



Le Chéile National School
Roxboro Road,
Limerick. V94 X2TR
Phone: 061 310744
Roll No: 20459 O
Email: lecheilens@gmail.com
Website: www.lecheilens.ie

Remote Teaching and Learning Plan for Le Chéile NS

Remote Teaching and Learning Plan for Le Chéile NS Rationale:

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.

This policy does not set out to replace any other School 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.

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 (October 2020)

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

Context

This policy was developed following consultation with parents and teachers/special needs assistants.

We recognise that online collaboration is essential for distance learning and that based on our survey of parents, families are in favour of increased interactivity between school and children. Le Chéile NS uses a variety of child friendly, online tools, which assist in providing effective teaching and learning, while also enabling greater communication between staff, families and students.

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.

Le Chéile NS will use several online platforms for communicating and connecting with families/pupils. Our 'Remote Teaching and Learning Plan' will include a combination of assigned work, pre-recorded instructions (Seesaw) and live check-up sessions (Zoom/alternative platform for younger children).

1: School Email, Whatsapp and SMS:

The school will communicate with parents and pupils via email, Whatsapp and SMS. All families are asked to check these platforms regularly for updates and important information. Each teacher will have 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 (8.50-2:30) and should relate strictly to your child's teaching and learning.

2: Seesaw:

The online learning platform Seesaw will allow our pupils to connect to their folder and to upload items to their folder for their teacher to see. This app is used from Junior Infants –Sixth Class and requires a login code which will be issued to each child. Parental consent is required prior to using this app. Each child will be assigned an individual access code. Unfortunately, single family log in is not facilitated on Seesaw. Activities and lessons will be uploaded via Seesaw with pre-recorded instructions in written, audio or video format. Children attending Learning Support will be guided to complete either the activities set by their class teacher or Special Education Teacher where appropriate. Parents will be able to contact their child/children's teacher directly on SeeSaw. This will be done through the Family section on SeeSaw. We would ask parents to contact teachers during school hours only.

3. Zoom

Zoom is a video-conferencing platform which will enable teachers, staff and pupils to connect via a live link. Teachers will check-in with pupils using prearranged Zoom Meetings. These meeting will be to maintain contact between teacher and children, between the children and their peers and to motivate children at their home schooling.

Teachers working with Junior Infants to 1st class may use an alternative platform to engage with these younger children and similarly maintain contact between teacher and class.

4. Facebook and School Website

The school will post regular updates on our Facebook page and school website to keep you informed of up to date information and also any changes that may occur. We would ask you to keep an eye on these platforms for regular updates.

Rules for pupils using online communication methods:

For submitting learning:

1. Submit work and pictures that are appropriate - have an adult take a look at your work before you send it.
2. Use kind and friendly words.

For video calls/Zoom:

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. Set up your device in a quiet space, with no distractions in the background.
5. Join the video with your microphone muted.
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. Be in a room (not your bedroom), preferably with a parent either close by or in the room.
11. Enjoy! Don't forget to wave hello to everyone when you join!

Guidelines for parents and guardians:

For learning:

1. It is the responsibility of parents and guardians to ensure that pupils are supervised while they work online.
2. Check over the work which pupils send to their teacher, ensuring it is appropriate.
3. Continue to revise online safety measures with pupils.

For video calls/Zoom:

1. Under no circumstances should pictures or recordings be taken of video calls.
2. Ensure that the school has the correct email address for inviting you to join apps and meetings.
3. The main purpose of a video call is to reflect on online learning activities while maintaining a social connection between the school staff and pupils. Encourage pupils to listen and enjoy the experience.

4. Be aware that when participating in group video calls, you can be seen and heard unless you are muted or have disabled your camera.
5. You will automatically enter a waiting room when the code for a Zoom call has been entered. Please note that school staff will only accept users into video call if you can be identified by the display name on your zoom account. (i.e. Family Name)
6. Please ensure that your child is on time for a scheduled video, or they may be locked out. Please request to join the Zoom call approximately five minutes before the scheduled start time. This will give school staff time to verify your email address.
7. 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.
8. Participants in the call should be dressed appropriately.
9. An appropriate room should be chosen for the video call with no artificial background shown on screen.
10. 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 for Students

- We ask parents/guardians to ensure protocols for students are adhered to.
- Check assigned work each school 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:
 - Code of Behaviour
 - Anti- Bullying Policy
 - Acceptable Use Policy
- 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.
- In so far as possible, provision for SEN students will be made when using Remote Learning methodologies.
- In so far as possible, provision for student at very high-risk to Covid 19 will be made when using Remote Learning methodologies.

Remote Teaching and Learning Protocols for Parents

- We ask parents/guardians to ensure protocols for students are adhered to.
- Check-in on their child's school work on a daily basis and talk to their child 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 to complete it.

Remote Teaching and Learning Protocols for Teachers/SNA's

- Check uploaded work regularly and offer feedback to children.
- 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

Remote Teaching and Learning Provision specifically for the following Covid 19 related scenarios

A. Provision for children who are at very high risk of 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 of 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. If parents feel it is necessary/request work, generic activities will be made available in the library on Seesaw, where only the absent child can access them. Alternatively, parents can collect worksheets from outside the 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).

In this case the teacher continues to teach the class face-to-face and is not available for full-time remote teaching. Parents can collect the child's books from the school and a programme of work will be prepared for the absent child. The child should upload their completed work to SeeSaw where the teacher can correct and comment on the uploaded work. Children receiving SNA support will be offered regular contact by the SNA to discuss their schoolwork and offer a further social contact with the school.

3.Class pod (group of children) instructed by HSE Pubic Health to self-isolate.

Where the teacher is on COVID-19 leave, they will prepare daily work for the pod using Seesaw and check in with the pod once weekly via Zoom or phone call to offer motivation and social interaction. A substitute teacher will teach the remaining pod groups in the class. Teachers will use their school lap tops and substitute teacher will use school resources available. Where the teacher at home

with a pod is on sick leave, the Special Education Teaching team will provide the instructional activities for the pod. Where a pod is at home and teacher remains in school with the majority of pupils, that teacher continues with the pupils in attendance. SET from that class switches to assign and correct work sent electronically in collaboration with class teacher. SET (if shared) may need to reduce timetable with other classes also depending on how much time is allocated to the affected class. Children receiving SNA support will be offered regular contact by the SNA to discuss their schoolwork and offer a further social contact with the school.

4.School bubble (whole class) instructed by HSE Public Health to self-isolate (14 day isolation period) or otherwise closed for 2 weeks or longer.

Teachers will provide daily work with a focus on core subject areas, using Seesaw. Children can interact with their teacher over SeeSaw and receive feedback on their work.

Zoom (or alternative platform for youngest classes) will also be used, on a once weekly basis, as a social forum to check in with teacher/peers and motivate children at their home schooling.

Children receiving SNA support will be offered regular contact by the SNA to discuss their schoolwork and offer a further social contact with the school.

5.Whole school closure as instructed by HSE Public Health (duration of closure will be advised by Public Health)

As above.

6. A teacher / number of teachers in the school are advised to self-isolate or restrict their movements.

If the teacher's class group is still attending school, a substitute teacher will be sought to cover this teacher's teaching responsibilities in the school for this period, and the teacher restricting her movements will 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. Please note that the current situation is quite fluid, the DES guidelines refer to Sept – Dec 2020 and these circumstances may vary throughout the year.

Staff Wellbeing

Online teaching can be a stressful time. Make sure you look after yourself and have a good balance. The school recognises the need for school staff wellbeing and collective self-care. Support for school staff wellbeing will be provided by Department Support Services including the PDST and CSL, as well as by the HSE's Health Promotion Team. An Occupational Health Strategy is in place as a supportive resource for staff in schools. The aim of the Occupational Health

Strategy is to promote the health and wellbeing of employees in the workplace, with a strong focus on prevention. The Occupational Health Strategy comprises the Employee Assistance Service and the Occupational Health Service. The Employee Assistance Service (EAS) is provided by Spectrum.Life under the logo of *'Wellbeing Together: Folláinne Le Chéile'*.

As part of the services provided by Spectrum.Life a Mental Health Promotion Manager is available to develop and deliver evidence based mental health and wellbeing initiatives to reduce stigma and improve mental health literacy and to increase engagement with the service. They will also be providing a series of webinars and presentations to promote staff wellbeing in schools as schools reopen and during the upcoming school year.

Summary:

→Subject to their circumstances, children should complete the assigned work within the timeframe suggested by the teacher. Forget about following books and workbooks outside of the work set by teachers for the moment.

→There will be no school work set for planned school closures/holidays. There will be no interaction on Zoom, Seesaw etc or during these times

→ Please keep abreast of Whatsapp messages/SMS and emails from the school and make sure we have the correct contact details to reach you - it is our main mode of communication going forward.

→We ask parents/guardians, students and teachers to ensure protocols are adhered to at all times.

→If you have yet to connect to any of the on-line platforms please do so. If you are experiencing difficulties please message/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.

***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