



To Flourish To Grow

**CHRIST THE
KING SCHOOL,
WARRADALE**

CONTINUITY OF LEARNING PLAN

GUIDE FOR STAFF

Version 1 May 2021



OVERVIEW

This Learning Continuity plan (LCP) refers to the way Christ the King School will maintain teaching and learning activities during a period of remote learning. The education and wellbeing of our young people will continue to be of paramount importance. This document describes how we plan to ensure that learning is maintained in the event of an extended school closure.

Learning can take place in many ways, and our teachers will work to seek and select appropriate consideration and adjustments to address the learning needs to every student. In considering remote learning, our aim is for our young people to be engaged and excited about learning in new ways and in different environments/contexts. Offering opportunities for students to open up to engage with the world around them, our teachers are committed to using their creativity when designing learning and assessments.

At the core of our approach to this LCP is the belief that we need to think differently about the learning program offered to our students. We are also aware that due to a range of ages, skill levels and independence of our students, this plan will look very different from year level to year level and student to student. Students will be involved in both online learning engagement tools and paper or book based tasks and activities. Students will be encouraged to enjoy downtime and free, unstructured play every day.



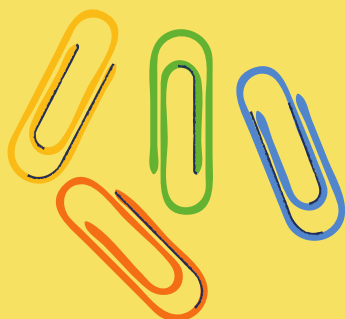
GUIDELINES

Continuing our commitment to learning and wellbeing for all students at Christ the King School requires clear guidelines. These include:

- ensuring that we have the most uptake from students, our teachers will communicate plans, timetables and learning experience through various platforms e.g. SeeSaw, Teams
- teachers will be available to answer questions via email, Teams or as specified by the teacher.
- detail about how our children will engage in meaningful, relevant learning that encourages connecting, creating, communicating and collaborating.
- how we will honour the learning entitlement for every child through the the delivery of curriculum, assessment and reporting
- understanding as to how and when educators communicate with students and
- parents/caregivers differentiation between what is essential learning and what is a desirable daily schedule
- opportunities and learning tasks to meet a child's capacities, needs and interests and provision of adequate resources.

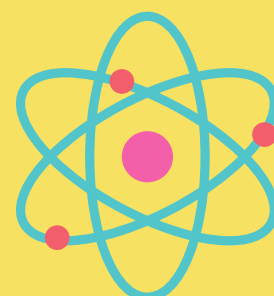
Our LCP is designed to ensure:

- students have ongoing access to high quality teaching and learning
- teachers will provide students with key materials and resources to support their learning each day
- provision of a clear routine and expectations
- regular opportunities for 'check-ins' for learning and wellbeing
- support for those children (and their families) who have personalised plans for learning
- feedback will be embedded and reporting of student progress will be both formatively and summatively



RESOURCES, COMMUNICATION AND PLATFORMS FOR LEARNING

| YEAR LEVEL | COMMUNICATION PLATFORM | LEARNING PLATFORM |
|------------------|----------------------------------|--|
| <i>Reception</i> | <i>Email, Seesaw, Remind App</i> | <i>Seesaw, physical copies, online</i> |
| <i>Year 1</i> | <i>Email, Seesaw</i> | <i>Seesaw, physical copies, online</i> |
| <i>Year 2</i> | <i>Email, Seesaw</i> | <i>Seesaw, physical copies, online</i> |
| <i>Year 3</i> | <i>Email, Seesaw</i> | <i>Seesaw, physical copies, online</i> |
| <i>Year 4</i> | <i>Email, Seesaw</i> | <i>Seesaw, physical copies, online</i> |
| <i>Year 5</i> | <i>Email, Seesaw</i> | <i>Seesaw, physical copies, online</i> |
| <i>Year 6</i> | <i>Email, Seesaw</i> | <i>Seesaw, physical copies, online</i> |



Assessment and reporting

At Christ the King School "assessment" is a means of uncovering the nature of our learners, their progress, success and challenges in learning. At its best, assessment engages students, teachers and families in an authentic relationship about learning. This forms the basis for learning partnerships that enables the full flourishing and growth of every student across all learning areas.

As part of our LCP we strive to empower children to partner with their families and teachers in articulating clear learning goals, reflecting on their learning and measuring their learning against success criteria. Opportunities will present themselves for students to be able to make decisions about what they need to learn next, and to take greater responsibility for monitoring and evaluating their own learning and growth.

ROUTINES & WELLBEING

Routines and Wellbeing

Creating routine, consistency and predictability in these uncertain times will be critical to maintaining wellbeing for all. Developing a routine is one way that we will provide a sense of safety and security for the students in our care. Having a structure for the day means students will know what to expect and gives them things to look forward to.

A clear routine and structure will also allow our teachers to continue to set expectations for learning and monitor the learning and wellbeing of all students. parents/Caregivers will have their part to play in assisting and monitoring children with their routine, while encouraging independence where appropriate.



For children and young people, it is important that the trusted adults in their lives stay calm, are honest and answer any questions they may have. A Parent Guide forms part of this LCP.

