

Distance Learning at JCSRS

Our Mission: For every child to be the best they can be

Distance Learning is provided in exceptional circumstances where classes are suspended for extended periods of time due to a range of reasons including civil disruption, raised weather signals and/or global pandemics.

Distance learning aligned to the schools mission and vision is designed to enable students continuity and progression of learning from home or wherever learning is occurring. Based on a Hong Kong time zone, distance learning is underpinned by three principles:

- Providing a structured framework which reflects aspects of a students regular school day and is matched to the needs of students.
- A range of learning engagements aligned to the curriculum and IEP targets including new learning in addition to review/practice and consolidation.
- Regular contact between staff and students and feedback on learning using school agreed technology.

What are we teaching?

Distance Learning engagements are personalised and will include a series of lessons referencing JCSRS scope and sequence, Unit planning documents, ASDAN, Independent Living Skills, IEP goals, Wellbeing and Vocational Learning where relevant to a students needs as well as specialist lessons in PE and music. Distance Learning closely reflects 'in school' learning outcomes and progression.

How are we teaching?

Planning for Distance Learning is designed through the four essential elements of the NPDL (New Pedagogies for Deep Learning) framework. Please refer to Appendix 1 for more information.

Distance Learning Design

- Distance Learning is delivered through a combination of live Zoom sessions and home facilitated learning engagements.
- The weekly timetable reflects the range of learning undertaken in a normal school week. Teachers and therapists provide multiple entry points to support personalised learning and access.
- Specialist classes and therapy sessions reflect access to specialist provision and learning offered at school. These experiences will be tailored to cater to the specific needs of a student/class in their home learning environments and will vary for different groups of learners.
- All lessons and therapy sessions are labeled with learning intentions and/or purpose and/or skill for each task.
- All zoom links for whole class/group sessions are embedded into the timetable.
- Class teachers share the learning timetable with links and supporting documents via email to parents once a week no later than Sunday.

Live teaching

Zoom lessons are not a substitute for face to face teaching and we recognise that learning this way presents many limitations. The weekly allocation of live lessons/ sessions and home facilitated is based on the needs of students in each class.

Live lessons will be designed to reflect the learning intentions/goals of the session. This may include whole class and/or small groups to enable differentiation. Enabling student access during live lessons with appropriate supports, visuals and scaffolds will aim to reflect face to face teaching. As much as possible live sessions should be scheduled at regular times during the week with at least one live lesson/ session a day to support implementation of students' routines at home.

Teachers and therapists make a professional decision on what mode of learning delivery will best meet the individual students' needs. However to ensure consistency of delivery of the provision live sessions will include the following:

- Class teacher led check in on Monday to go over planned learning, check understanding of intended tasks to ensure all students are ready to learn, establish a positive culture for learning and support students wellbeing.
- Class teacher-led checkouts on Friday for students to reflect or share work covered earlier that week, to celebrate achievements and to give feedback on learning that took place.
- Regular teacher-led live lessons to support the delivery of curriculum learning intentions (eg unit, literacy, numeracy, social communication), teach ILS and to work towards accreditations ie ASDAN.
- Weekly lessons with specialist teachers (PE and Music):
- Speech Therapy/Occupational Therapy: Fortnightly rotations of whole class ST/OT therapy sessions. In addition to fortnightly small groups/1:1 sessions to deliver highly personalised therapy goals as determined by the therapy team.
- Physiotherapy will be offered as 1-1 sessions as determined by the therapist based on student need.
- Social Connect: Optional live social connections led by STL (senior leadership team) and EAs will be offered via a weekly shared sign up document embedded in the timetable.

Home facilitated learning

Weekly timetables will include a range of daily tasks completed by students independently and with adult support. Tasks will be achievable and differentiated with options for extension.

In order to achieve consistency of delivery in provision, home facilitated learning will include:

- Lesson and supporting materials prepared by the teacher to support delivery of curriculum learning intentions (eg unit, literacy, numeracy, social communication), teach ILS and to work towards accreditations not covered during live lessons.
- Weekly planned lessons and resource materials for specialist lessons (PE and Music)
- Weekly supporting materials for therapy sessions
- Fortnightly assembly (pre-recorded or live)
- Fortnightly Enrichment sessions

Consideration is given to families who have limited digital access with devices made available or teaching materials offered in alternative ways. Specialized equipment and/or other resources needed for weekly delivery of learning will also be made available for collection.

Feedback

Feedback on learning is an important element of teaching and learning. It is an expectation that students will not only attend live sessions but that they will actively participate in learning. Feedback will be timely and targeted. Feedback requests will be visible in the timetable using the JCSRS logo.

Assessment and feedback on learning will include written, verbal, self and peer feedback and will be differentiated according to needs of students. Verbal feedback, to groups and individuals, is provided within virtual teaching. Feedback will be shared via the class google photo album and for some students using functions within the google suite. Eg docs/slides.

- Tasks for submission will be indicated clearly on the timetable and will include:
 - **A weekly request for 1 literacy, 1 numeracy, 1 unit work sample** for submission via Google photos/google suite.
 - **Specialist Teachers (PE/Music)**
 - **Therapy feedback** will include requests for student feedback either through live consultation sessions or for submission to Google photos.

Safeguarding guidelines

ESF is committed to ensuring that all JCSRS students are able to connect online safely. Security measures in place to protect our student users include password protection, waiting and locked room functions activated 10 mins after a session has started. Families can be confident that our staff will continue to be informed and updated on zoom security measures.

We appreciate the very important role of supporting adults for making the effort and dedicating time to engage with Distance Learning. Important roles and responsibilities of the supporting adult (as much as possible) are:

- *Set a regular, uninterrupted home learning time each day in a quiet well lit area whilst encouraging your child to do his or her best*
- *Be aware of your son/daughters organisation and time management skills and provide encouragement and breaks as needed*
- *Encourage new learning and problem solving, not just get the tasks completed*
- *Be supportive when your child gets frustrated with challenging home learning tasks*
- *Joining Zoom meets at the time noted in the timetable.*
- *Prompt the student to show active listening and limit distractions around them. Distractions may include toys, additional devices, how students are seated for learning.*
- *Prompting the student to respond when it is their turn. This could be repeating, explaining, providing choices of response, etc. Staff may also ask supporting adults to repeat responses to assist in the teaching and learning*
- *Assisting or prompting when it is their turn to turn the microphone on and off*
- *Contact the teacher if your child has difficulty with home learning*
- *Keep in touch with the teacher to stay well informed about your child's learning*

Appendix 1: Planning for Distance Learning is designed through the four essential elements of the NPDL (New Pedagogies for Deep Learning) framework.

1.Precision in Pedagogy to meet the needs of all students is reflected in the learning design engagements. This may include:

Direct instruction
Repeated learning
Live demonstrations/Video modelling
Interactive computer based learning
Use of multiple modalities (eg visuals, signing to increase access)
Independent learning tasks - ie TEACCH
Online and offline learning tasks
Multi-sensory learning
Play based learning
Student voice/choice

2. Learning Partnerships

Planning for distance learning is a collaborative approach between teachers/therapists in designing experiences delivered with the support of Educational Assistants. Where appropriate students are encouraged to have ownership of their learning and individually respond to learning engagements for teacher/therapy feedback whilst for others feedback will be shared with family support. Utilising expertise from outside agencies/partners to enhance the curriculum will also contribute to distance learning.

3.Learning Environments

Distance learning is planned by staff working predominantly off campus and designed for students to engage with learning from their homes. A successful learning environment aims to support students to try new ways of thinking, learning, presenting and reflection. An emphasis is also placed on structuring routines which promote familiarity and consistency of shared expectations within a climate and culture that fosters a love of learning.

The learning environment is constructed around two discrete frameworks, these being:

- Live lessons/sessions led by the teacher/therapist and supported by EAs (eg whole class, small group, individual)
- Home facilitated learning engagements (tasks completed independently/with adult support, video modelled sessions, online computer based programs, home/school coaching tutorials, active/practical based sessions and paper-based learning)

4. Leveraging Digital

Technology provides a platform for students to engage in distance learning with the aim to amplify, accelerate, and connect learners with learning? Providing opportunities for students to interact with digital to enhance learning facilitates deep learning partnerships between school, home and the wider community. This may include: Using AAC to engage in live lessons, sharing work through google photos/suite, using technology to demonstrate learning outside of the classroom.