



MAMRE ANGLICAN SCHOOL

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A MEMBER SCHOOL OF THE SYDNEY ANGLICAN SCHOOLS CORPORATION GROUP. ABN 63 544 529 806

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Dear Parents/Carers,

Re: Teaching and Learning at home

Learning at home instead of at school due to the COVID-19 Pandemic is a very different learning environment compared to what students usually experience. The following guidelines are suggested in order to provide the best possible learning environment for your child during this most unusual situation.

PASTORAL CARE

The pastoral care of our students is of utmost importance to us. Students may find the separation from their peers to be very difficult, particularly if the school is shut down for an extended period of time. Junior School class teachers and Senior School pastoral care teachers will seek to communicate with families once each week to check in on how students are going with their learning and any relevant pastoral care issues. Please discuss any significant issues that may arise concerning your child during this time. Our pastoral care staff including the School Counsellor may be able to assist you.

HOME LEARNING ENVIRONMENT

Where should learning activities take place?

It is best to set up a regular space in your home that your child will use each school day. This becomes their classroom during learning time, but will probably have other purposes at other times of the day. If you have more than one child at home, you need to decide whether it is best for them to be in the same area or different areas. Public spaces in your home are preferable. Possible locations include:

- a desk in a study
- the dining room table
- a temporary table or desk in a living area
- a desk in a bedroom with the door open

Wherever you choose, it is important that distractions be avoided, e.g. not in the same room that others may be watching the television or adults are needing to use the telephone regularly, and not next to the X-Box or Play Station.

What equipment and materials are needed?

- a desk/table and comfortable chair
- a laptop or desktop computer with internet connectivity (Years 7 – 12 and younger if possible)
- a printer with supply of paper and ink cartridges (Years 7 – 12 and younger if possible)

- pens, lead pencils, coloured pencils, eraser, pencil sharpener, ruler
- calculator (Years 7-12),
- school exercise books
- textbooks (if provided)
- scrap paper

How should I organise my child's day of learning?

- Year 12 students will follow their normal timetable and do additional work at other times (study, assessment tasks, etc.)
- For other year groups, you should establish a school starting time (e.g. 8.30am) and stick to this everyday where possible. Also have a regular morning tea break (e.g. 10.30am – 11.00am) and lunch break (e.g. 12.45pm – 1.30pm).
- At the beginning of the school day, students or parents should check their email and the online learning platform (e.g. Google Classrooms, Canvas, Seesaw or Dojo) for the learning instructions for the day/week. This would be a good opportunity for you or the other adult that is supervising them to confirm with your child what needs to be done and in what order. Students typically concentrate the best earlier in the day, so scheduling more difficult or focused tasks for this time may be beneficial.
- Encourage your child to get up from their seat for a few minutes every half hour and walk outside if possible to get some fresh air.
- Help your child if they ask for help but encourage independence and their problem solving skills. Students will be encouraged to ask their teachers questions using the communications methods detailed in the next section
- Depending on how much work has been set by teachers that day and how focused your child is on their work, on some days they may finish their work by lunchtime. When this occurs, check that they have completed all required work and reward them with an alternative activity in the afternoon, e.g. some time playing, watching a television program, etc.
- Depending on your own situation regarding work and other commitments, it might not be possible to follow the daily program suggested above. That is okay, but please try to establish a consistent daily program as much as possible.

How will my child and I communicate with their teachers?

Students and teachers will primarily communicate using **online learning platforms**, e.g. Google Classrooms, Canvas, Seesaw or Dojo. For younger students, this may be via parents. Some classes will also use **Google Hangouts** or **Canvas Conferencing** or **Zoom** to conduct live video conferencing. For Year 12 students, this may take place in timetabled lessons. Where this is used in other year groups, advanced notice will be given via the learning management system and/or email. When participating in a live video conference using Google Hangouts or Canvas Conferencing or Zoom, it is important that the following protocol is followed:

- students are to be dressed in clothing that would be considered appropriate to wear to school on a mufti day (ie. modest, no offensive slogans, etc).
- the laptop should be set up so there is a blank wall behind the student. This ensures that the camera is not filming anything that may be an invasion of privacy of the student or their family. **DO NOT** set up laptops for video conferences in bedrooms or bathrooms.
- make sure that other conversations are not taking place in the same room or nearby as these may be heard by other participants.
- parents are welcome to be in the same room and watch the video conference, but are asked to remain out of the camera's recording area.

Email is the most important form of communication. Senior School students should check their school email every school day and use this to initiate contact with their teachers. Parents should check their own email at least once every school day to check for emails from their child's teacher or the school. Parents wishing to contact teachers should email them.

LEARNING IN JUNIOR SCHOOL

- Teachers will provide a range of learning activities to be completed by students each school day. A typical day of lessons will look very much like your child's current timetable.

For example:

Morning routine	(15 min)
Literacy (reading and spelling)	(45 min)
Writing	(30 min)
Maths	(60 min)
Science/History/Geography	(60 min)
Art/PDH/Christian Studies	(30 min)

PE (students are encouraged to do at least 30 minutes of physical activity each day)

- An email outlining the work will be sent to the parents each morning (or the night before). This will include copies of worksheets to be printed (if they have not already been sent home), and details of where the material can be found (if online). Work will also be uploaded to Dojo, Google Classrooms or Seesaw (whichever your child's class is using).
- Workbooks will be sent home for those who cannot access the internet.
- Class teachers will seek to contact you each week (by email or phone). If possible, it would be great for students to be able to speak to their teacher when they phone you. Some class teachers may also use Google Hangouts or Canvas Conferencing to communicate with the students (see guideline above).
- Students will be required to show evidence of their learning and upload, if possible, some material for marking. This can be uploaded to Dojo, Google Classrooms or Seesaw, emailed, or photographed and emailed to the teacher.
- If students do not submit their work, the class teacher will contact you.

LEARNING IN SENIOR SCHOOL

Years 7 to 11

- Class teachers will upload work for their class to Canvas or Google Classrooms (whichever the class is using) and also email students details of work to be completed.
- The number of lessons provided will match the number of timetabled periods for that subject (eg. 3 periods a week will receive 3 lessons). Lessons do not need to be completed according to your child's timetable, but do need to be completed by the due date given by the teacher.
- Students will be required to provide evidence of learning and completion of activities at least once per week for each subject. This should be done on a designated day as notified by the teacher. Evidence can include a quiz, Google Doc entries, photos of completed work, etc.
- If evidence of learning is not provided by a student, the teacher will make contact with parents.
- Assessment tasks should proceed as per the published assessment schedule as much as possible. The nature of some tasks may need to be changed if the school closure is for an extended period of time. If changes need to be made students and parents will be notified.

Year 12 (HSC)

- Students must have access to their school email account and log in to the Google Classroom or Canvas site for their class for the full duration of the timetabled period for each class.
- Students must participate in video conferencing during their lessons when requested by their class teacher.
- Students are reminded that they will need to work on classwork and do study and assessment tasks at other times in addition to their usual timetabled classes.
- Students will be required to provide evidence of learning and completion of activities several times each week for each subject. This should be done on designated days as notified by the teacher. Evidence can include a quiz, Google Doc entries, photos of completed work, etc.
- Students will be asked to complete HSC exam-style questions and submit responses to teachers for marking/feedback.
- If evidence of learning is not provided by a student, the teacher will make contact with parents.
- Assessment tasks should proceed as per the published assessment schedule as much as possible. The nature of some tasks may need to be changed if the school closure is for an extended period of time. If changes need to be made students and parents will be notified.

ATTENDANCE

Learning at home during this period is similar to regular schooling concerning attendance. If your child is unwell and is unable to participate in learning activities on a particular school day, parents are requested to email office@mamre.nsw.edu.au to let us know.

These are extraordinary times for our school, for our nation and for the world. We pray that during this period your child will develop new strengths in creativity, independence and resilience, and that your family relationships will deepen by spending more time together.

Regards,

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