet](#) including the times you can jump to for certain topics.

Webinars:

If anyone is interested, there are a huge number of free webinars being made available for teachers in the area of remote learning. All webinars for all education centres are [here](#).

BBC and RTÉ School Hub:

BBC Bitesize Lockdown Learning [timetable](#). To access BBC iPlayer in Ireland do the following: Download Windscribe for PC/Mac and Chrome - routing traffic through Britain, it allows access to the iPlayer.

RTÉ School Hub have a [daily timetable](#) too.

Padlet Walls

Cloughfin N.S have public Padlet Walls which contain a large number of resources for infant schools. Plenty to choose from and you don't need an account to access them. Junior and Senior Infants [link](#). First Class [link](#).

This [Padlet Wall](#) was started by Irish primary teachers during the first lockdown and is frequently added to.

Maths Resources

These are useful links to maths activities that have been shared by educators over the last while. Lots of great ones here. Not all are tablet friendly.

[Virtual Manipulatives](#) sorted by topic.

[More virtual manipulatives](#).

[Online Counting Stick](#)

[Virtual Number Line](#)

[Virtual Ten Frames](#)

[Maths Games Website](#)

Another [Maths Games Website](#)

[Extending Patterns/Early Algebra](#)

[Bus Addition to 10 and 2D Shape game](#)

[The Maths Shed](#) is a website full of brilliant ideas.

Maths [worksheet generator](#).

[BBC Bitesize Online Activities](#).

Literacy Resources

Another list of resources shared by educators.

Digital Libraries

Allows access to libraries online. PDST has a [list](#) of **digital libraries**. Not all need an account, but some do.

Free Access to Workbooks and Websites during lockdown

[Sounds like Phonics](#)

[CJ Fallon](#)

[Edco](#) – follow instructions online

https://svdpinfectants.sharepoint.com/:w:/s/Staff/Class8/EcrShdGeOwNCu5zg71b51HQBaxBngCSlz--GU_3hVCgZsw

St. Vincent de Paul Infant School,

Griffith Ave,

Dublin 9.

Roll No: 16754 R

Phone/Fax: 8334538

Principal: Mrs Catherine Kennedy

Permission to conduct video conferencing calls with your child during the COVID-19 school closures.

Dear Parents,

As we move to virtual learning environments during the COVID-19 school closures your child is being offered occasional video conferencing as a means to communicate with his/her teacher(s) or SNA. This is completely optional and is aimed to support you and your child, not cause unnecessary stress. We hope to make this a fun communication therefore, calls will take place during school hours, will be arranged for a mutually agreeable time, and you may opt out at any stage.

As part of our Child Protection Policy we recognise that the protection and welfare of children is of paramount importance. See section **5.3-h: One-to-one teaching** of the Child Protection Policy, available at:

<https://www.stvincentdepaulinfantschool.ie/our-school/policies/child-protection-policy/>

In the interest of child protection, a parent/guardian is required to remain with the child during the call to ensure we adhere to child protection protocols. The call will always be password protected. Please type or digitally sign your child's name and your name below to give consent for video conferencing and to agree to supervise your child during the call. Returned the completed for to the teacher. We look forward to seeing you in the virtual space!

Yours sincerely,

Catherine Kennedy

I give consent for my child _____ to participate in occasional video conferencing with the Learning Support Teacher/Class teacher or SNA. I agree to remain with my child during the call.

Parent/Guardian Signature: _____

Date _____