

Maronite College of the Holy Family

Remote Learning Policy (Primary)



Maronite College of the Holy Family policies have a commitment to Maronite Catholic ethos and values and should be read in conjunction with other policies and procedures and with relevant legislation.

POLICY REVIEW

The policy will be reviewed not less frequently than once every three years.

POLICY DATES			
<i>Implemented</i>	24/03/2020	<i>Reviewed</i>	26/05/2021
<i>Next Review Due</i>	May 2024		
POLICY AUTHORISATION			
Sr Irene Boughosn PRINCIPAL			
POLICY DETAILS			
Policy Number: 0080A Policy Version: 0002			

1. INTRODUCTION AND PURPOSE

The Remote Learning Policy (Primary) has been designed to allow students of Maronite College of the Holy Family the opportunity to continue their learning during a period of College closure within any given school term. It lists the specific responsibilities of teachers, students, and parents/guardians. More specifically, the plan provides information on how teachers will communicate with their students and how students will access and complete set learning activities/task

2. SCOPE

This document applies to all staff members, students and parents/guardians who are involved in temporary remote learning and outlines the roles and responsibilities of all parties.

This document is not exhaustive and does not identify every possible scenario that may arise during remote learning.

3. REQUIREMENT FOR REMOTE LEARNING

Due to the current COVID-19 pandemic, there may be a number of reasons why remote learning may take place; including but not limited to:

- The requirement to be in isolation in circumstances where one has been in 'close contact' with a confirmed case of COVID-19.
- Lockdown as issued by the State Government.

4. RESPONSIBILITIES

Staff

- Staff will work normal College hours 8:10am – 3:25pm
- Teachers are required to email students daily schedule of engaging learning tasks/activities by 8:30 am each school day.
- Teachers will communicate with their students during College hours via email or through Microsoft Teams
- Be careful when using screen sharing – it can be easy to accidentally share confidential information. Shut down any email programs during the lesson.
- Teachers can use live video chats with students with cameras enabled but must not record students or take photos.
- The video chat environment is a classroom and the same College behaviour and discipline policies apply to this environment.
- Abide by the College's ICT Staff Acceptable Usage Policy.
- All invited guest adult speakers should have a current Working with Children Check (WWCC) before being admitted into an online room.
- Teachers are asked to dress in appropriate professional attire.
- A teacher should enter the video chat environment before the start time. Students should not be in the online room environment without a teacher who is the host for the lesson.
- Teachers should be in a well-lit, quiet space with a simple background behind them which should not include thoroughfares or active spaces that might accidentally lead to inappropriate vision or distractions. The bedroom or other private areas must not be used.
- It's important to start with the teacher's camera turned on. This reinforces to students this is a live session and establishes a more personal connection with students.

- 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.
- The classroom teacher needs to be the manager of this online environment as they would be in a face to face classroom.
- Ask students to mute video and audio if this has not already been done unless they are answering, demonstrating or asking a question.
- The day will be as per the normal timetable and student's attendance will be monitored. Contact parents/guardians if student participation becomes an issue.
- Before diving into the curriculum, take the time to assess students' mental, physical, and emotional wellbeing. Continue regular check-ins with students.
- Learning experiences should reflect a pedagogy that learning is relevant, engaging and differentiated. A range of explicit, open-ended and experiential tasks should be included.
- Take time to promote questions, comments, and interactions from your class.
- Restrict the length of a video lesson to no more than 30 min to maintain student focus.
- When on class you are expected to be available to the students for the duration of the lesson. If you are unable to attend, please post work on Microsoft Teams and follow normal staff leave processes.
- Do not allow any unauthorised access to the video chat room. This includes parents/guardians unless they have been authorised to attend by the teacher prior to the class.
- Only whole class or group sessions are permitted. It is strongly recommended that teachers should not conduct 1:1 video, audio or chat sessions with a student.
- If you need to have a private discussion with one student, make sure that there is a parent/carer and another teacher present.
- When the live online session is finished, you should wait for all students to exit the meeting before leaving. This ensures that students do not continue chatting without the teacher present.
- Teachers are to incorporate Visible Learning strategies into their online lessons
- Teachers are to be mindful of limitations of Remote Learning regarding support and resources available
- Teachers will be accessible for online support during normal school hours unless otherwise arranged.
- Teachers are to prioritise parent/guardian and student email requests ensuring all responses are sent within 24 hours
- Teachers are to ensure that quality feedback is provided to students
- Teachers are to provide faith development and strengthen the Maronite culture through daily prayer
- Refer to the following website for further information on online usage - <https://www.esafety.gov.au/educators/training-for-professionals/teachers-professional-learning-program>

Students

- Log in at 8:30 am and follow the daily schedule of work assigned to them by their classroom teacher.
- Complete a Learning Reflection at the end of each day and submit it with any work samples required, to their class teacher by 3:10 pm. This will indicate a record of attendance and completion of that day's work.
- Must be dressed appropriately
- Create a quiet and comfortable learning space. Students may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time. A space/location for extended learning should be a

public/family space, not in a bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible.

- Always complete all work to the best of their ability and within set timeframes.
- Participate in prayer to strengthen their faith development and Maronite culture.
- Work independently to complete tasks and not rely on their parent/guardian for support unnecessarily.
- Work collaboratively with their parent/guardian, comply with set rules, and demonstrate respect.
- Set learning goals and work towards achieving them, seeking support only when necessary.
- Use technology in an appropriate and safe way, ensuring that screen time is limited.
- If able, monitor the digital platforms used in their class to check for additional set tasks as well as communicate with teaching staff and peers.
- maintain regular physical activity during the day.
- avoid viewing video or television content which is not part of the daily learning schedule.
- Collaborating with your parent/guardian to establish and follow a daily routine for learning. It is required that students are working from 8:40am – 3:10pm each day
- Regularly monitoring digital platforms and communication (Microsoft Teams and Emails) to check for tasks to complete, announcements and feedback from teachers
- Communicating proactively with your teacher if you cannot meet deadlines or require additional support
- Cameras on and microphones muted, unless advised otherwise or contributing to the lesson
- Notify the teacher if you are unable to attend a lesson
- Collaborating and supporting your peers in their learning
- Maintaining regular physical activity during the day
- Refer to the following website for further information on online usage <https://www.esafety.gov.au/kids>
- If there are any eLearning issues, please email the College eLearning Coordinator, Ms Wrightson

Parents/Guardians

Provide support for your child/ren by:

- establishing routines and expectations
- defining a space for your child to work in
- supporting your children's faith development and strengthen the Maronite culture through daily prayer
- monitoring communications from teachers
- taking an active role in helping your children process their learning
- expecting that a high standard of work is to be completed by your children.
- encouraging physical activity and/or exercise
- checking in with your children regularly to help them manage stress
- monitoring how much time your children are spending online
- keeping your children social, but set rules around their social media interactions
- ensure that their child's Learning Reflection is complete and sent to the classroom teacher at the end of each day.
- refer to the following website for further information on online usage <https://www.esafety.gov.au/kids>
- It is recommend to take the time to explore [issues of digital citizenship and online safety](#) and then discuss these with your child.

Monitor your child/ren by:

- Starting and finishing each day with a simple check-in with their child/ren. These check-ins need to be a regular part of each day and start straight away. Not all students thrive in a

remote learning environment; some struggle with too much independence or lack of structure and the check-ins help keep them on track.

- In the morning, ask:
 - What are you learning today?
 - What are your learning goals?
 - How will you be spending your time?
 - What resources do you require?
 - What support do you need?
- In the afternoon, ask:
 - What did you learn today?
 - Acknowledge one thing that was difficult. Either let it go or come up with a strategy to deal with the same problem if it comes up again.
 - Consider three things that went well today. Why were they good?
 - Are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

5. WELLBEING

Being confined to home for an extended period of time may cause stress and conflict. Tips for managing wellbeing during remote learning include:

- Talking to the whole family about what is happening. Understanding the situation will reduce their anxiety.
- Exercise regularly. Options could include exercise DVDs, YouTube videos, or using home exercise equipment, such as a treadmill if you have one. Exercise is a proven treatment for stress and depression.
- Keep in touch with family members and friends via telephone, email or social media (where appropriate).
- Taking time during the day for social activities and breaks (watch a movie, board games etc.)

Microsoft Teams has a *Wellbeing Check In* tool that will be activated in times of remote learning for students. This tool will enable staff to monitor student's wellbeing and identify any students of concern that require extra support.

6. COMMUNICATING WITH TEACHERS

Communication with teachers is to be via email and Microsoft Teams only. It is therefore imperative that all students are accessing their emails and Microsoft Teams as often as possible to ensure that the learning continues.

It is important to remember that teachers will be communicating with multiple students throughout this period. Therefore, patience is required. If you do not receive a response within 48 hours, then a follow up email is permitted.

7. FURTHER INFORMATION

Further information about this policy can be sought from one of the following members of staff:

- Assistant Principal, Mr Elie Asmar eamar@mchf.nsw.edu.au
- Head of Primary, Mr Dean Day dday@mchf.nsw.edu.au



Maronite College of the Holy Family,
Parramatta

REMOTE LEARNING PLAN

Primary Department

STUDENT AGREEMENTS

1

- At 8:30am, check your daily plan which has been sent to you by your class teacher.
- Complete the set tasks during College learning hours of 8:40am - 3:10pm.



2

- Ensure you are actively working on the tasks throughout the day.



3

- Email your Learning Reflection and work samples to your class teacher by 3:10 pm each day to indicate your record of attendance and completion of work.



4

- Regularly check for updated communication about lesson content or activities from your teacher.



5

- Email your teacher if you are experiencing any issues or have any questions. Teachers will be available via email between 8:30 am and 3:30 pm.





Maronite College of the Holy Family,
Parramatta

REMOTE LEARNING PLAN

Primary Department

STAFF AGREEMENTS

1

Be available every day for each of your timetabled classes. Ensure you are online and available for students.
College Hours: 8:10am – 3:25pm



2

Ensure student requests via email or Microsoft Teams are responded to as well as requests from other members of staff.



3

Ensure you provide feedback to students in your class on a consistent basis.



4

All tasks and activities must be clearly communicated with students via Microsoft Teams or Email.



5

All parent communication must be conducted via email and recorded in AWMS.



6

Direct all enquiries through normal College procedures. Regular check-ins will be conducted by the Head of Primary.

