



Distance Learning Plan

Defining distance learning

St Mark's deliberately uses the term *distance learning* (or *remote learning*) rather than technology-specific labels such as *e-learning* or *online learning*, because effective and meaningful student learning from home can take many forms. While technology plays an important part in distance learning, it is not the only tool and it is not always the most appropriate platform for student learning.

Different subjects and age groups require different approaches to distance learning. Under the leadership of the Executive, and within the guidelines of the Distance Learning Plan, teachers are trusted and empowered to deploy appropriate delivery of content and learning activities utilising tools that are fit for purpose and relevant to the subject, content and skills being learned, as well as 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.

There may be device and internet access issues for some students, families and staff. Students or families should contact the Head of School if they would benefit from support in gaining access to distance learning content and communications.

Types of school closure

A school closure would be under the direction of the Department of Health.

In the event of a school closure of one to three days, the Principal will communicate with all families. Each day, teachers will communicate work to students and parents via email that can be completed independently at home.

In the event of a school closure planned to extend beyond three days, the first day of the closure will be a staff planning day. On the second day, the enactment of the Distance Learning Plan will commence.

Purpose of the Distance Learning Plan

The St Mark's Distance Learning Plan describes how we will ensure that learning and community connectedness continues in the event of a school closure as a result of health-related or other unusual circumstances. 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 distance learning for each sub-school, including:

- How communication will occur;
- Technology systems to be utilised in each sub-school;
- What teachers will provide;
- How students should engage; and
- How parents and families can support their children's learning.

St Mark's
ANGLICAN COMMUNITY SCHOOL

DISTANCE LEARNING

ST MARK'S ANGLICAN COMMUNITY SCHOOL

PRINCIPLES

- SEQTA** We communicate early and often.
- T** We act according to our values.
- N** We begin with desired learning outcomes.
- Seesaw** We select tools and pedagogies fit for purpose.

EARLY LEARNING

TECH Email. Seesaw. Hard-copy work packs.

TEACH Teachers provide take-home packs and lists of apps and activities.
8.30am daily email with the outline of the day and task board instructions.
Suggested activities, photos, videos and work samples with be shared through Seesaw.
Meaningful play and physical activity are encouraged.

YEARS 6 - 12

TECH Email. Teams. OneNote. Education Perfect. Own laptops.

TEACH Weekly email from the teacher to students and parents.
Weekly check in by the Pastoral Care Tutor via email.
8.30am daily communication via Teams, outlining the day.
Some video content: synchronous (live) or asynchronous (pre-recorded).
May include textbooks, hard copy resources or packs of work.

JUNIOR SCHOOL

TECH Email. Seesaw. Teams. OneNote (5). Hard copy work packs. iPads (2) Laptops (3-5).

TEACH Teachers provide take-home packs and lists of apps and activities.
Daily communication each afternoon prior by 4:30pm to parents via email with the outline for the day.
Daily communication to students via email (2) or Teams (3-5).
Meaningful play and physical activity are encouraged.

An overview of the sub-school plans is outlined in the following table.

Year Level	Teachers	Students	Parents	Technology
Early Learning K-1	Teachers provide daily communication, take-home packs and lists of apps and activities.	Flexible learning with teacher-provided resources as a guide. Play is encouraged.	Help children to establish a routine. Flexibility (K-1) or normal school day as a guide (2-5).	Email. Seesaw. Hard-copy work packs.
Junior School 2-5	Teachers provide take-home packs and lists of apps and activities. Daily communication each afternoon prior by 4:30pm to parents via email with the outline for the day. Daily communication to students via email or Teams (3-5). Assigned daily tasks for each day, that may include: Reading, Writing/handwriting, Numeracy, Science and HASS, movement, mindfulness. One World Language, Music and Arts task per week. One authentic, creative project task per week. Teachers may: <ul style="list-style-type: none"> Hold whole-class video conferences or morning meetings via Teams. Provide morning welcome videos loaded onto Teams. 	Use the school day and normal timetable as a guide. Be ready to learn by 8.15m. This means being fed, showered, dressed, having their device charged and having the appropriate books, resources and stationery at hand. Check their email and Teams at 8.30am for communication from teachers. Take breaks and drink water throughout the day. Engage in learning and discussion. Complete set work on time. Ask lots of questions. Behave responsibly and ethically behaviour including in online forums and chat spaces. Online learning spaces are extensions of the school When video conferencing, choose an appropriate background (and blur the background). Keep microphone on mute unless contributing to the discussion or asking a question.	Read daily email outlining next day tasks with child and help with clarification. Assist children with learning activities. Establish a quiet space with high speed internet connection for home learning. Encourage meaningful play and physical activity. Regularly check in with the child throughout the day. Assist children with set work. Monitor screen time, nutrition, hydration and physical activity. Expect communication from teachers during normal school hours.	Email. Seesaw. Teams. Hard copy work packs. Devices: iPads (2) Laptops (3-5).
Middle and Senior Schools 6-12	Weekly email from the teacher to students and parents (first school day of each week with a weekly learning plan. Weekly check in by the Pastoral Care Tutor via email. Be ready to teach by 8.15am, including smart casual dress and an appropriate, safe, quiet workspace. Choose an appropriate background (and blur the background) when video conferencing. Daily communication via Teams by 8.30am, outlining the work for the day. Some video content. May be synchronous (live) or asynchronous (pre-recorded). May include textbooks and provision of hard copy resources or packs of work.	Treat normal school hours as the school day and follow their normal timetable as a guide. Establish a quiet space with high speed internet connection (e.g dining room table or desk; not bedroom). Be ready to learn by 8.15am. This means being fed, showered, dressed, having their laptop charged and having the appropriate books, resources and stationery at hand. Check their email and Teams at 8.30am for communication from teachers. Take breaks and drink water throughout the day. Maintain a revision schedule. Engage in learning and discussion. Complete set work on time.	Help children to establish a routine using normal school day and their normal timetable as a guide. Check in regularly and ask questions about learning, preparedness to learn and progress towards set work. Establish a quiet space with high speed internet connection for home learning. Monitor screen time, nutrition, hydration and physical activity. Expect communication from teachers during normal school hours.	SEQTA. Email. Teams. OneNote. Education Perfect. Devices: Own laptops.

	<p>Use professional teacher judgement and flexibility in the reshuffling, rescheduling or refining of assessment tasks and tests.</p> <p>Contact students and parents, and record on SETQA, when a student:</p> <ul style="list-style-type: none"> • Misuses the online environment; or • Has not completed work or been engaged in learning (MESH subjects each week; Specialist subjects each fortnight). 	<p>Maintain responsible, ethical behaviour including in online forums and chat spaces. Online learning spaces are extensions of the school</p> <p>When video conferencing, choose an appropriate background (and blur the background). Keep microphone on mute unless contributing to the discussion or asking a question. Make sure contributions to the chat bar are appropriate.</p> <p>Be proactive if they are experiencing difficulties. When in-class teaching resumes, teachers will assume that all work has been completed.</p>		
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The NSW Department of Education has [advice for parents and students](#) for learning from home.

STUDENT GUIDE TO DISTANCE LEARNING

- 1 ROUTINE**
Treat normal school hours as the school day. Use your regular timetable as a guide.
- 2 READINESS TO LEARN**
Eat, shower, dress and be ready to learn by 8.15am. Keep your laptop charged. Have appropriate resources.
- 3 INDEPENDENCE**
Engage in learning and submit set work on time. Be proactive if you are experiencing difficulties.
- 4 SELF-CARE**
Take breaks and drink water throughout the day. Get sunlight and exercise. Connect with friends.

DO YOUR BEST. BE PROACTIVE.

PARENT GUIDE TO DISTANCE LEARNING

- 1 ROUTINE**
Help your children to establish a routine, using the normal school day as a guide.
- 2 RESOURCES**
Establish a quiet space (with high speed internet for 6-12 students) where your child will learn.
- 3 CHECK IN**
Regularly check in with your child throughout the day. Ask questions about their learning.
- 4 WELLBEING**
Monitor screen time, hydration and nutrition. Encourage physical activity and exercise.

RESPECT, KNOWLEDGE, CONFIDENCE, RESPONSIBILITY, COMMUNITY

St Mark's distance learning principles

We communicate early and often

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

- Regular communication from the Principal.
- An initial email from the Head of School.
- A weekly email from each teacher (K-12) and from the PCG Tutor (6-12) with the outline of the week.
- Daily communication from the teacher via Seesaw (K-1) and Teams (2-12) about teaching and learning expectations for the day.
- Feedback to students on their work via platforms such as Seesaw, Teams, OneNote and SEQTA (for summative assessments).

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

We act according to our values

We act according to our School values of Respect, Knowledge, Confidence, Responsibility and Community. These provide the foundation for our behaviour during a school closure, as we continue to facilitate the development of our students as active, collaborative, critical, creative, reflective lifelong learners.

We are aware of the pressures extended distance 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 in during a school closure are to:

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

Our approach to distance 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.

Distance learning means students and staff dressing, behaving, working and interacting in responsible and professional ways that reflect an in-school environment.

We begin with desired learning outcomes

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

The pace of distance 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.

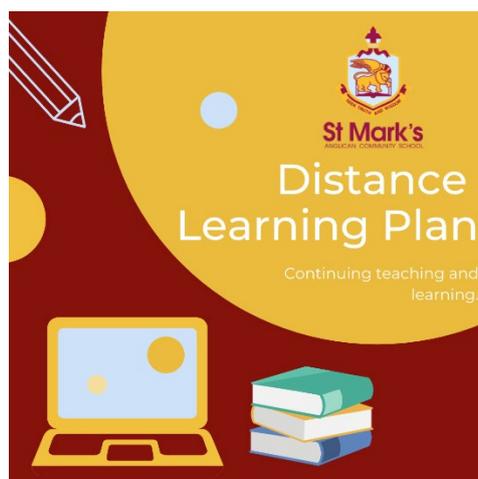
We are realistic about what is possible, and we are kind in our expectations of ourselves and others, including teachers, students and parents. Teachers consider what learning is necessary; students will not be provided with busy work.

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.

Distance learning at St Mark's 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). 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.

We do not take a roll for each class, although students are encouraged to use their normal timetable as a guide to the rhythm and routine of their day.



Early Learning Centre Distance Learning Plan

Students in the Years K-1 require more supervision and help in their learning than students elsewhere in the School.

Communication platforms

- Initial email communication from the Head of Early Learning, including information on the closure, on learning and on guidelines for students, parents and teachers.
- Daily 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 SEQTA correspondence.
- Seesaw.

Students in K-1 will receive a take home pack that includes items such as:

- Weekly Timetable.
- Rainbow Book / Magic Moment Book /Journal or alike.
- Spelling & Mathematic scrapbook (Y1).
- iPad (Y1).
- Handwriting / writing / drawing paper.
- Writing / drawing tools.
- Scissors.
- List of early learning activities that can be conducted at home.
- List of educational, mindfulness and physical movement apps.

Provision by teachers

Teachers will provide:

- Communication each morning by 8:30am to parents via email with the outline of the day and task board instructions.
- Suggested activities, photos, videos and work samples with be shared through Seesaw.
- Assigned weekly Learning Intentions and task boards, that include opportunities to build knowledge skills and attitudes in the following areas:
 - Cognitive.
 - Social & Emotional.
 - Physical (Gross & Fine Motor).

- CAVE.

The curriculum (Mathematics, English, Science, Humanities & Social Sciences, 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 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 where your child will do their learning at home.
- Encouraging children to take responsibility for working on their Learning Intentions.
- 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 Distance Learning Plan

Students in Years 2-5 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 Head of Junior School to parents.
- Parent information session will be convened, should time permit before a school closure occurs, where the Head of Junior School outlines processes and expectations and answers questions for families.
- Daily communication by the teacher by way of email to parents and to students.

Technology systems

- Email and SEQTA correspondence.
- Seesaw.
- Teams.
- OneNote where appropriate (e.g. in Year 5 may as this is common practice in this year group for staff and students).

Students in 2-5 will receive a take-home pack that includes:

- An iPad and charger (Year 2), a laptop and charger (Years 3-4), a laptop (Year 5; already have chargers at home).
- Reading resources.
- Spelling, grammar and handwriting resources.
- Lined paper.
- Physical Challenge Recording Sheet.
- Independent project information
- List of educational apps.
- List of mindfulness and physical movement apps.
- Clarity about communication expectations for teachers, students and parents.

In addition to any take home pack teachers will share news and work electronically via email with both students and their parents.

Provision by teachers

Teachers will provide:

- Communication each afternoon prior by 4:30pm to parents via email with the outline for the day.
- Daily communication to students via email or Teams, where appropriate for Years 3-5.
- Assigned daily tasks for each day, may include:
 - Reading.
 - Writing/handwriting.
 - Numeracy.
 - Science and HASS.
 - Physical/movement.
 - Mindfulness.
- One World Language, Music and Arts task per week, at the discretion of the specialist teacher.
- One authentic, creative project task per week.

Teachers may:

- Hold whole-class video conferences or morning meetings via Teams.
- Provide morning welcome videos loaded onto Teams.

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 high speed internet connection where your child will do their learning at home.
- 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.

Years 6-10 Middle and Senior School Distance Learning Plan

Students in the Years 6-10 will be provided with opportunities to continue their learning, keep up to date with curriculum requirements, develop their independent working skills, and embrace technologies vehicles for learning. Distance learning for Years 6-10 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. There may be increased opportunities for project based and cross curricular learning. Teaching staff will be readily available, via email and Teams, during the school day.

Communication

- Initial email communication from Head of School.
- Weekly email from the teacher to students and parents (first school day of each week) with an outline of the week.
- Daily communication from teacher to each class via Teams with the day's learning.
- Weekly check in by the Pastoral Care Tutor via email.

Technology systems

- SEQTA, for overarching administration, course outlines, marksbook, pastoral notes, 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. Each class will have a Team; this is the daily point of contact between teachers and their students.
- Existing textbooks, OneNote Notebooks and learning programs such as Education Perfect.

Provision by teachers

- Communication via email to each class by 8.30am each morning, outlining the work for the day.
- Each Monday, a weekly plan for learning emailed to students and parents.
- Some video content. May be *synchronous* (live via whole-class live video conferences, conducted and recorded in Teams) or *asynchronous* 'flipped learning' (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.

For extended periods of distance learning (typically, going into a second week and beyond), teaching will be planned on independent work that can be submitted, with clear deadlines, with teacher office hours for checking in, responding to questions and giving feedback at specific times.

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

- Misuses the online environment; or
- Has not completed work or been engaged in learning (MESH subjects each week; Specialist subjects each fortnight).

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 during that time, via email and Teams. This will help to provide routine and appropriate amounts of time spent on each subject.
- Be ready to learn. 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 high speed internet connection where their child will do their learning at home.
- 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.

Years 11-12 Distance Learning Plan

Students in the 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 ATAR, General and VET 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.

Distance learning for Years 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 the school day. Year 12s are a priority for teachers during this time.

Communication

- Initial email communication from Head of Senior School.
- Weekly email from the teacher to students and parents (first school day of each week) with an outline of the week.
- Daily communication from teacher to each class via Teams with the day's learning.
- Weekly check in by the Pastoral Care Tutor via email.

Technology systems

- SEQTA, for overarching administration, course outlines, marksbook, pastoral notes, 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. Each class will have a Team; this is the daily point of contact between teachers and their students.
- Existing textbooks, OneNote Notebooks and learning programs such as Education Perfect.

Provision by teachers

- Communication via email to each class by 8.30am each morning, outlining the work for the day.
- Each Monday, a weekly plan for learning emailed to students and parents.
- Some video content. May be *synchronous* (live via whole-class live video conferences, conducted and recorded in Teams) or *asynchronous* 'flipped learning' (pre-recorded videos/presentations supplied to students via Teams or OneNote) that have the added benefit of being useful for revision of content.
- These 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.

For extended periods of distance learning (typically, going into a second week and beyond), teaching will be planned on independent work that can be submitted, with clear deadlines, with teacher school hours for checking in, responding to questions and giving feedback at specific times.

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

- Misuses the online environment; or
- Has not completed work or been engaged in learning (MESH subjects each week; Specialist subjects each fortnight).

Engagement of students

Students are asked to:

- Treat normal school hours as the school day.
- Be ready to learn by 8.15am. This means being fed, showered, dressed, having their laptop charged and having the appropriate books, resources and stationery at hand.
- Check their email and Teams at 8.30am for communication from teachers.
- 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 programme based on the timing of a school closure. Assessments may be changed to online submission or re-scheduled for another time.

If a school closure occurs during an examination period, examinations will be postponed.

[This letter from the School and Curriculum Standards Authority \(SCSA\)](#), dated 17 March 2020, cites the following from the WACE Manual 2020.

“Procedures to be implemented if assessment is affected by a catastrophic event.

If the assessment of individual students or groups of students is affected by a catastrophic event (e.g. if a pandemic causes a number of staff and/or students to be absent from school for an extended period) the procedures described in the school's senior secondary assessment policy must be applied.

Commonly accepted practice

- Based on the completed assessment tasks, the teacher or HoLA makes a professional judgement of the performance of the students affected by the event.

- Where additional 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, including any additional assessment tasks.”

It also says that: “Schools, students and parents should be confident that the Board of the Authority continues to work from the premise that no student should be disadvantaged.”

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 high speed internet connection space where your child will do their learning at home.
- 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 (8am to 4pm). 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.

Frequently Asked Questions

- **What happens if students are at home by student or parent choice, but the school is not closed?**

At times when the school is open and operating, teaching staff need to be focussing on students in our classrooms and preparing for the implementation of the Distance Learning Plan, which will be enacted in the case of a school closure directed by the Department of Health or the Government. If parents are choosing to keep your children home from school, teachers will provide details of work through established platforms such as SEQTA, Teams and OneNote. However, communication will most likely not be daily and will not be individualised. If a student misses an assessment due to non-medical absence, while school is open and operating, they are expected to make efforts to sit or submit the assessment. Take-home assessments should be submitted on time, online. In-class tests will be unable to be completed unless your child comes to school to sit the assessment.

- **What happens if students are not engaging with distance learning?**

Teachers offer teaching materials, learning opportunities, communication and feedback as per the Distance Learning Plan. Primary students are expected to engage, as best they can with parental support, in their learning, at the direction of their teachers. Secondary students are expected to be ready to learn by the start of the school day, to engage with the learning set by teachers each day, and to contact teachers if they are experiencing difficulties.

Teachers will follow up periods of non-engagement in learning and work that is not submitted (MESH subject teachers each week; Specialist teachers each fortnight).

- **What happens if a teacher is ill during distance learning due to a school closure?**

The teacher informs the Head of Department and Head of School. They send work notes to the students for the day.