Remote Learning Policy

Revised date: 2020 Term 1

Rationale:

This policy has been written to detail the requirements of teachers when remote learning is required in the even of an unforeseen event (including disasters, pandemics and other relevant incidents).

This policy will outline the following:

1) The expectation of teachers from each school (includes early years, primary, middle and senior secondary schools),
2) The procedure that needs to be followed in the event of student disengagement and/or failure to attend to online learning,
3) The use of platforms for purposes outside teaching,
4) Privacy of students and staff.

Expectations of teachers in remote learning:

The following flowchart illustrates the process of remote learning:
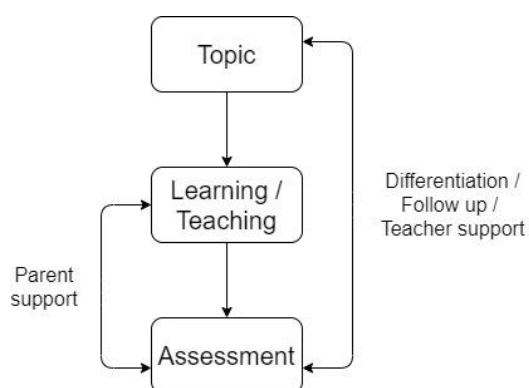
- Early years, primary and middle school teachers are to upload all work for the day, onto their respective platforms, by 10am,
- Teachers must understand that the process of differentiation, follow up and teacher support occur at all levels, from introduction of the topic, to teaching, to assessment. Teachers are required to provide this support to ensure student engagement and learning.
- Teachers must update student engagement and performance records on CoolSIS through weekly entries. Teachers are to create another category called "Online learning" with a weighting of "zero". Student engagement and performance should be recorded as check plus/minus. The definition of the grade cut-offs:
  o Cross (X) → no work submitted or completed,
  o Check minus (-√) → some work completed,
  o Check (√) → at least half of the work is completed,
  o Check plus (+√) → all work completed
- Teachers need to be mindful that there are numerous other subject uploads each day. Students are not to be assigned unreasonable amounts of work. Team Leaders may intervene to balance student workload.

Attendance

- KG – Year 5:
    - Teachers will put a roll call task on the portfolio section of Class Dojo at 9am each day. Students will be required to check in (photo or text) by 10am.
- Middle school:
    - Teachers teaching the first lesson of the day are to take attendance via Google Classroom (create an assignment called Roll Call). Teachers must reflect the attendance on CoolSIS and administration will finalise CoolSIS for the rest of the day.
- Senior Secondary:
    - Each teacher will take their attendance during their live classes on Zoom and reflect the attendance on CoolSIS.

Reflections:

- Students will be asked for regular reflections about their online learning. This will allow teachers to follow up and support where necessary.
    - KG – Year 5:
        - Class Dojo portfolio will be used for daily check-in. Students will be required to upload their check-in daily. Teachers are required to check and provide support where necessary. Where there are concerns, teachers are required to inform the Team Leader.
    - Middle and Senior Secondary School:
        - For middle school and up, Google Classrooms will be set up for each year level for reflections. Reflections will be required to be uploaded twice a week. Two teachers, one male and one female staff member, will be allocated (where possible). Teachers are required to check and provide support where necessary. Where there are concerns, teachers are required to inform the Team Leader.
- To ensure students are following norms, a document will be shared when the Google Classroom is first opened. All students will be required to read the document and follow the guidelines within.

Early years (KG – PP)

- For the purpose of this policy, early years are defined as Kindergarten to Pre-Primary. Teachers in Early years are expected to use Class Dojo as the primary platform from which to communicate - all communication from teachers to students/parents occurs via Class Dojo. This applies to all teachers who teach in this range.
- Early years, within their planning, are to integrate Reading Eggs.
- Teachers in Early years are to plan their remote learning delivery according to the following:
    - Daily work for English and Mathematics by classroom teachers,
    - Weekly work for Science and HASS by classroom teachers,
    - Weekly work for RV, Health & PE, Technology and The Arts by relevant teacher.
- It must be noted that students may and will work at their own pace. Teachers' plan must reflect this reality and the work assigned must not be overburdening.
- To introduce the work to students, teachers must include some form of introductory visual and/or audial recording. This recording can be taken via Class Dojo's capability or other medium.

- When introducing the topic, teachers must adhere to the following structure:

> Welcome/ Intro:
> - Unit and Topic name
> - Briefly state the expected learning intentions
>
> Teaching:
> - Explicit teaching through online materials
>
> Student activities/task:
> - Students to complete assigned tasks based on explicit teaching
>
> Follow up:
> - Student submit work to check/assess and feedback given

- In order to check for engagement and student progress, teachers must have regular checks. The frequency of checks needs to be done in a realistic manner to provide the subject teacher and student enough time. It is appreciated that younger students may have difficulty in returning or submitting work for teachers to check. In this case, parents must be informed such that they support their children in being able to submit work, and where necessary, submit the work for them.
- Please refer to the section "Follow up procedures" for the procedure that needs to be followed for students who are not following protocol.
- The following timetable will be provided to parents as the school's expectation of student work to be conduct during normal "school hours". It must also be used as the basis of remote learning planning.

Remote Learning Timetable for Early Years	
9:00am – 10:00am	Check in on Class Dojo
10:00am – 11:00am	Learning time
11:00am – 11:30am	Recess
11:30am – 12:30pm	Learning time
12:30pm – 1:00pm	Lunch
1:00pm – 2:00pm	Active learning
2:00pm – 2:30pm	End of day check-in

Primary school (Year 1 – Year 5)

- For the purpose of this policy, primary years are defined as the Year 1 to Year 5 classes. Any teacher who teaches in this range, must adhere to the guidelines below.
- The primary platform for communication with parents is Class Dojo. All communication must be conducted via Class Dojo.
- Classroom teachers must assign work accordingly:
  - English and Mathematics – daily uploads/lessons (Including but not limited to Reading Eggs, Spellodrome and Mathletics),

- All other teachers must upload on the day they are scheduled. The schedule is as follows:

	Year 1	Year 2	Year 3	Year 4	Year 5
English	Daily	Daily	Daily	Daily	Daily
Maths	Daily	Daily	Daily	Daily	Daily
Science	Monday	Monday	Monday	Monday	Tuesday
HASS	Friday	Friday	Friday	Friday	Thursday
LOTE	Tuesday, Thursday	Tuesday, Thursday	Wednesday, Friday	Wednesday, Friday	Monday, Wednesday, Friday
RV	Wednesday, Friday	Wednesday, Friday	Tuesday, Thursday	Tuesday, Thursday	Monday, Friday
Health/Sport	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday
The Arts	Thursday	Thursday	Thursday	Thursday	Thursday
Technology	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday

- For lessons, the following format must be adhered to:

Welcome/ Intro:
- Unit and Topic name
- Briefly state the expected learning intentions

Teaching:
- Explicit teaching through online materials

Student activities/task:
- Students to complete assigned tasks based on explicit teaching

Follow up:
- Student submit work to check/assess and feedback given

- Teachers, irrespective of the subject, must have regular checks to ensure that the student is engaged and is on-task. For subjects that have multiple uploads a week, there needs to be a minimum of two checks a week. For all other subjects, a weekly check is required.
- Please refer to the section "Follow up procedures" for the procedure that needs to be followed for students who are not following protocol.
- The following timetable will be provided to parents as the school's expectation of student work to be conduct during normal "school hours". It must also be used as the basis of remote learning planning.

Remote Learning Timetable for Primary	
9:00am – 10:00am	Check in on Class Dojo
10:00am – 11:00am	Learning time
11:00am – 11:30am	Recess
11:30am – 12:30pm	Learning time
12:30pm – 1:00pm	Lunch
1:00pm – 2:00pm	Learning time
2:00pm – 2:30pm	End of day check-in

Middle school (Year 6 – Year 9)

Middle school is defined as Years 6 to 9. All teachers teaching in middle school are required to follow the guidelines below:

- Google classroom is the main platform through which middle school teachers communicate and teach students. Other platforms, including Mathspace and Education Perfect, are to be used through Google Classroom. Google Classroom must be used in conjunction with CoolSIS. This is to allow parents to follow up on their children by checking CoolSIS (note that parents cannot be added to Google Classroom for privacy reasons, therefore necessitating CoolSIS),
- The schedule for which teachers upload classes and tasks is based on the timetable. A timetable will be produced for middle school classes. Teachers will have the instructions for the class uploaded at the beginning of the day they have their respective lesson. Teachers in middle school are required to supplement the instructions uploaded with a visual and/or audial recording detailing what needs to be done. The nature of this recording is up to the teacher but can include, Powerpoint with an overlay, a video or simple audio recording. The approach of the instructions uploaded must adhere to the structure that follows:

> Welcome/ Intro:
> - Unit and Topic name
> - Briefly state the expected learning intentions
>
> Teaching:
> - Explicit teaching through online materials
>
> Student activities/task:
> - Students to complete assigned tasks based on explicit teaching
>
> Follow up:
> - Student submit work to check/assess and feedback given

- Teachers are to have pieces of work that are also assessable and that can be handed online. These assessments are to be designed in a manner such that they are not completed with a quick copy and paste. Since this changes between subjects, the DoC will meet with HoDs to clarify requirements.

- The following timetable will be provided to parents as the school's expectation of student work to be conduct during normal "school hours". It must also be used as the basis of remote learning planning.

Remote Learning Timetable for Middle School	
9:30am – 10:00am	Check in before Period 1 in the Home Group Google Classroom – inform admin.
10:00am – 11:30am	Learning time (Period 1, 2, 3)
11:30am – 12:00pm	Break
12:00pm – 1:30pm	Learning time (Period 4, 5, 6)
1:30am – 2:00pm	Break
2:00pm – 3:00pm	Learning time (Period 7 + Catch up)
3:00pm – 3:30pm	Reflections

Senior secondary school (Year 10 – 12)

- Senior secondary is defined as the Year 10 to Year 12 cohort. Remote learning for senior secondary will take place via two platforms. The first is Google Classroom which will be used as the platform through which all communication takes place. The second is Zoom meetings. All lessons for senior secondary will run live. Lessons will be recorded and the link to access the session will be put onto Google Classroom. Google Classroom must be used in conjunction with CoolSIS. This is to allow parents to follow up on their children by checking CoolSIS (note that parents cannot be added to Google Classroom for privacy reasons, therefore necessitating CoolSIS).
- The schedule will be based on a timetable made. The timetable will be modified such that content delivery is made effectively and realistically.
- All teachers must understand and follow the guidelines below regarding remote learning:
    o All lessons for senior secondary will run live and be recorded,
    o Links for lessons must be made available to students via Google Classroom,
    o The approach for Year 10 will be similar to the approach of middle school. The exception is the fact that lessons will be live, recorded and links to videos uploaded.
- The approach for Year 11 and 12 is that of curriculum delivery. Teachers will aim to deliver all content online. For this, teachers for Year 11 and 12 are required to prepare effective content delivery. This includes:
    o An effective lesson,
    o Follow up via Google Classroom including tasks, instructions, other links and homework.
- Any and all tasks/instructions introduced must be follow the structure below:

Welcome/ Intro:
- Unit and Topic name
- Briefly state the expected learning intentions

Teaching:
- Explicit teaching through online materials

Student activities/task:

> - Students to complete assigned tasks based on explicit teaching
>
> Follow up:
> - Student submit work to check/assess and feedback given

- All teachers in senior secondary are required to follow up with students via regular checks.:
    - ○ Checks must be weekly,
    - ○ Students who are not engaged, or who are not completing assigned work to be followed up as per the "Follow up procedures" section.
- Assessments to be conducted by students must be based on the following guidelines:
    - ○ Year 10: Must not be "copy-paste" and needs to include elements of reflection and creativity to gauge understanding. Assignments must be set so they are handed in online via Google Classroom,
    - ○ Year 11: Assessments must be different to the normally required "in-class assessment" approach of SCSA. Assessments must still test content knowledge and understanding. Assessments may include reflection videos and/or writing pieces, case studies, analysis or discussion of second-hand date, etc.
    - ○ Year 12: Assessments will depend heavily on subject due to the requirements set by SCSA. Approach to Year 12 may change according to any correspondence received by SCSA. In the event this happens, staff will be informed by the WACE Coordinator.
- The following timetable will be provided to parents as the school's expectation of student work to be conduct during normal "school hours". It must also be used as the basis of remote learning planning.

Remote Learning Timetable for Senior Secondary School	
10:00am – 10:30am	Period 1 (Take attendance)
10:35am – 11:05am	Period 2
11:10am – 11:40am	Period 3
11:40am – 12:00pm	Break
12:00pm – 12:30pm	Period 4
12:35pm – 1:05pm	Period5
1:05pm – 2:00pm	Lunch
2:00pm – 2:30pm	Period 6
2:35pm – 3:05pm	Period7
3:10pm – 3:30pm	Reflections

Follow up procedures:

- Teachers are required to follow up with students who are disengaged, not doing the work or posing other problems (include behavioural and other negative issues). The following provides the procedure that needs to be followed by a teacher in such a case:

Student disengaged:	Early Years (KG – Year 1)	Primary School (Year 2 – Year 5)	Middle School (Year 6 – Year 9)	Senior Secondary (Year 10 – Year 12)
1-2 weeks or behavioural issue	Classroom/Subject teacher follows up	Classroom/Subject teacher follows up	Classroom/Subject teacher follows up	Classroom/Subject teacher follows up
3 weeks or behavioural issue	Team Leader	Team Leader	Team Leader	Team Leader
3 weeks + or behavioural issue	Team Leader follows up	Team Leader follows up	Team Leader follows up	Team Leader follows up

- Teachers are to update the Communication Log after contacting parents for any issues,
- In event student is disengaged or not doing the work, and there is no acceptable excuse, management has the discretion to:
  o Not promote student to next year,
  o Not allow student to continue at school when the conditions necessitating remote learning lift (applicable to students who were accepted on conditional basis),
  o Employ other policies that are applicable including the Bullying Policy (includes cyber-bullying), Behaviour Management Policy, Complaint Policy, etc.,
- It must be noted that all normal behaviour management protocols are in place regardless of remote learning. Students who do not follow behavioural protocol online, whatever that may be, will need to be followed up on.

Use of platforms outside of learning:

- Zoom or Google Classroom may be required for other reasons beside remote learning during normal school hours. These reasons may include:
  o Support classes on Saturday,
  o Meetings with parents,
  o Sessions between students and the counsellor,
  o Small group intervention (MiniLit and MacqLit).
- In the event that any platform needs to be used, approval from management must be received. This is to ensure the safety and privacy of all parties involved.

Code of conduct for remote learning:

- Students must adhere to all aspects of the "student code of conduct" as per normal,
- Teachers must follow all aspects of "code of conduct" as per normal,
- The following are things that make up the "Fountain College remote learning code of conduct":
    - Teachers must observe all aspects of the Code of Conduct as followed in school during student attendance while teaching online,
    - A teacher may not extend a session beyond the allocated time,
    - Teachers are not permitted to initiate a live stream outside the timetable and approved times (Saturday classes),
    - Teachers are not permitted to communicate with students through any platform except for Class Dojo, Google Classroom, school email or any other approved platform,
    - Teachers acknowledge that Zoom live recordings will be recorded and uploaded for potential future use by students,
    - Teachers acknowledge that all recordings made are Fountain College's property and that can be uploaded only to approved platforms by management,
    - Teachers acknowledge that recordings of classes can not be used without management's approval.