



Loreto Secondary School Balbriggan

Contingency Plan for Remote Teaching and Learning

This document has been compiled as a school response to recent school closure which necessitates that students are to be educated remotely. The guidance contained within has been written in line with the Government on-going guidance, the latest being issued in November 2020 (Guidance on Emergency Remote Teaching and Learning in a Covid-19 Context) This plan outlines some of the systems and protocols used for the delivery of ongoing education and wellbeing supports for students. The plan operates alongside all of our existing policies, particularly the Acceptable Use Policy and the Code of Behaviour.

Blended learning is the integration of digital tools, techniques and materials alongside the traditional physical classroom. In blended learning, students may view classes, access readings, ask questions, and complete assignments online in virtual learning environments (VLE). Other terms, such as mixed, hybrid, or integrative learning, all describe the same method of teaching. The Framework for Junior Cycle programme places significant emphasis on the acquisition of digital skills as a subset of the 8 key skills that are part of the core of the new programme.

The main digital tool that Loreto Balbriggan uses is Google Workspace (formerly G Suite) for Education – a suite of digital tools, including Google Classroom, tailored for schools. Each student on entering the school is given a Google Workspace school account via which she will communicate and participate in blended learning over the duration of her time in the school.

The school online management system, Compass, as well as being the main medium for communication between the home and school, is also used as a communications tool between teachers and students for the purposes of teaching and learning.

The school has invested heavily in IT infrastructure in recent years. A WiFi network was installed throughout the school and six class sets of chromebooks have been purchased for class use, leaving the school in a good position to adopt a more blended approach to teaching and learning.

The COVID-19 pandemic has resulted in an accelerated adoption of blended learning by all teachers and students. As a consequence of school closure the digital tools used for teaching and learning have moved centre stage and all students should be prepared to receive and return work via their school Google Workspace account or Compass. Because we find ourselves in lockdown, schooling must continue through the above digital platforms.

Students must use their Loreto Balbriggan account to log into their Google Workspace Classroom and must use this in communication with their teachers.

Online Learning Approach

The Google suite provides a number of applications which support digital teaching and learning and staff and students have become familiar and comfortable with these applications. They will help frame our approach to teaching and learning, and will ensure that we can do our best to attain a good balance in our online provision as stipulated by the Department of Education guidelines on continuity of education in the event of school closures. There is no “one size fits all” solution for computer mediated online teaching and learning and our teachers will continue working hard providing a mix of synchronous and asynchronous learning experiences for the students as they guide them through their courses.

Different teachers may use a different balance of different methods. Some may use more live classes than others and some may distribute work as weekly assignments and others may issue daily homework tasks. As in normal school time, each teacher’s methods differ depending on subject and level, curricular content under consideration and of course the needs of the students in a particular class.

In all cases the required curriculum for each subject will be followed. The teacher will decide the most effective way to meet this aim. Students experiencing difficulties are afforded opportunities to get in touch with their teacher through their Google classroom. Teachers will regularly provide synchronous learning opportunities for their classes.

Responsibilities in Online Learning

Teachers:

- have overall control of the online interaction of their class
- will establish Google classrooms for all their class groups to facilitate communication with students.
- will communicate with students during normal school hours and request that students communicate with them during school hours
- will facilitate the students to follow their class at the identified time on their timetable, whether through assigned work or live.

Students:

- must communicate through your @loretobalbriggan.ie account only. The use of any other account or e-mail address is not permitted.
- follow the set timetable and all communication should take place within the school day
- must always be respectful in interactions with their teachers and fellow students just as they would in the classroom
- must not at any time of for any reason voice or video record or forward any content within a Google group – such as worksheets, exam papers, answers, solutions, videos or notes to anyone else without the permission of her teacher.
- must not record classes at any time or take screenshots or photos of others.
- must be suitably dressed for class and work in a suitable environment with no distractions.

Procedure for students not engaging online:

- class teacher may make an entry in the students Compass chronicle.
- class teacher will contact the Year Head/Form teacher if there is continuous lack of engagement who will email the student.
- Year Head will contact the parent of the student.

Parents:

- should ensure that your daughter is checking her Google account regularly for assigned work. It will be noted on the Compass chronicle if she is failing to engage.
- Where live classes are being run should try ensure your daughter is in an area of the house that is quiet and free from distractions.
- Live online classes should be viewed by your daughter only.

Live Online Classes

Teachers may deliver some of the course “live” using Google classroom. This will involve audio, video, virtual whiteboards and screen sharing.

- students must always follow the direction of their teacher just as in the classroom and come prepared for class
- students should turn on their camera or microphone when invited by the teacher to do so.
- microphones should be muted when a person is not speaking to avoid background noise interference.
- live classes must not be recorded/screen grabbed/or photographed.

Meetings held on Monday 11th and Monday 12th January dealt specifically with the issue of how to best support the emotional wellbeing of the students in our care. The following meetings took place:

- Well-Being Committee (PE/SPHE/CSPE)
- Student Support Team
- Religion Team
- Sen Team
- Guidance Team
- Year Heads
- Senior Management

As a result of these meetings a number of specific plans were drawn up

The one-to-one supports for students who normally avail of the Guidance/Chaplaincy service was something that has necessitated the drawing up of a specific policy to safeguard the staff involved and ensure that they can continue in their work in supporting vulnerable students. It is envisaged that this contingency plan will require amendments as necessitated by the changing times in the next few weeks and months. As such the plan will be reviewed on a regular basis.

Supporting Wellbeing

PE supporting wellbeing

Any student can log onto any class scheduled for their year group.

PE time table for January starting from 18th

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45-9:00	Morning yoga stretch for 6th years				
9:50-10:20		1st year PE			1st year PE
11:20-11:50	TY PE	2nd year PE	TY PE	1st year PE	
12:00-12:30					TY PE
2:00-2:30	6th year PE	5th year PE			
2:40-3:10					5th year PE
3:20-3:50	2nd year PE			3rd year PE	

Junior students

1. Activity and skills challenge
2. Encouraging an active day with step challenges
3. Sharing activities and resources to suit a variety of interests
4. Live classes
5. Hydration, sleep and activity level journaling/ check ins

Senior students

1. Encouraging an active day with step challenges
2. Sharing activities and resources to suit a variety of interests
3. Live classes
4. Hydration, sleep and activity level journaling/ check ins

Religion Plan for Remote Learning

- The wellbeing of each individual student is a priority for the religion department. We agreed to have a main focus of mindfulness and reflection to provide a sense of calm around a very busy timetable.
- Junior classes will be provided with resources from their individual class teacher. These resources will be shared with the class via google classroom on a regular basis. The students can give feedback to the religion teacher in the comments under the resources provided if they wish to do so. Each week the teacher will meet with their class via a google meet. This will not take up the whole class time. It is very much encouraged that students engage in this live so that they can give their opinions, chat to their teacher and see their peers in a more relaxed setting to exam based classes.
- TY classes will have a similar approach where the teacher checks in live with them using google meet once a week. This will be during one of their timetables classes for RE. Some classes are currently finishing a project that will be submitted over the coming weeks. They will also be provided with wellbeing resources to use whenever they choose.
- Senior Classes: We as a department are very aware of the pressure that senior cycle students are currently feeling. We want to make sure that these students feel supported and that there is someone here to listen to their concerns. Each individual class teacher will touch base with them in a google meet once a week to acknowledge this. The teacher will also provide a range of different mindful activities for them to use when they need a “brain break”. Fresh air is encouraged, and the students are welcome to bring a cup of tea with them when we meet them through google meets. 6th year students will stay with the teacher of their current module until we return to school face to face.
- Catholic Schools week along with Mary Ward week will take place from the 24th of January. The students will be given access to a range of resources linked to these weeks as they are very important times within the school calendar.
- Our aim is to provide peace of mind to students and the wider school community.

SPHE Remote Learning Wellbeing Plan

Week 1 Lesson (11th - 15th January):

Remote Learning Reflection: 2020

- Invite students to reflect on last year's remote learning experiences. Ask students to briefly answer the following in 1-2 sentences. (If you choose to do a live class, students could discuss these questions if they want to)

Prompt questions:

- 1) What did I find most challenging during remote learning last year?
- 2) What do I think I did well?
- 3) What do I have control over?
- 4) What could I realistically do to make this remote learning experience a successful one?

Students will have had very different experiences from one another for several reasons; WIFI or lack thereof, lack of sufficient devices in the household, poor working environment, no motivators at home etc. It is important that we acknowledge the things we cannot change as

well as the things that we can control. For example, we cannot control the strength of WIFI but we can make sure to get up on time for school, eat breakfast and be ready for 9.10am.

Remote Learning Reflection: 2021

Inform students that it is important to use our previous experience of remote learning/lockdown to inform how we approach our current situation. Ask students to complete this short worksheet and reflect on what they did today to inform what they can work on for tomorrow.

Worksheet: How well did I do today?

<https://drive.google.com/drive/u/0/folders/0AD8oAlQurZqTUk9PVA>

Week 2 Lesson (18th - 22nd January):

How to cope with online learning:

Begin by asking the students to consider their current daily routine - being as honest as possible with themselves from the time they got up to the time they started/finished doing school work.

Once they have completed this list, ask them to think about whether their routine is hindering or helping their productivity, mental wellbeing etc and why. For example, are they commencing schoolwork early and finishing on time to allow themselves time in the evening to exercise, do something they enjoy etc.

Ask the students to watch the video below and take note of what they could add to/remove from their daily routine in order to find a balance between work and leisure.

Online learning tips for students video: <https://www.youtube.com/watch?v=AGKftaUwJh4>

Having reflected on their daily routine, ask students to set themselves a goal to achieve by the end of the week. The goal can be anything from getting up at a certain time, eating healthily, going for a walk or doing something that makes them happy.

My goal for the week:

https://drive.google.com/drive/u/0/folders/1mFs0WiEKFeRhPbTIDhrazdfLDe_H8cPZ

Tell students that they are to create ONE goal for the week. If they want to use this worksheet to create one goal each week they are free to do so.

Week 3 Lesson (25th - 29th January):

Top tips for positive mental wellbeing:

Inform students that it is important that we look after the health of our mind and bodies all the time, but particularly during times of stress. It is normal to feel anxious during these

unprecedented times. What we need to do for ourselves is find ways to deal with stress and ease anxiety in order to look after our mental and physical wellbeing.

Go through the top tips for positive wellbeing with the students.

Positive mental wellbeing tips:

https://drive.google.com/file/d/1Q1A15cDoWkOXf7c_PCTtNYmbgorfWQBC/view

Ask students what they think anxiety is and to describe it in 3 words. Once they have done this, explain that anxiety can manifest itself in different ways for different people. For example: inexplicable butterflies in your stomach, headache, clammy hands, nausea, increased heart rate and breathing, rash on skin, lack of motivation, secluding oneself etc. Again, reiterate that anxiety is something that everyone feels during their lifetime and that it can be managed in a number of ways. Explain that not all coping strategies will work for everyone. It is important to try and find the one that best suits you.

Ask students to brainstorm some strategies. If you are doing a live class, students can share if they feel comfortable to do so.

Afterwards, go through the strategies below with your students as potential ways to help minimise/manage anxiety they may have.

Managing anxiety during the pandemic:

https://drive.google.com/drive/u/0/folders/1mFs0WiEKFeRhPbTIDhrazdfLDe_H8cPZ

SEN SUPPORTS

- The core SET team will act as a link between the school and students and their parents.
- We will be available to engage with students and support student learning during their regular timetabled periods.
- We will consult with subject teachers to monitor student engagement and assist students in working to the best of their ability.
- Each SET contact teacher will contact the parents and students on their caseload to ensure they are familiar with working from home using Google Classroom and to check that students have access to a device at home.
- SNAs will check in with their assigned students each day and act as a liaison between home and school listening to student needs and sharing this information with the SET team.
- SNA and SET teacher will aim to have a weekly meeting with their relevant students to discuss support during this period.
- The SNAs will access google classroom for their allocated students in certain subjects so they can support the class teacher in helping students to understand the tasks that are set for them.

This approach is in line with the updated guidance document for supporting students with SEN.

Wellbeing and Career Guidance

- Wellbeing resources will be provided to all senior cycle students in their google classrooms each week. Students are encouraged to make a conscious effort to access the resources and practice the activities to support and maintain their mental health.
- 6th year's one to one careers meetings will continue virtually or via telephone.
- DIFE (Drogheda Institute of Further Education) will give a virtual presentation to 6th year students.
- Regular updates of virtual career events will be sent via 6th, 5th and 4th year google classroom. Please be advised that some events may require students to register in advance and places can be limited.
- The careers department will also be involved in providing exciting and stimulating resources for students who cannot avail of work experience due to Covid restrictions.
- The guidance programme at junior cycle will continue for first years and commence for second and third years.
- The guidance classes will be shared virtually during their form class. Students will have worksheets to complete on each of the topics.
- Wellbeing resources and activities will be shared with all students on a weekly basis via a year group wellbeing google classroom.

Data Privacy Statement

Our Online Learning Policy operates in conjunction with the school's Internet Acceptable Usage Policy (AUP), Data Protection Policy, Code of Behaviour (including our privacy statement), Anti-Bullying Policy (including cyberbullying) and Child Protection Safeguarding Statement which are available from our website

Related policies:

Code of Behaviour

Anti-Bullying Policy (including Cyberbullying)

Acceptable Use Policy (AUP)

Child Protection Safeguarding Statement

Data Protection Policy

These policies are available on our website.