



An Roinn Oideachais
Department of Education

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

Ainm na scoile / School name	Saint Attracta's National School
Seoladh na scoile / School address	Ballaghaderreen County Roscommon
Uimhir rolla / Roll number	19980S

INTRODUCTION

In February 2020, Saint Attracta's National School 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"> Principal / Senior Management team Teachers 	<ul style="list-style-type: none"> Acceptable Use Policy (AUP); Distance Learning Policy Parent, pupil and teacher survey data A range of teaching, learning and assessment resources 	<p>Level 1 Child Protection Checks</p> <p>The school was <i>fully compliant</i> with both checks</p>

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

- The school's provision for remote teaching and learning (RTL) was very effective overall.
- The quality of engagement with pupils was very good. All teachers engaged very successfully with learners. They engaged in live lessons and platforms, focusing on literacy including Irish and numeracy and to a varying degree in other subjects. Almost all special education teachers (SET) teachers engaged in co-teaching during online platform and live lessons very well. A variety of tasks were assigned to support and motivate pupil engagement and independent learning. All surveys indicated that the quality of provision for learners was very good.
- All teachers observed provided a very good balance of independent tasks and direct teaching. Teachers engaged pupils in a variety of worthwhile initiatives and project work to enhance pupils learning. Pupils were actively engaged in lessons by responding to teachers questions and using the home environment as a resource.
- Whole school planning for RTL was comprehensive and responsive to the context of the school. Teachers included lessons which reflected the varying cultures and identities of the pupils very effectively. They planned for cross-curricular integration of topics and scaffolded pupils learning by building on prior knowledge. Pupils were afforded opportunities to share their learning and completed work during online classes and assemblies.
- The tasks and activities were based on the lessons delivered and were developmental and engaging in nature. Assigned tasks were integrated with ongoing school and national initiatives. Teachers provided very effective guidance and feedback to pupils. While all teachers differentiated very well, a few teachers focused on differentiated outcomes to address the needs of the pupils. A whole school approach reflecting a further degree of differentiation in assigned tasks would be beneficial to cater for the varying abilities.
- Parents were actively encouraged to contact the teachers. The school had been very successful in engaging and monitoring pupils who were disengaged. They implemented a 5 point plan very effectively to respond to non-engagement.
- The SET and class teachers collaborated to ensure that online lessons were responsive to the identified priority learning needs. Videos/audios were included in tasks to allow parents to support their children. Learning experiences for pupils with special and additional needs were highly engaging, interactive and focused on priority learning needs. The school is proactive in communicating with other agencies to support pupils.

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.