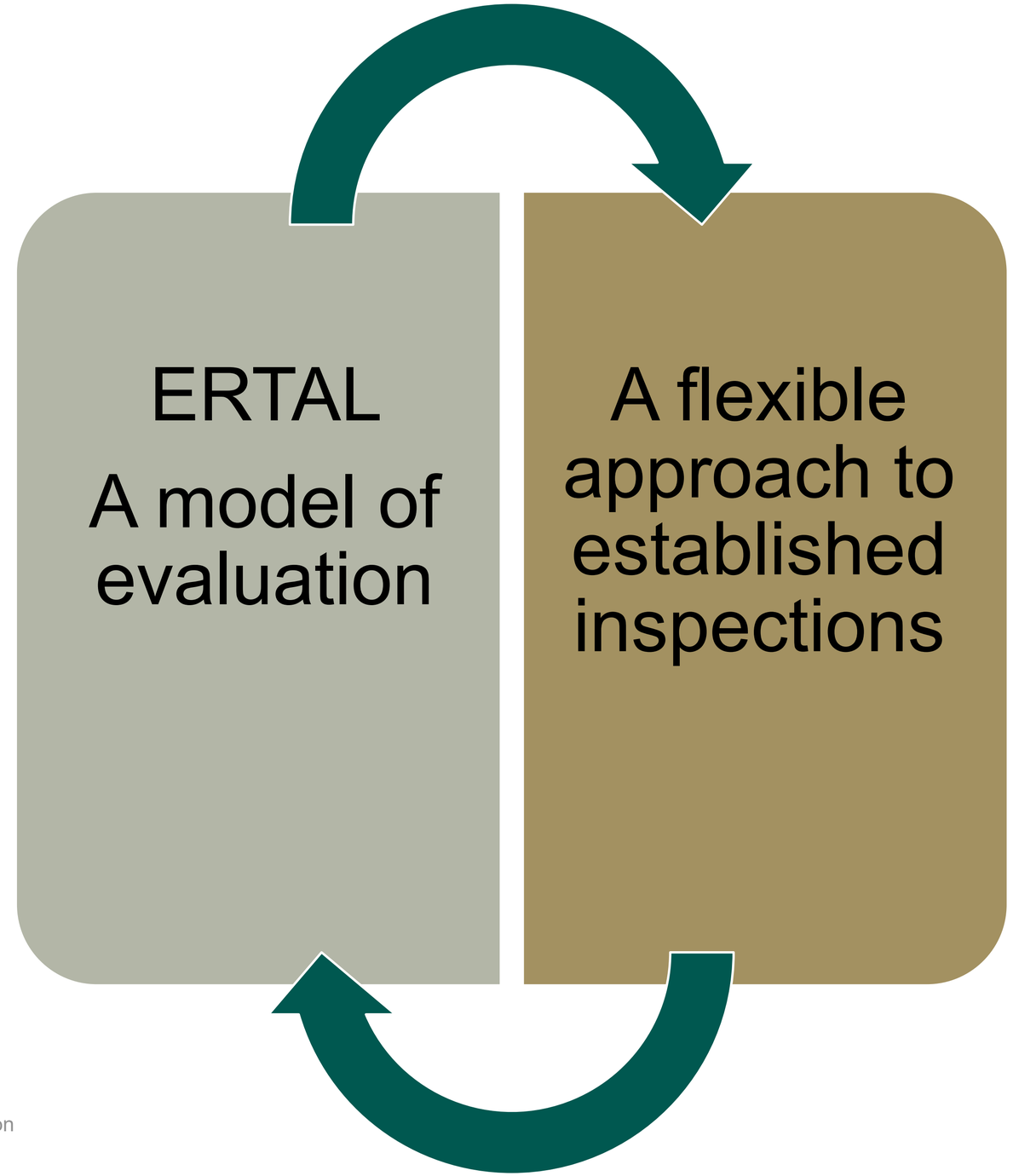
EVALUATION OF REMOTE TEACHING AND LEARNING

BRIEFING FOR EDUCATION PARTNERS

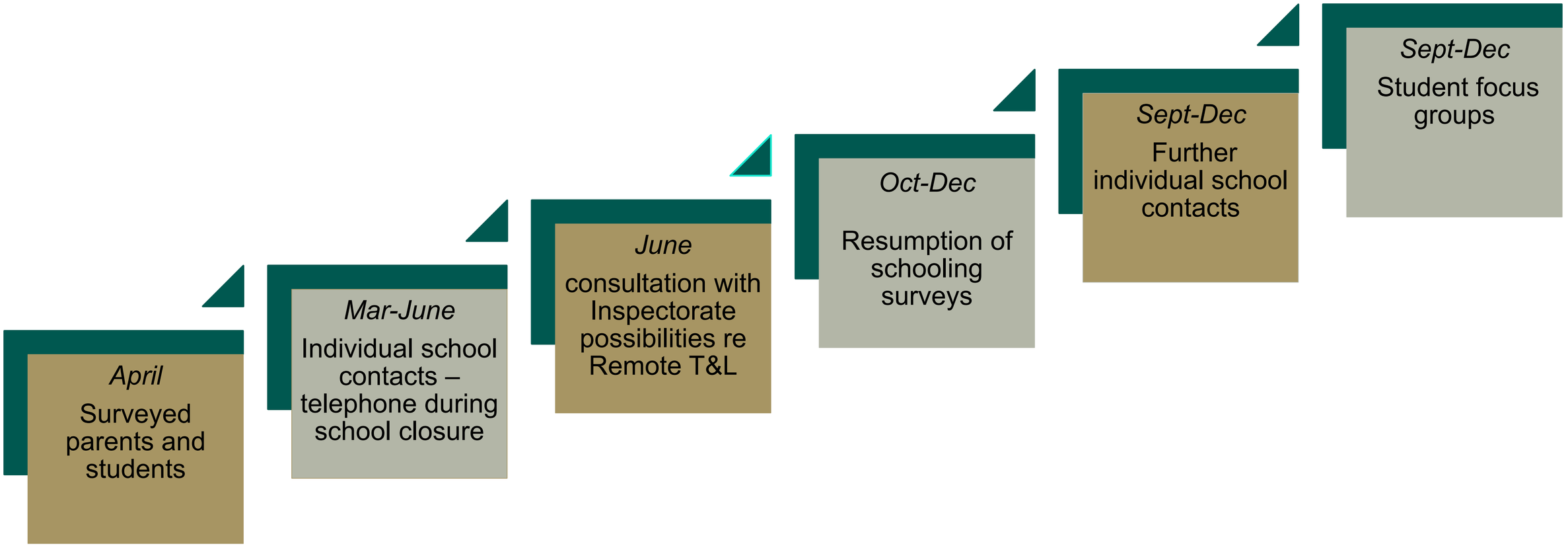
March 29 2021

Introduction

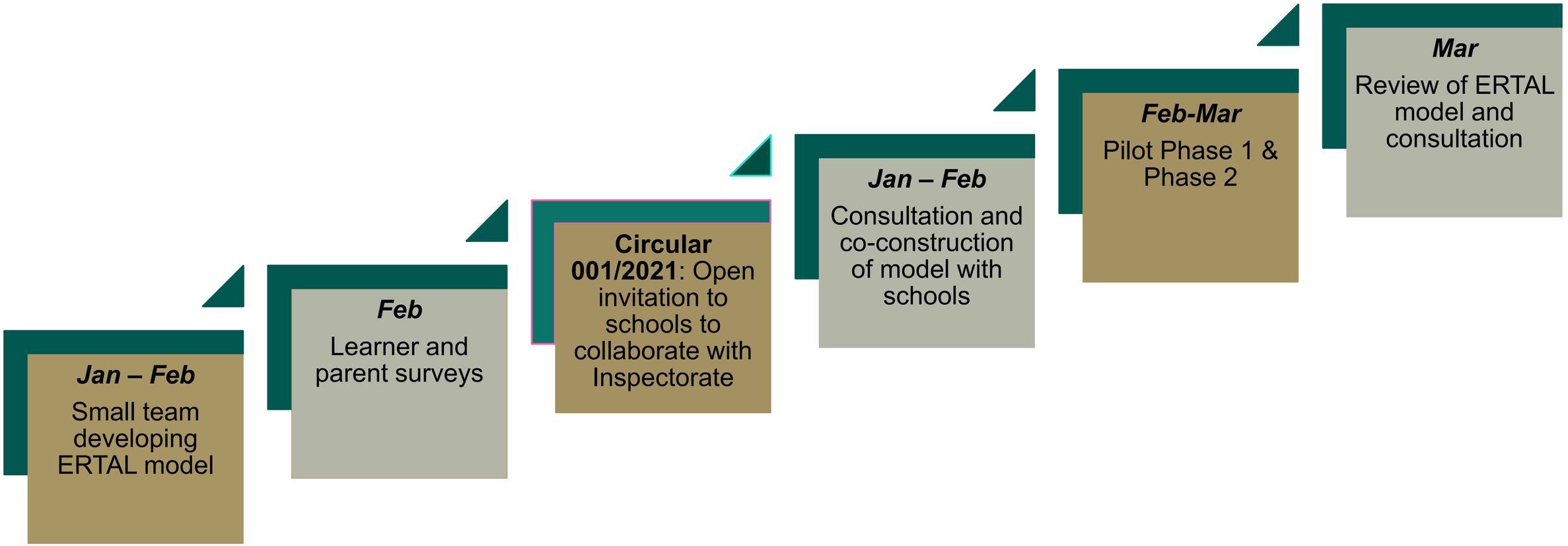
- Co-constructing what we do
- School closures, re-opening and sustained operation phases
- Introduction of new modes of teaching and learning
- New ways of working – schools, inspectors
- Initially and ongoing – advice and support
- Then - research
- Learning about challenges and success
- Balancing support and accountability functions
- Evaluation in an online environment


ERTAL
A model of evaluation
A flexible approach to established inspections

Co-Construction of ERTAL 2020



Co-Construction of ERTAL 2021



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Working together

Phase of development	Primary Schools	Post-Primary School	Youthreach centres
Initial research phase	2	2	1
Co-construction phase	2	2	2
Pilot phase 1	11	7	2
Pilot Phase 2	11	8	1
Totals	26	19	6

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Aims of ERTAL

- Build on our monitoring of remote teaching and learning
- Support SSE and school improvement
- Provide context driven and real-time advisory support to schools
- Inform the system and ensure public confidence
- Support the evolution of inspection approaches

Focus of ERTAL

- ✓ A clear focus on ***the school's provision for remote teaching and learning during a period of partial or full closure*** of school buildings

- ✓ It enables the Inspectorate to evaluate important aspects of teaching and learning in a remote environment

Evaluation Framework

Domain	Standard
Learner outcomes	Pupils/students enjoy their learning, are motivated to learn and expect to achieve as learners
Learner experiences	Pupils/students engage purposefully in meaningful learning activities
Teachers' individual practice	The teacher selects and uses planning, preparation and assessment practices that progress learning
Teachers' collective Practice	Teachers work together to devise learning opportunities across and beyond the curriculum
Leading teaching and learning	School leaders promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment.

Underpinned by:

- Regular engagement including engagement with learners with special educational needs
- Blend of direct teaching and assignment of independent learning tasks
- Appropriate and engaging learning opportunities
- Alignment of learning tasks to needs of learners
- Two-way feedback between teachers and learners and between teachers and parents

Key features of ERTAL

Gathering the perspectives of children and young adults, parents

- *Online meetings*
- *Online surveys*

Professional dialogue with teachers and school leaders

- *Online meetings*
- *Individually and in groups*

Key features of ERTAL

Observation and review of remote teaching and learning activities

- *Including live lessons, recorded lessons and other supporting materials and resources*

Reporting

- *Oral feedback to the principal and others*
- *A written report to the school*

Before the visit:

We:

- Notified the school and outlined the approach
- Requested
  - *Child Safeguarding Statement*
  - *School's Digital Plan*
  - *Timetable for remote teaching and learning*
- Forwarded:
  - *Survey links*
  - *Student assent forms (PP only)*
  - *Parent consent forms (PP only)*
- Conducted explanatory meeting with relevant school staff

During the visit:

We observed:

- *Teaching, learning and assessment activities*

We engaged with:

- *The school principal / senior management team*
- *A focus groups of students*
- *A focus groups of teachers*
- *Up to six individual engagements with teachers to discuss their provision for remote T&L*

During the visit:

We reviewed:

- *A range of teaching, learning and assessment resources*
- *Survey data from parents, students and teachers*
- *The school's Child Safeguarding Statement*
- *The school's Acceptable Usage Policy*

We provided feedback

- *We trialled various modes of feedback*

After the visit:

- Draft report
- Factual Verification opportunity
- Issue as final version
- Not published during trial phase
- Will be published in line with existing procedures

Learning from the trial

ERTAL was received positively by schools

Connectivity Issues

School leaders engaged constructively

Teachers invited us into their live online lessons

Some teacher engagement less frequent than expected

School communities have made great efforts during school closures

Student engagement issues

Schools were innovative and responsive

Digital approaches to the forefront

Some poor quality feedback on student assignments

Collaborative efforts of school communities

Access to digital devices sometimes an issue

Difficulty in differentiating in the remote space

Teachers had significantly upskilled in digital approaches

Diversity of assignments

Student autonomy and self-efficacy

Need to consider CPD opportunities on digital approaches

Learning from the trial

Principals valued their involvement in the development of ERTAL

Over 40 schools expressed interest in developing ERTAL

Co-construction process was successful

Importance of student voice

Importance of school leadership

Flexibility of ERTAL

Importance of school context

Managing electronic resources from schools

Need for ongoing investment in IT

Your views on

- The Evaluation Framework
- The procedures for the evaluation
  - *Before*
  - *During*
  - *After*
- How can ERTAL approaches be integrated into current models

The Next Steps

- Written feedback before May 14th
- Finalise the framework and approaches
- Consider how we can best utilise ERTAL approaches in other mainstream inspections

Go raibh míle maith agaibh

Inspectorate

March 2021