

## Remote Learning in the PYP

### Communication to students and parents

#### Compass

- All communication to be conducted via Compass.

### Remote learning overview

- The purpose of the overview is to help parents know what to expect every day. The Compass schedule is not reader friendly and this overview will combat this issue.
- The overview is a parent friendly timetable that outlines subjects, teacher names, teacher's email address and bell times.
- Teachers need to provide students and parents with information about how and when they can contact them.
- Live lessons to be noted, including link, participant ID and password.
- Overview should include all subject areas.
- Overviews need to be created on Google Doc by the classroom teacher, classroom teachers and specialists need to fill in their timetable information by Thursday afternoon.
- The classroom teacher needs email the overview to SU and FL to be reviewed and approved.
- Once the overview is approved, the classroom teacher needs to email it to HM by Friday afternoon (as the overviews will be printed for the remote learning program held at school) and post it in the Class News Feed.
- Refer to the sample of 2A remote learning overview.

### Weekly remote learning planners

- **Form teachers** to create and communicate a weekly remote learning planner that shows:
  - subject and/or topic that will take place each period
  - learning intentions to be stated
  - learning tasks need to be concise and clear for students to follow
  - detailed explanation of the concept/s
  - integrate concepts where possible (e.g. grammar in writing, comprehension text related to UOI)
  - provide examples where possible
  - visual prompts, anchor charts, PPT or explanation videos are required for explicit teaching
  - live lessons need to mention learning outcome, materials required, Zoom details (link, ID and password)
  - materials required by students (e.g. textbooks, calculator, dictionary, etc)
  - where the task needs to be completed
  - due dates for learning tasks (where applicable)
  - where the specialist class is recorded, please stated "Refer to Compass post"
  - clear information about how and when they will need to email work samples and/or assignments
- **Specialist teachers** to create and learning task/s that show:
  - learning intentions to be stated
  - learning tasks need to be concise and clear for students to follow
  - detailed explanation of the concept/s
  - provide examples where possible
  - visual prompts, anchor charts, PPT or explanation videos are required for explicit teaching
  - live lessons need to mention learning outcome, materials required, Zoom details (link, ID and password)
  - materials required by students (e.g. textbooks, calculator, dictionary, etc)
  - where the task needs to be completed
  - due dates for learning tasks (where applicable)
  - clear information about how and when they will need to email work samples and/or assignments
- Specialist learning tasks can be directly posted in Compass (Class News Feed), e.g. as Art is one class a week, the learning task will be posted directly in the Class News Feed.

- Teachers need to post the Weekly remote learning planner on Compass (Class News Feed) on Monday morning. If you have a live lesson on Monday, you would need to post your planner the day before.
- Mathematics tasks and Reading Eggs can be assigned twice a week as a lesson (this does not include the use of books or resources to assist in a lessons).
- Weekly remote learning planners need to be emailed to SU and FL by Friday morning. The planners will be reviewed, and feedback given (if necessary). Once approved, they will need to be posted on Sunday (if live lesson is held on Monday) or Monday.
- Once the planner is approved, the classroom teacher needs to email the Weekly remote learning planner to HM by Monday morning (as the planner will be printed for the remote learning program held at school).
- Refer to the sample Weekly remote learning planner that the Year 3 and Prep teams have come up with.

## Homework

Due to the remote learning program, H/W will not be assigned in Term 2.

## Assessment

Ongoing assessment of each student's performance is paramount during the remote learning period. Ongoing assessment must be embedded in each year level's remote learning program. **Assessment needs to take place weekly.**

### Teachers need to consider:

- *How will students be supported to track and/or self-assess their progress?*

Outline how students will monitor and assess their learning.

*E.g.: Students will be asked to self-assess against rubrics prior to submitting them to the teacher and write a short reflection on the most challenging aspect of the task.*

- *How will students keep records of their work, and how will this be collected? For example, physical or electronic samples, or a combination of both?*

Outline how students will provide their work to teachers.

*E.g.: Each student will take photos of their work and email it to teachers.*

- *How will teachers provide feedback to students and families on student learning progress, and how often will this occur?*

Outline frequency and method of how teachers will provide feedback to students and families

*E.g.: Weekly communication to parent; via comments on Compass; email; etc.*

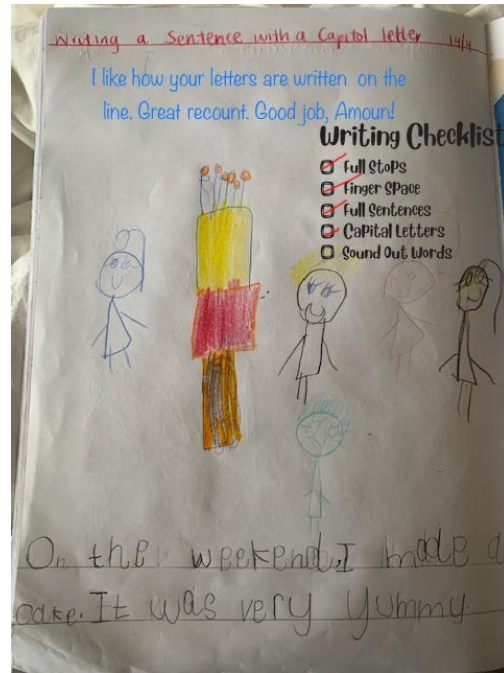
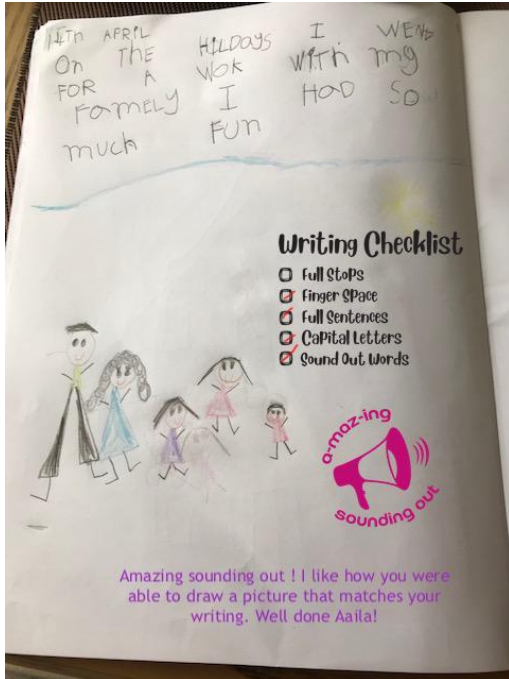
### How to assess students:

- **Writing sample**
  - Checklist and/or rubrics (student friendly version) to be provided to students.
  - Students take a photo of their writing and email it (via parent's email) to the teacher. Teachers will need to provide students with feedback (e.g. Teachers can record feedback on the work sample in Photoshop or Paint and email the feedback back to students).
- **Reading, Phonics and Sight words**
  - Assigning Reading Eggs tasks.
  - Scan and send PM Running text to students. The students can complete a Voice recording (feature on all phones and tablets) and sent to the teacher via email.
  - Via live lesson (if conducting the assessment one on one, it is best practice to ensure that there is a student nominated parent/carer present)
  - Comprehension tasks can be assigned, and students email their response.
- **Mathletics pre and post test**
  - Teachers can assign tests via Mathletics and record results
  - Teachers can request students send a picture of their work
- **Reflections/Work samples**
  - Students take a photo of their reflection/work samples and email it (via parent's email) to the teacher.
- **For Years 4 and 5 (additional):**
  - Record the learning process through writing and/or photos
  - Type response in MS Words and email specific responses
  - Email assignments
  - Discuss findings live via an online platform

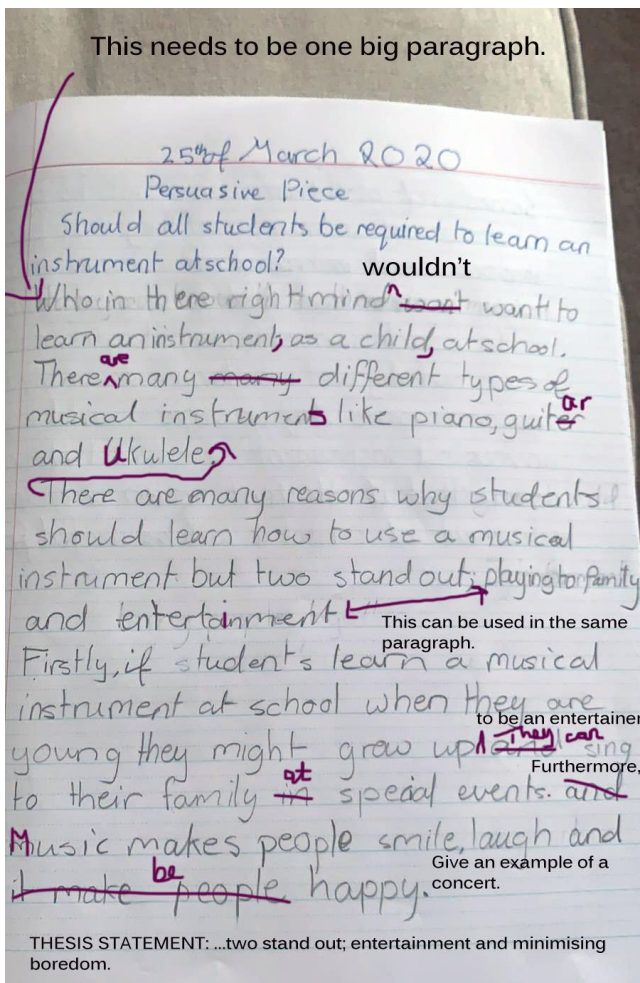
**Important:** Feedback needs to be given on all assessment tasks.

In order for parents to email their child's work sample/s via Compass, teachers have to create a learning task in Compass. A simpler option, parents email their child's work sample directly to the teacher's email.

Samples assessments:



(Prep A samples)



- Photoshop or Paint can be used to anecdote a work sample.
- Textbox was used to write feedback.
- Work sample was sent to parents.

(5B sample)

## Tools and Resources

- **Reading Egg's Toolbox:** has a vast variety of PPT and other supporting materials (including worksheets)
- **Comprehension strategies posters:** Debbie Draper has a variety of posters to assist with the explicit teaching of comprehension strategies <https://debbiedraper-educationalconsultant.vpweb.com.au/comprehension>
- **General English resources:** <https://debbiedraper-educationalconsultant.vpweb.com.au/gradual-release-model>
- **ClickView** (video resources): Use to provide curriculum aligned video resources to introduce a topic, create interactive videos to explore student understanding of the video they are watching, access educational videos for a flipped classroom, or to make own videos to share with students
- **G Suite for education (Google) – learning management**
  - **Classroom:** create spaces for each class, post lesson sequences and resources, set shared learning goals, set tasks/assignments, grade and send feedback.
  - **Google Docs** (word processing): use to set group/collaborative tasks; establish electronic portfolios; complete and submit assessments.
- **Microsoft O365 (Microsoft Office, including OneDrive, Word, Excel, PowerPoint, OneNote, Teams):** E.g. use Teams to set shared learning goals, set a self-directed learning/research activity, post a lesson sequence, group students and set collaborative learning tasks, have students provide feedback to their teachers and peers; Use Forms to provide feedback to teachers and peers; complete quizzes, formative or summative assessment tasks; complete 'exit slips'; OneDrive for electronic portfolios.
- **Zoom** (Video/teleconferencing): E.g. use to read an introductory text to your students or start a conversation to uncover what students already know about a topic, to share learning intentions and explain the learning sequence, deliver an online lesson, have students collaborate in groups, share your screen so students can follow a worked example.

(Reference: Department of Education)

### Which are the easiest activities to set up and find resources for?

- **Content production and collaborative writing.** There are many free or inexpensive ways to set up a word processing document online. Examples: Google Classroom, Zoho, Dropbox Paper.
- **Multimedia presentations.** Most content production solutions also allow for multimedia presentations, but more complex infographics and interactive presentations are possible. Examples: Beautiful.ai, Slides.com, Piktochart.com.
- **Quizzes, polls and surveys.** These can be set up online in a few minutes. Examples: Easypolls, SurveyMonkey, Typeform, Kahoot.
- **Games and simulations.** There are many options for educational games online that can be accessed by anyone. Examples: PhET interactive simulations, National Geographic Kids, The World's Future.
- **Video chatting and conferencing (depending on bandwidth and access).** Many free or built in applications are available for individual and group chats. Examples: FaceTime, Microsoft Teams, Zoom.

(Reference: Online learning, teaching and education continuity planning for schools, IB document)

## Remote learning guidelines

### Remote Online Learning Guidelines for Teachers -PART 1 (Compass post: Posted by Gafiah)

For our Remote Online Learning journey, there will be several guidelines that teachers must follow.

- Please check your Compass daily for roster communication from HF (Daily Organiser).
- Teachers that are working from home are reminded that you are expected to be presented professionally during all "LIVE" classes.
- Teachers should be accessible to students via email / Compass for follow-up questions during regular school hours.
- Should you become unwell and cannot conduct the online classes, you are asked to contact the Daily organiser to record your inability to take a session on that day, and a sick day will be registered.
- If you encounter computer technical difficulties with online learning, please contact our IT department for help or advice.
- Please watch the **Zoom YouTube** videos that were sent out by the IT departments to become familiar with how to use the Zoom platform
- Staff briefings will be held weekly via Zoom, and all staff must attend at the published time. (You will receive a link to join Staff Briefings or Meetings)
- Afterschool meetings will also be run via Zoom.
- All CLT's and weekly meetings must run as scheduled in the Weekly Bulletin.

### Recommendations for setting up video conference classroom

- The video conference room is a classroom, and the same school behaviour and discipline policies apply to this environment.
- Do not allow any unauthorised access to the video conference room, and this includes parents unless they have been authorised to attend by the teacher prior to the class.
- Similar to the classroom, please ensure that all guests adult speakers have a Working with Children Check (WWCC) before being admitted into an online room.
- Most of the products will allow the teacher (host) to remove participants if needed.
- Add a password to the room to ensure extra security when using Zoom.
- **Teachers should enter the room before the start time, so students are not in the online room without a teacher who is the host or co-host for the prescribed lesson.**
- Teachers should not conduct a 1:1 lesson or wellbeing focussed meeting with a student. (In the rare event that this may need to occur, it is best practice to ensure that there is a student nominated parent/carer present and another Teacher).
- Turn off student camera rights for students unless they need to demonstrate their learning to the class. In most programs, individual camera access can be enabled and disabled as required by the teacher.
- Be careful when using screen sharing; confidential information can be accidentally shared if it is open.
- Limit students' ability to chat amongst one another during a lesson unless it is required for group work. An in-meeting chat can be disabled by most software for the entire lesson. (*acknowledgement: education.nsw.gov.au*)

### Best practice for lessons

- The classroom teacher needs to be the manager of this online environment as they would be in a face to face classroom.
- As part of your lesson preparation, you can recommend that Students download learning materials to be used in the classroom before the lesson.
- As a Teacher (host), join your class early to ensure a proper connection.
- Welcome Students and acknowledge them by name and engage in light conversation as a welfare check. Ask Students to mute video and audio if this has not already been done unless they are answering, demonstrating or asking a question.
- Discuss online behaviour and expectations of the students in your first virtual class.
- Give clear and explicit instruction for the technology, so they feel supported and regularly clarify their understanding.

- Give a schedule or plan for each class by screen sharing a document or slide at the beginning of class. This gives students a clear idea of how the class will progress, what will be covered, and the activities they'll engage in.
- Embrace the pause. Take a moment after the end of your comments and allow students to ask questions and engage before continuing.
- Take time to promote questions, comments, and interactions from your class. Allow time for your students to raise their hand, write their questions in chat, or be unmuted to ask their questions live.
- When a Student turns on video acknowledge them and any features of their background that may be visible. This allows the teacher to raise awareness that the environment of the Student is visible to all the class.
- Speak slowly and clearly, especially for primary school students.
- You must bring energy into the classroom even when there is a perceived lack of engagement/response from the students.
- As the students become more confident in the online space, perhaps allow them to lead discussions or conversations. As in a physical classroom, the teacher doesn't need to run all the activities but do ensure that the expectations are clear, and all students know what their role is.
- Have students be the presenter and share projects with the class. This allows your students to show what they're working on while practising their presentation skills. It also allows students to hear from one another.
- Try to make the lessons interactive and engaging by varying the way you deliver the experiences. Use the live lesson as an opportunity to collaborate, discuss and brainstorm ideas.
- Try to inject some wonder and fun into your online lesson.
- As you get more confident with using the tools, experiment with some more advanced features such as whiteboard tools, annotation tools, polls, screen sharing and breakout sessions to add variety to the lessons.
- Restrict the length of a video lesson to no more than 40 minutes to maintain Student focus.

#### **Remote Learning Guidelines for Teachers - PART 2** (Compass post: Posted by Gafiah)

- The school approved 'Zoom' to be used for LIVE online teaching.
- Teachers will follow their Compass timetable each day.
- It is expected that teachers are available to teach their class during the same times as they would normally teach their class during face to face class time.
- Work must be provided on Compass for students and parents to access.
- At least one Zoom lesson must be conducted per **subject** each week.
- If teachers would like to do more Zoom classes, they are encouraged to do so, but it must only be during their scheduled class time.
- Ongoing formative and summative assessments must continue so teachers have data to write student reports for semester one.
- Teachers must be available throughout their class time to answer questions from students via email (if they are not on Zoom).
- Set reasonable expectations. Make sure you deliver quality rather than quantity classes.
- Remember, students must still receive instruction from their teachers as incumbent on the teacher.
- For each Zoom class, the school requirement is to invite the Campus Head, Deputy Campus Head and PYP leader as a participant/s in your Zoom class.
- Should you have concerns with running a Live class via Zoom, then please contact the IT department. **The school could also arrange for online professional development for Zoom if required.**

In addition to the Academy's guidelines lessons can be pre-recorded on Zoom for explicit teaching. If you choose to pre-record videos, they should not exceed 15 minutes. The can be uploaded to Google Drive and link shared with parents via Compass.

During live lessons, teachers can

- explicit teaching
- address student questions
- monitor and record progress of learning
- gain feedback from students (to adjust learning tasks)