



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.
- [A modified daily timetable](#) provides a consistent framework whilst enabling flexibility and choice for students and families to fit their context.
- The weekly programme 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 input are provided to reflect access to the specialist provision and learning during a normal school week. These experiences will be tailored to cater to the specific needs of a student/class in their home learning environments and may look differently for different groups of learners. Regular therapy whole class/ small groups and 1:1 sessions are included in the timetable.
- All lessons and therapy sessions are labeled with learning objectives and/or purpose and/or skill for each task.

- Links to additional resources created by teachers, therapists and specialists are embedded into the timetable at suitable times.
- 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)

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:

- Daily morning session led by the class teacher between 9-10.30am consisting of; check-ins 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 each 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 ST/OT 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 once a week.

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.

Written Feedback on submitted work should include:

- Comment on what students did well to meet the learning objective
- Add a comment about next steps in learning.

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 and written feedback 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.

SLT/Leadership team will oversee data collection, monitoring of student engagement and feedback with distance learning.

Safeguarding guidelines

When connecting live and online, all staff will be guided by the following Safeguarding Guidelines;

- Staff will be guided by the ESF code of conduct in their online interactions
- Only use school email accounts to contact parents, access online platforms, lead online lessons with students, or for any school-related matters.
- Teachers/therapists/SLT host zooms. EAs provide support.
- When using Zoom or any other school-approved online platform: Ensure that you are suitably dressed and consider your surroundings (i.e what the students can see in the background) while you are conducting the online lesson.
- Ensure all students you are connecting with have an adult present - verbalise this at the beginning of the lesson. 'Who is the/your supporting adult today?'

- Create zoom links with a password using class names or specialist/therapist key words. This is for student zooms only. Please disable embed password in the meeting link under the Zoom setting.
- Host to wait until zoom start time before joining zoom and do not enable early joiners. Use waiting rooms to confirm student entry.
- Lock meeting after 10 mins and refrain from adding later comers.
- Limit screen share to hosts and co-hosts.
- Ensure that you have 'ended the meeting for all' at the end of the lesson.
- Should a Connect session be hacked by an outsider. Inform the students that you will be immediately closing the meeting and inform SLT.
- Refrain from using video for 1:1 interactions. In the case of exceptional circumstances requiring an individualised 1-1, staff members must first seek approval from the Principal.
- In cases of individual therapy consultations ensure a parent/family member is present throughout the session.
- As a standard practice zoom sessions should not be recorded. In exceptional cases where health and safety is at risk, approval from the Principal is required.
- Attendance of students need to be monitored and non-attendance reported to CPO for follow up.
- [Security advice using Zoom](#)

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.