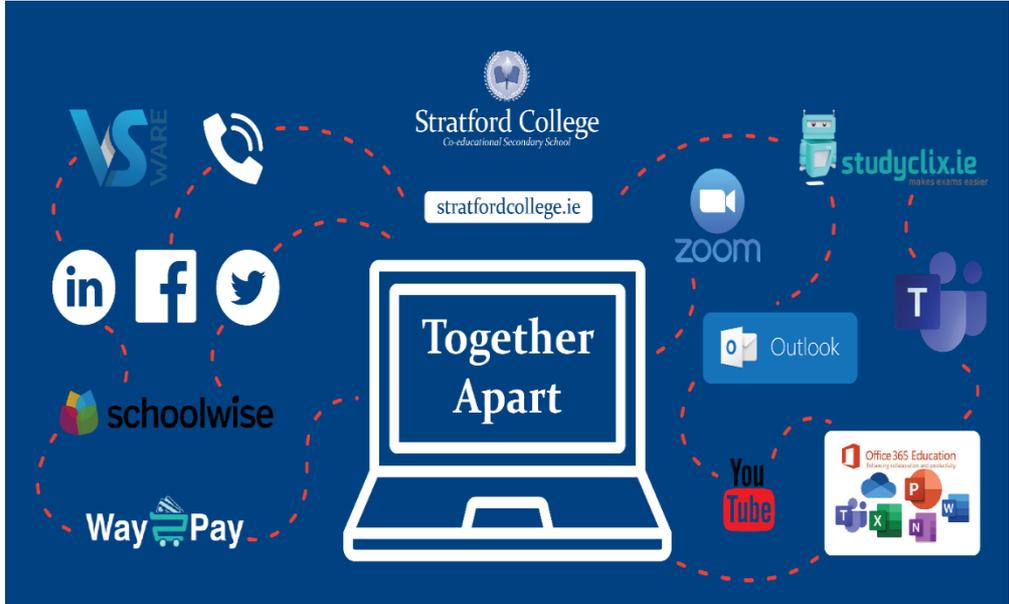




Stratford College
Co-educational Secondary School

E-Learning Roadmap



Our Mission

Stratford College aims to provide a teaching and learning community committed to quality and excellence in education.

We are dedicated to:

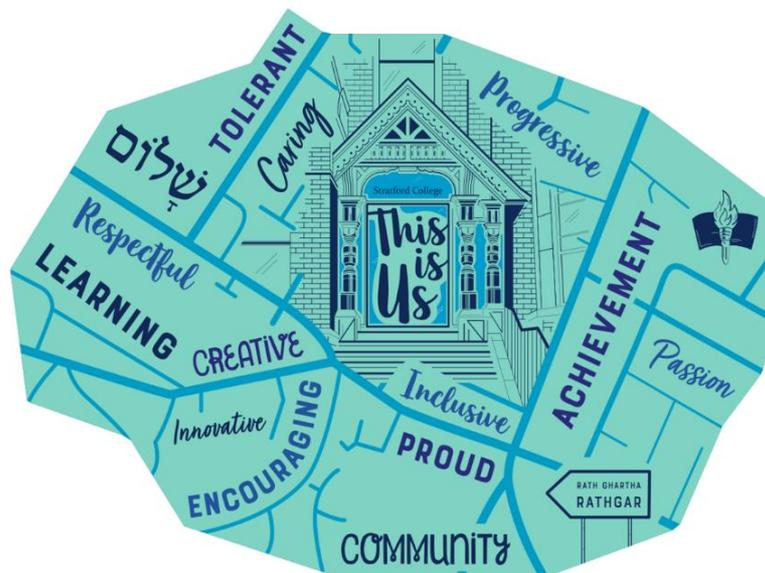
Providing a nurturing environment where each individual can develop self-esteem and a sense of their place in, and responsibility to, society.

Instructing Jewish students in their religion while fostering mutual respect for all traditions.

Promoting personal achievement and academic success.

Respecting the unique potential of every student and encouraging each to maximise it.

*The founding values continue to inspire the school today; those of educating our students in **an inclusive academic environment** which seeks to foster in young people a sense of **personal and academic achievement**, of **respect** for diversity and of **service** to the community.*



Our Guiding Principles

Quality; *Our Teaching and Learning will offer all learners a high quality education, characterised by high expectations of the learner and the pursuit of excellence. It will aim to generate engagement and enthusiasm and encourage participation.*

Inclusive education; *the experience of Senior Cycle will be inclusive of all learners and contribute to the achievement of equality of opportunity, participation and outcome for all*

Continuity; *the curriculum will build on students' learning to date, actively support their progress in learning, and facilitate them in preparing and planning for future learning*

Lifelong learning; *Students will develop the skills of managing and directing their own learning that will assist them in meeting the challenges of life beyond school, in further and continuing education, and in working life.*

These principles will continue to guide our thinking as new subject specifications become available and short courses are considered.

We communicate our progress and national developments on our website, in our annual School Improvement Plans, at our annual curriculum evening and information evenings and regularly at our Board meetings.

School Self Evaluation (SSE) and School Improvement Planning (SIP) will continue to prioritise areas of development in teaching and learning and by so doing improve students' learning experiences and outcomes in this and all our programmes.

Introduction

Student roles and responsibilities will be explained at a special induction session and we will continue to support them in this regard.

Rationale

We have devised a new e-Learning Roadmap to reflect the changed circumstances brought about by Covid-19 and the significant increase in the use of technology to continue learning. This roadmap does not introduce any new concepts, rather, it specifically outlines the various applications used for the delivery of online classes and the protocols expected in their use.

In all cases the primary aim is to cover the required curriculum areas for their specific subject. The teacher will decide the most effective method to use to achieve this aim. Students should contact their teacher directly if they are having difficulty with any aspect of their subject or if they are finding the workload unmanageable.

Learner Safety, Learner Well Being and Learner Support will continue to be our priority in face to face and/or on-line learning environment and determine our e-learning protocols.

Scope

This roadmap is formulated with reference to Department of Education (DE) Guidelines on [Well Being](#) and [Continuity of Schooling](#) along with DE Guidelines on Reopening Schools and Stratford College's Response Plan, and DES Guidance on Emergency Remote Teaching and Learning in a COVID-19 Context For post-primary schools and centres for education.

Reference is also made to key Department of Education Circulars [DE Circular Number: 0074/2020 Communication/Teaching & Learning Platform](#) and Guidance on Remote Learning in a COVID-19 Context: September – December 2020 For primary schools and special schools (see attached).

The following requirements in relation to remote teaching and learning of all pupils/students are particularly important:

Regular engagement with pupils/students: *It is important that teachers engage with their pupils/students; in a primary setting this should, ideally, be on a daily basis; in a post-primary context teachers should, as far as possible, engage with students as per the normal school timetable.*

- **A blend of guided and independent learning tasks/experiences:** Teacher-pupil/student engagement should involve both direct teaching by the teacher and the assignment of independent learning tasks for completion by the pupils/students.
- **Appropriate and engaging learning opportunities:** Teachers should ensure that the chosen learning tasks give pupils/students an opportunity to demonstrate their learning in a clear and concise way.
- **Learning tasks:** The tasks chosen should be specifically aligned to the needs of the pupil/student, including pupils/students with SEN, and should enable the teacher to monitor progress and give constructive, developmental feedback to support the next stages in their learning.
- **Two-way feedback between home and school:** Schools should ensure that two-way feedback between teachers and parents/guardians and between teachers and their pupils/students is encouraged and supported. Schools should provide manageable and accessible opportunities for all pupils/ students to regularly share samples of their work with the teacher(s) throughout each week. Teachers should ensure that work received is corrected and relevant feedback is provided.
- **Support for pupils/students with SEN:** Special education teachers (SETs) should continue to engage with the pupils/students on their caseloads and class/subject teachers should differentiate teaching and learning in line with their pupils'/students' needs to minimise disruption to their learning and progression.

Roadmap

This roadmap also operates alongside all our existing policies. It does not set out to replace our Acceptable Usage Policy (including rules on use of mobile phones in school) but rather intends to be an important addition for the area of learning from a digital platform. The policy should also be read concurrently with our school's Code of Behaviour and Anti-Bullying Policy.

Stratford College [Acceptable User Policy \(AUP\)](#)
 Stratford College [Code of Behaviour and Discipline](#)
 Stratford College [General Data Protection Policy](#)
 Stratford College Digital Learning Strategy
 Stratford College [Child Protection Policy](#)

As advice and circumstances are constantly being updated so too this roadmap will be updated.

Our protocols attempt to comprehend the wide ranging responsibilities of on-line in school and distance learning.

Blended Learning

Blended Learning is a pedagogical approach combining online and face-to-face learning and incorporating a range of learning materials, resources, types of assessments and in-class activities to enhance the learning process. Blended learning is not about replicating face-to-face time online, the aim is to enhance student experience supported by carefully selected online tools.

On-line Learning

Online learning is where more than 80% of content is delivered remotely through a combination of synchronous, structured and/or asynchronous activities.

Hybrid Learning

Hybrid learning is where the traditional form of face-to-face learning converges with newer methods of remote and online instruction. Students and/or teachers may be simultaneously be in the classroom/another classroom and at home.

Stratford College e-learning Platforms

01: STUDENTS TOOLS

LMS: Schoolwise + Office365 + VSware

02: ONLINE TEACHING

03: Teams meetings, audio connection with the class, chat, Onenote Notebooks (Collaboration, Class Plans and Students folders)

04: screencasting, digital tools, virtual field trips

05: STUDENT EXPERIENCES

Independent learning: flipped classroom, 'cold call' questions

Group learning: break-out rooms, collaborative projects, presentations, debates, quizzes, questions

Assessment and feedback audio feedback, or online corrections

SEN, inclusion

06: WELLBEING

Student: Junior Cycle & Senior Cycle Key Skills

Teacher: Mix of real time and remote teaching

All: pacing, breaks



STRATFORD COLLEGE

Helen O'Kelly, Siobhan Reynolds. August 2020

VSware is our Management Information System (MIS). VSware is a design-led, cloud and mobile based school administration platform – which handles all core school data from attendance, assessments, and behaviour to the mandatory September and P-POD returns. VSware provides collaborative data management and innovative reporting tools giving school management, administration, teachers and parents the ability to monitor and improve the progress of their students and a real-time view of school activity.

VSware Parent App <https://support.vsware.ie/parent-app-overview>

[Office 365 Education](#) is a collection of services that allows teachers to collaborate, share resources and schoolwork with students and fellow teachers. It has several built-in features that allow for effective distance learning.

Office365 incorporates:

- Microsoft Outlook (e-mail)
- Microsoft Teams
- Microsoft OneNote
- Microsoft Forms
- Microsoft Stream

There may be some additional applications that teachers use, and the teacher will provide the student with the information required to access them. Again, students must, in all cases, use their *studentnameYYYY@student.stratfordcollege.ie* account as the login.

Resources for using MS Teams

[Back to School with MS TEAMS](#)

or [Introduction to MS TEAMS](#)

[Family and Guardian Guide to MS Teams](#)

[Helpful checklist for parents/guardians to support students on MS Teams](#)

[Teacher Guide to MS Teams](#)

[Teacher Checklist for MS Teams](#)

[Student Guide to MS Teams](#)

[Student Guide to MS Teams Booklet](#)

[Student Checklist for MS Teams](#)

Student Well Being

In-school Support

All our subject teachers are mindful of students' needs and are supporting them in their classrooms. This is where the majority of support continues to be provided.

The DE published guidelines for the provision of Social, Personal, Health Education (SPHE) programmes are [here](#).

The DE has also provided guidelines on Learning Support in remote teaching [here](#). Ms Donohoe is available at ddonohoe@stratfordcollege.ie

The DE has provided guidelines [here](#) for the continuity of Guidance Counselling to provide on-line support for students. The DE has also increased its guidance allocation to all schools to enable guidance counsellors to provide that support. Mr Culliney is available on Tuesday mornings, all day Wednesdays and Thursdays at mculliney@stratfordcollege.ie

Well Being Resources

General well being resources to help manage anxiety and stress are available [here](#).

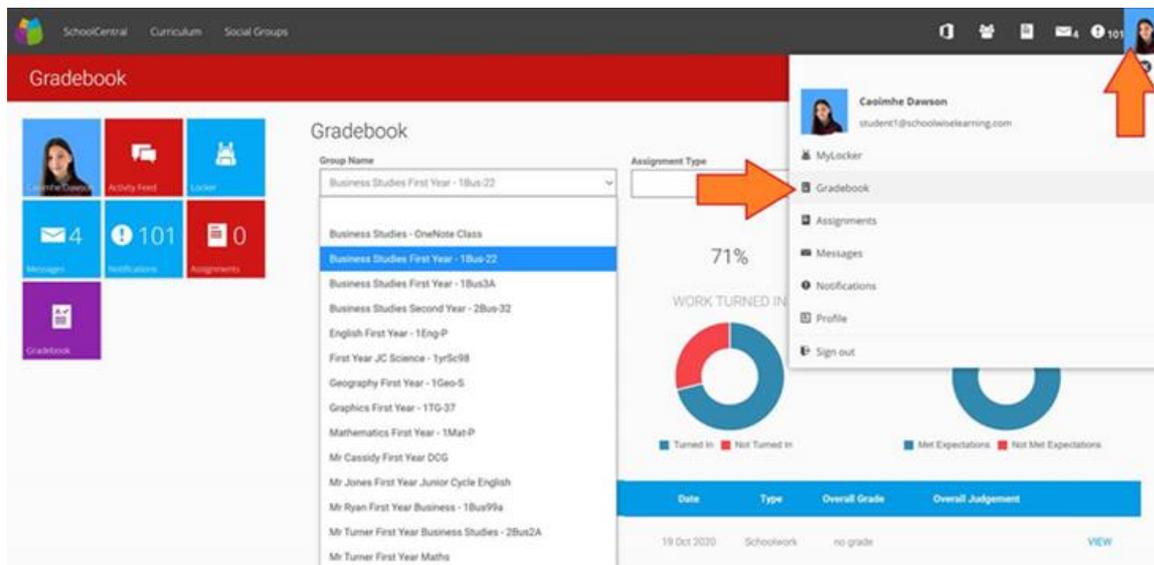
[SchoolWise](#) is our Learning Management System (LMS).

SchoolWise, also helps your son/daughter track their progress. Students have their own Gradebook in SchoolWise. This is where they can see all their assessments for each class group, the grading information (grades, feedback, etc). This can be accessed directly in a group or from their profile menu. Please see the graphics below for how to do that.

Group

	Date	Type	Overall Grade	Overall Judgement	
Local Business Project	19 Oct 2020	Schoolwork	no grade		VIEW
Sept Exam	31 Aug 2020	Task/Activity	51%		VIEW
Profile of a local entrepreneur	31 Aug 2020	Assignment	87%		VIEW
Compose a poster for consumer rights	03 Sep 2020	Schoolwork	no grade		VIEW
Consumer rights	28 Aug 2020	Assignment	no grade	In line with expectations	VIEW
Assess Exam	17 Jun 2020	Task/Activity	65%	Above expectations	VIEW

Profile



Schoolwise Help Centre

<http://support.schoolwiselearning.com/en/collections/2213255-i-am-a-learner>

<https://schoolwiselearning.com/myschoolwise>

Continous Professional Development (CPD)

VSWare Support is available at [VSWare](#).

Office 365 and SchoolWise is available [here](#).

Staff CPD is ongoing.

Data Protection

Please click on this link to see our [Data Privacy Statement](#).

In summary regarding e-learning platforms:

What we retain

- Login activity, specifically, the last time a student logged in to their Office365 account
Within Teams and OneNote, the date and time of if/when a student views any assignments or OneNote notebooks set for them and when they submit any work for same
- In live classes using Teams, all audio, video, whiteboard, annotations and screenshare activity of both teacher and participants (audio/video is not recorded if the student is on mute and the video is not enabled).

Why we retain it

- To assist us in making sure students are engaging in learning sufficiently and in good time
- To assist us in generating appropriate and relevant feedback to parents on progress

- To provide revision materials by means of replying topics covered in a live class, and to ensure those who might be unable to attend live classes can still cover the same content as the rest of the class
- To provide a record of activity in the event of a disciplinary or other issue arising during a live class

Where we retain it

- All recordings are kept within the College's own systems which requires a valid @stratfordcollege.ie or @student.stratfordcollege.ie login to access
- The College's own systems are configured so that all data resides within an EU country only, which in the case of Office365, is Ireland.

How long we retain it for

Activity and content will not be retained beyond the students exit from the College, either through early exit or through graduation once all school business has been completed.

Firewall

Our WiFi is connected to the Department of Education (DE) broadband and firewall. Strict levels of access are agreed and rolled across the network in each school.

Student Induction

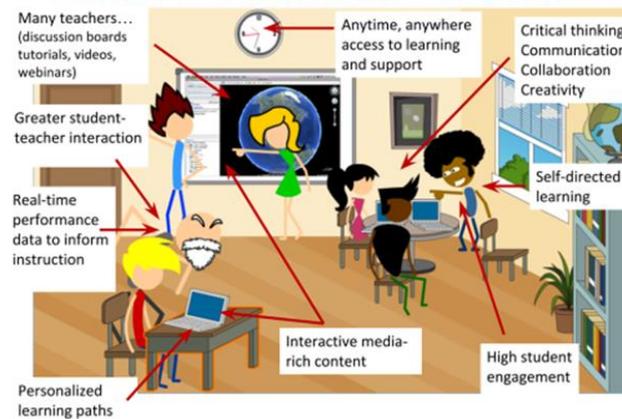
Students attend computer studies classes at least once a week. Their programme includes how to manage information via our on-line platforms. In addition, each teacher will show them best practice in their subjects.

Use of e-learning platforms

1. In-school Blended Learning

While in school and for Health and Safety Reasons students are required to use mobile devices in their classes. Use of textbooks is confined to e-versions and writing material must not be shared. Please see [Stratford College Reopening Handbook](#) for details. There are strict rules about the type of WiFi connectivity that is allowed in the school and when and where mobile devices, including phones, can be use. Please see our AUP for more details.

Anatomy of a Blended Learning Classroom



2. Distance Learning

Distance Learning will take place if a student or staff member is **self-isolating, required to restrict their movements and is otherwise well or if the school is required to close for Public Health reasons.**

Distance Learning will take what is known as a blended approach and some teachers may use different methods more than another teacher.

In both cases the primary aim is to cover the required curriculum areas for their specific subject. The teacher will decide the most effective method to use to achieve this aim. 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.

e-learning Protocols

The following guidelines on the appropriate use of our online platforms will be regularly reviewed. They apply, variously, to either/both **In-school Blended** or **Distance Learning** as relevant.

In General

1. The school is the owner and teachers are the managers of the Teams they create and will only correspond to a student who is signed up to the correct platform using their @stratfordcollege.ie login, unless alternatives have been agreed in advance with both parties. All members of Stratford College must abide by the normal school rules and policies when logged onto Teams or any digital learning platform or while learning remotely. In particular, all members of the school community should only use the Chat facility in Teams to ask/answer relevant questions related to classwork and/or school activities. Appropriate use of the Teams Chat facility is expected at all times. Students should be mindful of email etiquette and communication tone when

communicating with teachers as distinct from online communication with peers. For example, address the relevant party at the beginning of email, maintain a polite tone throughout, and sign off as appropriate.

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3. Students are required to check their SchoolWise account each day to collect assigned work and instructions from various subject teachers.
4. The material created by the teacher on Teams is the property of the School and students do not have permission to share to others outside of the Team unless given permission to do so. Recordings must not be made of any online tutorial unless the teacher has given permission to do so. In this instance, it is of utmost importance that any such recordings are not shared.
5. All members of the school community should turn off notifications outside of their learning / working hours.
6. Social media sites e.g. Facebook, Snapchat, Hangouts, WhatsApp etc. to communicate with students is never permissible and teachers have been advised accordingly. Social media may be used by teachers to demonstrate examples of good work to parents and the wider school community but will not be used for the conduct of teaching and learning. Any such activity will only be on the official school social media account (Facebook and Twitter). All names on student work should be redacted unless express permission to do otherwise has been obtained.
7. For the purposes of Child Safeguarding, teachers of Stratford College are Garda Vetted and are mandated persons. For child and data protection purposes access to remote learning is restricted to registered Stratford College teachers and students only. **Access will be teacher led only.** Any breach of this requirement may result in the suspension of access to remote learning for the pupil concerned. Third party guest engagement may be approved by the school. The terms of such requests or arrangements should comprehend GDPR, Child Safeguarding and other key policies.

In some cases, following discussion with the Principal, permission may be sought from the parents of the class group in question by the relevant subject teacher.

8. Configuration of our networks to ensure Learner and Staff safety are under constant review.

Distance Teaching and Learning

1. As student internet access cannot be supervised by teachers during periods distance learning, student personal responsibility is essential and/or parental / guardian monitoring where possible.
2. Teachers, when working remotely, will on most occasions, try to communicate online during normal working hours and will endeavour not to communicate with students outside of these hours. However, teachers may have to send material/ assignments outside of regular school opening hours. In this instance there is no expectation on the student to respond or begin work at the time it is received. Likewise, there is never an expectation on the teacher to have to correct or comment on work sent on outside of normal school hours. Whilst it might suit teachers or students to communicate outside of normal working hours, *it is essential that everyone agrees that responses or actions outside of normal working hours are not required.*
3. Class Timetables will be followed closely with the wellbeing of both teachers and students in mind. From previous experience we have learned that having a full day of live classes is not healthy for student or teacher. Therefore, teachers will alternate regular live classes via MS Teams with recorded classes, classwork, assignments by arrangement with their classes. Teachers will engage live with each of their classes at least once a week.
4. It is important for learning that students attend all online classes and engage with the set tasks and activities to the best of their ability during times of distance learning and that they submit work on completion as advised by their subject teachers.
5. Teachers will schedule online live classes at least 24hours in advance of the class and will always follow the established school timetable.
6. During live classes microphones should be switched off when the teacher is speaking and turned on to ask/answer questions or engage in the class when invited to do so. Cameras should also be switched on by all students. **Students should also dress appropriately.** Students and teachers will endeavour to have cameras working and switched on at all times during an online lesson/instruction, as students find it easier to engage with learning when this practice is followed.

7. Students should be familiar with the “Four B’s” concept and apply this when engaging in online learning. If a query arises, “Four B’s” consist of:

Brain: Re-read all instructions previously given by the class teacher.

Buddy: Ask another individual in the class.

Browser: Post the question onto the class ‘Team’ page to allow other members of the class to respond and/or search on appropriate and trustworthy websites.

Boss: If these steps do not provide adequate clarification, the student should then reach out to the teacher.

8. Any behaviour or language demand inappropriate during school applies at all times during online learning. The consequences for such behaviour will be the same as if the student was in school.

For parents

We ask parents and guardians to discuss the work being undertaken with your son/daughter. Please ensure that they are leading their learning through availing of all the supports and different methodologies we are offering. We encourage you to check that they are attending scheduled classes (see VSWare) and completing assignments. We suggest you check any communications to their email and encourage them to keep up to date with the work being set and to check on its completion.

Some families may need to enhance their broadband facilities to ensure uninterrupted supply during the day where possible. WIFI boosters, mesh systems etc are all worth considering to avoid faulty cameras, interrupted service and absenteeism.

Recording Attendance During Distance Teaching and Learning

As normal you will receive a text message letting you know if your child has attended their first class. You can and should monitor your child’s engagement in learning by logging on to VSWare and checking the [8:55am](#) roll or the [1:47pm](#) roll calls.

When you know of an absence in advance please send in an absence request via our VSWare app at <https://support.vsware.ie/parent-app-attendance/>. If you have any problem with accessing your app please contact reception@stratfordcollege.ie who will be happy to assist.

Please note not all classes will be ‘live’ cf [E-Learning Roadmap](#). Attendance at asynchronous classes may be marked present by measuring student engagement. This will be measured by the submission of one key assignment, be monitored by subject teachers and Tutors and a demerit awarded if necessary. Parents should check the behaviour tab on VSWare to monitor this.

Previously, some parents were unaware of their child’s actual online engagement until much later on. We will notify you at the end of the week if attendance is of concern.

Please see our revised [Student Acceptable User Policy \(AUP\)](#) for your careful attention. Access to our learning platforms is conditional on appropriate behaviour. This policy includes Top Tips for Students and one for Parents, a list of on-line protocols and so called 'netiquette', a reminder of student responsibilities under GDPR and a useful guide for parents to MS Teams. We ask that all students and parents observe this policy in the best interests of your son/daughter's well-being and safety and to ensure the same level of courtesy is extended on-line as in the physical classroom.

Because students are more on-line than ever Stratford College recommends <https://www.webwise.ie/> for advice on parental controls and child internet safety.

Parental and Student Informed Consent for 1:1 support

During remote teaching our Special Education Team (SET) and/or our Guidance Counsellor may arrange to see your children on a 1:1 basis to provide online 1:1 guidance counselling, support or 1:1 teaching.

Please see footnote for more detailed explanation regarding consent and data protection. Parental consent will be sought for Learning Support 1:1 via Individual Educational Plans which will be emailed to parents and students by our SENCO (Special Education Needs Organiser) or via email contact.

For personal counselling support our Guidance Counsellor 1:1 will contact parents and/or students by email/ phone call.

We will not seek consent for regular individual careers meetings. Students have the option to opt out from 1:1 support at any stage. This can be done by sending an email to the relevant teacher, your Class Tutor or the Principal.

Given the confidential nature of this support every effort will be made to ensure that appropriate safeguards are in place to protect the security, confidentiality and privacy of these 1-1 sessions. Please see relevant policies and school platforms.

** As the school is ultimately the Data Controller, school managers are free to seek individual parental consent for accessing 1-1 online supports, but it is not a pre-requisite. The Irish Data Protection Act (2018) requires prior parental consent for children under 16 years of age to avail of 'information society services' (e.g. online communications accounts, e-mail or online services), however, there is a specific exemption where the child is seeking preventative or counselling services: "Section 31: (1) The age of a child specified for the purposes of Article 8 [the requirement for prior parental consent] is 16 years of age. (2) For the purposes of the application of Article 8 in the (Irish) State, the reference in that Article to "information society services" does not include a reference to preventative or counselling services." For this reason, where the student is availing of online guidance counselling services, the prior consent of their parent(s) is not necessary.*

Appendix 1

Best Practice for using Microsoft Teams “Meetings” with Students

- Use Microsoft Teams for online classes or meetings with all classes.
 - Invite attendees by scheduling the meeting in a channel in the class Team.
- Advise students NOT to share a link to any school online meetings on social media or platforms.
 - This should be considered a serious violation of the school code of conduct.
 - The meeting “Lobby” will prevent outsiders from joining if only students are admitted. Be vigilant.
 - Use the lobby feature carefully to verify the identity of each student as you admit them.
 - A friendly word to each student on entry can be part of the routine.
- If possible, start the meeting a few minutes early.
 - As students are waiting in the Lobby you can admit them
 - If following the school timetable schedule the meeting for 5 minutes after the normal start
- Have any screens you intend sharing with students open before you start the meeting.
 - Encourage students to use the hands up feature and add questions to “chat”.
 - Share your screen carefully by managing “options” in your meeting.
 - If recording part or all of a class meeting, make sure everyone on the call is aware.
- Use the “Insight” App in Teams to see the level of student engagement.
 - Add the “insights” App to a channel Tab “+”
 - Only the Teacher can see the “Insights”. (all their activity in the team)
- Use a Background picture to exclude your own home background.
 - Encourage students to do the same with a plain background.
 - You only have to set a background up once and it will work for all meetings.
- Avoid sitting with your back to a window or bright light source.

Do meet your classes regularly online (even if you do not intend to teach online) to provide guidance on what they need to do for you and to get their feedback on their work.
