

Remote Learning Policy

Rationale

This policy is to ensure the ongoing education of students at John Paul College under unusual circumstances. It outlines procedures and practice for students and staff in self-isolation, who are otherwise fit and healthy, as well as outlining procedures and practice for staff, students, and parents to continue with learning if the school has a partial or full closure.

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who are not in school.
- Set out expectations for all members of the school community with regards to remote learning

Overview

As a school we will be using SIMON and Microsoft Teams (in the long term) as our platforms for setting work, sharing resources, uploading completed work (where applicable), delivering pre-recorded and live lessons (where applicable). Some of our students are already familiar with how to access and utilise this platform following school closure. However, students and staff will be receiving further training on how to use Microsoft Teams. This Policy outlines how school, parents/carers and students will work together in partnership to ensure minimal disruption to the education of our young people during this time.

Preparing for remote learning

John Paul College will be proactive in ensuring that:

- Teachers have access to Microsoft Teams for classes and that these are set up.
- Teachers are familiar with the main functions of Microsoft Teams and SIMON
- Teachers have the ability to host a Teams Meeting (video and/or audio) with their classes either from their classrooms or from home.
- Student and parents have access to their login details for SIMON and Teams.
- Students are able to access their school email address.
- Students within classes have access to the relevant Microsoft Teams.
- Students will receive Teams refresher sessions as appropriate.
- Parents and students are made aware in advance of the arrangements in place for the continuity of education.

John Paul College should ensure that staff are supported by:

- Using staff meetings or setting aside professional development time
- ICT support is made available during remote learning for all staff and students.
- Ensuring staff are supported during remote learning by checking in on staff and their wellbeing.

Teachers should ensure that they:

- Have received appropriate training.
- Use the JPC Teachers guidelines for Microsoft Teams and SIMON for further recommendations on how to ensure active student learning is occurring in the online classroom.
- That their computer-based teaching resources are available outside of school (e.g., on One Drive, Microsoft Teams, a USB drive)
- Added appropriate Learning Support Staff to their Microsoft Teams to be able to join lessons.
- Have ensured they can access key resources online at home, e.g., key textbooks.
- Collaborate with other teachers online to ensure tasks are set consistently across subjects and year levels.
- Ensure they seek extra support and professional learning if needed during remote learning.

Remote Learning Practice and Responsibilities

Teachers will provide work in line with students' timetables through SIMON and Microsoft Teams. In most cases, this will involve live lessons through Microsoft Teams which will be delivered in accordance with existing schemes of learning or Independent tasks to allow for flexibility in learning. Please refer to the John Paul College Remote Learning Framework (Appendix 1)

- Teachers will add Class Notices on SIMON by 8.30am each day for students to check.
- Class Notices will include the date, period and an outline of what students will need to action in the lesson.
- Teachers will be available between 8.30am and 3.30pm each day.
- Teachers will follow the class timetable and planning and delivering lessons via either face to face remote learning sessions or activities set on SIMON.
- Teachers will check in with students at the start of each lesson via Teams to ensure students are clear with the work to be undertaken during the lesson and to check in on student wellbeing.
- Teachers should schedule the lesson using the Teams calendar for the same day and time that the class would be taught in school. When scheduling the lesson, the title of the meeting should include the class and period e.g., Year 11 Eng. period 2.
- Teachers will remind students to switch their web cameras on and mute themselves at the start of each live lesson.
- Teachers to set clear expectations with student participation and behaviour in the online classroom which are the same as those expected of students in the normal John Paul College classroom
- Teachers will encourage students to use the cameras at the start of the lesson or during the lesson to create a sense of connection and accountability, fostering community and simulating in-person instruction.
- Teachers will also guide students on how to blur backgrounds to protect student privacy.
- Teachers will also upload resources to class materials on SIMON or through the relevant Teams class.
- Teachers will explain to students what work students are expect to submit and how it should be submitted (e.g., bring to the next lesson or upload via assignments on Teams)
- Teachers will set all Summative Assessments will be set up via SIMON and instructions given to students on uploading work.
- Teachers will wear appropriate professional dress when visible on-screen and blur their backgrounds to protect their privacy.



Parent Responsibilities

- Ensure your child has all their books and resources needed to complete their remote learning.
- Ensure your child has access to a device to use to access remote learning.
- Encourage your child to be actively involved in remote learning.
- Make sure your child has a suitable study space to complete their remote learning, i.e., a desk or table and chair.
- Support your child in establishing a structured day- start, finish and break times in line with their in-school timetable.
- Support your child through undertaking Check ins to help track your child's learning each day (see Appendix 2)
- Support your child with accessing and completing the remote learning curriculum through SIMON and Teams.
- Support your child's wellbeing through encouraging physical exercise and maintain a proper sleep routine.
- Support your child to submit their work as directed by their class teachers.
- Encourage your child to act on any feedback given to improve their work.

Student Responsibilities

- Students must ensure that they have all books and resources needed to complete remote learning successfully.
- Students should make sure they have a suitable study space to complete your remote learning i.e., a desk or table and chair.
- Students are reminded to retain structure to their day.
- Students must ensure they commence each day by checking on SIMON Class Notices for every subject in your timetable for that day.
- Class Notices will contain a summary of what you are expected to learn and do. The summary will note when you are expected to participate in an online MS Teams class
- Students need to still maintain regular exercise and sleep.
- Students must join any live lessons using the invite on your Teams calendar.
- Students must switch on their camera when asked and have microphones on mute during live lessons.
- Students are reminded to email their Pastoral teacher or Class teacher if they require additional support with remote learning.
- Students must submit their completed remote learning work as instructed by your teacher.
- Students are reminded to act on any feedback given to improve your work.
- Students are to be dressed appropriately for online learning.
- Students are reminded to uphold the same standards of conduct and behaviour during live lessons as would be expected in school.

Assessment

- Summative Assessments for all year levels will run during this period of remote learning. This includes school-based assessments in the VCE and VCAL. Information regarding assessments will be distributed to students via Class Notices.
- Providing timely and helpful feedback is a cornerstone of good teaching and learning and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed, and this would continue to be the case should the school employ remote learning.
- In class work can be set by teachers and submitted by students using Assignments on Teams.



- Summative Assessments will continue to be submitted through SIMON.
- Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- At times providing whole class feedback rather than feedback on individual pieces of work
- Using the 'insert comment' function on Microsoft Word documents and attaching the work.
- Use of Microsoft Forms to create quizzes in order to assess students' knowledge and understanding.
- Using Assignments on Teams to provide feedback on in class work.

Late submission of work will be followed up by subject teachers with families.

Homework

- During Remote Learning formal homework tasks will not be set in addition to daily work for Years 7-10.
- Students will be expected to study for Summative Assessments such as Tests.
- Students in VCE and VCAL will be expected to undertake Homework and Study during Remote Learning

Staff absence and flexible working

If a member of staff is required to self-isolate and are well, they are expected to:

- Follow the normal guidelines for planned absences. They should plan resources and set work using Teams for their lessons and teach live lessons where possible.

If a member of staff is unwell (COVID-19 related or otherwise) or cannot work for any other reason they are expected to:

- Report their absence using the normal procedure.
- Where possible liaise with their line manager (LAL or HOH) so the setting of work for students can be organised so students do not fall behind

If a member of staff cannot work in the usual way during the school day, they should discuss this with their line manager.



Monitoring and Quality Assurance

Deputy Principals and Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – through regular communication with teachers and Learning Area leaders, reviewing work set and feedback from students and parents.

Learning Area Leaders

Alongside their teaching responsibilities, Learning Area Leaders are responsible for:

- Working with their teaching teams to make sure all remote learning work set is appropriate and consistent.
- Maintain oversight of the appropriateness and quality of the work set across their Learning Area.
- Share good practice across the Learning Area through regular review of resources and professional discussion via Learning Area meetings as noted in the school calendar.

Learning Area Leaders are required to liaise with their departmental staff through regular contact to ensure that:

- Sufficient work is being set.
- Students causing concern through a lack of engagement with live lessons or assignments requiring submission are flagged with LAL on a weekly basis.

Heads of House

Alongside their teaching responsibilities, Heads of House are responsible for:

- Hold regular video assemblies (shared on Teams to their House group)
- Co-ordinating Follow ups– ensuring they keep in touch with specific students who are isolating in order to make wellbeing contact and check ability to access remote learning.
- Making contact with parents whose children are a cause for concern (i.e., not engaging with remote learning, wellbeing)
- Monitor attendance and engagement of students in the House.
- Monitor students with poor engagement.

Pastoral Teachers

Alongside their teaching responsibilities, Pastoral Teachers are responsible for:

- Conducting Pastoral periods on Teams – during the normal timetabled slot and follow up non-attendance.
- Raising any concerns about their pastoral students with HOH to further follow up.

Head of Stewart Centre-Learning Support

Head of Stewart Centre is responsible for:

- Keeping in regular contact with their allocated students on at least a weekly basis
- Coordinating their team of Learning Support Officers to ensure wellbeing, ability to access lessons and Stewart centre queries.



- Ensure all LSAs are able to access Microsoft Teams and their allocated lessons.

Learning Support Officers

Learning Support Officers are responsible for supporting the funded students within their lesson. Their role will be:

- Attending lessons (where possible) via Microsoft Teams.
- Keeping accurate notes to supplement a student's notes.
- Being available to supplement work (via email) and monitor engagement.
- Immediately contact SCIL students if they are not accessing the lesson without prior arrangement.

Pastoral Care

John Paul College is committed to providing exemplary pastoral care, and this will continue during any period of school closure or remote learning.

- During such periods, the normal channels of communication regarding pastoral care, attendance and wellbeing remain a priority.
- Students can contact their Pastoral Teacher Head of House or indeed any member of staff should they prefer, by email or through Teams.
- The school counsellor will also be available for consultations and to provide support. Appointments can be made through the normal channels.

Attendance

- Class teachers to mark student rolls at the start of the day in Pastoral roll call.
- Student Administration staff to monitor attendance and follow up with families.

Child Safety

During any period of school closure, the "Child Safety" Policy still applies, as does the Staff Code of Conduct and the IT Acceptable Use agreement.

Any live contact between students and staff must only take place through official school channels. This includes emails from students to teachers, which should only be sent from the student email address. Any online contact between students and staff must only take place through official school channels, which are:

- John Paul College email address only: no personal email addresses must be used by either staff or students.
- Microsoft Teams chat or video conference i.e., Zoom (through John Paul College email address only)
- SIMON

Contact between students and staff through personal telephones or personal email accounts, or any other third-party messaging software or video conferencing software is strictly prohibited.



Related Policies and Documents

- Pastoral Care of Students Policy
- Staff Code of Conduct
- Child safety Policy
- Use of ICT Agreement

Policy Review Date:

Person Responsible:

Appendix 1-John Paul College Remote Learning Framework

Remote and Flexible Learning Framework



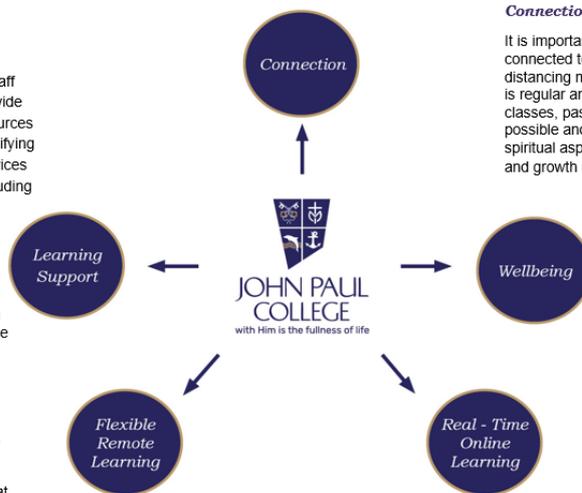
Learning Support

Teachers, IT Support, Resource Centre staff and Learning Support (SCIL) staff will provide assistance, feedback and supporting resources for students to help in understanding, modifying and completing learning tasks. These services will be delivered in a variety of modes including Microsoft Teams video conferences with students and parents/guardians.

Flexible Remote Learning

There will be a focus on providing learning material that can be undertaken both online and offline. Students will access learning tasks set by teachers using SIMON Class Notices, Teams and email. Class work will be posted at 8.30am on SIMON each day.

These tasks will be completed by students within a given timeframe using their digital resources, textbooks and other resources. This approach will allow students to work at their own pace and seek further assistance from teachers and other support staff when required



Connection

It is important that we all make the commitment and effort to stay connected to each other when we are all following the physical distancing measures in place. John Paul College will ensure that there is regular and purposeful communication with individual students, classes, pastoral groups and families to maximise the connections possible and to provide avenues for communication. Connection to the spiritual aspects of ourselves by giving time and attention to prayer and growth in faith is a key way to connect to God.

Wellbeing

There is a great need to focus in our own wellbeing at this time of isolation and uncertainty. We are committed to continuing our focus on wellbeing through promoting self-reflection, mindfulness, physical activity and healthy relationships. The support mechanisms of the Pastoral group and House as well as the College nurse and counsellors will play important roles in supporting students in this area.

Real-Time Online Learning

Students will be expected to follow the regular timetable each day. Students will be able to connect in real time, along with their peers, with their teachers and other support staff using Microsoft Teams. This process will allow for students to engage together in learning experiences and to have discussion and receive feedback.

Each of the facets of the framework have a vital part to play in supporting students to thrive in this remote learning environment.



Appendix 2- Parent “Check In” -Remote Learning Questions

Communicating with your child

We encourage you to start and finish each day with a simple check-in. These check-ins can be a regular part of each day.

Morning check ins

In the morning, ask:

- What are you learning today?
- What are your learning targets or goals?
- How will you be spending your time?
- What resources do you need?
- What support do you need?

These questions allow your child to:

- process the instructions they get from their teachers.
- help them organise themselves and set priorities.

Afternoon check-ins

In the afternoon, ask:

- What did you learn today?
- What was challenging? You could come up with a way to deal with the same problem if it comes up again.
- Consider three things that went well today. Why were they good?
- Are you ok? Do you need to email your teacher for something?
- Do you need help with something to make tomorrow more successful?

