



# Court Grammar School

INTEGRITY • HUMILITY • COMMUNITY

## SECONDARY SCHOOL YEAR 7 - 12 GUIDE TO LEARNING ONLINE

The information in this booklet is current as of: **27 March, 2020**

This booklet has been created as a guide to assist students in Year 7 – 12, and their parents, navigate online learning during the impact of COVID – 19.

Court Grammar School will move our teaching and learning practices to prioritise online learning from **Monday 30 March**.

### Students on-campus

As outlined by the Principal, school is still open and students who attend on-campus will be well catered for. Based on student attendance and taking into consideration recommendations on social distancing we are expecting to run one class per year group in Years 7 - 10. Students will still follow a normal day's timetable and will still have, for example, a trained English teacher teaching them English and assisting them to access the online learning platform and activities. Students on-campus in Year 9 & 10 will still attend their normal option classes.

Classes and timetables for students in Year 11 & 12 remain unchanged. Students will still follow their normal timetable and have full access to their normal teacher.

### Learning Curriculum

The online learning curriculum is set by Court Grammar School and based on the Western Australian Curriculum. Please be aware it is not appropriate for parents to set their own child's curriculum and learning activities. Whilst we always appreciate parents taking an active role in their child's education, the defining difference is that learning online is guided by CGS, and we are currently not in a state of home-schooling, defined as being detached from any school where parents set the curriculum.

Staff are endeavouring to adjust learning activities to account for students learning from home and many activities will use the home environment as a resource.

## ICT Policy

Students and parents are reminded that the School's ICT and social media policy extend to online learning, details of which can be found on page 28 of the student diary. CGS is insisting that live video and chat during tutorials are strictly monitored at home and it is intended that only your children enrolled in the class participate during these sessions. Ensuring students learning from home adhere to the School's ICT policy will enable staff and students to safely engage in online live-feed video and chat, which will aid in engaging students in learning activities whilst they learn online.

## Getting access

Parents must have access to, and regularly check, SEQTA Engage. Students must have access to SEQTA Learn and Microsoft Teams.

If you or your child is having access issues, please contact:  
[helpdesk@cgs.wa.edu.au](mailto:helpdesk@cgs.wa.edu.au) or phone 9526 5000

Specific information (booklets and videos) to assist students and parents to transition to online learning will be found on the SEQTA homepage.

## Learning formats

### Learning on-demand

Learning on-demand is a format where lessons, activities and resources are pre-recorded and accessible at any time. Research indicates that for online learning this format leads to the greatest engagement by students. Lessons can be watched and re-watched negating any issues of internet connectivity. All learning on-demand lessons will be accessible via SEQTA (see section below on workflow) and this format will form most of your child's lessons.

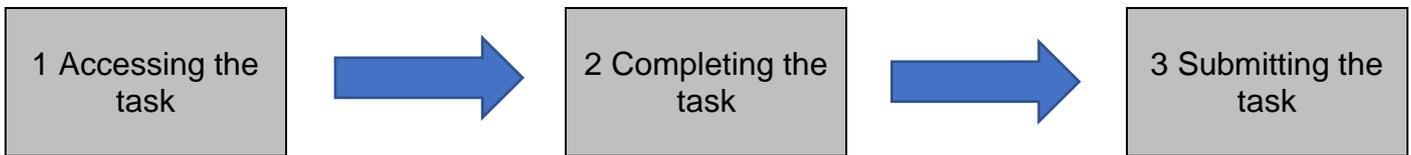
### Tutorials

Tutorials are live video or chatroom lessons. They allow students and the teacher to engage in real-time discussion and learning tasks. Students can ask and answer questions and interact with the teacher and the other students. Microsoft Teams will be the platform of choice for tutorials.

Staff will begin trialling tutorials for the remainder of Term 1. Individual teachers will contact their students to set up scheduled times for tutorials. Should online learning continue into Term 2 a more formalised timetable will be published for all students indicating the set tutorials times for their subjects.

## Workflow

Workflow, regarding online learning, describes the process of students **accessing**, **completing** and **submitting** learning tasks.



Court Grammar School has set up student's online workflow to ensure tasks are as accessible as possible and provide clarity between daily learning tasks and assessable tasks.

### 1 Accessing the task

All daily learning tasks and assessable tasks will be accessed by students via SEQTA. Parents will also have an identical view of what students can see.

Students (and parents) log into SEQTA and under the Courses Tab select the class, then select the appropriate lesson (see image below as an example).

Teachers will post lesson content which will include instructions on what to do. Learning tasks will vary from lessons to lesson and class to class and some lessons will guide you into third-party applications e.g. Stile or Mathspace.

The screenshot shows the SEQTA interface for Science Course 1. The left sidebar lists various courses, with Science Course 1 selected. The main content area shows a search bar and a list of lessons. The selected lesson is 'Assessment & Newton's Second Law of Motion'. The lesson outline includes the following instructions:

- L1: Newton's Second Law ppt and start WS
- L2: Complete Newton's Second Law WS
- L3: Students need to prepare for a practical assessment, worth 15% of grade. Review Aim/Hypothesis/Variables using ppt and then complete WS.
- L4: PREP- Task 1 Physics Investigation. Read through Part A, complete your hypothesis and set-up results tables.
- L5: ASSESSMENT- Task 1 Physics Investigation. Conduct Part A and record group and class results.
- L6: Dissections Prac- students practice dissection skills and plan how they will facilitate the dissections with the Pre-Primary on Monday.

Extra Time: Read Pearson p384-387 and create flash cards on the following terms:

1. Inertia
2. Newton's First Law of Motion
3. Newton's Second Law of Motion
4. Net Force
5. Unbalanced Force

Any documents that are required to be downloaded will appear at the bottom of the lesson (see example below).



## 2 Completing the task

Downloadable tasks will come in a range of formats and the information below will guide you through how to complete the task to ensure they are ready for uploading.

### **Word documents and Typed Text**

Staff will often use Word documents (or Pages) where students are required to complete writing tasks that can be completed by typing on an iPad or MacBook.

### **Printing documents**

Staff will often use Word documents or PDF documents that are not suited to typed responses e.g. mathematics questions. Students who have access to a printer at home may choose to download and print these documents and complete the activities by hand, on the printed sheets.

Students who have a MacBook and don't have access to a printer will be required to complete handwritten activities in a separate notebook and can then take photos (images) of what they have done, in preparation for uploading.

### **Mark up app.**

Students who do not have access to a printer and who need to complete tasks that are not suited to typed responses, should download the document and use the app PDF Viewer that has been pushed out to all iPads. (icon below). If students don't have their iPad managed by CGS they will need to go to the App Store and download (app is free)

This app allows students to use their iPad as a notebook and handwrite responses by using their finger or stylus on the iPad screen that is then saved onto the document.

A video on how this is completed has been created and is accessible on the SEQTA home page.



PDF Viewer - Read, Review and Annotate

### 3 Submitting the task

Now that your task is complete it is time to upload it.

For greater clarity, the location to upload tasks is decided based on if the task is a learning activity or an assessable task.

#### **Learning activities**

Learning activities will be uploaded to Microsoft Teams. Teachers will clearly indicate in the lesson and on the documents if the task is a learning activity and will remind the student to upload it to Teams.

A video on how this is completed has been created and is accessible on the SEQTA home page.

#### **Assessable tasks**

Assessable tasks are defined as tasks that, as stated on the Assessment Outline is a graded task and will count toward a student's overall final grade. Teachers will clearly indicate in the lesson and on the document if the task is an assessable task and will remind the student to upload it to SEQTA.

A video on how this is completed has been created and is accessible on the SEQTA home page.

### Contacting staff

Students and parents are reminded that the most efficient method of contacting your child's teacher is via SEQTA's Direct Message.

If students or parents have any questions regarding learning tasks, they should contact their child's teacher via Direct Message in the first instance.

## Monitoring student engagement

Parents need to be aware that, as outlined by the Federal and State Government, it is the parent's responsibility to ensure students, who are kept at home, are participating in the learning programs provided by their school.

Student engagement in SEQTA, and the completion of learning tasks will be monitored, and teachers will be contacting parents should a child not be engaging in learning tasks.

Attendance during tutorials is expected by all students. Teachers will keep a record of the attendance during live-feed tutorials.

We appreciate your patience and support as we transition to online learning from Monday 30 March. We will be in frequent contact as the impact of COVID – 19 changes. We will inevitably move back to prioritising on-campus learning once the impact of COVID – 19 passes and guided by Federal and State Government directives we will inform you when we will transition back to prioritising on-campus learning.

Regards

Brad Krokosz  
Head of Secondary School  
27 March 2020