

Remote Learning & Online Teaching Policy 2026-27

Mission Statement of Mount Seskin Community College

Our mission is to provide an inclusive learning environment which promotes academic excellence, built on the personal, social and spiritual development of all.

We endeavour to develop confident, creative life-long learners in an atmosphere of equality, justice and respect.

Our school is a co-educational designated post-primary school with a rich history, following its' establishment in September 1986. Students enjoy a broad curriculum offer at Junior Cycle and we are proud to have two groups this year enjoying our popular Transition Year curriculum offer. From Fifth Year, we support students to achieve across a trio of programmes including the Leaving Certificate programme, the LCVP (vocational) programme and the LCA (applied) programme.

We work in partnership with the Junior Cert Schools Programme, Access to College Education (ACE) Programme alongside other local partners to enhance our students' school experience and preparation for success in third level education.

Mount Seskin Community College is part of Dublin and Dún Laoghaire Education and Training Board. The DDLETB core values of **care**, **community**, **respect** and **equality** and **excellence** run throughout school life.

Aim of remote learning

The aim of Remote (or Distance) Learning Policy is to ensure that in the scenario of students learning remotely, all stakeholders are clear on how to best support students to maximise student progress, whilst ensuring the inclusion of all students and student well-being is safeguarded.

In such an event, there will be clear communication with all parties on a transfer to remote operations and a reminder of systems that support learning and pastoral support remotely.

This policy also applies to situations where students are learning remotely alongside attendance at school, for example supplementary learning provided on MS Teams and use of MS Teams or Sharepoint remotely as an additional learning tool.

Systems for remote learning

The primary aim of remote learning is to cover the required curriculum area for each specific subject, and thereby for the curriculum overall for each child.

Structure of remote learning

MSCC will provide a virtual learning environment for all their students using MS Teams. This will be set out by senior management and Year Heads to ensure students and parents know what to expect and how remote learning will work for them.

Learning will be structured differently depending on the subject, curriculum and project work/examniation impending and the year group. Subject department teachers will agree the most effective method to use to achieve this aim .

Provision can include:

- Regular live classes – this is setout on a tietable communicated with students & parents in advance of beginning remote learning
- Sharing teaching resources for pre-learning or post independent work which students complete remotely themselves; this may include reviewing PPT, watching videos, accessing links for reading and/or completion of written tasks or specific tasks online
- Work on investigations, project work and written (typed) submissions
- Break out groups within a class for project work
- Assignments or quizzes via the class MS Teams

Bespoke provision will be arranged for students with complex needs, for example those enrolled in our special class. The Inclusion lead working with senior management will develop this, assessing what students can access successfully and how school can support provision of learning over a remote period.

Communication with staff

Students will be able to communicate with teachers via their school email. Students should get in touch with their teacher right away if they are having difficulty with any aspect of their subject or if they are finding the workload unmanageable.

- For general queries, tutors are the first point of contact for students and their parents.
- For academic queries, subject teachers should be contacted by students via their school email.

Teachers will be available as normal for the working day, with clear boundaries on availability. With this in mind, we except all members of the school community to use the scheduling functions on email/messages.

Assessment of work

Subject departments agree a consistent method for assessment of work and learning within each subject. This is also communicated with students & parents before any assessment takes place.

Where plagiarism, or other forms of assessment offences such as cheating, is suspected, work will not be accepted and no grade will be provided. Student will be given the option to redo the work.

Policies, behaviour and appropriate technology use

Unless specified in this document, all usual MSCC policies, principles and procedures continue to apply. Primarily this policy is guided by the school's Acceptable Usage Policy and Code of Behaviour; these form the basis from which this policy should be interpreted.

In line with normal practice behavioural events will be logged on Tyro including rewards for modelling values and records of any poor behaviour, for example repeated low level behaviour.
Student engagement will be recorded by teachers and periodically communicated to parents via Tyro.

Work will be set via MS Teams or associated programme and all classes will be run on MS Teams. Students log in using their MSCC email address and only attend their own classes.

Teachers may record MS Teams classes, and these recordings may be made available by the teacher to the class to watch back again later. This recording includes any video, screen shares, whiteboards and audio from the class. Only the teacher is allowed to record a session. No-one else is permitted to record.

Roles & Responsibilties

<u>Expectations of Students:</u>

- Students are expected to work during the hours of the normal school day to ensure they can get support from their teachers and to maintain good sleep patterns.
- Students should check their email and MS Teams classes at the start of every school day.
- Students will use approved MS Teams email accounts which will be provided by the school in all cases.
- Students must always use of respectful online etiquette as stated in the AUP
- Students do not to record or forward any content within an MS Teams Classroom group such as worksheets, exam papers, answers, solutions, videos, notes or MS Teams links– to anyone else without the permission of the creator of that content.
- All online activity is essentially recorded e.g. e-mail or MS Teams. The SENSO programme is also used to monitor any concerning content or safeguarding risk based on key strokes entered. It can also be used by teachers to monitor breakout spaces.

<u>Teacher responsibilties:</u>

- A school's concern is always to safeguard the student from harm and this remains so during times of distance learning. Teachers utilise distance learning to support students progress in line with the departmental schemes of work and in line with the progress necessary for external exams.
- Teachers set out expectations for work and learning clearly for students.
- Teachers take accurate registration for every class, on Tyro or via any adjusted platform if required for remote learning. Depending on the nuances of the timetable, particular classes will be used to populate the AM PM reg in such an instance.
- Teachers follow up on any student not engaging with the work set to ensure the student is supported; this contact will be recorded on Tyro. Year Heads track wider engagement and follow up in partnership with the HSL where relevant.

- The quantity and expectations of work set will be equivalent to the work that would be expected if students were in class
- Work set and submitted online is equivalent to work completed in hard copy, consequently it is subject to the standard reward and sanctions as set out in the Code of Behaviour.
- As with classroom based teaching and learning, teachers are cognisant of the diverse needs of their students and utilise a range of strategies to support those with additional needs.

- Staff ensure that, when live streaming, they and their students have a safe and appropriate place with no bedrooms/inappropriate objects/information visible (using the blurred background function)
- Teachers are the final person to leave an MS teams meeting/class to ensure it is fully finished
- Teachers do not set up or join video conferencing with single students unless explicit permission is gained from the parents and as agreed with senior management for one-to-one support (following staff guidelines for one-to-one work).

- Guidelines for taking accurate registration shared with all teachers including use of camera to acknowledge student is present and engaging with work and learning. Role of tutor, Year Head, HSL & Senior Management to oversee attendance patterns and frequency of follow up in the event of Remote Learning outlined to all staff.
- Teachers are reminded of the Child Protection Guidelines and how their role is upheld over remote learning.
- Guidelines for managing and responding to students in distress or potentially at risk while working remotely are shared with all teachers and discussed in a staff meeting prior to engaging in remote learning.

- Arrangments for staff meetings, regular leadership & subject meetings to be made and built into timetable to facilitate effective communication and teamwork as much as possible throughout any period of remote learning.

<u>Parent/guardian role:</u>

- On accepting a place in the school, the Code of Behaviour and the Acceptable Usage Policy are signed; parents/guardians consent to students using e-learning to supplement traditional classroom based learning or if directed by the Dept Education, to substitute.
- Stduents from Second Year onwards should use a school approved device wherever possible for all remote learning.
- If no laptop device is available or for another year group, it is recommended that the student has access to a computer or tablet which can be connected to a Wifi connection. As a minimum requirement, students should have access to a smart phone which has access to a 4G network or Wi-Fi.
- The school will manage all available resources internally and support externally to ensure that Wifi and/or devices is offered to families that have no current access to support remote learning. A priority list will managed by HSL & Year Head, in line with any guidance from the Dept. Education and DDLETB.
- To maximise the effectiveness of distance learning parents should, where feasible, provide students with a quiet space in which to work, free from distractions. Parents should be mindful of Child Protection Guidelines, for example, bedrooms should not be used for live classes.

- Given the face-to-face contact between students and teachers is removed during a period of distance learning, the role of the parent in supporting their child in engaging and completing the work is vitally important. Wherever possible the school asks parents to check in with their child daily, to assess how they are managing and coping with their work.
- It is the parent's responsibility to contact the school in scenarios in which a student is unable to engage with distance learning due to a technological reason.
- Parents should contact the school if they have any concerns regarding the work being set or the workload that their child is being asked to complete, contacting the tutor in the first instance.



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This Policy was ratified by MSCC Board of Management on 10 Sept-26