



An Roinn Oideachais  
Department of Education

## EVALUATION OF REMOTE TEACHING AND LEARNING (PILOT) REPORT OF FEEDBACK PROVIDED TO THE SCHOOL

<b>Ainm na scoile / School name</b>	Scoil Náisiúnta San Treasa
<b>Seoladh na scoile / School address</b>	The Rise Mount Merrion Co. Dublin
<b>Uimhir rolla / Roll number</b>	18647D

## INTRODUCTION

In March 2021, Scoil Náisiúnta San Treasa participated in the pilot phase of the Evaluation of Remote Teaching and Learning (ERTAL) model. During this pilot evaluation, inspectors:

<i>Engaged with</i>	<i>Reviewed</i>	<i>Conducted</i>
<ul style="list-style-type: none"><li>Principal and senior management team</li><li>Teachers</li></ul>	<ul style="list-style-type: none"><li>School Plan for Remote Learning</li><li>Acceptable Use Policy (AUP)</li><li>Parent, pupil and teacher survey data</li><li>A range of teaching, learning and assessment resources</li></ul>	Level 1 Child Protection Checks: The school was fully compliant with both checks.

## THE FOLLOWING IS A RECORD OF THE FEEDBACK PROVIDED TO THE SCHOOL PRINCIPAL AT THE END OF THE EVALUATION:

- The leadership team's collective vision and cohesive approach has supported and enabled teachers' implementation of a very good range of practices for remote teaching and learning. All teachers engaged with their pupils very regularly using the school's chosen platform, live lessons and other means. They used flexible approaches to incentivise pupils' participation and engagement with a particular focus on the small cohort of pupils who were at risk of disengagement. Teachers nurtured pupils' wellbeing and sense of belonging in a meaningful manner.
- There was a very good balance between guided and independent learning. Teachers engaged in direct teaching on a daily basis where possible, using both live and pre-recorded methods. This teaching was underpinned by the sharing of learning intentions, clear explanations, attractive visuals and appropriate tasks.
- Teachers adopted highly commendable practices to optimise learning, for example, by creating pre-recorded material for modelling new skills to parents and pupils, and, in other instances, by establishing online fora for pupils to seek support, as required. Teachers used the home and local environment very effectively. Teachers acknowledged the challenge of teaching oral Irish in a remote context and they adopted innovative approaches to support pupils' engagement. Enhancing teachers' awareness of materials on TG4 and COGG to support pupils' language acquisition, was advised.
- Observation of aspects of the school's online platform indicated that the vast majority of pupils enjoyed completing assigned tasks. Teachers provided feedback that included on-screen corrections and affirmative commentary in acknowledging work submitted. Noteworthy exemplars of developmental feedback were observed; it was advised that there was scope to further embed this valuable practice.
- The school communicated very effectively with parents regarding its remote learning provision. Almost all parents surveyed indicated that they were aware of the school's remote learning plan. A broad range of manageable opportunities was provided for pupils to share samples of their work with their teachers and peers on a regular basis; this practice is praiseworthy.
- Very good communication and high levels of co-ordination existed between mainstream and special education teachers. They worked in close collaboration to ensure that teaching and

learning tasks provided to pupils with special educational needs (SEN) were differentiated appropriately. Lessons providing individual support for pupils with SEN were interactive and engaging and carefully aligned to the pupils' prioritised learning needs.

The inspection team thanked the school principal and teaching staff for their co-operation and engagement during the Inspectorate's trial of the remote teaching and learning inspection model. The learning from this engagement will be very helpful in informing the further development of this inspection model.