DISTANCE LEARNING PLAN 2.0 - A HYBRID PLAN FOR ONSITE AND OFFSITE LEARNING FROM THE START OF TERM 2 2020

BE POSITIVE. BE ENCOURAGING. BE COMPASSIONATE. BE AWESOME.
Distance Learning Plan 2.0: A hybrid plan for the start of Term 2

Term 2 start date: Thursday 30 April 2020

As part of the ASC schools’ phased ‘soft opening’ approach towards normal operation in Term 2, for the first three weeks of term (to Friday 15 May), students will resume their learning using this Distance Learning Plan 2.0. During this time, parents can choose whether to send their children to learn on campus or have them remain at home. These arrangements ensure universal access to learning and allow parents to make the best choice for their family and ensure that teachers only teach in one mode only.

Tuesday 28 April and Wednesday 29 April will be staff professional learning and planning days, as communicated in Term 1. Term 2 for students will begin on Thursday 30 April.

Adjustments to the Distance Learning Plan: Introducing the DLP Hybrid 2.0

Our Distance Learning Plan has adapted and evolved to meet the needs of our community. Our approach to distance learning for the first three weeks of Term 2, outlined in this document, responds to feedback from the Term 1 Distance Learning Survey. The survey indicated the following.

- The youngest children require the most adult supervision and interaction to facilitate the real ‘hands on’ experiences that are required for learning to occur.
- Students appreciate organisation, structure and routine. For example, using their daily timetable as a guide, but also knowing the work for the day and the week in advance so that they can plan accordingly and be flexible and autonomous in their work.
- Students and parents overwhelmingly requested live video meetings as part of their learning and connectedness with their teacher and class. Students also find pre-recorded instructional videos very useful.
- Communication needs to be streamlined. Students and parents appreciate consistent platforms and timelines of communication (i.e. weekly email and daily Teams posts). We need to be mindful of the amount of communication going to parents, especially in families with multiple children at the school.
- Many students, parents and teachers mentioned the intensity, and intensification, of workload.
- Students and teachers would benefit from reduced screen time and increased break time.
- The plan would benefit from further differentiation between MESH and Specialist subjects.

In addition, our recent survey of parents has revealed that, in the first weeks of Term 2:

- Many of our Early Learning students are intending to return to School, especially in K and PP.
- Some of our Junior, Middle School and early Senior School students are intending to return to School.
- Most of our Year 11 and 12 students are intending to return to School.
The indicated strong attendance of students in Years K-PP and 11-12, and the educational needs of these year groups, may necessitate a change in approach from distance to face-to-face learning.

Our teachers are looking forward to ‘normal teaching’ resuming at some stage, but we also know that keeping our community safe and well at this time means taking a cautious approach to that return.

**Attendance**

Parents should email absentee@stmarks.wa.edu.au with any plans to keep their children at home, along with the reason for the absence (illness/medical appointment/decision to keep at home due to COVID-19/other).

Students who attend School wear full uniform (summer or winter). On days they have Physical Education, students can wear sports uniform all day.
Early Learning (K-1) DLP Hybrid 2.0

With many students in Years K-1 returning to School from the start of Term 2, teachers of these year levels will teach in a more traditional face-to-face mode. Class meetings and lessons conducted at school will be recorded and uploaded to Seesaw for students learning at home. The same activities conducted at school will be available on the Seesaw App for children at home.

Suggested K-1 Flexi-timetable for children learning from home

<table>
<thead>
<tr>
<th>Early Learning Flexi-Timetable</th>
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</table>
| Get Ready | • Get dressed do morning home jobs, set up learning area.  
• Check for any comments from staff on previous Activity Responses |
| First     | • Watch morning Seesaw message in Announcements  
• View and choose with parent on the Activities for the day. Recommended or Optional activities noted. |
| Next      | • Commence Learning Activities set on Seesaw |
| Morning Tea | • Make time to move, drink water and eat a healthy snack |
| Next      | • Continue Learning Activities set on Seesaw |
| Lunch     | • Eat a healthy lunch, drink water and move |
| Next      | • Continue Learning Activities set on Seesaw |
| Finally   | • Check that you have upload any required Responses to Seesaw  
• Watch the end of the day video message on Seesaw  
• Pack away |

For children learning from home, teachers will provide

- Learning Intentions and Task Board (K + PP) / Overview posted in on Seesaw.
- Daily morning and afternoon message posted in Announcements on Seesaw.
- Activities, video lessons, instructions, tasks posted in Activities on Seesaw (identified with Recommended or Optional).
- Comments on Responses to Activities.

Note:

- Activities requiring Literacy and Mathematical skills will generally be identified as Recommended.
- Specialist areas and other curriculum subjects will generally be identified as Optional.
- Play in all forms, including socialisation, is critically important in providing a balanced early childhood education and should be considered as important.
Parents / Child Engagement in the Early Years – K-1

Parents whose children are learning from home are encouraged to support their children’s learning by:

- Checking the weekly Timetable/Overview.
- Printing out the task boards (K & PP).
- Watching the morning message with your child on Seesaw.
- Establishing with your child what and when activities will be tackled each day and what responses are required.
- Encouraging your child to set up and pack away their materials / space for each learning activity.
- Assisting your child to Respond to the activities – especially those identified as Recommended.
- Watching the end of the day message with your child.
- Encouraging a balance of learning time, physical activity, good nutrition and free play time and relaxation.
- Monitoring screen time.

Parent Checklist Distance Learning YEARS K - 1

1. AT THE START OF THE DAY/WEEK
   Check email. Keep your child engaged. Watch the morning message on Seesaw. Announcements with your child. Establish a plan of what is to be tackled each day. The daily timetable may help.

2. FACILITATE
   Facilitate your child to do the Activities. Review. Encourage good nutrition, movement and hygiene. Assist child to respond to the activities on Seesaw.

3. IF YOUR CHILD IS UNWELL
   Please email absent@stmarks.wa.edu.au. Teachers will be notified.

4. ANY PROBLEMS?
   For learning & wellbeing – Contact class teacher or Head of Early Learning. lwilson@stmarks.wa.edu.au.
   For IT – contact IT@stmarks.wa.edu.au.

RESPECT, KNOWLEDGE, CONFIDENCE, RESPONSIBILITY, COMMUNITY

Child Checklist for Distance Learning YEARS K - 1

1. GET ORGANISED
   Get dressed, brush teeth, set up your space ready to learn. Discuss your parent when you start.

2. WATCH, VIEW & PLAN
   With your parent, watch the morning message in Seesaw Announcements. Note the activities to do on Seesaw. Choose the activities for the day and decide with your parent when you will do them.

3. WHEN LEARNING
   Listen to instructions from your teachers and parents carefully. Ask questions if unsure. Try your best and smile. Respond to Activities on Seesaw with your parent’s help.

4. HAVING PROBLEMS?
   Turn your device off and ON. Send a message to your teacher on Seesaw. Ask your parents to email your teacher or Mr. Wheat. For eMARS support, email eMARSsupport@stmarks.wa.edu.au

BE YOUR BEST, BE PRODUCTIVE, BE KIND, BE AMERICAN.
Junior School timetable during DLP 2.0

For the duration of distance learning, students in Years 2-5 will work to the following adjusted timetable.

<table>
<thead>
<tr>
<th>Time</th>
<th>Preparation</th>
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</table>
| 8.30am – 8.45am | • Daily video uploaded in conjunction with email to students and families.  
| 8.45am – 9.00am | • Peer-to-peer video conferencing to stop.  
| 9.00am – 10.00am | • Teachers commence Literacy – video explanations for new work or ‘group chat’.  
| 10.00am - 10.20am | • Teachers available to conference students – scheduled check-ins or dynamic response for literacy support.  
| 10.20am – 11.20am | • Teachers commence Numeracy – videos available for new concepts or ‘group chat’.  
| 11.30am - 12.30pm | • Interdisciplinary work (HASS, Science, Health, projects, etc) Video explanation or ‘group chat’ when introducing new task.  
| 12.30pm – 1.30pm | • Students free to video call peers. Classroom teachers move to planning and marking and remain contactable only through email. Usual response times apply. Teachers to set Teams profile to ‘Do not disturb.’  
| 1.30pm – 2.30pm | • Specialist instruction with uploaded videos and option for scheduled video calls. Specialist teachers available to conference call classes with schedule that follows.  

**Cave and Chapel – Mr da Costa will continue to share his videos and invitations to ‘engage’.**  
**SNEAs will look to schedule times to video conference students ‘under their watch’ and will work to help differentiate.**  
**Learning Enrichment will return to a model closer to what would be offered at school.**
Pastoral Care Time will consist of a balance of check ins with offsite and onsite students.

Students use their daily timetable as a guide, but the lesson times during a period of distance learning are outlined in the adjusted Distance Learning Timetable above. This structure allows for increased break times, appropriate independence whilst maintaining clear direct instruction and support as well as wellbeing through movement, hydration, nutrition and connecting with family and friends.

Students learning from home are ready to learn by 8.30am, including appropriate dress and workspace. This means being fed, showered, appropriately dressed, having their device charged and having the appropriate books, resources and stationery at hand. At 8.30am they check their email (daily) and Teams (daily) for communication from teachers.

Teachers are ready to teach by the beginning of each lesson. Teachers are available (this may be via video, but also via Teams chat and email to answer any questions) to students during their scheduled lesson times with their class. Broadly, this is a.m. for homeroom teachers and p.m. for scheduled Specialist teachers.

Online learning spaces are extensions of the classroom and school. When using Teams chat or video meetings, responsible, ethical behaviour is maintained. When video conferencing, participants choose an appropriate background (and blur the background) or turn their camera off. They keep their microphone on mute unless contributing to the discussion or asking a question, and make sure contributions to the chat bar are appropriate. If a video meeting is to be recorded, the recorder asks permission before beginning the recording.

Distance Learning – Junior School - 2-5

Broad expectations

- Prioritise daily Maths and English learning areas. Teaching of these subjects to be delivered through video (either live or pre-recorded) to provide explanation and some method of direct teaching that links to the assigned task.
- Teams and OneNote are the platforms to be used by all teachers in Years 3 – 5. Seesaw and potentially Teams are the platforms for Year 2 students. Email can be used for all students with all information shared with students also being shared with parents.
- Email subject line to be standardised e.g. Class Year Date, etc. Year 2B/F daily plan for Wed April 8
- Feedback will be provided to students within one week of submission.
- Task instruction videos to be provided for all introductory lessons. Pre-recorded videos provide options for students to review (again and again) an explanation of tasks. This extends to specialist classes.
- Communication consistency for all. One parent email per day per class with a summary of the task expectations for the day.
- Start of day video conference or video outlining the day. Can be live or pre-recorded.
- Less is more clarified for families.
- Literacy and Numeracy MUST DO.
- Specialist SHOULD DO.
- Interdisciplinary work such as HASS, Science, MIGHT DO.
- Authentic experiences and integrated work to cover HASS, Science, Technology etc.
- Differentiation. SNEAs and EAs to work with identified students.
- Learning Support Team to return to intervention programs.

Homework and assessments

- Assessment is adjusted for a distance learning environment (may include redesigning or rescheduling).
- Students are encouraged to complete these tasks unassisted.
- No penalties for late work.
- Assessment marks and feedback will be shared with students as soon as an assessment is marked (within 1 week of the submission date).
Student and parent engagement in the Junior School – 2-5

During distance learning, students in Years 2-5 will show engagement in learning by:

- Establishing a quiet space with high speed internet connection for their schoolwork (e.g. dining room table or desk; not bedroom).
- Treating 8.30am-2.30pm as the school day and creating a routine using the DLP 2.0 timetable as a guide.
- Being ready to learn by 8.30am. This means being fed, showered, dressed, having their laptop or iPad charged and having the appropriate books, resources and stationery at hand.
- Checking their daily communication (emails, OneNote and/or Seesaw) and organising themselves for the day ahead.
- Attending Teams video meetings as scheduled.
- Working independently; submitting set work, drafts or questions to the teacher.
- Communicating proactively; contacting teachers with questions or issues, via email or Teams chat.
- Watching the Chapel/CAVE and Sub-school video messages at a time convenient to them.

Students should additionally incorporate physical movement, nutrition and hydration into their day. The 2.30pm finish should allow for a good after-school break. A daily after-school routine such as changing clothes and doing some exercise may be a useful way for students to mentally switch off after school.

The role of parents during distance learning is to:

- Help their children to establish a quiet space with high speed internet connection for home learning; and establish a routine using their normal timetable and the Distance Learning Secondary Bell Times as a guide.
- Email absentee@stmarks.wa.edu.au if their child is unwell. Teachers will be notified.
- Check in regularly and ask questions about learning, preparedness to learn and progress towards set work.
- Keep an eye on their child’s screen time, nutrition, hydration and physical activity.
- Check email from Homeroom Teacher for overviews of lessons and other pertinent information.
- Expect communication from teachers during normal school hours, with responses within 48 hours.
- Contact it@stmarks.wa.edu.au if their child is having IT issues.
Secondary (6-12) timetable during DLP 2.0

Years 6-12 will run to normal Secondary bell times. Students use their normal timetable as a guide, but the formal part of lessons will run for 45 minutes only, allowing for a break between lessons for those students learning at home; students learning at School will work to normal bell times but will be able to stand and stretch in the last 10-15 minutes of each lesson.

There will be no Assembly or House Activities, so formal classes on Mondays and Fridays will finish at 2.45pm. Teachers will use the 2.45pm-3.25pm time to prepare for and communicate with those students learning at home.

In lieu of sub-school and year-level Assemblies, and Chapel, there will be a sub-school video message and a Chapel video message available each week, for students to watch at a time appropriate to them.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.15am-8.30am</td>
<td><strong>Organisation time for students.</strong>&lt;br&gt;At 8.30am on Mondays: check for the four-lesson-cycle.&lt;br&gt;At 8.30am each day: check and like daily Teams posts. Plan the day.</td>
<td>8.35 am – 9.35 am</td>
<td>8.35 am – 9.40 am</td>
<td>8.35 am – 9.30 am</td>
<td>8.35 am – 9.40 am</td>
</tr>
<tr>
<td>Period 1</td>
<td>8.35 am – 9.35 am</td>
<td>8.35 am – 9.40 am</td>
<td>8.35 am – 9.30 am</td>
<td>8.35 am – 9.40 am</td>
<td>8.35 am – 9.35 am</td>
</tr>
<tr>
<td>Recess</td>
<td>10.35 am – 10.55 am</td>
<td>10.45 am – 11.10 am</td>
<td>10.25 am – 10.45 am</td>
<td>10.45 am – 11.10 am</td>
<td>10.35 am – 10.55 am</td>
</tr>
<tr>
<td>Pastoral Care Time</td>
<td>10.55 am – 11.15 am</td>
<td>11.10 am – 11.30 am</td>
<td>10.45 am – 11.05 am</td>
<td>11.10 am – 11.30 am</td>
<td>10.55 am – 11.15 am</td>
</tr>
<tr>
<td>Period 3</td>
<td>11.15 am – 12.15 pm</td>
<td>11.30 am – 12.35 pm</td>
<td>11.05 am – 12.05 pm</td>
<td>11.30 am – 12.35 pm</td>
<td>11.15 am – 12.15 pm</td>
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<tr>
<td>Period 4</td>
<td>12.15 pm – 1.15 pm</td>
<td>12.05 pm – 1.05 pm</td>
<td>12.05 pm – 1.05 pm</td>
<td>12.15 pm – 1.15 pm</td>
<td>12.15 pm – 1.15 pm</td>
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<tr>
<td>Lunch</td>
<td>1.15 pm – 1.45 pm</td>
<td>12.35 pm – 1.15 pm</td>
<td>1.05 pm – 1.35 pm</td>
<td>12.35 pm – 1.15 pm</td>
<td>1.15 pm – 1.45 pm</td>
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<tr>
<td>Period 4 A</td>
<td>1.15 pm – 2.20 pm</td>
<td>1.15 pm – 2.20 pm</td>
<td>1.15 pm – 2.20 pm</td>
<td>1.15 pm – 2.20 pm</td>
<td>1.15 pm – 2.20 pm</td>
</tr>
<tr>
<td>Period 5</td>
<td>1.45 pm – 2.45 pm</td>
<td>2.20 pm – 3.25 pm</td>
<td>1.35 pm – 2.30 pm</td>
<td>2.20 pm – 3.25 pm</td>
<td>1.45 pm – 2.45 pm</td>
</tr>
<tr>
<td>Period 6 (Wed)</td>
<td>2.45pm – 3.25 pm</td>
<td>Teacher preparation and communication for students learning from home</td>
<td>2.30 pm – 3.25 pm</td>
<td>2.30 pm – 3.25 pm</td>
<td>2.45pm – 3.25 pm</td>
</tr>
</tbody>
</table>

**Pastoral Care Time** will consist of a balance of check ins with offsite and onsite students.

**Students learning from home are ready to learn by 8.30am, including appropriate dress and workspace. This means being fed, showered, appropriately dressed, having their device charged and having the appropriate books, resources and stationery at hand. At 8.30am they check their email (on the first school day of the week) and Teams (daily) for communication from teachers.**
**Teachers are ready to teach at the beginning of each lesson.** Teachers are available (this may be via video, but also via Teams chat and email) to students during their scheduled lesson times with that class.

**Online learning spaces are extensions of the classroom and school.** When using Teams chat or video meetings, responsible, ethical behaviour is maintained. When video conferencing, participants choose and blur an appropriate background or turn their camera off. They keep their microphone on mute unless contributing to the discussion or asking a question, and make sure contributions to the chat bar are appropriate. If a video meeting is to be recorded, the recorder asks permission before beginning the recording.

**Distance learning – Middle and Senior School - 6-10**

From Week 2 of Term 2, teachers will share lesson outlines with students in four-lesson-cycle blocks, to help students to plan their work at home. The following proforma is emailed to students before the first lesson of a four-lesson cycle (i.e. by 8.30am on the first school day of the week, fortnight, or four-week block). Parents can check SEQTA for timelines of lessons and upcoming assessments, as available since the beginning of the year.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Year and Subject</th>
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</thead>
<tbody>
<tr>
<td>Lesson 1 – DATE, DAY and PERIOD</td>
<td>Lesson outline: Teacher provision and student work</td>
</tr>
<tr>
<td>Lesson 2 – DATE, DAY and PERIOD</td>
<td></td>
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<tr>
<td>Lesson 3 – DATE, DAY and PERIOD</td>
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<tr>
<td>Lesson 4 – DATE, DAY and PERIOD</td>
<td></td>
</tr>
<tr>
<td>Upcoming assessment/s</td>
<td></td>
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<tr>
<td>• TASK DETAILS and DUE DATE</td>
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</tr>
</tbody>
</table>

Each four-lesson cycle of DLP 2.0 will include:

- A minimum of two live video meetings per four lessons. Live video meetings are likely to run for 15-30 minutes. These may be set as ‘compulsory’ or ‘opt in’ by the teacher.
- Realistic set work for the range of students in the class that can be completed by students in 30-45 minutes.
- Accommodations and support for students with learning difficulties. Teachers will communicate with EAs and SNEAs to support the needs of students with diagnosed learning needs.
- Teacher online for the whole lesson ready for questions/support.
- Balance between online and offline learning, mindful of time spent at a screen.
- Balance between teacher-directed and self-directed learning, appropriate to year level, subject and content.
- Teachers checking for student understanding of knowledge, understandings and skills.
- Teachers contacting students and parents, and recording on SETQA, when a student:
  - Misuses the online environment; or
  - Has not completed work or been engaged in learning.

Each four-lesson cycle of DLP 2.0 may include:

- Pre-recorded video content such as instructional videos, PowerPoint videos and screencasts.
- Collaborative work between students.
- Creative or unusual ways for students to demonstrate and share their learning.

**Teachers will continue to provide daily posts on Teams by 8.30am.**

If teachers are supervising their own classes, they may use the first 5-10 minutes of a lesson to post instructions for the lesson on Teams, and/or the final 5-10 minutes of a lesson to upload the lesson summary and relevant content post to Teams and other established platforms for those students learning from home.
Individual lesson structure
Synchronous (live video) lessons are likely to follow a structure such as:
- 5 minutes: Greeting students as they arrive online and checking in informally.
- 10-15 minutes: Direct instruction and/or class discussion. Students called by name to engage in the lesson.
- 25-30 minutes: Checking for student understanding and supporting students remotely with set work. May include an exit ticket to the lesson via Forms, a poll, quiz, OneNote or a contribution to Teams discussion.
- After 45 minutes: Stand, stretch and clean desks (if at School).

Asynchronous (non-live) lessons may follow a structure such as:
- Clear instruction via the daily Teams post, liked by each student to show they have read it.
- Pre-recorded 'flipped' instructional video or uploaded resource.
- An exit ticket to the lesson via Forms, polls, quizzes, OneNote or a contribution to a Teams discussion thread.
- After 45 minutes: Stand, stretch and clean desks (if at School).

Homework expectations
- Years 6-9. No homework except for assignment/project work.
- Years 10-12. Homework set appropriate to year level.

Assessments
- Accommodations and support for students with learning difficulties.
- Accommodations for students learning at home, where possible (may include redesigning or rescheduling for those students).
- Test-style assessments in Years 6-9 will not extend beyond 45 minutes. Test-style assessments in Years 10-12 may extend past the 45-minute lesson time (e.g. to 60 minutes) at the discretion of the teacher and HOD.
- No penalties for late work, but assessments not submitted before reporting time will receive zero. Students are encouraged to keep up to date with assessed work.
- Assessment marks and written feedback, of work that is submitted on time, will be available in SEQTA as soon as an assessment is marked (within 2 weeks of the due date).

Student and parent engagement in the Middle and Senior Schools – 6-12

During distance learning, students in Years 6-12 will show engagement in learning by:
- Establishing a quiet space with high speed internet connection for their schoolwork (e.g. dining room table or desk; not bedroom).
- Treating 8.30am-3.25pm as the school day and creating a routine using their normal timetable and the Distance Learning Secondary Bell Times as a guide.
- Being ready to learn by 8.30am. This means being fed, showered, dressed, having their laptop charged and having the appropriate books, resources and stationery at hand.
- Checking their Monday-morning emails and organising themselves for the day and week ahead.
- Checking daily posts on Teams and ‘liking’ these so teachers can see they have been read. Posting any comments or questions to the thread beneath the post.
- Attending Teams video meetings as scheduled.
- Working independently; submitting set work, drafts or questions to the teacher.
- Communicating proactively; contacting teachers with questions or issues, via email or Teams chat.
- Watching the Chapel and Sub-school video messages at a time convenient to them.

Students should additionally incorporate physical movement, nutrition and hydration into their day. A daily after-school routine such as changing clothes and doing some exercise may be a useful way for students to mentally switch off after school.
The role of parents during distance learning is to:

- Help their children to establish a quiet space with high speed internet connection for home learning.
- Establish a routine using the normal timetable and the Distance Learning Secondary Timetable as a guide.
- Email absentee@stmarks.wa.edu.au if their child is unwell. Teachers will be notified.
- Check in regularly and ask questions about learning, preparedness to learn and progress towards setwork.
- Keep an eye on their child’s screen time, nutrition, hydration and physical activity.
- Check SEQTa for overviews of lessons, assessment details and assessment results.
- Expect communication from teachers during normal school hours, with responses within 48 hours.
- Contact it@stmarks.wa.edu.au if their child is having IT issues.
Onsite face to face and offsite distance learning – Senior School – 11-12

With most students in Years 11 and 12 expected to return to School from the start of Term 2, teachers of these year levels may teach in a more traditional face-to-face mode when their classes reach almost full capacity.

Some students will continue to learn from home during this transition period, so teachers may use the first 5-10 minutes of a lesson to post instructions for the lesson on Teams, and/or the final 5-10 minutes of a lesson to upload the lesson summary and relevant content post to Teams and other established platforms for those students learning from home.

For those Year 11s and 12s who choose to stay at home, the following will be provided to support their continued education.

- **Basic information about the course, lesson topics and assessments**, accessible on SEQTA by students and parents, as available since the beginning of the year and updated as required.
- **Beginning from Week 2 of Term 2, a four-lesson outline** (i.e. by 8.30am on the first school day of the week, fortnight, or four-week block) for the upcoming four lessons, emailed to students. Proforma below.

<table>
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</tr>
<tr>
<td>Lesson 4 – DATE, DAY and PERIOD</td>
<td></td>
</tr>
</tbody>
</table>

**Four-Lesson Outline**
- **Year and Subject**
- **Term and Week/s**

**Upcoming assessment/s**
- TASK DETAILS and DUE DATE

- **Resources shared in class** will be shared through established platforms such as SEQTA, Teams and OneNote.
- **Checking for student knowledge, understandings and skills.**
- **Assessments adjusted for the home environment.**
- **Assessment marks and written feedback, of work that is submitted on time, will be available in SEQTA as soon as an assessment is marked (within 2 weeks of the due date).**
- **Communication with students and parents**, and recording on SEQTA, when a student has not completed work or been engaged in learning after a four-lesson cycle.

Teachers may provide the following, where possible and appropriate:

- **Flipped lessons** (pre-recorded video instruction).
- Posts to Teams or information on OneNote about lesson content or resources.
- Platforms for online collaboration.

**Year 11 and 12 examinations**

Examinations are planned to go ahead. Timeline to be confirmed.
FLOW CHART FOR
STUDENTS NOT ENGAGING
YEARS 6 - 12

Student doesn’t engage with subject for a total of four lessons – staff email/use chat function on Teams with student to check in and see if they are OK.

If student responds, provide support and motivation in continuing to engage. Monitor moving forward and log as “communication”.

If no response, teacher emails parent and student (log as “communication” without including any other staff).

If no response, teacher logs in SEGTA under “non-engagement of DLP” category. Include DHoS as an individual and coordinators in this note.

At the end of a week DHoS runs report on SEGTA and identifies students with two or more subjects that they have not engaged with. Sends email to parents outlining the non-engagement (soft email – check-in). Speaks to parents about plan in moving forward. Place SEGTA entry detailing plan for staff to follow.

If disengagement continues consideration of any of the following strategies:
- Working from school
- Attendance plan
- Meeting with School Psychologist/Head of School
- Alternative timetable

BE POSITIVE. BE ENCOURAGING. BE COMPASSIONATE.