Purpose of this policy

All St Thomas' staff share the primary goal of high quality continuity of learning for each student. The purpose of this policy is to support teachers and administrators as they work toward moving their teaching and learning online in the event of a statewide lockdown. For the purpose of this policy, the term 'working remotely' will be used. When referring to student learning, this will be referred to as 'Distance Learning' as opposed to online learning. Online learning assumes that every student will have access to digital technologies and the internet. Wherever possible, the following factors need to be taken into consideration before implementing these procedures.

- Distance learning differs greatly from Home Schooling. With distance learning, the onus is on the teacher and student's participation. Placing the onus on younger primary school children is very difficult, therefore activities require careful consideration. Home schooling is where a parent has made a conscious effort to teach their children at home.
- Distance Learning needs to incorporate a balance of digital and non digital resources as not all families have equal access to digital devices or reliable internet, therefore provisions need to be made.
- Where a pandemic has been declared and subsequently a lock down has been declared, there will be many people within the one household working from home. In most cases, devices will be shared or children may need to be given easier, independent tasks so that parents can conduct meetings, once again consideration needs to take place. Students in Years 3 & 4 will be able to take their chrome books home on returning the ChromeBook Agreement. Chrome books will need to be checked as they are given out and notes taken on any pre existing damage. Students in Years 5 & 6 will be able to take their iPads home on returning the iPad Agreement. iPads will need to be checked as they are given out and notes taken on any pre existing damage.

Policy Outline

St Thomas' Primary School recognises that in the event we are asked to move towards Working Remotely, that continuity of learning continues for all students in our care regardless of what access they may have to technology. This policy is to ensure that there are clear expectations so as to maintain work, life balance. Working Remotely may include changes to:

- How meetings are conducted
- How student progress is reported on
- How records of student attendance is maintained
- How curriculum is provided
- How curriculum is accessed
- How assessments are delivered and then collated for differentiated learning

It is important to note that working towards remote learning for our students involves more than uploading files and video links and requires a different approach to delivering curriculum requirements. Specific pedagogies and practices need to be established to make online learning effective. As well as being able to deliver a curriculum that continues to be rich in experiences and dialogue, we acknowledge that we are also providing opportunities for our students to learn vital skills such as being effective self managers or time and organisation. For many of our students, this will be their first experience having to manage their own

learning in such a way therefore it is a requirement that we support students in developing the skills and habits necessary in order to be successful in the global digital society they will enter as adults.

Staff Responsibilities

Staff working remotely must:

- Adhere to all the St Thomas' policies and procedures
- Be contactable during the normal span of hours: 8:45am - 3:45pm
- Maintain normal school routines such as facilitated planning time, staff meeting time, other release time, recess breaks and lunch breaks.
- Ensure fitness for work requirements are met. If staff members are unwell or unable to work due to other reasons, then leave entitlements are to be accessed. Process of accessing leave entitlements are to place a phone call to the Deputy Principal and then receive a leave form via email from the school Bursar to be filled out and sent back as soon as is practical. In the event that sick leave or carers leave is applied for, a CRT will not be employed, however a school leader may continue communication during this time.
- Ensure home worksite complies with Working Remotely Checklist safety requirements at all times
- Report any health, safety and wellbeing hazards, near misses and incidents (need to see what CEM policy is regard to OH&S in the home)
- Maintain accurate and up to date records of hours worked at home within normal span of hours
- Adhere to St Thomas' current ICT policy
- Make available a weekly schedule for students to access outlining expectations as well
- Set tasks for LSO staff supporting students in your class. Students will be allocated to LSOs in consultation with the Learning Diversity Leader, classroom teachers, Deputy Principal and Principal.
- Scheduled times of the day when teachers are online and available to provide instant responses to students/parents

Policy Expectations

- Face to face expectations
- How curriculum is provided
- How curriculum is accessed

Visible Presence

Visible Presence refers to the mode in which students and staff can see who is giving a message or group address rather than relying completely on having to read information. This will then allow anyone who has difficulty interpreting written information to continue to access information. Visible Presence in the form of a pre recorded video can occur between teacher to student, teacher to teacher, teacher to curriculum leaders, leadership team, administrations team, LSOs to name a few. Visible presence also refers to voice to voice communication via telephone calls or google meet.

Daily Video

Teachers:
The purpose of this video is for all students in their class to continue to have that personal connection to their teacher. Although Distance Learning can be successful, students will feel a sense of motivation and empowerment knowing that their teacher has taken the time out to post a video to them outlining the 'general' happenings of their virtual classroom.

Videos needs to include:

- Whole class greeting and address

- Set out tasks that will need to be completed throughout the day.
- Any reminders
- Adhere to a 3-5 minute limit

End of the week.

- Review highlights from the week
- Make comments on students general working habits and achievements
- Ensure that they enjoy the weekend, free of school work
- Adhere to a 3-5 minute limit

Tools that can be used to record videos:

- Use your phone video app and then upload into Class Dojo as a file
- Access your laptop camera.

Principal/Deputy Principal

The purpose of this video is for all staff members to continue to have that personal connection to what is happening at school. Communication will also continue to occur via the staff bulletin and Compass.

This video needs to include:

- Whole staff greeting and address
- Review the highlights from each week.
- Set out tasks that will need to be completed throughout the week.
- Any reminders
- Adhere to a 3-5 minute limit

Tools that can be used to record videos:

- Use your phone video app and then upload into google classrooms or see saw as a file
- Access your laptop camera.
- Google add-on: ScreenCastify

1:1 Check ins: Audio only

Throughout the week, it is important to check in with each student via the Google Meet. This will enable students to ask any clarifying questions about work that has been set. Check-ins can be staggered throughout the week rather than daily. Where there is more than one child sharing a device, teachers may need to collaborate with each other so as to stagger these check ins. This will also enable teachers to check on student well being during their learning time at home.

Teachers can communicate their check in times with their class so that students know when the teacher is only available to certain students. Any students that are experiencing difficulty with learning or experiencing anxiety should be discussed with the Principal or Deputy Principals to see what strategies can be used. In the event that a parent has sent an inappropriate email or an email containing questions that you can't answer, it is essential that the school principal be notified. The school principal will then follow that email up with a phone call using the school mobile phone. Principal can be contacted by parents on this phone between 8.30am and 4.30pm.

Attendance records

Teachers will maintain records of attendance via Compass. We would expect all students to check in at least once during the day. Teachers can also ….. TO BE COMPLETED
- Wait to see if CEM give advice as to how to collect

Delivering and Accessing Curriculum

Active Learning

To engage students who are not in the room during a lesson, teachers should consider creating a mix of:

- Robust discussions
- Collaborative work - assign students to work on documents/projects in group in years 3-6 using Google Applications
- Collaborative work- assign students in P-2 tasks to complete with a parent or sibling at home using Google Applications
- Video and audio clips
- Hands-on exercises
- Individual work time
- Endorsed websites as suggested on the level Google Site

Planning Documents

Planning documents need to be regularly maintained and accessed as if working physically in a school. Planning documents need to be adjusted to reflect on line or remote learning, highlighting where adjustments have needed to be made and for which students those adjustments are for.

Recording Lessons

Where you need to physically show students how to access documents, files or websites, teachers may choose to record themselves while being able to record the actions on the screen. Clear instructions need to be given when using this medium. Lessons need to be kept in small chunks of information so that information can be retained. Learning online can be physically and emotionally taxing, therefore teachers need to avoid sending home long text passages or work tasks.

Resources:

Teach from Home- Google

4 Tips for content chunking- e learning

Content Chunking guidelines

You Tube: recording your screen

Making Digital Assignments

The fastest way to transform presentations into classroom conversations.

Work as a group

Teachers: Whilst working from home, it is essential to continue to support each other so that working remotely doesn't become overwhelming or isolating in any way. Teachers should remember that they can work together to create engaging lessons and activities for students. Sharing with colleagues will reduce stress and the workload. When working with colleagues, remember you can share classes and resources through google shared drives.

Students: Create smaller groups of students to work together on projects and tasks. Ask these groups to check in at the same time, thereby allowing them to experience the continuity of their relationships. It can be more meaningful to assign students to smaller groups to review and comment upon each others' work. Smaller groups are also more effective at ensuring that all students participate equitably.

Facilitated Planning: At your scheduled facilitated planning time, curriculum leaders will invite the team to a google meet session. Facilitated planning will continue as normal, planning for online lessons based on what has been observed in the previous week. Lessons will be adjusted accordingly.

Professional Learning Meetings: Where possible online learning modules may be made available as well as videos and professional learning dependent on the outcomes specified in the Annual Action Plan. Tools such as Google Meet will be used to facilitate meetings where all staff need to be addressed.

Assessment

Google Forms: Years 3-6, Google forms can be set for your class to gain insight into what their understanding of tasks, topics, projects are. Years P-2, Google forms may be uploaded through Class Dojo or Google Sites. This data can then be used to set your next series of lessons.

Conferencing: Set tasks that students know will definitely be conferenced and used for reporting purposes. Setting a whole class tasks can assist for writing moderation with your team as well.

Assessment Tools: 75 Digital Tools and Apps Teachers Can Use to Support Formative Assessment in the Classroom

Accessibility

It is critical to ensure the accessibility of resources for all students. In particular, when considering students with Personalised Learning plans (PLP), EALD students and those with limited access to internet and Digital Devices. In collaboration with the curriculum leaders and learning and teaching leader, alternative arrangements can be made for those students who do not have access to digital devices. If needed, hard copy instructions will be sent via mail or dropped off to those students that need extra support in any way. To ensure accessibility of curriculum for all, teachers are to provide a balance of text, image, video and audio. Instruction and resources provided in more than one format provides broader support for the greatest number of users.

Learning Support Officers

Learning Support Officers are an integral part of learning and teaching. Learning Support Officers assist in ensuring that the program that is delivered is accessible for students with high needs. Generally Learning Support Officers follow a set program or set of activities as provided by the classroom teachers.

Learning Support Officers will be required to check in with a set number of students as allocated by the Deputy Principals and Principal. This will ensure that as well as the classroom teacher checking in, students also have extra assistance in completing their set tasks. Depending on the level of support, LSOs may need to check in as regularly as once per day. Learning Support Officers will check in via Class Dojo or Google Meet depending on the year level. Classroom teachers will ensure that Learning Support Officers know what they are to be checking in on.

Specialist Teachers

Specialist teachers refers to the current specialist areas we currently have available at St Thomas' Primary School: Visual Art Specialist, Phys Ed Specialist, Performing Arts Specialist, Italian Specialist, The Natural World Specialist (Bush School, Garden, Sustainability), Cooking Specialist and Reading Recovery and Intervention Teachers.

All specialist teachers need to continue delivering their curriculum to the students at St Thomas'. We value each curriculum area equally. As per teacher requirements, lessons can be shared via Google Sites or Class Dojo. Clear instructions need to be given as to what the students are to complete. To ensure accessibility of curriculum for all, teachers are to provide a balance of text, image, video and audio. Instruction and resources provided in more than one format provides broader support for the greatest number of users.

Number of lessons should be as such:

Italian, Visual Art, Performing Arts, Phys Ed, Cooking, Garden/Bush School/Sustainability: 30 minute lesson per week. One lesson per grade. Work submitted needs to be acknowledged or commented on. Work/Videos can be added to Class Dojo.

Reading Recovery/Intervention: As this is a one to one or small group method of delivery, one video per week per student/group needs to be delivered with an outline of what needs to be completed and for how long. Daily check ins will be needed. In collaboration with the curriculum leaders and learning and teaching leader, alternative arrangements can be made for those students who do not have access to digital devices. If needed, hard copy instructions will be sent via mail or dropped off to those students that need extra support in any way.

Other Resources

[Preparing to Take School Online? Here Are 10 Tips to Make It Work.](#)
[Tips for Enabling Distance Learning through G Suite & Chrome](#)

References:

https://www.cde.ca.gov/ls/he/hn/appendix2.asp
https://www.education.vic.gov.au/hrweb/divequity/Pages/balance.aspx
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