



An Roinn Oideachais
Department of Education

EVALUATION OF REMOTE TEACHING AND LEARNING (PILOT)

REPORT OF FEEDBACK PROVIDED TO THE SCHOOL

School name	Galway City & Oranmore Educate Together Secondary School
School address	Grianach House Murrough Merlin Park
Roll number	68347V

INTRODUCTION

In February 2021, Galway City & Oranmore Educate Together Secondary 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>Reviewed</i>	<i>Conducted</i>
<ul style="list-style-type: none">Principal / Senior Management teamTeachers	<ul style="list-style-type: none">Acceptable Use Policy (AUP)Parent, student and teacher survey dataA range of teaching, learning and assessment resources	Level 1 Child Protection Checks: The school was fully compliant with both checks

RECORD OF FEEDBACK PROVIDED TO THE PRINCIPAL AT THE END OF THE EVALUATION:

- There was very good overall provision for remote teaching and learning, including many excellent practices noted, supported by very strong whole-school commitment to ongoing development.
- Senior management has demonstrated excellent leadership of remote teaching and learning (RTL) planning, drawing on stakeholder surveys and solution-focused whole-staff sharing to continue enhancing student engagement.
- Students have a very regular routine of engaging with RTL learning, with daily tutor classes before live lessons for the school day. Teachers reported that systematic attendance tracking in each lesson and communication with parents when students did not log into classes is working well.
- A very good blend of guided and independent learning experiences was noted. Highly effective practice was noted across subjects, where teachers presented information in a variety of ways (audio, visual, video, text) in their direct instruction inputs to learners. Teachers reported that the utilisation of virtual breakout rooms during this second phase of RTL has been very effective, creating purposeful oral communication and group work learning experiences.
- Students have experienced a variety of engaging subject-specific, co-curricular and fun learning opportunities during RTL to support their holistic development. During lessons, students were commendably encouraged to demonstrate their learning by answering questions and interacting with aspects of the school's online platform or other applications. Students were also encouraged to demonstrate home learning through a variety of modes.
- Learning tasks were appropriately aligned to specifications. Teachers employed impressively varied methods to give feedback on student work.
- While survey returns from students were generally very positive, a minority indicated they were not sure if the advice provided by their teachers was helping them improve their learning. The school is advised to follow up using focus groups. Annually revisiting teachers' and students' understanding of the purpose of learning intentions, success criteria, the ways in which feedback is provided, and how students should record such feedback so that they can take action based on it, is advised.
- All parent survey returns agreed that they could seek advice from teachers if needed.
- Senior management have been very responsive in supporting learners with special educational needs (SEN), in consultation with parents. Very effective supports in live lessons noted included the assignment of team teachers to specific breakout rooms and the use of a private chat function linking a student with needs, a Special Needs Assistant (SNA), and the teacher. It was noted that SNAs were playing a key role in supporting the engagement and wellbeing of students and were acting as key communication links between school and home.