

Learning from Home/Flexible Learning Guidelines and information for parents, students and CENT staff

In light of COVID-19 and the possible variations to curriculum delivery for schools, the following guidelines and information is provided for CENT schools and participants engaging in flexible learning delivery or online/distance education.

In the event that families choose to keep students at home and they are unable to access online learning or digital materials, schools will provide printed materials for these students. In some cases, a combination of online and paper based learning will be provided for students.

Attendance

Schools will continue to record student attendance and participation in learning. This will include recording the attendance of students who attend school and attendance of those students who are engaged in home/online learning. Parents/guardians should contact schools regarding student absences or illness as they would normally do.

Hours of learning/Timetabling

Primary Schooling (T - 6)

For primary school students, the 'home school' day will be significantly shorter than the usual school day. Students will not be expected to spend six hours on schoolwork. Parents supervising their children at home need to be aware that students working in this mode will generally complete work tasks a lot faster. As a result, students in T-2 classes generally only need one to two hours (excluding breaks) per day of directed activity.

Year 3-6 primary school students will focus on literacy and numeracy in the morning and cover the learning areas of the Australian Curriculum and Religious Education through integrated learning throughout the week. Students are encouraged to be involved in the planning of the day. That could involve being outside or reading to them or your child reading to you.

For all primary school students, please consider the following:

- Remove any distractions that may stop them from focusing on and completing their work.

- Ensure there is a healthy balance between screen time and other activities; during their break times, avoid using their devices or technology.
- Encourage and support them to attempt all set work and ensure your child reads all feedback so that they can reassess their learning goals.
- If they are having difficulty understanding the task, try to assist them or encourage them to communicate regularly with their teacher.
- If you have a concern about their wellbeing please contact your class teacher or the school counsellor.

If your child receives regular curriculum support in class, please maintain communication with the class teacher and Special Education Advisor to access support for adjusting and completing classroom learning tasks.

Early Learning - Year 2

Games and play based learning is encouraged. Printed learning materials will be sent home with students who do not have internet/access to technology and are not attending school. The learning activities and guides are designed to assist parents in supporting their children's learning while they are at home. Parents are encouraged to read and share stories with their children and continue incidental math activities where appropriate including cooking, money and measuring activities. All communication and learning tasks will be provided through the schools appropriate online platform or via email and updated as a minimum once/week.

Years 3-6

Primary school students are expected to engage in learning for approximately 2 hours per day. School based materials will be developed by schools and online learning may also continue with students via Class Do Jo, Google Classroom or specific school learning platforms. Each school will communicate with their students in relation to expectations with updates/communication provided weekly.

Learning will be based on, but not restricted to:-

- 20-30 minute Mathematics lesson (Mathletics lessons and online websites available)
- 15-20 minute Reading (Reading Eggs/)
- 20-30 minutes physical education/outdoor activities
- 10-15 minute spelling activities
- 20-30 minutes projects/integrated activities including cooking/ science/ gardening projects/ ICT
- 10-15 minutes Religious Education

Middle schooling (Years 7-9)

As far as possible, secondary school students should be encouraged to follow their usual school timetable while at home.

While it is still allowed, there may also be occasions where students will need to attend school, even if they are studying at home. Examples of these occasions include when completing a major work project, or possibly collecting/delivering study materials.

For Middle school students, consider the following:

- Students should focus on learning tasks, especially during lesson times and limit access to social media platforms and other non-school online activities to avoid distraction.
- Students should follow as much as possible their regular timetabled classes; however, workload expectations for students will be reduced by teachers to ensure students are not overwhelmed with work demands.
- Regular breaks to provide opportunities for students to maintain a balance throughout their day, providing time for activities that will benefit wellbeing.
- If your child receives regular learning support, please maintain communication with the class teacher and Special Education Advisor regarding adjustments to tasks and support with completing the learning assignments.

Students are expected to engage in learning for 2-3 hours per day. Schools will provide information to students/families in relation to learning expectations including timetabling, learning tasks, projects and when relevant- live (downloadable) video/zoom/skype sessions available to support learning.

Senior school (Years 10-12)

For senior secondary students consider the following:

- Support your child to balance their time effectively. They will get opportunities for regular breaks (as they do during a normal school day). Encourage them to get some fresh air, exercise, eat healthily and hydrate.
- Students should focus on learning tasks, especially during lesson times and curtail social media connection and other non-school online activities to avoid distraction.
- Students should follow as much as possible their regular timetabled classes.

For SACE students support them to remain calm. The SACE Board recognizes the challenges that we, as a society, are faced with. There will be flexibility.

It is important for students to maintain regular contact with teachers and learning support staff to continue the adjustments and learning support that is a necessary component of your child's learning.

Students should engage in learning for approximately 3-4 hours per day. Schools will provide information to students in relation to learning expectations including timetabling, learning tasks, projects and when relevant- live (downloadable) video/ zoom/skype sessions available to support learning.

Learning Tasks

To ensure effective and productive online learning experiences for students, responsibility is shared by all stakeholders. Teachers will update the learning materials and tasks as needed and communicate clear instructions to be followed. It is helpful for students to create a daily online learning schedule. Students will need guidance from parents/guardians in relation to the appropriate use of technology and ensuring a balance of screen time and off line learning tasks.

Delivery of Home Learning

Schools may use a specific learning platform to support learning from home including Google Classroom, Class Do Jo, SEQTA or TEAMS. They may also utilise other Apps, websites and programs appropriate for their context and the age/year level of students. Not all teachers will run their learning activities in exactly the same way, so families are encouraged to contact the school via email or the learning platform to seek clarity when required. The usual school communication protocols apply: teachers may take 24- 48 hours to respond as they have multiple students and classes to work with. Teachers will not usually respond to messages over the weekend.

Assessments

Schools will provide direct advice to families regarding assessment and submission of student work. Student work may be submitted either in hard copy, mail or electronically through the school Learning Platform, Do Jo, Edmodo, SEQTA or Google Classroom. Students are encouraged to be well organised - saving things to the correct folders and appropriately labelling them. This will assist with organisation, workload management and with the eventual transition back to school.

Reporting

Currently the Department of Education *minimum reporting expectation* for Semester 1, is that each student will be provided with *a comment for English, Mathematics and a general comment*.

These are the minimum expectations in the event of a scenario where:

- Schools may have some students learning from home due to voluntary or forced isolation and some students attending face to face lessons or
- Student and teachers are working from home and delivery occurs in a flexible model

Schools will consider the evidence of learning that has been collected for each student during Term 1 and Term 2 to determine the detail required within student reports. Information will be communicated to families regarding student reports during term 2.

Communication

Schools will communicate with families and students via email or online platforms. Where schools are using online platforms, teachers will advise their availability for online conferencing using emails or the appropriate learning platform.

- Primary students - 1-2 posts/notifications per week / teacher
- Senior students - 2-3 posts/notifications per week / subject teacher
- School Website or Facebook site will have a minimum of 1 post/notification /week.

Digital Citizenship

All participants should ensure that they are aware of the law relating to online behaviour. Please refer to the national advice available from the E-Safety Commission <https://www.esafety.gov.au/key-issues/covid-19>

Students, staff and all users are expected to be positive digital citizens when undertaking distance education. This includes being respectful, responsible and safe. Students and staff are expected to follow the relevant School policies and procedures regarding appropriate and safe online learning behaviour.

Student responsibilities (adjusted according to the age and stage of each child)

- monitoring digital platforms and communication often to check for announcements and feedback from teachers
- completing tasks with integrity and academic honesty and doing their best work
- doing their best to meet timelines, commitments and due dates
- communicating proactively with their teachers, asking for support as needed ☒ collaborating and supporting their classmates in their learning online ☒ abiding by school's behaviour guidelines.

Parent Responsibilities:

- establishing routines and expectations for your child
- providing a space for your child to work in
- providing a level of supervision appropriate to your child's stage of development
- monitoring communications from teachers

- checking in with your child often to help them manage and pace their work ☒ monitoring how much time your child is spending online.

Teacher responsibilities

- Limit Live lessons to 20-30 minutes
- Set the behavioural expectations of your online class and ensure students abide by them
- Ensure the goals for each lesson are clear
- Encourage students to communicate via the school learning platform
- Keep students to assessment and communicate clearly regarding this
- Provide feedback and grade assessment tasks within a timely manner; 2 week turnaround
- Keep in contact with parents/guardians particularly with students who are not engaging or participating in an appropriate manner.

If you have any queries in relation to Home Learning arrangements, guidelines or expectations, please contact your child's school directly.



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