



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

Continuity of schooling: Supporting post-primary students who are at very high risk to COVID-19

September 2020

Version 1.0

1. Introduction

This guidance is provided to support schools in making adapted education provision for students who cannot return to school because they are medically certified as being at very high risk from contracting COVID-19. The guidance should be read in conjunction with [*Returning to School: Guidance on Learning and School Programmes for Post-Primary School Leaders and Teachers*](#) which was published by the Department in July 2020.

The purpose of this adapted education provision is to ensure that students who are medically certified as being at very high risk to COVID-19 can maintain a meaningful connection with their class group and school in order to successfully continue their learning from home. Students in this category who engage with learning from home should be marked present on attendance records.

It is important to note that a very high risk student is one with an underlying medical condition that makes him/her extremely vulnerable from contracting COVID-19. Schools must be provided with a letter from a medical professional stating that the student falls into that category. The arrangements in this guidance apply to those students only. All other students are expected to return to school.

The adapted education provisions set out in this document to support students at very high risk to COVID-19 do not apply to students who are at risk of early school leaving, students who are experiencing COVID-related anxiety about the return to school or students who have been requested to self-isolate by a medical doctor or the Health Service Executive (HSE). Further information in relation to those students is provided in section 4.

While this guidance applies to all post-primary schools and centres for education from the start of the first term of the new school year, it is intended that it will be reviewed by mid-October and updated to reflect any necessary changes.

2. Supporting remote learning for students at very high risk to COVID-19

It will be important for schools to put in place measures so that students at very high risk from contracting COVID-19 will remain as connected as possible with their own school community and classmates, that their learning will continue, as far as possible, in line with the curriculum and in a manner that is closely aligned to the learning of their peers in their various subject classes. For students with additional needs, appropriate support for their learning will continue to be a priority. The overall responsibility for ensuring that students at very high risk from contracting COVID-19 receive appropriate support remains with the school in which they are enrolled. A number of options for facilitating support for students at very high risk from contracting COVID-19 are outlined below.

2.1 Options for facilitating adapted education provision for students at very high risk to COVID-19

Schools can use any one or a combination of the following options to facilitate adapted education provision for students at very high risk from contracting COVID-19.

- **A designated teacher who is at very high risk from contracting COVID-19:** In some instances, teachers who fall into the very high risk category may support very high risk students. Such teachers may be employed in the student's own school or employed in another school. Teachers who fall into the very high risk category will be facilitated to work from home and will have subject expertise in one or more of the student's subjects. Schools should ensure that teachers on their staff who are facilitated to work from home are provided with an appropriate digital device and training for this purpose.

Local Education Centres will compile a list of schools in a region that have teachers in this category and the subject areas of those teachers. Schools that have students who are at very high risk to COVID-19 can advise their local Education Centre of the number of students involved and the subject cover required. Education Centres will connect the teacher(s) working from home with the students' school for the purpose of supporting the students' learning from home in relevant subjects.

Alternatively, schools can organise their own local clusters to match students and teachers in these categories, outside of the Education Centre structure. Where it is confirmed that a teacher in this category is supporting students within a local

cluster, the Education Centre will not add that school and/or that teacher to the list referred to above.

- **A designated teacher from the school's existing support resources:** Schools also have discretion to manage and redistribute their existing support resources in order to meet the learning needs of students who are at very high risk from contracting COVID-19. For example, special education teachers (SETs) can be designated to co-ordinate and/or provide adapted education provision for students in this category, in particular those students who have special educational needs (SEN).
- **Support from the subject teachers:** Some subject teachers might voluntarily decide that they can most appropriately address the practicalities of adapted education provision themselves and may wish to offer to provide support in the form of resources and/or some digital online provision for the student. Options for consideration in this regard include the use of school-supported digital devices to share the key teaching points of the subject lessons and/or subject materials and learning resources with the student.

To support the student's engagement in the subject and preserve the connection with the learning of his/her peers, subject teachers could provide regular opportunities (ideally weekly) for the student to interact with his/her peers in the relevant subject classes through collaborative learning activities such as project work which can be carried out online. To that end, a school must ensure that the student has the requisite device(s).

2.2 Roles and responsibilities of schools, teachers, education centres and parents/guardians in adapted education provision

- **School leaders:** In preparing for the continuing education of students who are at very high risk from contracting COVID-19, school management will need to be aware of who those students are. It is the responsibility of parents/guardians to seek medical advice and certification to indicate if their child is at very high risk to COVID-19 and to inform the school of this. On receipt of this, the school will organise the most appropriate support for these students.

School management should arrange for these students to have access to relevant digital technology and other resources as appropriate. This may include making school devices available to the student while he/she is learning from home; these may be purchased using funding from the Department's ICT grant issued in April

2020, in line with circular 0031/2020.¹ Ongoing, two-way home-school communication and collaboration, including clear expectations about the level of support that is expected of parents/guardians and the supports the school can put in place to support parents in this role and to facilitate continuous learning for these students, should be in place. The online platform used by a school to facilitate communication, and any necessary development of the students' or teachers' digital skills should be prioritised to facilitate continuous learning for these students.

- **Subject teachers**

- Subject teachers who elect to provide adapted education provision themselves may share key teaching points of lessons and activities with the student using the school's online digital platform. The subject teacher can also provide or recommend resources including books and/or packs of concrete materials for use by the student that are relevant to the planned lessons.
- In circumstances where a subject teacher in the school decides that s/he cannot appropriately address the adapted education provision themselves, s/he may coordinate the support for the student through liaising with a designated teacher with expertise in the subject who is supporting the student remotely.
- In circumstances where a subject teacher in the school decides that s/he cannot appropriately address the adapted education provision themselves and there is no designated teacher with relevant subject expertise available from the student's school or another school in the local area, the Local Education Centre will advise the school of the teachers available in the region who have the required expertise.

- **Designated teachers:** The designated teachers are those teachers who are working within or outside the school to support and co-ordinate student learning in a remote online environment. The designated teacher(s) should ensure frequent contact with the subject teacher(s) and should strive to support the learning experiences for the student in the subject in a way that aligns with the learning of the student's peers in his/her subject class insofar as possible.

The designated teacher should liaise with the subject teacher on the progress of the student. Regular engagement between the designated teacher(s) and the student will be required in order to maintain progress in learning.

¹ All digital devices allocated to students for adapted education provision remain the property of the school.

- **Education Centres:** Education Centres will assist schools in identifying available teachers in an area who are working from home as well as the subjects those teachers have expertise in. The Centres will link those teachers with students who are at very high risk from contracting COVID-19. The Education Centres will also facilitate support from the PDST and JCT, as appropriate, for those teachers providing remote teaching.

Co-ordination and oversight of a school cluster arrangement where a teacher working from home is supporting students from a number of schools will be provided by the teacher's base school. In the case of ETB schools, the arrangements will be managed by the ETB. In such cases, the contractual relationship of the teacher with her/his school is unaffected and the teacher is therefore guided by the policies of that school.

- **PDST:** The PDST will be available to guide schools and teachers to support students at home. Schools can also apply for bespoke support from a PDST advisor who can assist with specific queries regarding teaching, learning and assessment practices in a blended learning context. Schools can apply for this support at pdst.ie/schoolsupport. Supports containing guidance as well as practical applications and case studies are available at pdst.ie/blendedlearning
- **Parents/guardians:** In order to support connectedness with the school and their child's peers, and to ensure that their child is not unduly disadvantaged by being at very high risk from contracting COVID-19, parents/guardians are requested to obtain medical certification as early as possible which states specifically that their child is assessed as being at very high risk from contracting COVID-19 and must remain at home and cannot return to school. This information should be furnished to the school.

Parents/guardians and schools should work together to establish reasonable and practicable expectations related to the level of support that is necessary from parents/guardians and the supports the student's school can put in place to facilitate continued learning for them. Regular review meetings/check-ins with parents/guardians and students will be essential to establish how the students are experiencing the adapted education provision. The conduct and frequency of these review meetings/check-ins will be clearly communicated to parents/guardians.

2.3 Principles of adapted education provision

School leaders and designated teachers or subject teachers involved in adapted education provision should ensure the following principles are to the fore:

- **Maintaining a sense of connection:** Facilitating engagement with and among students is essential to their learning experience and maintaining their social and emotional development. Teachers can facilitate this through online interaction, providing feedback on work completed, organising project work that students can complete as part of a group and providing learning experiences based on pair work and group work. This will support students' interaction and engagement with their classmates and keep them connected to their school community. It will also be essential in enabling the student to reintegrate back into his/her class group(s) when appropriate to do so.
- **Preparing for adapted education provision:** Preparation for adapted education provision in a remote environment should be undertaken collaboratively between relevant teachers, parents/guardians and students. A checklist of sample questions to guide this process is set out in Appendix 1. Teachers should use their normal planning and preparation strategies, including short-term planning documentation, to make provision for meeting the needs of these students through appropriate engagement and resources. Appropriate opportunities for interactions between the students and their teacher(s) and peers should be set out. Consideration should be given to the student's overall experience across the range of subjects he/she is studying.
- **Providing meaningful learning opportunities:** Meaningful learning opportunities to progress and develop the student's learning through independent learning tasks, collaborative learning opportunities, project work and other engaging learning experiences should be provided. There should be a balance of guided and independent learning tasks. The tasks assigned should enable the teachers to monitor learning and give feedback to support the next stages in the student's learning.
- **Providing regular assessment of and for learning:** Students should have regular opportunities to show how they are progressing in their learning and should receive supportive, constructive and timely feedback from their teachers. The views of students should also be sought in order to see how the adapted provision is working for them. This form of two-way feedback is essential for maintaining motivation and progression in learning and supporting student wellbeing.
- **Making appropriate provision for students with special educational needs:** Where a student has identified additional learning needs and has been receiving support in line with the Continuum of Support, subject teachers should collaborate with the designated special education teacher (SET) and student support team (SST) to review the student's priority learning needs.

Subsequently, the SET should plan to provide any additional support that is as closely aligned as possible with that which would normally be available to the

student including, for example, support for behavioural, emotional and social needs, and support for literacy, numeracy, or English as an additional language (EAL). Wellbeing and emotional regulation may also be priorities for students with SEN.

Ongoing liaison between the subject teachers and the SET regarding curricular content and classwork will be necessary, including updating goals and strategies.

- **Supporting students' skills for learning remotely:** Students' capacity to engage with learning remotely will need to be supported through developing their digital competencies, their self-organisation skills and their ability to engage with learning outside of the classroom context.
- **Equality of access:** Some students may face additional challenges when trying to learn remotely. Those challenges may arise from, for example, lack of an appropriate study space, the capacity of parents/guardians to support the child's learning, socio-economic disadvantage, or accommodation arrangements including homelessness or residing in a direct provision setting.

Availability of appropriate digital devices may be a challenge for some families, including those experiencing socio-economic disadvantage. In such cases, students should be provided with access to one of the school's pooled devices, if available, to support their remote learning. Some students may not have adequate connectivity to support online learning. In such instances, other strategies such as using the postal service, phone calls or email as a means of communicating with students will need to be considered.

- **Communication between the relevant teachers and the home:** Early and ongoing two-way communication between the student's school, subject teachers and/or designated teacher(s) where relevant, form tutor and/or year head and the home will be essential to supporting the student's engagement with learning and his/her continuous connection with their classmates and school community. Where schools have a Home School Community Liaison (HSCL) coordinator, the HSCL will endeavour to assist in supporting parents to support their child's learning.

In the case of students over eighteen years of age, contact will be made directly with the student.

3. Additional curriculum and subject-specific considerations for very high-risk students who cannot attend school

3.1 Approaches to teaching and learning

It is acknowledged that the experience of teaching and learning will inevitably be different for students who cannot physically attend school. To support the engagement of these students, the designated teacher/ subject teacher may need to vary and appropriately scaffold subject content in order to optimise learning for those very high-risk students.

However, it is important that students are not overwhelmed with too much content or too many online resources. A variety of approaches can be used by designated teachers/subject teachers to support students' learning in an online environment including dialectic questioning, group activity with a maximum of four students, the flipped classroom approach, and oral presentations of student work. The PDST has developed tutorials and advice around a range of technological tools and platforms which can be used for active engagement and can be accessed [here](#). Schools can also apply for bespoke support from a PDST advisor who can assist with specific queries regarding teaching, learning and assessment practices in a remote learning context. Schools can apply for this support at pdst.ie/schoolsupport.

3.2 First-year students

Schools should ensure that students new to post-primary school who cannot attend in person experience an induction and wellbeing programme in which the following key skills of the Junior Cycle are prioritised: Managing Myself, Managing Information and Thinking, and Staying Well. Respectful online communication, wellbeing and the use of digital technologies to manage learning and to access and share content are important features of those key skills. The mandatory aspects of the Wellbeing and Relationships and Sexuality (RSE) programme should be taught in consultation with parents/guardians as they continue to be actively involved in supporting the young person's learning and wellbeing.

3.3 Wellbeing

The Social, Personal and Health Education (SPHE) resources developed by the National Council for Curriculum and Assessment (NCCA) to support students' transition back to school will also be useful for students who cannot physically attend. Those resources will

assist students in reflecting upon the impact of COVID-19 on their wellbeing, to re-connect with school and their peers and to foster some of the skills, attitudes and dispositions needed for re-engaging successfully in learning. Those resources are available at <https://ncca.ie/en/updates-and-events/back-to-school-lessons-to-support-student-wellbeing>.

Students should continue to receive lessons in other aspects of wellbeing, particularly Physical Education (PE). Designated teachers/subject teachers could provide recorded demonstrations of skills for students to watch, pause and replay. Remote tasks involving short explanatory videos with activities such as practising sports drills, skills and exercises at home individually and/or with a family member could be assigned.

3.4 Languages

Continuing to plan for the incremental development of students' competency across all five language skills (listening, reading, spoken production, spoken interaction and writing) (with appropriate reference to all learning outcomes) in an integrated way is very important for all students, including those learning in a remote context. Students who are learning from home should be facilitated by the designated teacher/subject teacher in tasks that seek to apply language learning including in English, Irish and modern foreign languages in practical ways. When engaging in collaborative tasks remotely and/or online, the designated teacher/subject teacher should pay particular attention to groupings of students so as to enable students who are learning remotely to engage in a meaningful and productive way. If it is not possible for the student to engage in a live learning experience with his/her class, he/she should be facilitated through the assignment of appropriately differentiated tasks that seek to apply new language learning in practical ways.

The use of a language portfolio is of particular value for students learning from home. It allows students to demonstrate learning across all five skills and their levels of self-awareness as learners of language who are at a certain point on their language-learning journey. Ideally, all portfolios should include success criteria against which students can benchmark the quality of their work, identifying strengths and areas that require further attention.

3.5 Science and Technologies

Science and the technology subjects require specialist equipment to enable students to engage fully with the practical components of the specifications/syllabus. In order for students to engage with the practical activities, real time delivery and demonstration of the practical elements of the course will be important. This could be organised through, for example, smaller class groupings for online real-time lessons where students can participate in dialogue and discussion with their designated teacher/subject teacher as the teacher demonstrates the practical component or experiment. Alternatively, appropriate

online video recordings of practical activities could be used to support student learning. For practical demonstrations, digital technology such as the visualiser could be used to provide additional support for students as many have the capability to record demonstrations.

3.6 Mathematics

Methodologies that support students' critical engagement with the content of mathematics lessons and that facilitate collaborative problem solving are to be encouraged as much as possible. School online platforms should enable students to work independently and to collaborate with their peers. This can be done through short inputs from the teacher followed by either individual reflection time or collaborative reflection and problem solving through the use of breakout rooms. A flipped-classroom approach could also be adopted. This would involve the student being provided with appropriate recordings of short explanatory videos which he/she could watch.

3.7 Art, Home Economics and Music

For Art and Home Economics there are certain aspects of the specifications that can be prioritised for students who cannot attend school. For example, there are areas of practice in Art that can be done at home with pencil and paper, and with certain paints, pastels, charcoal, paper-based construction materials and digital media. Most schools provide art packs for students. These contain basic equipment for drawing, painting, and mark-making. These could be extended to include non-toxic glues and safe cutting equipment for 3D construction and certain printmaking techniques to extend the range of learning tasks that can be done at home.

Similarly, for Home Economics there are elements of the course that can be facilitated at home by designated teachers/subject teachers guiding students to undertake research work and evaluative work relating to the food studies coursework tasks or completing the textiles design folder to accompany their garment.

In the case of Music, designated teachers/subject teachers should use all available online and other resources to enable those learning from home to progress at the same pace as their peers. Where possible, the school should provide students with access to an instrument if they do not have one. Students may be able to record performance activities and provide them to the designated teacher/subject teacher for feedback.

Some practical skills can be practised at home for Art, Music and Home Economics. However, where specialist equipment and skills are required, online real-time lessons where students can engage in dialogue and discussion with their designated teacher/subject teacher as the teacher demonstrates the practical/skills are

recommended. Alternatively, students can be provided with appropriate recordings of short explanatory videos which students could watch.

3.8 Business and Humanities

For subjects such as History, Geography, and business subjects, methodologies that support student collaboration and discussion, informed thinking, research, data analysis, and active and inquiry-based learning are recommended. Students learning remotely may benefit from a certain amount of synchronous delivery of topics by the designated teacher/subject teacher in order to be able to ask questions in real time. Students could also be provided with appropriate recordings of short explanatory videos, they could work on their individual research study and/or avail of other electronic resources. The learning pathways on *Scoilnet* could aid planning. Students could also be given a reading list and lists of online resources to inform aspects of the specification and build their understanding and knowledge.

3.9 Transition year

Schools have great flexibility in designing a transition year (TY) programme to provide all students, including students learning remotely, with opportunities to experience a wide range of educational activities. TY students who cannot attend school should be consulted about their learning and wellbeing needs and about how the transition year programme can support both. School-designed TY modules or courses often incorporate online resources, and the emphasis they often place on individual exploration of topics is well-suited to an online environment. This advice should be read in conjunction with [Returning to School Transition Year 2020/21 \(DE, July, 2020\)](#).

One of the key features of many TY programmes in schools is the extensive co-curricular and extracurricular activities that support the four interdependent layers of the programme. In planning for these activities, alternative arrangements should be considered for students learning remotely. For example, many of the usual providers of these activities/experiences have adapted to providing online access.

Another key feature of TY is work experience. As it may not be possible for students at very high risk from contracting COVID-19 to take part in work experience, they should be provided with access to other learning opportunities on the scheduled work experience day(s). Activities including the completion of work preparation modules, careers investigations, and journals should be planned for the period of work experience.

3.10 Leaving Certificate Applied

An important matter for LCA students who cannot attend school will be how they are supported in completing the key assignments for the modules. The revised arrangements for LCA 2020/21 provide that LCA2 students are required to complete a minimum of two

of the key assignments. This change provides schools with the flexibility to identify key learning that is individualised to the students in sessions three and four of the LCA programme. It will assist teachers in identifying the most appropriate key assignments that can be completed by students who are learning remotely, while also enabling them to follow the learning outcomes for the modules.

Given that the award of the modules is also contingent on meeting a 90% attendance criterion, schools and teachers will be required to ensure that an appropriate system is in place to track the attendance and engagement of the student.

Activities that require students to work in groups or to engage in activities in the wider school community or in their local communities will need to be adapted in terms of how the activity is completed. This can be accommodated through lesson planning that takes the students' learning environment into consideration. For instance, it may be possible to organise a virtual tour of a local library or art gallery instead of having to visit the venue.

During the two-year programme, LCA students must complete a minimum of two mandatory modules in work experience. It is highly unlikely that students learning remotely will be able to complete work experience so schools should plan accordingly. For instance, it is still possible for students to complete the introductory units in preparation for entering the workplace. These units typically contain student reflection on their skills and qualities and activities and topics such as a skills audit, goal setting, career investigation, job search, creating a CV/application, research into employer/employee rights, health and safety in the workplace, pay and conditions, and interview skills.

This advice should be read in conjunction with [Returning to school: Guidance on learning and school programmes for post-primary school leaders and teachers](#) and [Advice for management and teachers of LCA 2020/21 in Second-Level Schools and Centres for Education](#), (DE, July, 2020), which sets out the curriculum and assessment arrangements for the LCA Year 1 and Year 2 students for the academic year 2020/21.

4. Supporting the return to school of other students

Other students who are likely to require some support to ensure they return to school in the normal way include:

- Students at risk of early school leaving
- Students who are experiencing COVID-related anxiety or whose parents are experiencing COVID-related anxiety about the return to school
- Students who have been requested by a medical doctor or the HSE to self-isolate.

The usual guidance for attendance records for these students applies and therefore these students should only be marked present when they are in attendance at school.

4.1 Students at risk of early school leaving

Students at risk of early school leaving should be supported by the school to return to school in the normal way and it is not expected that they would be educated using adapted education provided by the school.

Each school is asked to identify those who have not returned to school and/or are at risk of early school leaving. Depending on the school context, the year heads and/or Student Support Team (SST) can assign a designated person to each student's case to liaise with the family and the student.

TUSLA Education Support Service (TESS) will work systematically with schools throughout September and October 2020 to ensure that students receive support in relation to their return to school and school attendance. TESS staff will support school personnel to follow up on attendance issues, providing guidance, signposting appropriate support services and referral pathways.

Where students have not returned to school, despite the efforts made by schools and others, Educational Welfare Officers will engage with, encourage, and support those students and their parents to facilitate a return to school. The underlying principle in all cases is to ensure that all students are reconnected with education.

4.2 Students/parents/guardians who are anxious about the return to school

Some students or their parents/guardians may be experiencing anxiety about the return to school to such an extent that their child does not return as expected. All schools are expected to support such students in making a full return to school and to provide supports

to enable their anxiety to be managed in such a way for them to re-engage in their learning.

The guidance counsellor can support these students to manage their anxiety and return to school through the provision of online guidance counselling. If the student continues to be anxious and is unable to return to school, guidance counsellors are trained to recognise the signs of more persistent anxiety conditions that require referral on to medical and therapeutic services and can advise parents/guardians accordingly.

The National Educational Psychological Services (NEPS) [Return to School webinar and Toolkit](#) provide information and resources to support students' return to school. In addition, NEPS have developed resources for parents, teachers and students on managing anxiety.

It is not expected that students who are experiencing short-term anxiety related to COVID-19 would be educated through adapted education provision.

Students with special education needs (SEN), especially those with complex needs, will need additional supports to enable them to make a successful return to school. The SEN supports for SEN students who are at very high risk from contracting COVID-19 that would normally be available to them to address their special educational needs will continue to be available to them in the context of both adapted education provision and on their return to school.

4.3 Students who have been requested to self-isolate

From time to time, individual students may be required to self-isolate for a short time on foot of medical advice. Schools should, at a minimum, endeavour to support these students to catch up with their learning on their return to school. In some instances, where adapted education provision in a particular subject or subjects is already being provided to other students in the school, it may be possible for students who are self-isolating to avail of that adapted provision. This decision should be made at local level by each school in the context of the needs and circumstances of their students.

5. Support for teachers

Organisation	Website	Purpose of support
The Professional Development Service for Teachers (PDST)	https://www.pdst.ie/blendedlearning	Teachers can access a suite of sector-specific (primary or post-primary) supports when embarking on blended learning in their contexts. These supports contain guidance as well as practical applications and case studies
	https://www.pdst.ie/DistanceLearning	The PDST has developed many resources to support schools in providing distance learning for their students. Additional links from PDST Digital Technology Team are also available, including links to good practice videos that contain activities which can be adapted for online teaching and digital learning preparation resources.
	https://www.pdst.ie/DistanceLearning/DigitalTechnology	PDST School infrastructure: Schools can contact ictadvice@pdst.ie regarding queries about their infrastructure or can email broadbandservicedesk@pdst.ie regarding broadband queries. More information on technology can be found at the broader PDST (Technology in Education) website
	www.pdsttechnologyineducation.ie https://teachercpd.ie/	There are a variety of short online courses available on TeacherCPD.ie . Teachers can access a variety of online short courses to upskill in many digital areas, including online teaching and assessment Scoilnet contains a database of over 20,000+ online resources including websites, quizzes, lesson plans, notes.
Junior Cycle for Teachers (JCT)	http://jct.ie/home/home.php	The Junior Cycle for Teachers Support Service (JCT) is available for post primary leaders and teachers for ongoing support and advice. The JCT website is updated regularly as additional resources continue to be

		developed and the JCT team can be contacted directly on info@jct.ie
The National Council for Special Education (NCSE)	https://ncse.ie/teacher-resources https://ncse.ie/all-online-resources https://ncse.ie/wp-content/uploads/2020/06/Tips-for-Teachers-in-supporting-Pupil-Engagement-and-Motivation-during-Remote-Learning.pdf	The <u>NCSE website</u> outlines a wide range of resources suitable for children with special educational needs. The NCSE has developed a range of <u>resources to support distance learning</u> and <u>Tips for Teachers in Supporting student Engagement and Motivation during Remote Learning</u> . It has also developed a suite of on-line resources 'Getting Back to What we Know' to support young people with complex needs getting back to school.
The National Council for Curriculum and Assessment (NCCA)	https://ncca.ie/en/updates-and-events/back-to-school-lessons-to-support-student-wellbeing	The NCCA has developed a range of lesson plans to help students re-connect with school and each other; reflect on the impact of COVID-19 on their wellbeing and develop skills, attitudes and dispositions needed for re-engaging successfully in learning.
An Chomhaire um Oideachas Gaeltachta agus Gaelscolaíochta (COGG)	https://www.cogg.ie/en/resources/	An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta caters for the educational needs of Gaeltacht schools and of Gaelscoileanna. There is a wide range of online resources available such as, access to digital books, videos and teaching aids. COGG is supporting TG4 with Cúla 4 ar Scoil which is continuing in September; the development of 'Fí na Folláine', an Irish language version of 'Weaving Wellbeing' to support children at this challenging time.
<i>Scoilnet</i>	www.scoilnet.ie	Scoilnet contains a database of over 20,000+ online resources including websites, quizzes, lesson plans, notes, video/audio, games and other multimedia. To further support distance learning, <u>Learning Paths</u> may

		be used to create and organise collections of resources found on Scoilnet.
The National Council for Guidance in Education (NCGE)	https://www.ncge.ie/ncge/ncge-resources	The National Centre for Guidance in Education (NCGE) has developed and collated a variety of useful resources, including, articles, recorded webinars and information notes about guidance counselling, incorporating distance and online support.
Education Centres	https://esci.ie/education-centres.html	The Centres provide access to support in arranging local school clusters to support students who cannot attend school. They will also liaise with schools to access the PDST and JCT supports available to schools and teachers to support students who cannot attend school. They will assist and inform local schools working together to support students who cannot attend school in the best possible way.
Webwise	www.webwise.ie	Access to advice, information and resources exploring a range of internet safety issues and concerns.

Appendix 1: Checklist for preparing for adapted education provision

The following optional checklist can be used in preparing for adapted education provision. Teachers should use existing planning and preparation documentation to guide and support adapted education provision through differentiating content and methodologies for these students. Short-term planning documents can be adapted to support this process.

Student's name	
Year	
Teachers involved	
Questions	Comments
Has the school had a conversation with the student and his/her parents/guardians about how home-based education will work?	
Has a draft timetable been prepared that includes: <ul style="list-style-type: none"> • Regular provision of teaching input and learning experiences in the various subjects the student is studying • Opportunities for student interaction with the subject teachers or SET and other students • Tasks that can be undertaken independently • Tasks undertaken in collaboration with peers 	
What equipment, programmes or resources including digital resources are available to the student in the home environment?	
What equipment, programmes or resources can the school provide to support learning in the home environment?	
Has a suitable digital platform been agreed upon with the student and parents/guardians and the school, and are all those involved sufficiently skilled to use this platform?	
Has a plan for developing the skills of the relevant teachers, the student, parents/guardians been put in place to ensure continuity of learning without undue delay or difficulty?	

<p>What supports can the parents/guardians at home provide, and how can the school ensure that parents/guardians are facilitated in providing this support?</p>	
<p>What can be put in place to ensure that the provision is meeting the needs of the student?</p>	
<p>Has a plan been put in place to review all relevant policies and, where necessary, to update them to reflect adapted education provision, including the Acceptable Usage Policy, Data Protection, Code of Behavior, Anti-Bullying and the Child Safeguarding Statement, and have these been communicated to parents/guardians of these students? Note: School authorities will need to ensure relevant student and parental consent has been obtained where online sessions are held to facilitate communication between the student and his/her classmates and teachers.</p>	
<p>Has planning documentation been amended to ensure that adapted education provision is prepared for in a systematic, meaningful way?</p>	