COVID-19

LEARNING AT HOME AND LEARNING ONSITE

Guidelines for R to 10

Government
of South Australia

Department for Education

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Guidelines for R to 10

Across South Australia, schools are already supporting our students to learn from home and at school. This document provides guidance for further implementation that will occur throughout term 2.

The following advice will support schools to review and where necessary adjust current teaching and learning practices, some of which can be applied to remote learning with minimal changes.

For those practices and structures impacted significantly by the shift to remote learning, guidelines are provided for:

- timetables and structures for learning at home

- teaching and learning programs

- advice about providing learning remotely.

The guidelines are relevant to all sites and provide specific recommendations for years R to 3, 4 to 7 and 8 to 10.

The advice is informed by practices and strategies currently being implemented by our primary and secondary schools. Examples of practice have been kindly made available for sharing and are attached to support planning.

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Timetables and structure for learning at home DRAFT

It will be supportive if the timetable, or learning day, for students reflects their normal school routine as closely as possible. It should provide families with the flexibility to support competing priorities within the home, such as work commitments, the learning of multiple children and supporting wellbeing during this period of significant change.

It will be important for schools to have a structure for recording student attendance each day. This may mean identifying a range of modes that families can use or use of the communication feature within your learning management system.

Maintaining positive relationships with students, and monitoring and supporting their wellbeing will continue to remain priority work. This should be supported by regular communication with families and allocation of support staff to connect with students identified as at risk or requiring additional support.

Guidelines for implementation

Years R - 3

- Provide families with a morning routine for students to follow before the start of each school day, for example:
    - o   Eat breakfast
    - o   Get dressed for school
    - o   'Pack your bag' (get everything you need for the day).

- The day is structured around 4 blocks of learning with scheduled breaks in between.

- Students are provided a different learning task to attempt during each learning block.

- Explicit recommendations for physical activity are included in the program

Years 4 - 7

- Provide students with a timetable of 3 learning blocks with 2 scheduled breaks.

- Consider planning learning blocks for up to 90 minutes, including at least 30 minutes of physical learning or physical activity.

- Physical learning and activity can be achieved through integrating a highly practical task or simply scheduling a physical break within the learning block.

- Provide students with 3 learning tasks to attempt during the day; 1 task per learning block.

Years 8 - 10

- Divide the learning day into 3 periods of 90 to 120 minutes.

- It is recommended students engage with at least 3 different subjects per day.
  Schools will decide on the appropriate level to which the existing school timetable is replicated at home.

- Support students to maintain learning of practical subjects. This may require working in virtual environments, using household materials or learning through theoretical alternatives.

- Students are required to participate in scheduled 'real time' contact lesson each day.

> *'Real time' refers to a teacher being available to communicate with students and families in real time. This can be achieved via a phone contact, live emailing or online communication.*

Teaching and learning programs

All teaching and learning programs are aligned to the Australian Curriculum and build on the learning which occurred during Term 1 as closely as possible. While programs will need to be adapted to accommodate virtual or written instruction, providing rigour will remain a priority. As will the continued focus on literacy and numeracy.

Guidelines for implementation

Years R - 3

- Provide daily **literacy** activities for **90 minutes** per day, with a focus on reading, writing, speaking and listening. This includes:
    - ο phonological awareness,
    - ο phonemic awareness and other oral language activities
    - ο phonics practice and consolidation
    - ο vocabulary development
    - ο the reading of appropriate texts, including decodable texts and daily writing activities.

- Provide daily **numeracy** activities for **60 minutes** per day, with a focus on number.
  This includes:
    - ο sorting, patterning, counting and measuring activities that can be conducted using everyday materials
    - ο identifying and describing shapes
    - ο the use of mathematical language.

- Provide daily **physical activities** that can be completed indoors and outdoors, for example, simple exercises and dance movements or outdoor games.

- Structured learning should be augmented with play-based learning activities, including free drawing, colouring and painting, collecting and grouping, creating and making, and listening to sounds, including music.

Years 4 - 7

- Provide daily **literacy** activities for **60 minutes** per day. This includes:
    - ο oral language, reading and writing
    - ο further consolidation of phonemic awareness and phonics skills for some students
    - ο vocabulary extension, wider and increasingly independent reading every day, and
    - ο more extended writing.

- Provide daily **numeracy** activities for **45 minutes** per day. This includes:
    - ο a strong emphasis on number
    - ο problem solving
    - ο purposeful use of mathematics.
      This could involve students solving problems that have multiple solutions and recording their reasoning for using that approach.

- Provide daily **physical activities** for **30 minutes** per day. This could include indoor and outdoor activities, for example, dancing and static movements or outdoor skills and games.

- Endeavour to provide learning for all Australian Curriculum learning areas, including any languages taught at your school.

- Provide students with a range of learning activities, including:

    ο   explicit tasks for literacy and numeracy

    ο   learning area specific tasks to develop skills and understanding

    ο   inquiry based learning

    ο   plugged and unplugged, screen and non-screen learning.

Years 8 - 10

- Maintain as much consistency as possible with existing programming.

- Maintain a strong focus on literacy and numeracy.

- Endeavour to provide students with access to all Australian Curriculum learning areas.

- Provide students with a range of learning activities, including:

    ο   explicit teaching of content and concepts

    ο   collaboration with peers

    ο   inquiry based and problem based learning

    ο   a mix of online/offline, physical/virtual learning activities.

Providing learning remotely

While the way in which students access and complete learning may change, the role of the teacher will not. Teachers will remain responsible for the content students engage with, the feedback they receive and identifying evidence of learning.

Schools will make local decisions about the amount of real time contact with teachers, informed by their timetable and local context. It is recommended that a minimum requirement for direct contact with students is established along with consistent protocols for communication with students and families.

Guidelines for implementation

Years R - 3

- Learning tasks should be accompanied with clear instructions for parents to support their child's learning. This includes:
    o the intended learning of the task
    o clear, detailed description of the process for attempting and progressing through the task
    o all resources required to attempt the task
    o relevant background information
    o opportunities to continue or extend beyond the task.

- Teachers should be available for 'real time' contact each day. It is recommended this is split into 2 sessions, 1 at the beginning of the day and another in the afternoon.

- Each school will establish a process which suits their community and ensure that it is clearly communicated.

Years 4 - 7

- Learning must be accompanied with clear instructions to support students and parents to attempt and navigate the task.

- Teachers will need to be available for 'real time' contact each day.

- Safe and supportive learning relationships between teachers and students will remain a priority. Schools will identify the most effective way of communicating with students and families, and identify a process for regularly connecting with every student, including for the provision of feedback about their learning.

Years 8 - 10

- Teachers should aim deliver at least 1 'real time' lesson per week, for each class they teach.

- Large or ongoing tasks should be broken up into lessons with clear learning intentions.

- Students should be able to share learning and receive timely feedback. This can be achieved through use of learner management systems, email, online conferencing, telephone calls or submitted hardcopies.

- Provide parents with access to learning plans or overviews.

Resources and support

Teaching and learning resources

- [Our Learning SA](#) – Our Learning SA provides access to reliable resources and information to support students, families and teachers to continue learning between school and home.

- [Literacy and Numeracy Guidebooks](#) – Available via the intranet, the literacy and numeracy guides provide advice and resources to inform their programming and planning.

Use of ICT

- [Link to ICT](#) – ICT Services have developed comprehensive advice and support for using technologies to support remote learning, including the use of learner management systems.

Learning for home

- [Setting up home for learning](#) – The information and links to resources provide students and families with advice for establishing routines and spaces that promote continuity of learning between school and home.

Staff wellbeing

- [myWellbeing](#) – The myWellbeing program provides simple tools and resources to help develop good habits and create time and space to thrive.

Examples of practice

We thank our schools for sharing these examples of practice to inform and support the remote teaching and learning of all students across South Australia.

Primary school examples

- [East Marden Primary School](#)

Secondary school examples

- [Blackwood High School](#)
- [Marryatville High School](#)
- [Woodville High School](#)

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