EVALUATION OF REMOTE TEACHING AND LEARNING (PILOT)

REPORT OF FEEDBACK PROVIDED TO THE SCHOOL

Ainm na scoile / School name	Presentation Secondary School
Seoladh na scoile / School address	Castleisland Co. Kerry
Uimhir rolla / Roll number	61260U

INTRODUCTION

In February 2021, Presentation Secondary School participated in the pilot phase of the Evaluation of Remote Teaching and Learning (ERTAL). During this pilot evaluation inspectors:

Engaged with	*Reviewed*
• Principal / Senior Management team • Teachers • Students	• School's Digital Plan • Acceptable Use Policy (AUP) • Parent, student and teacher survey data • A range of teaching, learning and assessment resources
Observed:	*Conducted*
• Teaching, learning and assessment activities	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:

- Overall, provision for remote teaching and learning in Presentation Secondary School Castleisland was very good.
- The school's timetable was used effectively to schedule remote teaching and learning engagements. This approach supports certainty, clarity and routine for students, teachers and parents alike. During the period of remote teaching and learning there was excellent engagement between the school's Special Educational Needs (SEN) department and students in receipt of additional support. Subject teachers' engagement with students, combined with whole-school activities promoted a sense of connectedness during the period of remote learning. Year group assemblies helped to reinforce the connection between the school and the student body.
- A good balance has been achieved between teacher direct instruction and the assignment of independent student tasks. Teachers utilised a wide variety of suitable methods to provide instruction remotely. A number of methods was employed to engage students in independent learning tasks and activities. Where possible, these methods should be extended to improve the overall balance.
- Teachers often provided students with additional optional components within assigned tasks. This flexible approach supports student autonomy and self-differentiation and should be further embedded where appropriate.
- Teachers have adopted systems and procedures that facilitate the effective provision of constructive and formative feedback. Good examples of this practice were observed during the live online lessons and as part of the review of remote teaching and learning resources. The school should now explore the relative impact of feedback with students to ensure that the benefits of its provision are maximised.
- A key priority for school management, and one realised during the period of remote teaching and learning, has been ensuring that effective communication systems are in place. There has been considerable success in this regard and the practices adopted have resulted in clear and decisive messaging to students, parents and staff.
- Commendably, the student voice has been central in the decision-making process during the period of remote teaching and learning. Good practices adopted during the period of remote

teaching and learning should be continued and further developed, where possible, upon the resumption of face-to-face schooling.

- The levels of communication between the school's SEN department and individual students and parents increased during the period of remote teaching and learning. This is highly commended. Information technology-based systems and direct contact systems have been put in place and further developed to monitor and improve support for learners who find remote learning challenging.

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.