

Consultation on the delivery of remote learning in post-primary

February 2021

A thematic report(s), building on the quantitative analysis and containing analysis of the qualitative findings from the consultation, in-depth case studies on remote learning and schools' monitoring of the delivery and quality of remote learning, will follow in March 2021. The qualitative analysis will include the additional written feedback from the consultation about approaches/strategies, including those used for:

- mental health and well-being;
- aspects that are working well with remote learning;
- provision of feedback to pupils when learning remotely; and
- when pupils do not register or log-on.

The thematic report will also include feedback on the barriers to pupil engagement with remote learning.

An ETI consultation on the delivery of remote learning in post-primary (from 25 January 2021 to 29 January 2021)		
159 respondents (of 193 schools): 82.38%		
Question/statement	Response to question/statement	% Responses
Responses by school management type	Catholic Maintained post-primary	26.42%
	Controlled Integrated post-primary	3.14%
	Controlled post-primary	24.53%
	Grant-Maintained Integrated post-primary	8.81%
	Irish Medium post-primary	0.63%
	Controlled Grammar	8.81%
	Voluntary Grammar	27.67%
Remote learning policy, protocols and expectations	The school has a remote learning policy.	87.42%
	The school has developed protocols for the safe use of technology in the delivery of remote learning.	95.60%
	The school has communicated expectations around remote learning to pupils.	98.74%
	The school has communicated expectations around remote learning to parents.	97.48%
	The school has communicated expectations around remote learning to staff.	98.74%
	The school has communicated expectations around remote learning to the board of governors.	91.19%

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Average pupil registration and log-on, to access activities, in line with the agreed approaches/expectations of the school (25-29 January 2021)	Almost/nearly all (more than 90%)	36.48%
	Most (75% - 90%)	35.21%
	A majority (50% -74%)	25.79%
	A significant minority (30% - 49%)	1.89%
	A minority (10% -29%)	0.63%
	Very few/a small number (less than 10%)	0.00%
Teaching approaches used for remote learning	Hard copy resources	94.97%
	Online platforms	100.00%
	Pre-recorded videos (asynchronous)	96.23%
	Live teaching/sessions (synchronous)	94.34%
	Weekly activity/work planner/newsletter	60.38%
	Facilitating opportunities for pupils to work in pairs /groups	53.46%
	Independent activities e.g. research or use of digital resources/programmes	90.57%
Continuing professional development for remote learning	EA continuing professional development for remote learning.	60.38%
	In-house continuing professional development for remote learning.	98.11%
	Other providers' continuing professional development for remote learning	34.59%
External support for remote learning	None	14.47%
	Support from the COVID-19 link officer (CCMS, CSSC, EA and ETI)	62.26%
	Support from the Employing Authority	49.69%
	Support from the ETI	43.40%
	Support from other body/organisation	30.19%
	Not answered	1.89%
Publications for remote learning	CCEA Guidance	76.73%
	DE Guidance	94.34%
	EA Supporting Learning hub	77.99%
	ETI Publications	69.81%
	Other	45.91%
	None	0.63%