Action Plan for Remote Learning 2020/2021
St. Michael's School

Introduction

This concise Action Plan is drawn up to provide guidance to staff, pupils and parents in situations where a partial or full school closure is advised by Public Health HSE in response to COVID-19 cases. The Public Health restrictions which resulted in school closures in March 2020 highlighted the absolute necessity for school to be agile in providing for continuity of schooling in the future. As a contingency all schools are required to have a brief, concise action plan in place for supporting the continuity of pupils' learning, using digital technology, where appropriate and possible or identify alternate arrangements that will be made, including postal service, emails and phone calls.

In response to this time of uncertainty regarding school closures, this Action Plan was formulated to outline how St. Michael's School will maintain the link between school and home in the event of another whole or partial school closure. We aim to ensure, to the best of our ability, that learning takes place in an environment that is respectful and fair and meets our statutory duties.

We recognise that online safety is of huge importance and the aim of this document is to help to protect both pupils and staff, while teaching and learning and communicating online. This policy is an important addition to the area of learning from a digital platform and from a remote distance learning approach. The policy presented here should be read also in tandem with our school's Code of Behaviour, Anti-Bullying Policy, Acceptable Usage Policy (AUP) and Data Protection Policy.

The primary obligation of all schools is to the welfare and safety of the learners in their school. This action plan, 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.

This plan has been formulated in accordance with the provisions and guidelines of the Department of Education and relevant sections of:
- The Education Act (1998)
- Education (Welfare) Act (2000)
- Equal Status Act (2000)
- Education for Persons with Special Educational Needs Act (2004)
- Disability Act (2005)
- Children First Act (2017)
- Data Protection Act / GDPR (2018)
- Department of Education: Child Protection Procedures for Primary schools
- NEWB Guidelines for Developing a Code of Behaviour (2008).
- DES Guidance on Continuity of Schooling for Primary Schools (May 2020)

- DES Guidance on Continuity of Schooling: Supporting Primary Pupils at very High Risk to Covid-19 (August 2020).
- 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.

Guidelines for Good Communication in St. Michael's School

Home- School Communication during remote learning
- Parents are asked to make sure they have an **email address** and check these daily/regularly.
- Email will be the main form of communication for most class/subject/support teachers with pupils and their families.
- The school in general also sends emails, texts, and notifications through the Aladdin communication platform.
- It is recommended, where possible that all home school communications should take place during normal school hours.
- Work is not set or assessed during school holidays.
- Class Teachers will aim to telephone pupils' parents once a week or as necessary.
- Parents wishing to talk by phone outside of this weekly phone call can request a phone appointment by email.
- Teachers will endeavor to reply to parent emails within one school day. Staff, families and pupils are expected to behave in an appropriate, safe, respectful and kind manner online.
- It is the duty of parents/guardians to supervise their child while they are online and to ensure that any content submitted to their teacher is appropriate.
- Parents are asked to continue to revise online safety measures with pupils.
- Under no circumstances should pictures or recordings be taken of online calls or meetings.
- For detailed information on GDPR and Zoom, please visit { HYPERLINK "https://zoom.us/privacy" }. It is important to note that any breach of the above guidelines will result in the 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.
- Any electronic forms of communication are for educational purposes and to allow for communication and information sharing with families.
- All families and pupils should have submitted written consent in line with the school's Acceptable Use Policy providing consent to engage with the school using online platforms. If you have a query in relation to this please telephone the school office on 018201859.
- Students and staff communicate using only applications and platforms, which have been approved by the Board of Management and of which parents have been notified (**Email, Zoom, Seesaw or G-Suite**).
- St. Michael's School cannot accept responsibility for the security of online platforms, in the event that they are compromised.

Remote learning

Each class has a plan for remote learning, based on the age level and abilities in each class. In the event of a class being required to remain at home, school staff will support the learning remotely.

You will be contacted by either the class teacher or another teacher from the 'school zone' who will provide assigned work and activities.

Class Meetings
Teachers may convene online class meetings as the need arises. Teachers will provide guidance to SNAs as to how they can support remote learning and SNAs will be invited to attend Zoom calls between teacher and pupils.

Parents can communicate with teachers regarding any issues with the level of engagement. Staff recognise this is a stressful time for all and are aware of pressures on families to complete the learning activities.

Any pupil who is unwell is not expected to engage in remote learning.

Class/Zone Approaches

In the event that there is a school closure the following measures/plans have been put in place in Zones 1/2/3. The model is flexible, allowing teachers to adapt freely to individual needs and circumstances.

Zone 1- Junior School Zone, Classes: St. Matthew, St. Mark, St. Luke, St. John & St. Anthony
Teaching and Learning

• Use of Curriculum based printed packs/school books posted home every fortnight. These can also be emailed where parents have access to this work and the facilities to engage with the material.

• Text books currently in use will also be sent home to ensure continuity of learning.

• Use of 2-way email communication and a phone call to all pupils once a week

• Use of Zoom for pupils to socialise, interact and engage at an appropriate age and ability level, e.g. story telling activity etc.

• Use of Seesaw- gaining familiarity in the interim, establishing accounts and codes.

Zone 2- Middle School Zone, Classes: St. Peter, St. Gertrude, St. Therese, St. Brendan, St. Louise & St. Catherine

Teaching and Learning

• Cognisant of pupil access to ICT in the home teachers will adopt a blended learning model as appropriate to individual pupils/classes.

• Classes in the middle school have a pack of worksheets prepared for each pupil in the event of a school closure.

• Additional work will be posted to pupils as necessary. General classwork/undifferentiated pupil work will also be posted on the school website.

• Classes in the middle school are currently becoming familiar with G-suite and where possible, hope to use it in the event of a school closure.

• Parent/teacher communications will continue via phone call/ email/zoom.

• Classes will use zoom to foster social interaction.

• Base class teachers and subject teachers will liaise re. the scheduling of subject teachers' work.

• Subject teacher's work for pupils will also be emailed/posted to pupils where appropriate.

Zone 3- Senior School Zone, Classes: St. Patrick, St. Vincent, St. Francis, St. Bernadette, St. Brigid & St. Benedict

Teaching and Learning

• Cognisant of pupil access to ICT in the home teachers will adopt a blended learning model as appropriate to individual pupils/classes.

• Classes in the senior school have a pack of worksheets prepared for each pupil in the event of a school closure.

• Additional work will be posted to pupils as necessary. General classwork/undifferentiated pupil work will also be posted on the school website.

• Some classes in the senior school are currently becoming familiar with G-suite/see-saw and hope to use same in the event of a school closure.

• Parent/teacher communications will continue via phone call/ email/zoom.

• Classes will use zoom to foster social interaction.

• Base class teachers and subject teachers will liaise re. the scheduling of subject teachers' work

• Subject teacher's work is prepared for pupils will also be emailed/posted to pupils where appropriate.

Difficulties/challenges in the implementation of Remote Learning in St. Michael's School 2020/2021, and how these may be addressed:

List any difficulties that may arise	Aims
Practical • Access to email accounts	All families to provide email addresses, supporting families to become familiar with the use of email.
• Access to ICT equipment - No ICT resources in some households	Hard copy of learning activities posted to all pupils.
• ICT training	Staff avail of online training if required.
• Instructing parents on how to teach as well as what to teach.	Each class has a plan that can support either practical resources and/or digital learning.
• Poor internet connection • Some parents require more support than others. • Parent may have ICT but no Wi-Fi	Remote learning tasks/activities can be done at own pace and amount as suitable for each household.
• Difficulty knowing how much work was actually being done – sometimes little feedback re work.	Good communication (minimum - weekly) is encouraged.
• No printers at home.	School can provide printed resources etc.
Participation/engagement • Onus on parents/difficulty getting their children to do any of the work.	Families will be encouraged to facilitate home learning where possible.
• Difficulties motivating students in a home environment • Problems with student engagement	Support available from class/subject teachers and where applicable from the class SNA.
• Class Zoom was not suitable as they were not engaging and had difficulty having the resources ready. • Zoom may be too intrusive for some parents/busy households.	Where Zoom is not possible for a whole class, an alternative can be provided to pupils – resources etc.
• Zoom sessions/group lessons - Some parents attended all, others only attended once or twice.	Zoom can be used for social interactions and engagement for the younger pupils.
• Some children are very young and wouldn't be able to complete activities	Being supportive and encouraging engagement whilst accepting family

independently.
• Not having access to adequate resources
Many didn't participate in activities due to busy family life and parents working.

Communication
- Non-responsive parents. Some families had very intermittent/hardly any contact at all.
- Keeping to set times/boundaries for phone calls and communication with teachers etc.
- Some parents may not engage.

difficulties and situations.

All families will be provided with this Action Plan and it will be readily available on the school website, { **HYPERLINK "http://www.stmichaelsholyangels.com" }**
Guidance provided to parents and families regarding communication with staff.
Encouragement to engage at a minimum level with staff.
Senior Management will become involved.

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

	Possible scenarios	Remote learning provision (if applicable)
1.	**Children** who are deemed a**t very high risk** (as per HSE guidelines). Medical certification is provided to the school.	School will engage directly with parents on a case-by-case basis to provide remote learning.
2.	**Children** who are **awaiting a 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.	No remote provision provided unless parents communicate with class teacher seeking some schoolwork to be sent home.
3.	**Children isolating at home** on instruction from their GP due to being a **close contact** of a confirmed case (10/14-day isolation period).	Parents are asked to contact the class teacher via the class email, should they require schoolwork for their child.
4.	**POD/s** instructed by HSE Public Health to self-isolate because of a positive case in the school Class teacher is in school with the remainder of class.	Work will be sent to the isolating pod(s) via email and/or hard copy. Parents decide whether or not to engage.
5.	**POD/s** instructed by HSE Public Health to self-	Work will be sent to the isolating pod via

	isolate. Class teacher is also isolating at home. Most of the class remains at school	email and/or hard copy by class/support teacher and if applicable by the subject teacher. Parents decide whether or not to engage.
6.	**Class bubble** (whole class) instructed by HSE Public Health to self-isolate (14-day isolation period).	Class Teacher or substitute /support Teacher will engage with the pupils. Schoolwork packs for a two-week period are prepared in advance.
7.	**Whole school closure** as instructed by HSE Public Health (duration of closure will be advised by Public Health)/Schools closure as directed by government.	Class teachers will engage with pupils, using emails, phone calls, postal service and online platforms as appropriate. Subject teachers will also engage with pupils, as applicable.

As the Covid 19 situation is quite fluid and these circumstances may vary throughout the year.

Communications – staff
Communications with staff will be via Aladdin, email and/or telephone. Formal face-to-face *whole staff meetings* are not currently advised therefore staff meetings will be held online, as necessary. Public Health Guidelines must be adhered to at all times for teachers visiting the school to prepare work for their pupils.

Teacher meetings
Depending upon the need, teachers grouped within certain zones will meet online with priorities identified. Public Health Guidelines must be adhered to at all times.

In-School Management Team meetings
These meetings will be online, held monthly, or as the need arises.

Board of Management meetings
The Board of Management meetings will continue to be held online via Zoom. Following the closure of schools in March 2020, the Department advised schools that the requirement to provide a Child Protection Oversight Report (CPOR) would not apply to board meetings held remotely. In line with recent DES guidelines 'Updated Requirements in Relation to the Provision Oversight Report to the Board of Management' (December, 2020), a face to face meeting of the board must be held at least once in every school term in order for the CPOR report along with required supporting documentation to be provided to the Board and for the Board to resume and continue to carry out its important oversight role in respect of the reporting of child protection concerns in accordance with the procedures. A Board meeting for these purposes is considered essential work.

This plan was ratified by the Board of Management of St. Michael's School and is subject to change, in light of any guidance or instruction received from the Department of Education and Skills/HSE Public Health.

Signed: <u>Sr. Bernadette Carron</u>   Signed: <u>Sharon Gorevan</u>

    (Chairperson, Board of Management)   (School Principal)

Date:12th January 2021   Date: 12th January 2021

Appendix 1

St. Michael's School Links to Resources and Support		
Organisation	**Support / information**	**Website address**
The Professional Development Service for Teachers (PDST)	Teachers can access a suite of sector-specific (primary or postprimary) supports when embarking on blended learning in their contexts. These supports contain guidance as well as practical applications and case studies.	https://www.pdst.ie/blendedlearning
	The PDST has developed many resources to support schools in providing distance learning for their students.	https://www.pdst.ie/DistanceLearning
	Additional links from PDST Digital Technology Team are also available, including links to short instructional videos that contain activities which can be adapted for online teaching and digital learning preparation resources.	https://www.pdst.ie/DistanceLearning/DigTech
	PDST School infrastructure: Schools can contact ictadvice@pdst.ie regarding queries about their infrastructure or can email broadbandservicedesk@pdst.ie regarding broadband queries. More information on technology can be found at the broader PDST (Technology in Education) website	www.pdsttechnologyineducation.ie
	There are a variety of short online courses available on TeacherCPD.ie Teachers can access a variety of online short courses to upskill in many digital areas, including online teaching and assessment	https://teachercpd.ie/
	Scoilnet contains a database of over 20,000+ online resources including websites, quizzes, lesson plans, notes, video/audio, games and other multimedia. To further support distance learning, Learning Paths may be used to create and organise collections of resources found on Scoilnet.	www.scoilnet.ie
	Access to advice, information and resources exploring a range of internet safety issues and concerns for schools, teachers, parents and pupils.	www.webwise.ie
PDST	A selection of video tutorials, showing a range of online tools, which can be used to support live remote learning as well as holding remote staff or board of management meetings	https://www.pdst.ie/DistanceLearning/VideoConferencing
PDST	Acceptable Usage Policy	https://www.webwise.ie/category/teachers/acceptable-use-policy/

PDST-TIE	PDST School infrastructure: Schools can contact ictadvice@pdst.ie regarding queries about their infrastructure or email broadbandservicedesk@pdst.ie regarding broadband queries. More information on technology can be found on the PDST (Technology in Education) website Digital Learning Planning Guidelines – they provide guidance on how the DL Framework can support the creation of a Digital Learning Plan for each school	www.pdsttechnologyineducatio n.ie https://www.pdsttechnolog yineducation.ie/en/Planning /Digital-Learning- Planning-Guidelines.pdf
Dept. of Education & Skills (DES)	Rules governing the expenditure of the €40m ICT grant (Circular 0031/2020)	https://www.gov.ie/en/circular/2 97e8f-grant-scheme-for-ict-infrastructure-20192020-school-year/
DES	Information on expenditure for the top-up funding of €10m (Circular 0032/2020)	https://www.gov.ie/en/circular/0 6b3d8-grant-scheme-for-ict-infrastructure-20192020-school-year-10m-funding/
DES	Specific strategies/supports for disadvantaged pupils/students, pupils/students with SEN and pupils/students at risk of disengagement	https://www.education.ie/en/Sch ools-Colleges/Information/continuity -of-schooling/continuity-of-schooling.html
DES	Digital Learning Framework – this was developed to provide a roadmap to help schools manage the transformation of teaching and learning as a result of new digital technologies	https://www.education.ie/en/Sch ools-Colleges/Information/Informatio n-Communications-Technology-ICT-in-Schools/DLF.html
DES	Further guidance on curriculum delivery for reopening schools is available as follows: Re-opening of Schools: Primary Re-opening of Schools: Post-Primary	https://www.gov.ie/en/publicati on/a0bff-reopening-our-primary-and-special-schools/ https://www.gov.ie/en/publicati on/7acad-reopening-our-post-primary-schools/
DES	Child Protection Procedures for Primary and Post-Primary Schools 2017, developed following extensive consultation with education partners, support schools to develop child protection procedures. Training resources available from PDST.	https://www.education.ie/e n/Schools-Colleges/Information/Child - Protection/child_protectio n_guidelines.pdf https://pdst.ie/ChildProtection
National Educational Psychological Services (NEPS)	Wellbeing, to ensure the area of safe and ethical use of the internet is addressed in the context of the whole-school approach to wellbeing Wellbeing for Reopening of schools	https://www.education.ie/c ovid19/wellbeing/ https://www.gov.ie/en/publ ication/0722b-wellbeing-resources/
National Anti-Bullying Research and Resource Centre (ABC)	A single point of information and support for young people, parents and teachers affected by bullying	www.tacklebullying.ie
School Management Bodies	Guidance to assist schools in the area of data protection legislation and provides examples, model	http://dataprotectionschools.ie/e n/

	polices, codes of practice and useful links to other resources	
The National Council for Special Education (NCSE)	The NCSE website outlines a wide range of resources suitable for children with special educational needs. It has also produced a suite of online resources 'Getting back to what we know' to support pupils with complex needs returning to school	https://ncse.ie/teacher-resources https://ncse.ie/all-online-resources https://ncse.ie/wpcontent/ uploads/2020/06/Tips-for-Teachersin-supporting- Pupil-Engagement-andMotivation-during- Remote-Learning.pdf
The National Council for Curriculum and Assessment (NCCA)	The NCCA has developed a range of lesson plans to help students reconnect with school and each other; reflect on the impact of COVID- 19 on their wellbeing and develop skills, attitudes and dispositions needed for reengaging successfully in learning	https://ncca.ie/en/updates-and-events/backto-school-lessons-to-support-studentwellbeing
Education Centres	Education Centres provide a range of online courses/webinars in response to demand from local schools and teachers.	www.esci.ie