



An Roinn Oideachais  
Department of Education

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

<b>Ainm na scoile / School name</b>	Lusk Senior National School
<b>Seoladh na scoile / School address</b>	Chapel Road Lusk Co. Dublin
<b>Uimhir rolla / Roll number</b>	17961E

## INTRODUCTION

In February 2021, Lusk Senior 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>Observed:</i>	<i>Reviewed:</i>	<i>Conducted:</i>
<ul style="list-style-type: none"><li>• Principal and Senior Management team</li><li>• Teachers</li></ul>	<ul style="list-style-type: none"><li>• A selection of teaching, learning and assessment activities</li></ul>	<ul style="list-style-type: none"><li>• School's Remote Teaching and Learning Plan</li><li>• Acceptable Use Policy (AUP)</li><li>• Parent, pupil and teacher survey data</li><li>• A range of teaching, learning and assessment resources</li></ul>	Level 1 Child Protection Checks: The school was fully compliant with both checks

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

The overall quality of provision for remote teaching and learning was very good. The survey findings reflected very high levels of satisfaction among the parent, pupil and teaching communities about the quality and effectiveness of the whole-school approach to remote teaching and learning.

- School leaders and staff optimised the professional learning from their first experience of school closure and remote teaching and learning to further develop their use of Microsoft Teams in order to support daily lessons and live interactions between staff and pupils. Almost all pupils engaged in the daily live lessons with appropriate alternative approaches adopted to facilitate the regular engagement of a remaining small number of pupils in remote teaching and learning. Pupils' connectedness to the school community on a daily basis, support for their wellbeing and the progression of their learning in accordance with their needs were notable hallmarks of provision in this school.
- An effective whole-school approach had been adopted to support an appropriate blend of teacher directed/ guided learning and independent and pupil-led learning experiences. Teachers provided two hours of live tuition daily, aligning the lessons very closely with curricular planning and adapting resources and methodologies to take the home context into consideration. Break-out rooms were also used purposefully to provide pupils with opportunities for collaborative, small-group and differentiated activities.
- A suitable range of purposeful learning activities was provided daily on the virtual learning platform to optimise pupil engagement and progress their learning. Teachers demonstrated commendable resourcefulness in providing an extensive range of pre-recorded videos and resources to support pupils to undertake valuable home-based learning activities; these included one or two weekly projects, in addition to daily mental maths and reading activities. In a number of contexts, assignments that provided pupils with opportunities to use and record language were very effectively incorporated and supported; extending this practice across classes in both remote learning and re-opened school contexts would further support

the development of pupils' oral language skills. A range of interesting and optional activities was also hosted on the school's website using Padlet, augmenting provision for pupils' wellbeing and engagement.

- A very good emphasis on fun and active learning was evident in the activities provided and also during the daily teacher/pupil interactions observed. Pupils' self-management, leadership skills and resilience were skilfully fostered and supported during the programme of remote teaching and learning. Where appropriate, teachers adopted alternative approaches to support pupils who encountered difficulty engaging in activities or completing tasks.
- Teachers provided regular constructive feedback to pupils on their written assignments, affirming their work and providing direction for further improvement. The effective and consistent use of clear success criteria by teachers was noted. A significant strength of practice observed during this pilot evaluation was the enabling of pupil self-assessment through the consistent use of formative assessment language: children demonstrated confidence when reporting on their learning, distinguishing between consolidated and new learning. The whole-school plan for remote teaching and learning provided comprehensive detail on the formative assessment approaches which were advocated and skilfully embedded in practice.
- Ongoing professional reflection, communication and responsiveness among teachers and school leaders as to how pupils were engaging and progressing contributed to the very high quality of provision for pupils with special educational needs (SEN). Mainstream and special education teachers collaborated regularly to ensure that lessons were suitably adapted for pupils. Alignment to pupils' prioritised needs and learning targets were features of practice noted. The provision of additional challenges ensured a great range of choice in activities for pupils who wished to have greater involvement.

The principal, deputy principal and staff of Lusk SNS were thanked for their participation in the pilot evaluation of remote teaching and learning. School leaders were commended for their very effective leadership and management of the remote programme of teaching and learning. Significant upskilling for staff led by the dedicated, in-school digital team along with on-going solution-focused approaches were also commended.