



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	S N Eoin Baisde Girls Senior
Seoladh na scoile / School address	Seafield Road West Clontarf Dublin 3
Uimhir rolla / Roll number	17148D

INTRODUCTION

In February 2021, Scoil Eoin Baisde Senior Girls' National School participated in the pilot phase of the Evaluation of Remote Teaching and Learning (ERTAL) model. During this pilot evaluation, inspectors:

Engaged with: - Principal and senior management team - Teachers	Reviewed: - School's Digital Plan - Acceptable Use Policy (AUP) - Parent, pupil and teacher survey data - A range of teaching, learning and assessment resources
Observed: Teaching, learning and assessment activities	Conducted: Level 1 Child Protection Checks: Based on the evidence available during the inspection, the school was not fully compliant with the checks undertaken but subsequently took the necessary steps to ensure compliance.

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

- Very good practices for the provision of remote teaching and learning were in evidence. School management and teachers have identified aspects of practice that they wish to retain as they return to in-school teaching; these include more extensive staff collaboration, the continued use of technology to enrich learning opportunities and an enhanced appreciation for pupils' individual learning styles and practices.
- Engagement with pupils was as required in guidance documents provided by the Department of Education. Teachers engaged very effectively with pupils through the school website, class blogs, an on-line learning platform and on-line lessons. Teachers gave very careful consideration to aligning learning objectives, learning activities and delivery platform. As teachers engaged with pupils, this range of platforms allowed them to take account of both individual and collective pupil learning needs and how best to meet these needs.
- Teachers were very effective in combining guided and self-directed learning activities together with video tutorials and on-line lessons to create appropriate, interesting and stimulating learning experiences for pupils across the full range of the curriculum. Very good use was made of the home-setting and the local area to create authentic learning experiences for pupils.
- Learning experiences were carefully calibrated to accommodate pupils' needs and home contexts. Video tutorials were used effectively to provide additional support to certain pupils to access mainstream learning. Where concepts required structured and systematic explanation, this was provided. Teachers provided regular and formative feedback to pupils and it was clear that pupils enjoyed engaging with and commenting on the feedback provided by their teachers.
- The school's distance teaching and learning policy was communicated to parents and it was evident that there was a clear system of communication between home and school. There was also evidence of the school adapting its provision to better meet the learning needs of pupils and parents' home contexts.
- Class teachers and special education teachers collaborated very effectively to assist pupils to engage in their mainstream learning with suitable differentiation while also seeking to meet their individual learning needs in their small-group focused instruction. Very worthwhile conversations between teachers and pupils with special educational needs were observed

which focused on encouraging pupils to reflect upon their learning styles and practices in order to enhance their learning capacity.

- The board of management is required to update its risk assessment as part of its child safeguarding statement; since the completion of this evaluation, the board has provided documentary evidence that this update has been undertaken.

The inspectors thanked the principal and the staff for engaging in professional discussion throughout the evaluation, and for providing access to lessons and resources as part of the evaluation. The learning from this engagement will be very helpful in informing the further development of this inspection model.