



Trinity Anglican School

Remote Learning Plan



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Introduction

Different subjects and age groups require different approaches to learning. Under the leadership of the Director of Innovation Teaching & Learning and the Heads of Junior School, teachers are trusted and empowered to deploy appropriate delivery of content and learning activities. Tools that are fit for purpose and relevant to the subject, content and skills being learned, will be utilised, as well as consideration given to the age and stage of the students and their developmental needs. Wherever possible, technologies and ways of learning will continue to be those with which teachers and students are familiar.

Purpose of the Remote Learning Plan

The Trinity Anglican School Remote Learning Plan describes how we will ensure that learning continues in the event of a school closure. The aim of this Plan is for the School to continue to provide an effective and meaningful education for students.

The Plan describes our approach to learning, including:

- How communication will occur;
- Online Platforms to be utilised
- What teachers will provide;
- How students should engage; and
- How parents and families can support learning



Kewarra Beach Junior				
YEAR LEVEL	TEACHERS	STUDENTS	PARENTS	TECHNOLOGY
Junior School Prep – Year 3	<p>Weekly Parent Letter and Student Learning Pack to be collected by parents for each student.</p> <p>Teachers will provide a suggested daily outline</p> <p>No remote learning for specialist teachers in Week 10.</p> <p>Specialist teachers will prepare work for Term 2, to be included in Student Learning Packs.</p> <p>Teachers on-site from 8.15am to teach students attending, mark work submitted and email / scan feedback to parents; answer emails and prepare lessons and work for the following week.</p>	<ol style="list-style-type: none"> 1. Complete work in weekly Student Learning Pack. 2. Follow suggested daily outline 3. Ask parents / adults to assist if required. 4. Ask parents / adults to email class teacher if advice is needed. 	<p>Help children to establish a routine using normal school day and use suggested timetable as a guide.</p> <p>Check child regularly and ask questions about learning, preparedness to learn and progress towards set work.</p> <p>Establish a quiet space with internet connection for home learning.</p> <p>Monitor screen time, nutrition, hydration and physical activity.</p> <p>Expect email and Storypark communication from teachers during normal school hours.</p> <p>Direct queries about student learning to class teacher via email and Storypark.</p>	<p>Platform: Storypark</p> <p>Apps / Websites:</p> <ul style="list-style-type: none"> • Reading Eggs/Eggs press: • Study ladder • Parent – Teacher Communication via email / Storypark. • ICT Games (literacy and numeracy, levelled) • ClickView • PowerPoint • Scratch Junior • Spelling City (Year 3) • Code.org. • All logins supplied in Student Learning Pack.
	Junior School Year 4 - 6	<p>Weekly Parent Letter and Student Learning Pack to be collected by parents for each student.</p> <p>Teachers will provide a suggested daily outline</p> <p>No remote learning for specialist teachers in Week 10. Specialist teachers will prepare work for Term 2, to be included in Student Learning Packs.</p> <p>Teachers on-site from</p>	<p>Complete work in weekly Student Learning Pack.</p> <p>Follow suggested timetable.</p> <p>Years 5 and 6 students – be ready for whole class roll call and check in at 8.35am, 11.30am, 2.00pm.</p> <p>Years 5 and 6 students – be ready for small group or individual check-ins throughout the day as required by your</p>	<p>Help children to establish a routine using normal school day and use suggested timetable as a guide.</p> <p>Check child regularly and ask questions about learning, preparedness to learn and progress towards set work.</p> <p>Establish a quiet space with internet connection for home learning (not bedrooms). Monitor screen time, nutrition,</p>

	<p>8.15am to teach students attending or from home; answer emails, mark work submitted, email / scan feedback to students and prepare lessons and work for the following week.</p> <p>Supervise student check-ins via Teams (Years 5 and 6).</p> <p>Whole Class check-ins 8.35am, 11.30am, 2.00pm.</p> <p>Individual and group check-ins constantly throughout the day. Year 4 students to email Mrs. Mahony at 8.35am each morning.</p>	<p>class teacher.</p> <p>Year 4 students – make sure you email Mrs. Mahony at 8.35am each morning and tell her you are present and ready for the day's learning. Direct IT issues to Helpdesk.</p> <p>Direct teaching and learning issues to class teacher.</p>	<p>hydration and physical activity.</p> <p>Expect communication from teachers during normal school hours.</p> <p>Direct queries about student learning to class teacher via email. Direct IT issues to Helpdesk</p>	<ul style="list-style-type: none"> • ClickView • BTN • You Tube • Scratch 2. • Digital licence.com • Photo Story • Publisher • PowerPoint • Minecraft
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White Rock Junior				
	What we are doing	Library Books/Readers	Communication	Trouble shooting
Prep	<p>Hard copy Maths booklet, Spelling, RRA word and sentence of the week, Handwriting, Re-count and creative writing, Easter Booklet of activities</p> <p>Online: Reading Eggs, Study Ladder Google: Jolly phonics songs and actions, Story Bots and ABC Mouse letter songs, Scratch Garden counting songs</p>	<p>3 Guided readers 1 Library Book</p>	<p>Email Seesaw</p>	<p>Email Seesaw</p>
Year 1	<p>Learning Journal Workbook (Hard Copy): two weeks' worth Tubs: books and pencils etc. Online: Oxford Owl, Reading Eggs, Study Ladder, iMaths Zoom (40min per week, free online version) – being trialed</p>	<p>6 Readers 2 Library books</p>	<p>Email Seesaw Zoom</p>	
Year 2	<p>Hard copy Maths booklet, Spelling, Humanities, Handwriting</p> <p>Online: Reading Eggs, iMaths, Code.org, Zoom Email, Chesskid.com, Educational offline activities</p>	<p>6 Readers 2 Library books</p>	<p>Email Seesaw Zoom</p>	
Year 3	<p>OneNote: Reading Express, Code.org, Study Ladder, Mathletics, Chesskid.com</p>	<p>E Books/Books (8)</p>	<p>TBC</p>	
Year 4	<p>OneNote: Mathletics, Spelling City, Study Ladder, Code.org, Chesskid.com</p>	<p>E Books/Books (8)</p>	<p>Email SeeSaw Collaboration Groups (OneNote)</p>	<p>Email SeeSaw Collaboration Groups (OneNote)</p>

Year 5	OneNote: Mathletics, Spelling City, STILE, Study Ladder, Digital License, Scratch, Chesskid.com	E Books/Books (8)	Collaboration Groups (OneNote)	
Year 6	OneNote: Mathletics, Spelling City, STILE, Study Ladder, Digital License, Chesskid.com	E Books/ Books (8)	Email: parents and students Collaboration Space (OneNote)	Students: Help Page (OneNote)





White Rock Senior				
YEAR LEVEL	TEACHERS	STUDENTS	PARENTS	TECHNOLOGY
YEAR 7 - 12	<p>Weekly communication to students and parents (first school day of each week with a weekly learning plan). DITL to coordinate.</p> <p>Be ready to teach by 8.50am (except Wed by 8.35am), including smart casual dress and an appropriate, safe, quiet workspace. Choose an appropriate background (and blur the background) when video conferencing.</p>	<p>Treat normal school hours as the school day and follow published timetable as a guide.</p> <p>Establish a quiet space with internet connection (e.g. dining room table or desk; <u>not bedroom</u>).</p> <p>Be ready to learn by 8.50am (or 8:35am on Wednesday). This means being fed, showered, dressed in school uniform (sports uniform acceptable), having laptop charged and having the appropriate books, resources and stationery at hand.</p>	<p>Help children to establish a routine using normal school day and published timetable as a guide.</p> <p>Check in regularly and ask questions about learning, preparedness to learn and progress towards set work.</p> <p>Establish a quiet space with internet connection for home learning.</p> <p>Monitor screen time, nutrition, hydration and physical activity.</p> <p>Expect communication from teachers only during normal school hours.</p>	<p>TASS – Student Café; Teacher Kiosk</p> <p>Microsoft</p> <p>Teams;</p> <p>OneNote;</p> <p>Outlook</p> <p>Stile</p> <p>Education Perfect</p> <p>School laptops</p>
	<p>Some video content may be synchronous (live) or asynchronous (pre-recorded).</p>	<p>Check email and Teams before 8.50am for communication from teachers.</p> <p>Take breaks and drink water throughout the day.</p> <p>Maintain a revision schedule. Engage in learning and discussion. Complete set work on time. Maintain responsible, ethical behaviour</p>		
	<p>May include textbooks and provision of hard copy resources or packs of work.</p> <p>Contact students and parents, and record on TASS, when a student: Misuses the online environment; or Has not completed work or been engaged in learning.</p>			

		<p>including in online discussions and chat spaces. Online learning spaces are extensions of the school</p> <p>When video conferencing via Teams, keep microphone on mute unless contributing to the discussion or asking a question.</p> <p>Make sure contributions to discussions are appropriate. Be proactive if experiencing difficulties. When in-class teaching resumes, teachers will assume that all work has been completed.</p>		
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Remote Learning principles

We communicate early and often

Regular communication with students and parents is key to the success of Remote Learning. This includes:

- Regular communication from the Principal via the COVID-19 Information Hub
- An initial email from the Director of Innovation, Teaching & Learning (DITL) or the Heads of Junior School
- A weekly communication from teacher (Prep-6) or the DITL (7 – 12) about teaching and learning expectations
- Feedback to students on their work via platforms such as Seesaw, Teams, OneNote, TASS LMS and Stile.

All communication goes through School channels (e.g. Outlook, Office 365, TASS LMS, Seesaw). Teachers do not share their personal phone numbers with students.

We act according to our values

We, as a community, act according to our School values of Integrity, Curiosity, Perseverance and Compassion. These provide the foundation for our behaviour during a school closure, as we continue to facilitate the development of our students as active, collaborative, and reflective lifelong learners.

We are aware of the pressures remote learning may place on students, parents and teachers. We continue to act with integrity, responsibility, agility and with an understanding of the nuances of our own context and the best available knowledge.

Our aims during a school closure are to:

- Support the health, safety and wellbeing of all in the TAS community;
- Keep students and staff connected;
- Promote kindness and respect towards ourselves and each other; and
- Ensure confidence in the running of the school.

Our approach to remote learning facilitates the continuation of



learning, but also encourages our students to maintain relationships and be physically active; they are not encouraged to engage in continuous screen time.

Remote learning means students and staff dressing, behaving, working and interacting in responsible and professional ways that reflect an in-school environment. Poor or inappropriate behaviour from students whilst online will not be tolerated.

We begin with desired learning outcomes

Like at-school learning, remote learning begins with the learning outcomes. Teachers are the experts in their students and their subjects. They apply this knowledge in the planning of remote learning.

The pace of remote learning can be slower than learning that happens at school, the delivery different, and the need for disciplined student work habits greater. Teachers will adjust the learning outcomes accordingly.

We are realistic about what is possible, and we are kind in our expectations of ourselves and others, including teachers, students and parents. Teachers consider what learning is necessary; students will not be provided with busy work.

We select tools and pedagogies fit for purpose

A school closure offers both challenges to maintain and build on student learning across a range of ages and grade levels, and opportunities to be efficient and innovative so that students can learn in authentic, meaningful ways. Teachers deliberately design learning activities, tools and technologies to fit the learning purpose. The tools we use are safe, effective and largely familiar to teachers, students and parents.

Remote learning at TAS involves a combination of *synchronous* (live learning in which students learning with the teacher at the same time) and *asynchronous* (students learning independently at different times) and hard copy tasks. While teachers cannot replicate classroom learning or the relational interactions of the physical classroom, they can design learning experiences that allow

continuation of student learning during a school closure. Teachers and students can leverage technologies to ensure that relationships are maintained, collaboration is part of learning, feedback to students is provided, and students build their autonomy as independent learners.

Students are encouraged to use their normal timetable as a guide to the rhythm and routine of their day.





Prep – Year 2

Remote Learning Plan

Students in Prep – Year 2 require more supervision and help in their learning than students elsewhere in the School.

Communication platforms

- Initial communication from the School including information on learning and on guidelines for students, parents and teachers.
- Communication from teachers to parents via email.
- Seesaw as key communication platform for instructions, work examples and ideas from teachers and feedback from students on tasks completed.

Technology systems

- Email and TASS correspondence.
- Storypark

Students in Prep – Year 2 may receive a take home pack that includes items such as:

- Readers
- Mathematics Worksheets
- Literacy Activities
- My Letters and Sounds Books
- Handwriting practice and activities
- Mini whiteboard
- Number and Counting Books
- Coloured pencils/crayons/glue stick
- General Activities Book

Provision by teachers

Teachers will provide:

- Communication each morning to parents with the outline of the day and task board instructions. Focus upon:
 - Cognitive.
 - Social & Emotional
 - Physical (Gross & Fine Motor)



- Suggested activities, photos, videos and work samples will be shared through Seesaw. Online activities in Reading Eggs; Study Letter; Code.org; Chesskids.com; iMaths

The curriculum (Mathematics, English, Science, Humanities, Languages, The Arts, Health & Physical Education, Technology) will be represented in experiences that are integrated, age appropriate and engaging to children.

Guidelines for parents and families

Parents and guardians can support their children's remote learning by:

- Encouraging meaningful play.
- Helping children to establish a routine. You may use the normal school day as a guide or you may be more flexible in your approach to your child's learning at this time.
- Establishing an appropriate space (not bedrooms) where your child will do their learning at home.
- Encouraging children to take responsibility for their work.
- Supporting children with learning activities.
- Encouraging children to take responsibility for setting up and packing away their materials.
- Encouraging physical activity and exercise.
- Expecting communication from teachers during normal school hours.



Junior School Year 3 - 6

Remote Learning Plan

Students in Years 3-6 will continue with the expectations of school and with their commitment to their own learning. Teaching staff will be readily available, via email during the school day. Early preparation will ensure that students and their parents have clarity with regards to student expectations and the availability of teachers to help during this unique time.

Communication

- Initial email communication from the School to parents.
- Communication by the teacher to parents and to students.

Technology systems (a combination of)

- Email and TASS correspondence.
- Microsoft Teams.
- Microsoft OneNote where appropriate
- Stile

Students in 3-6 will receive a take-home pack which may include:

- Reading resources.
- Spelling, grammar and handwriting resources.
- Lined paper.
- Writing utensils
- Art folios
- Independent project information
- Educational apps including Mathletics; Study Ladder; Spelling City; Reading Eggs; E Smart Digital License; iMaths; Code.org; Chess Kids; Stile; Scratch

Provision by teachers

Teachers will provide:

- Communication to parents via email with the outline for the day.
- Daily communication to students, where appropriate for Years 3-6.
- Assigned daily tasks for each day, may include:
 - Reading.



- Writing/handwriting.
- Numeracy.
- Science
- Humanities
- Language, Music and Arts tasks per week, at the discretion of the specialist teacher.

Teachers may:

- Hold whole-class video conferences or morning meetings via Teams.
- Provide morning welcome videos loaded onto Teams.
- Use the collaboration space on Microsoft OneNote

Guidelines for parents and families

Parents and guardians can support their children's learning by:

- Helping children to establish a routine, using the normal school day as a guide.
- Establishing a quiet space with internet connection where your child will do their learning at home (**not bedrooms**).
- Beginning and ending each day with a check in. Questions to ask might be: *What are you learning today? What support or resources do you need?* Regularly check in with your child throughout the day. Assist children with set work if and when you can.
- Monitoring screen time. While teachers will use technology as a way to deliver learning, children should not be sitting at their screens for long, uninterrupted periods.
- Expecting communication from teachers during normal school hours.
- Encourage physical activity and exercise.



Senior School Year 7 – 10

Remote Learning Plan

Students in Years 7-10 will be provided with opportunities to continue their learning, keep up to date with curriculum requirements, develop their independent working skills, and embrace technologies as vehicles for learning. Remote learning for Year 7-10 students will involve a combination of synchronous (live learning in which students learning with the teacher at the same time) and asynchronous (students learning independently at different times) learning. Teaching staff will be available, via email and Teams, during timetabled lessons only.

Communication

- Initial email communication from School.
- Weekly email from the DITL to students and parents (first school day of each week) with an outline of the week.
- Regular communication from teacher to each class regarding learning.

Technology systems

- TASS, for overarching administration, course outlines, Markbook, feedback on summative student assessments, and correspondence to whole classes or courses.
- Microsoft Teams, as a central communication, content and collaboration portal. This includes Posts, Files, Notebook and video meeting.
- Existing textbooks, OneNote Notebooks and learning programs such as Education Perfect and Stile.

Provision by teachers

- Each Monday, a weekly plan for remote learning will be emailed to students and parents from the DITL.
- Some video content may be *synchronous* (live via whole-class live video conferences, conducted and recorded in Teams) or *asynchronous* (pre-recorded videos/presentations supplied to students via Teams or OneNote) that have the added benefit of being useful for revision of content.
- Use of existing resources and technologies.
- May include provision of hard copy resources or packs of work.



Teachers will contact students and parents, and record on TASS, when a student:

- Misuses the online environment; or
- Has not completed work or been engaged in learning.

Engagement of students

Students are asked to:

- Treat normal school hours as the school day.
- Follow their regular class schedule as much as practicable. Not all classes will 'meet' each lesson, but teachers will have set work for each lesson, and will be available to students online only during allocated time. This will help to provide routine and appropriate amounts of time spent on each subject.
- Be ready to learn. Be changed into your school uniform (sport uniform acceptable). Keep their laptop charged and have the appropriate books, resources and stationery.
- Take breaks and drink water throughout the day.
- Maintain a homework schedule.
- Engage in learning and discussion through: Teams posts, Teams conversation bar during video meetings, completing and submitting set tasks, engaging with teacher and each other through email and discussion spaces.
- Be proactive if they are experiencing difficulties.

Guidelines for parents and families

Parents and guardians can support their children's learning by:

- Helping children to establish a routine, using the normal school day as a guide.
- Establish a quiet space with internet connection where their child will do their learning at home (**not bedrooms**).
- Begin and end each day with a check in. Questions to ask might be: *What are you learning today? What support or resources do you need?* Regularly check in with their child throughout the day.
- Expecting communication from teachers during normal school hours. Be aware that teachers may be communicating with hundreds of students and families.
- Monitor screen time. While teachers will use technology as a vehicle to deliver learning, children should not be sitting at their screens for long, uninterrupted periods.
- Encourage physical activity and exercise.



Senior School Years 11-12

Remote Learning Plan

Students in Years 11-12 have the important responsibility of, with the support of their teachers, parents and the School, striving to achieve their best in their QCE subjects. These students will be a focus for Senior School teachers. They will be provided with opportunities to continue their learning, keep up to date with curriculum requirements, develop their independent working skills, and embrace technologies as vehicles for learning, collaboration and communication.

Remote learning for Year 11-12 students will involve a combination of synchronous (live learning in which students learning with the teacher at the same time) and asynchronous (students learning independently at different times) learning. Teaching staff will be readily available, via email and Teams, during timetabled lessons.

Communication

- Initial email communication from DITL.
- Weekly email to students and parents (first school day of each week) with an outline of the week.
- Communication from teacher to each class via Teams/OneNote.

Technology systems

- TASS, for overarching administration, course outlines, Markbook, pastoral notes, feedback on summative student assessments, and correspondence to whole classes or courses.
- Microsoft Teams, as a central communication, content and collaboration portal.
- Existing textbooks, OneNote Notebooks and learning programs such as Stile.

Provision by teachers

- Communication to each class each week, outlining the work for the week.
- Some video content may be *synchronous* (live via whole-class live video conferences, conducted and recorded in Teams) or *asynchronous* (pre-recorded videos/presentations supplied to students via Teams or OneNote) that have the added benefit of being useful for revision of content.



- Use of existing resources and technologies.
- May include provision of hard copy resources or packs of work

Teachers will contact students and parents, and record on TASS, when a student:

- Misuses the online environment; or
- Has not completed work or been engaged in learning.

Engagement of students

Students are asked to:

- Treat normal school hours as the school day.
- Be ready to learn at scheduled class start times. This means being fed, showered, dressed in school uniform (sports uniform acceptable), having their laptop charged and having the appropriate books, resources and stationery at hand.
- Check communication from teachers in the morning.
- Follow their regular class schedule as much as practicable. Not all classes will 'meet' each lesson, but teachers will have set work for each lesson, and will be available to students online during that time, via email and Teams. This will help to provide routine and appropriate amounts of time spent on each subject.
- Take breaks and drink water throughout the day.
- Maintain a homework schedule.
- Engage in learning and discussion through: Teams posts, Teams conversation bar during video meetings, completing and submitting set tasks, engaging with teacher and each other through email and discussion spaces.
- Complete set learning and submit work on time.
- Be proactive if they are experiencing difficulties.

Approach to assessments and examinations

Teachers will revise the assessment program based on the timing of a school closure. Where modified/adjusted assessment tasks are required to enable the professional judgement to be made, the assessment outline is modified for the students affected by the event. The school informs the students affected by the event, and their parents/guardians/carers, of the changes to how their achievement will be determined.



Guidelines for parents and families

Parents and guardians can support their children's learning by:

- Helping children to establish a routine, using the normal school day as a guide.
- Establish a quiet space with internet connection space where your child will do their learning at home (**not bedrooms**).
- Begin and end each day with a check in. Questions to ask might be: *What are you learning today? What support or resources do you need?* Regularly check in with your child throughout the day.
- Expecting communication from teachers during normal school hours (Mon, Tues, Thurs, Fri: 8:50am to 3:15pm, Wed 8:35am – 3:15pm). Be aware that teachers may be communicating with hundreds of students and families.
- Monitor screen time. While teachers will use technology as a vehicle to deliver learning, children should not be sitting at their screens for long, uninterrupted periods.