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 children when learning remotely; and
- when children do not register or log-on.

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

An ETI consultation on the delivery of remote learning in primary
(from 25 January 2021 to 29 January 2021)

616 respondents (of 803 schools): **76.71%**

Question/statement: Responses by school management type

Response and Percentage

Catholic Maintained Primary	44.35%
Controlled Integrated Primary	3.06%
Controlled Primary	45.16%
Grant-Maintained Integrated Primary	3.23%
Irish Medium Primary	2.74%
Other Maintained Primary	0.48%
Preparatory Department	0.97%

Question/statement: Remote learning policy, protocols and expectations

Response and Percentage

The school has a remote learning policy	81.94%
The school has developed protocols for the safe use of technology in the delivery of remote learning	91.77%
The school has communicated expectations around remote learning to children	96.13%
The school has communicated expectations around remote learning to parents	97.90%
The school has communicated expectations around remote learning to staff	99.03%
The school has communicated expectations around remote learning to the board of governors	88.06%

Question/statement: Average children's registration and log-on, to access activities, in line with the agreed approaches/expectations of the school (25-29 January 2021)

Response and Percentage

Almost/nearly all (more than 90%)	63.71%
Most (75% - 90%)	29.84%
A majority (50% -74%)	5.81%
A significant minority (30% - 49%)	0.48%
A minority (10% -29%)	0.16%
Very few/a small number (less than 10%)	0.00%

Question/statement: Teaching approaches used for remote learning

Response and Percentage

Hard copy resources	96.61%
Online platforms	99.35%
Pre-recorded videos (asynchronous)	95.16%
Live teaching/sessions (synchronous)	42.00%
Weekly activity/work	87.26%
Facilitating opportunities for children to work in pairs /groups	22.58%
Independent activities e.g. research or use of digital resources/programmes	93.55%

Question/statement: Continuing professional development for remote learning

Response and Percentage

EA continuing professional development for remote learning	55.65%
In-house continuing professional development for remote learning	94.00%
Other providers' continuing professional development for remote learning	42.26%

Question/statement: External support for remote learning

Response and Percentage

None	13.00%
Support from the COVID-19 link officer (CCMS, CSSC, EA and ETI)	66.61%
Support from the Employing Authority	39.03%
Support from the ETI	38.55%
Support from other body/organisation	37.74%
External support	53:00%

The Education and Training Inspectorate
Promoting Improvement

Consultation on the delivery of remote learning in primary

February 2021

Question/statement: Publications for remote learning

Response and Percentage

CCEA Guidance	47.74%
DE Guidance	93.39%
EA Supporting Learning hub	79.03%
ETI Publications	70.00%
Other	25.97%
None	1.45%