



Seek the Best

Kalgoorlie School of the Air

Online Lesson and Written Work Policy



Overview

This policy aims to clarify the roles of all Kalgoorlie SOTA stakeholders (Staff, parents/home tutors and students) in the delivery and attendance of online lessons and the completion of written programs. Outlined below is a breakdown of roles and responsibilities for each stakeholder.

Online lessons

Online Lessons are an important and valuable part of the curriculum delivery at Kalgoorlie School of the Air. Kalgoorlie SOTA uses satellite technology to deliver online class lessons and 1-on-1 teacher-student sessions. The Pre-Primary to Year 6 students participate in daily online lessons and Kindergarten students participate in three air lessons per week. Lesson materials are designed to address the curriculum and class priorities in an interactive manner.

An online lesson timetable will be emailed and sent to families at the beginning of the school year and then again at the end of each term with dispatch should there be changes.

Student responsibilities

- be organised and on time for lessons
- Year 3 - Year 6 students should be able log into and attend lessons independently
- pay attention to their teachers and work collaboratively with their classmates
- adhere to the class rules

Tutor / parent responsibilities

- consult /display timetable for online lesson times
- ensure students log on to lessons on time and are ready to commence so that lessons can end on time
- ensure students have with all materials needed for lesson with them before the lesson starts
- inform teachers if students are ill and cannot attend lessons or if they have difficulty logging in
- tutors attend all online lessons with Kindergarten – Year 2 students unless discussed / negotiated otherwise with the teacher
- tutors to support Kindergarten to Year 2 students during lessons where needed

Teacher responsibilities

- prepare and facilitate their class lessons on WebEx
- play age-appropriate music to signal the start of the lesson
- start and complete lessons on time
- expect students to attend all online lessons unless negotiated beforehand and keep attendance roll for all lessons
- ensure that lessons are interactive and that all students are given a chance to participate
- keep record / notes of students' responses for reporting purposes
- arrange internal relief for lessons and do handover in advance when they are out of the school for work purposes. (When a teacher is ill, the Principal will determine the relief teacher)
- take the lessons in which their students are participating while at a home visit site, and arrange internal relief where possible for when teachers are travelling to and from home sites

Written work

Written work is an important component of the school day and the largest component from which teachers can make their judgments on student progress and achievement for reporting purposes.

Students and tutors engage in the learning outcomes as set out in the materials written or selected by their teachers. These are completed by students with the support of their tutors and teachers. Where needed, Individual Education Programs will be developed for students in consultation with parents and STL.

Student responsibilities

- organise their written materials/programmes in the classroom, (Kindergarten to Year 2 with tutor support, Year 3 - Year 6 independently)
- complete all written material activities with the support of their home tutor and teacher within a given timeframe
- work neatly
- act on and implement feedback from home tutor and teachers
- assist in sending set work back to school, e.g., packing blue bags and older students can upload work to Seesaw independently

Tutor / parent responsibilities

- ensure that all work has been received in dispatch, prior to the start of the school term
- inform teachers if any items are missing
- familiarise themselves with content of written materials/programs before the school day begins
- create a daily timetable for students to suit the family
- the order of work (suggested timetable) within the day can be adapted to suit the family, but timeframes should be adhered to
- support students to complete work within the given timeframe and negotiate with teachers if needed
- teach / scaffold material/ activities for their students
- mark daily for immediate feedback to students to prevent recurring errors for students, particularly in Mathematics and Spelling/Phonics
- provide feedback to teaches on feedback sheets and during weekly phone calls
- return completed work as per overview/timetable sent out by teachers
- maintain open communication with parents and teachers to identify any concerns or issues
- discuss IEPs with teacher and STL and implement IEP with student

Teacher responsibilities

- complete a term's written materials/programmes in advance to post out during the last week of each prior term
- send out a suggested timetable and overviews with dispatch
- support home tutors in the delivery (teaching) of the materials/programmes
- monitor work submission and negotiate timeframes with individual families where needed
- mark, assess and provide written feedback and grades on students' completed work in set / feedback reports
- endeavour to return work within a timely manner (one week) depending on home visits etc.
- maintain open communication with families to identify any concerns or issues and maintain weekly telephone contact with tutors
- In exceptional circumstances, provide alternative programs as part of an IEP in consultation with the STL and Principal, provided it is in line with the WA Curriculum