



An Roinn Oideachais
Department of Education

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

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| Ainm na scoile / School name | St Clare's Convent NS |
| Seoladh na scoile / School address | Harold's Cross Road Dublin 6W |
| Uimhir rolla / Roll number | 16651H |

INTRODUCTION

In February 2021, Saint Clare's Convent NS participated in the pilot phase of the Evaluation of Remote Teaching and Learning (ERTAL) model. During this pilot evaluation, inspectors:

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| <i>Engaged with:</i> <ul style="list-style-type: none">Principal and senior management teamTeachers | <i>Reviewed:</i> <ul style="list-style-type: none">School's Remote Teaching and Learning PlanAcceptable Use Policy (AUP)Parent, pupil and teacher survey dataA range of teaching, learning and assessment resources |
| <i>Observed:</i> <ul style="list-style-type: none">Teaching, learning and assessment activities | <i>Conducted:</i> <ul style="list-style-type: none">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 leadership's team collective vision and cohesive approach has enabled and supported teachers' implementation of a very good range of practices for remote teaching and learning. Teachers demonstrated very high levels of commitment to engaging with pupils on a regular basis. It was noteworthy that special education teachers (SETs) made concerted efforts to engage with pupils on their caseload as frequently as they would under normal circumstances.
- Teachers provided pupils with a highly commendable variety of guided and independent learning tasks. They regularly provided direct instruction for aspects of learning that required it, using the school's chosen platform, live lessons and other means. Independent learning activities assigned to pupils included active, enquiry-based and playful learning experiences.
- Teachers presented many examples of how they collaborated very effectively to provide engaging and differentiated learning experiences in response to pupils' varying abilities and remote learning contexts. Teachers promoted pupils' sense of motivation, wellbeing and connectedness to school in a meaningful manner.
- Observed learning tasks were explicitly designed to enable teachers to monitor pupils' progress and to provide developmental feedback to support progression in learning. Many examples of resources that supported pupils' age-appropriate self-management and organisational skills were observed.
- The school communicated very effectively with parents regarding its remote learning provision. Almost all parents surveyed indicated that they were aware of the school's remote learning plan. A praiseworthy range of manageable opportunities was provided for pupils to share samples of their work with their teachers and peers on a regular basis.
- Mainstream and SETs collaborated very well to ensure that teaching and learning tasks provided to pupils with SEN were appropriately differentiated and closely aligned to pupils' prioritised learning needs. Teachers' facilitation of online meetings with parents to collaboratively review pupils' progress in working towards the attainment of learning targets, as outlined in their support plans, was highly commended.

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