



REMOTE LEARNING

2022

MCDONALD PARK SCHOOL

FOR STAFF

REMOTE LEARNING

INTRODUCTION

This document is to clarify and support some of the processes based on experiences in the July lockdown. This is in response to staff and parent feedback and decisions made by leadership. As we know, a lockdown can be announced with little warning and the circumstances can be unpredictable and change quickly. When working in a school we often need to be flexible and adaptable and the need for this could not be truer as we work within the remote learning space. We endeavour to be as prepared as possible for remote learning and acknowledge there will be ongoing challenges and adjustments that will need to be made. Thank you for all your efforts, adaptability and continuing commitment to ensure the best outcomes for all our students. Please be aware that each lockdown the circumstances are likely to be different and this document is a guideline and subject to change.

REMOTE TEACHING EXPECTATIONS

Classroom teachers will provide students with

- 50 minutes of literacy learning
- 50 minutes of numeracy learning
- 50 minutes of one other piece of work from another subject area. (If you have NIT on this day, this is your 'other') and maintain your intended planning as much as possible so all subjects are covered over a week.
- Keep a day planner with evidence of learning tasks that have been provided.
- Keep records of students completing work and incomplete work
- Give feedback to move students on in their learning, on one learning task per day.
- Complete the roll
- Set a learning schedule for the day and post this for parents to see in the announcements on Seesaw. Indicate the amount of time you would expect the learning to take but do not set a rigid timetable. This allows families to work flexibly. If working in Google Classroom you can also post this schedule for students to see.
- Live lessons expectations- one morning lesson- this can be pre-recorded.
- A timeslot where teachers will be live to talk to students or parents and ask questions or for clarification about learning.

Please consider:

- Differentiation based on the needs of student; open ended tasks maybe useful.
- The complexity of tasks where there is no live lesson
- The capacity of parents to assist their child with home learning- particularly where there are high literacy demands and if parents are working.
- Encourage daily reading and physical activity.
- Additional tasks that can be done at home like chores that could have learning attached to it.
- Some families may not be able to print lots of worksheets, this was identified as a challenge from the parent feedback survey. From years 3 and up we are aiming for print free learning.
- ★ It is expected that all learning tasks and the schedule for the following day will be posted the day/afternoon before the work needs to be completed. This needs to happen by 5pm. There was strong feedback from parents who have indicated this would support them to ensure their child is engaging with their learning.

SPECIALIST teachers-

- Provide a lesson for each class you teach for that day.
 - Year 5/6 NIT teachers to use their own Google Classroom (students will need a code for this or you will need to be added by teachers to their Google Classroom).
 - Setting this up whilst on site will allow you to be well prepared.
 - If students need their code, send this to class teachers to post on Seesaw.
 - If the class you teach are using Seesaw set up own folder for students to submit work into.
 - Provide quality feedback to two classes per day. It is not sustainable for Specialist teachers to give feedback to all students they teach on a given day.
 - If you are getting a minimal response to students completing work, you may consider volunteering more time on site.
 - Specialist teachers to provide a time for 60 minutes, between 12-3 that you will be available live for questions or clarification. If teaching across year levels, choose 1 year level to send a livestream link to each day. (For example, Mondays years 1 and 2, Tuesdays years 3 and 4).
- ★ It is expected that all learning tasks and the schedule for the following day will be posted the day/afternoon before the work needs to be completed. This needs to happen by 5pm. There was strong feedback from parents who have indicated this would support them to ensure their child is engaging with their learning.

PLATFORMS

Google Classroom

- All 5/6 teachers will provide work on and through Google Classroom
- It is recommended 3/4/5 classes use Google Classroom
- Please make it as easy as possible for students to find and access work. You could consider setting up a remote learning folder.
- Google codes to be sent home on Seesaw if necessary
- Seesaw can be used to maintain communication with parents
- If you only look at work that has been **turned in** on Google Classroom, make this clear to students this is the expectation.
- Please ensure you have invited your line manager to your 'Classroom'.

Seesaw

- Post work in **activities**.
- Students need Home Learning Codes to complete work.
- Home Learning Codes should be sent out at the start of the year.
- It is advised you have these filed somewhere, in case of students losing them.
- Pre-recorded videos can be used for delivery of lessons such as reading texts or where explicit teaching is needed.
- WebEx links can be sent via Seesaw for students to engage with live lessons

In the event of another lockdown parent feedback indicates the need for video lessons.

What this will look like but not limited to:

- One morning lesson – it is recommended that this is pre-recorded but can also be live between 9-11 am. The reason for this recommendation is to allow larger families to access the video content in a flexible way.
- A time you let your students know you will be available live online to answer questions or provide extra support. This will occur between 1-3pm (Not necessarily for the duration of that time but a minimum time of 60 minutes). In addition, you can use the chat within the live streaming platform you use.

HARD COPIES

- We are aiming to achieve **PRINT FREE** learning tasks between years 3-7. This is more achievable if you are using Google Classrooms.
- If you are using Google Classrooms, special consideration for printed copies need to occur on a 1:1 basis.
- It is acknowledged that the need for hardcopies may be greater for Junior Primary students.

If families need hardcopies of the learning:

- Leave a copy at the Front office OR send to office via email (worksheets, SCORE texts etc) dl:1021@schools.sa.edu.au
- Let families know this will be in the office if they require it.
- In an extended lockdown, (running into weeks) send or give a copy to the front office by Friday 2pm (work for the following week)
- Communicate with front office staff about an estimate of how many parents/families will require hard copies. (to eliminate over photocopying).
- SSO's will be responsible for photocopying 'packs' and organising this.
- Parents can collect hardcopies, Monday from 10am. These will be organised into classes in boxes.
- Parents are expected to return complete work to class boxes each week.
- Parents are expected to let teachers know if their child is engaging with learning using hard copies.

LIVE LESSONS ONLINE

- ★ **It is expected that you practise with your class while you are on site so you can guide them through the process. This will give you time to talk about protocols and online safety.**

Google Classroom

- Familiarise yourself with Google Classroom Meet (you can choose to use WebEx) and share this link in Google Classroom.
- Google Classroom is recommended for years 3/4/5/6/7.
- Daniel and Clinton to support as well as any other teachers with experience using Google Classroom

WebEx

- All other year levels using Seesaw, use WebEx and post links to Seesaw
- Access guides and tutorials posted in McDonald Park teams.
- If you need support please see Senior Management.

LIVE LESSON PROTOCOLS

- In the case of an extended lockdown and live lessons become an expectation, McDonald Park School will use either Google Classroom Meet or WebEx to deliver online lessons.
- Teachers need to read the McDonald Park School live lessons user guide
- Be aware of protective practices - link at end of document
- Protocols, student expectations and recommendations are documented in the parent remote learning guide.

PART TIME STAFF

- Part time staff or shared classes will provide work for their classes in accordance to the fraction of time they work. For example; if you work Mondays and Tuesdays please provide work and take responsibility for your class for those days only.
- Continue communication with your teaching partner about attendance and work completion.

SUPERVISION ON SITE

- *2022 students to go to their classrooms and teachers mark rolls
- *2022 yard duty roster will be developed to minimise number of duties teachers are required to do
- Role of the teacher is to set out expectations of the day, take the roll, ensure students are logged on and learning.
- Once students are engaged with their learning- SSOs to then facilitate and monitor students and the supervising teacher to engage with their own classes remote learning
- Students are expected to log on to online learning and complete learning tasks set by own class teacher. This will mean they will need access to devices and headphones to watch video content.
- Students strongly encouraged to bring headphones to school
- Supervising teacher to ensure brain break, recess and lunch breaks
- Supervising teacher to facilitate movement breaks when necessary

SSOs

- On site, SSOs support students to engage in remote learning delivered by their class teacher.
- In classrooms, 2 SSOs per year level group will be allocated if necessary.

RBL- Suzanne

- Communicate with classroom teachers as to how they are sharing work with students (eg Seesaw or Google Classrooms) and when they would like the lessons to be factored into the timetable.
- Lessons will be adapted to suit online learning and work will be posted for students as agreed by classroom teachers.
- Suzanne will respond to questions about tasks and respond to work that is returned.
- Keep records of work that is returned/not returned

- Continue with library administration tasks, programming, resource orders and event preparation.

CANTEEN

- Canteen will remain open to provide service to essential workers and vulnerable students
- Michelle to do a walk through and collect lunch orders
- QKR orders will be checked by Michelle off site to minimise hours on site

FRONT OFFICE

- Administration staff and finance personnel to negotiate work roster with line manager

GROUNDS

- Work roster to be negotiated
- Continue to check grounds daily for safety and maintain tidiness
- Additional projects to be completed for regular tasks may not be required to changes
- If not required on site TOIL or leave may be used as for all ancillary staff.

CLINTON

- Will assist to delegate devices on day of lockdown.
- Provide system and technical support if necessary
- Oversee 'screening' of devices on return
- Oversee cleaning of devices on return, with additional SSO support

FEEDBACK

- Teachers are expected to provide purposeful and detailed feedback on at least one (but not limited to) piece of work per day.
- Please be aware, this does not have to be as students submit it, but feedback should be given on one piece of work within 24 hours. This is to allow time if students submit work late in the afternoon, afterwork hours.
- In your planner, please document which learning tasks you have given feedback on.

INCOMPLETE WORK

- Make contact with the parents and talk to students if possible- do this as promptly as possible.
- Document all attempts to follow up.
- If there is no result, please let your line manager know as promptly as possible and maintain contact to develop an action plan for follow up.
- Community will be aware of the expectations; the site will post on Facebook note about expectations of home learning and a **home learning guide** will be sent or taken home.
- If students are checking in for attendance but do not engage with work, mark as H but keep a record of incomplete work as you would when conducting face to face learning.

ATTENDANCE

- Please keep attendance and mark roll in accordance to Departmental codes
- If you experience IT problems with roll, please record or take a photo and send attendance of the day to the Front Office
- Check emails in the morning with information regarding students on site
- Complete roll by 2pm

NON-ATTENDANCE FOLLOW UP

- If there is continued non-attendance and no contact, on the third day it is the teacher's responsibility to contact the family
- If contact cannot be made on the third day, please email Lia and CC line manager for follow up

VULNERABLE STUDENTS

In the event of an extended lock down we need to make sure we maintain contact as much as possible with vulnerable students.

- Email Lia and CC line manager students who you are concerned about and any communication you've had.
- You can also email or ring teachers who have siblings of your student to see if they've had communication. Sometimes our vulnerable families, may have trouble juggling demands of maintaining contact with 3 or 4 class teachers.
- Vulnerable students are encouraged to be on site for their learning.
- If department protocols allow, Lia and an SSO will do home visits where necessary and communicate directly with the class teacher.

COMMUNICATION WITH PARENTS

- Seesaw to remain platform for ongoing communication with parents
- It is **highly recommended** that you answer or respond to parents' questions etc in working hours and make this clear to parents. It is your choice if you choose to answer these outside of work hours.
- If you are getting lots of emails with notifications from Seesaw you can turn this off

IT TROUBLE SHOOTING

- Attempt to trouble shoot and use your teaching team to support you
- Contact Clinton for technical support via teams or email.
- Contact Daniel for support with Seesaw or Google Classroom
- If parents are having issues, let parents know you have communicated with leadership and they will be contacted shortly.

STAFF COMMUNICATION

- It is expected that all staff check emails daily to ensure they have up to date information
- Staff meeting to occur using teams for online meetings- invite will be emailed.
- Communicate IT issues- with Clinton via teams or email
- When emailing Lia or other staff members about students' CC line manager.
- Communication between teaching teams is important and an excellent means of trouble shooting.

LOANING DEVICES

- In the event that students do not have access to a device, or they have minimal devices in a large household the school will loan out devices
- User agreement will need to be signed prior to students borrowing devices

- You will receive a list of students who have pre-signed an agreement and devices will be allocated and collected on Monday week 1 with a copy of the agreement sent home.
- iPads will be allocated to R-2 and Chromebooks will be allocated to 3-6. There is some flexibility around this if you have students who need one or the other for specific reason, like learning disabilities.
- All devices that are loaned out will be 'screened' for inappropriate use and content

DONGLES

- Dongles will be supplied by the department (be aware that there is an expiry timeline)
- If you have families that are unable to access work because of limited or no data please contact your line manager.

IN CASE OF SHUTDOWN

- In case of school shut down, please be aware you will be informed of this by your line manager.
- Read emails to ensure you have up to date information.

SUPPORT DOCUMENTS

[ICT support for remote learning \(edi.sa.edu.au\)](http://edi.sa.edu.au)

- <https://www.education.sa.gov.au/our-learning-sa/resources-teachers/digital-teaching->

In teams in McDonald Park School- a resource file has been set up with further documents and supports.