

**Scoil San Treasa, Mount Merrion, Co. Dublin.  
Board of Management**

Roll No: 18647D Telephone: ( 01) 2881505 Fax: 2883306

Príomhoide: Frances Mullin (Principal: Frances Mullin)

E Mail (Principal's Office): [principal@sstreasa.ie](mailto:principal@sstreasa.ie) Website: [www.sstreasa.ie](http://www.sstreasa.ie)



---

## Scoil San Treasa Remote Teaching and Learning Plan

### Contents

|   |   |
|---|---|
| INTRODUCTION.....   | 2 |
| CONTEXT.....  | 2 |
| GUIDELINES FOR GOOD ONLINE COMMUNICATION IN SCOIL SAN TREASA .....  | 3 |
| REQUIRED FEATURES OF PROVISION (DES: GUIDANCE ON REMOTE LEARNING IN A COVID-19<br>CONTEXT: SEPTEMBER – DECEMBER 2020) ..... | 3 |
| ONLINE PLATFORMS .....  | 4 |
| REMOTE TEACHING AND LEARNING PROTOCOLS .....  | 5 |
| REMOTE TEACHING AND LEARNING PROVISION SPECIFICALLY FOR COVID 19 RELATED SCENARIOS ....                                     | 6 |
| APPENDIX 1.....   | 7 |

## Introduction

This policy has been formulated to outline how the school will maintain the link between school and home in the event of a 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 is 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 Acceptable Use Policy, 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. DES 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.

## Context

Teaching and Learning is always evolving, especially, as we move deeper into the 21st century. Developments in Information technology (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 pupils. 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 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. We propose to use a variety of child friendly, online tools, which assist in providing more effective teaching and learning, while also enabling greater communication between staff, families and pupils. If families and staff members do not have access to devices at home, or if assistance is required in accessing the apps or platforms, support is available from the school. We are mindful that no one solution fits all pupils and staff.

## Guidelines for good online communication in Scoil San Treasa

1. Staff, families and pupils are expected to behave in an appropriate, safe, respectful and kind manner online.
2. 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.
3. Continue to revise online safety measures with pupils.
4. Staff members will communicate with pupils and their families via Seesaw, Aladdin Connect App, Zoom and Google Gmail.
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 such as Seesaw, Aladdin Connect App, Zoom and Google Gmail.
7. Parental permission will be acquired before setting up a profile for a pupil on Seesaw and Aladdin Connect App.
8. For video/Zoom calls, 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.
9. For security reasons, passwords will be provided to families, where applicable.
10. Scoil San Treasa cannot accept responsibility for the security of online platforms, in the event that they are compromised.

## Required Features of Provision (DES: Guidance on Remote Learning in a COVID-19 Context: September – December 2020)

Where it is necessary to support pupils in their learning from home for reasons related to COVID-19, school leaders and teachers should ensure that such provision is characterised by:

### **1. Regular engagement with pupils**

The teacher(s) assigned responsibility for supporting pupils learning remotely should communicate with pupils on a daily basis, using the school's agreed communication methods, while taking into account that some pupils may not be in a position to engage with remote teaching and learning each day. Special education teachers (SETs) should continue to engage with pupils on their caseload as frequently as they would under normal circumstances. Weekly or fortnightly assignment of tasks to be completed is not, of itself, sufficient because pupils need more frequent contact with their teacher(s) in order to feel connected to the school, to stay motivated, and to make progress in their learning.

### **2. A blend of guided and independent learning tasks/experiences**

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.

### **3. Appropriate and engaging learning opportunities to include learning tasks, skills development and transitions for those pupils with additional needs. Infants and junior classes will require extra parental support.**

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.

#### **4. 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 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.

## **Online Platforms**

Scoil San Treasa uses the following online platforms for communicating and connecting with families/pupils and staff. Our 'Remote Teaching and Learning Plan' will include a combination of assigned work, pre-recorded lessons (Seesaw) and live interactive video sessions (Zoom). Classes may also avail of any online platforms as provided by Folens, CJ Fallon, EdCo and Veritas.

### **1. School App: Aladdin Connect**

The Aladdin Connect App keeps parents up to date on important school and class information via Aladdin noticeboard messages. The school and staff will communicate with parents via the Aladdin Connect App as necessary. All families are asked to download the Aladdin Connect app and to check it daily for updates and important information. <https://www.aladdin.ie/parent.html>

### **2. Email**

The school and staff will communicate regularly with parents via parental emails as supplied to the school. All families are asked to check daily for updates and important information. Each teacher is assigned a designated sstreasa.ie e-mail address through which he/she can communicate with parents/guardians and vice-versa. Parental queries are addressed as soon as possible and should relate strictly to children's learning and wellbeing. <https://edu.google.com/products/gsuite-for-education/>

### **3. Seesaw**

Seesaw is used for all children in the school. Seesaw is a digital portfolio tool which allows pupils to share and store their work in a secure online space and gain feedback from their teacher. Seesaw also supports pre-recorded video and audio clips for direct instruction in teaching and learning. Parental consent is required prior to using this app. Each child is assigned an individual access code. <https://web.seesaw.me/>

### **4. Zoom**

Zoom is a video-conferencing platform which enables teachers and pupils to connect via a live link. Teachers will connect with pupils regularly using pre-arranged Zoom class meetings and school assemblies. <https://www.pdst.ie/DistanceLearning/VideoConferencing>

#### Guidelines for pupils for Zoom video calls:

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.
4. Join the video with your microphone muted and your camera on.
5. Set up your device in a quiet space, with no distractions in the background.
6. Raise your hand before speaking, just like you would do in class.
7. If you have the chance to talk, speak in your normal voice, using kind and friendly words.
8. Show respect by listening to others while they are speaking.
9. Ensure that you are dressed appropriately for the video call.
10. Be on time - set a reminder if it helps.
11. In the event of a technical problem occurring during a Zoom video call (e.g.: teacher's wifi connection, breakout room error, host connection lost) it is very important that you leave the meeting/zoom call immediately.
12. You are not in any circumstances permitted to change, manipulate, forward, post, broadcast or share access/login details of these Zoom calls.
13. Enjoy! Don't forget to wave hello to everyone when you join.

### Guidelines for parents/guardians for Zoom video calls:

1. It is the responsibility of parents and guardians to ensure that children are supervised while they work online.
2. Please continue to revise online safety measures with your child.
3. Under no circumstances should pictures or recordings be taken of zoom video calls.
4. You are not in any circumstances permitted to change, manipulate, forward, post, broadcast or share the access/login details of these Zoom calls.
5. Ensure that the school has the correct email address for your family.
6. The purpose of the video call is to check in with the pupils, social interaction with their teacher and peers, general wellbeing, online teaching and any queries or questions that the pupils may have.
7. Please ensure that your child is on time for a scheduled video call, or they may be locked out.
8. Please request to join the Zoom call approximately five minutes before the scheduled start time. You will be assigned to the 'waiting room'. Please note that school staff will only accept users into video calls if you can be identified by the display name on your zoom account. (i.e. Family Name).
9. Make sure to familiarise your child with the software in advance. For video in particular, show them how to mute/unmute and turn the camera on/off.
10. Participants in the call should be dressed appropriately.
11. If a pupil cannot make the session, please, if possible, let the teacher know by e-mail.
12. An appropriate background/room should be chosen for the video call.
13. For detailed information on GDPR and Zoom, please visit <https://zoom.us/privacy>

It is important to note that any breach of the above guidelines will result in a discontinuation of this method of communication. A breach may also result in a person being immediately removed from a meeting or a meeting being immediately terminated.

## **Remote Teaching and Learning Protocols**

### **Pupils:**

1. Check assigned work each day.
2. Do your best.
3. Communication may only take place during normal school hours.
4. The normal school calendar will apply.
5. The following school policies apply to remote teaching and learning:
  - Code of Behaviour
  - Anti- Bullying Policy
  - Acceptable Use Policy

### **Parents:**

- We ask parents/guardians to ensure protocols for pupils are adhered to.
- Check-in on their child's school work on a daily basis and talk about the work being assigned.
- 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 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 week day for routine. We provide work and guidance and ask parents and pupils to do their best and that is all.

### **Teachers (and SNAs where applicable)**

- Check uploaded work each day.
- Communication may only take place during normal school hours.
- The normal school calendar will apply.
- The following school policies apply to remote teaching and learning:
  - Child Protection Policy
  - Data Protection Policy
- Teaching and Learning best practice will continue to apply.



## Remote Teaching and Learning Provision specifically for Covid 19 related scenarios

### A. 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.

### B. In the case of 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 will link in with the pupil via Seesaw
3. School POD (group of six) instructed by HSE Public Health to self-isolate. Teacher will 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 and Zoom
5. Whole school closure as instructed by HSE Public Health (duration of closure will be advised by Public Health) - Teachers will engage with pupils, using a blended approach of pre-recorded lessons, Seesaw and regular contact on Zoom.

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

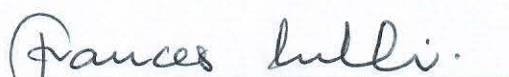
#### Summary:

- Do what you can, within your circumstances. We will be following books and workbooks as much as possible, do what you can as set by teachers for the moment.
- There will be no schoolwork set for planned school closures/holidays. There will be no interaction on Zoom, Seesaw or Aladdin during these times
- Please keep abreast of postings on the school website, Aladdin Connect and email - these are our main mode of communication going forward.
- We ask parents/guardians, pupils and teachers to ensure protocols are adhered to at all times.
- If you have yet to connect to any of the on-line platforms/school App, please do so. If you are experiencing difficulties, please contact the school and we will assist you in any way that we can or with any further queries you may have.

This plan was ratified by the Board of Management of Scoil San Treasa at its meeting on 22<sup>nd</sup> February, 2021 and is subject to change, in light of any guidance or instruction received from Department of Education and Skills/HSE Public Health.

Signed:

  
Orla O'Grady Walshe – Chairperson

  
Frances Mullin – Principal

## Appendix 1

### 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
- **Doulingo:** 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
- **Khan Academy:** Useful for Maths for older pupils especially
- **Khan Kids:** Maths for younger pupils
- **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
- **Toontastic:** 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.
- **Oxford Owl:** For reading. Has a free ebook library with over 250 books in it and offers free access to teachers and parents once you create an account, for children aged 3-11 years old.
- **Scholastic:** is offering free, structured, easy to navigate, quality content for learning at home.
- **Go Noodle:** (Free) provides movement breaks that the children benefit from and enjoy.
- **National Geographic for Kids**