

Parent guide to remote learning



CHRIST'S COLLEGE
CANTERBURY

Philosophy

Remote learning is about supporting students to advance their knowledge and skills from afar. "Live" classrooms have the same purpose, but the nature of teaching and interactions allows us to lead more from the front. Remote learning requires the students to be more proactive in initiating learning in between contact with teachers. The structures and tools used are about being able to maintain connection and guide them through this process.

Even though we are in unprecedented times, the core principles of what is good for our boys' education remains the same. The research is clear that boys need:

- Chunked, scaffolded learning
- Strong relationships with their teachers
- Clear feedback
- A variety of task types
- Structure and routine
- Limited screen time
- Physical activity

The structure

The school has a timetable that structures the boys' day from 9.30am–3.30pm every day (**screenshot examples can be seen below**). There are three types of timetabled periods: pastoral, online class, and independent study.

- 9.15am is "check in" time for the boys through House pages on Schoolbox
- 9.30–10am will be for House notices, mentor groups, and, on occasions, Chapel
- 10–10.30am, 11.30am–12pm, and 1.30–2pm is online class time. The boys will be engaged in direct online work for their designated timetabled class during these set times. If a staff member is unavailable for any reason – for example, illness – rescheduling or alternative instructions will be left on Schoolbox, as is normal practice
- 10.45–11.30am, 12.30–1.30pm, and 2.30–3.30pm are all designated independent study times. The boys should be using this time to work on the learning tasks being assigned to them by their teachers

	Day 1	Day 2	Day 3	Day 4	Day 5
9:30am–10:00am	Condell's House (H-C) Ms Robertson	Condell's House (H-C) Ms Robertson	Condell's House (H-C) Ms Robertson	Condell's House (H-C) Ms Robertson	Condell's House (H-C) Ms Robertson
Period 1 10:00am–10:30am	Year 9 Physics (09PHYS_W,T1) Ms Howatson	Year 9 Te Reo (09MAOR_M) Mr Everingham	Year 9 History (09HIST_M,S1) Mr Nicholson	Year 9 Digital Technology (09DTEC_M,T1) Ms Nevin	Year 9 Health & Physical Education (09HEPH_M) Mr Thatcher
Independent Study 10:45am–11:30am					
Period 3 11:30am–12:00pm	Year 9 Physical Activity (09ACTLM) Ms Campbell	Year 9 History (09HIST_M,S1) Mr Nicholson	Year 9 English (09ENGL_M) Ms Campbell	Year 9 Mathematics (09MATH_W) Mr Wood	Year 9 Physics (09PHYS_W,T1) Ms Howatson
Independent Study 12:30pm–1:30pm					
Period 5 1:30pm–2:00pm	Year 9 English (09ENGL_M) Ms Campbell	Year 9 Mathematics (09MATH_W) Mr Wood	Year 9 Physics (09PHYS_W,T1) Ms Howatson	Year 9 Drama (09DRAM_M,T1) Ms Peers	Year 9 Japanese (09JAPA_M) Ms Tang
Independent Study 2:30pm–3:30pm					

	Day 1	Day 2	Day 3	Day 4	Day 5
9:30am–10:00am	Corfe House (H-Cf) Mr Stevenson	Corfe House (H-Cf) Mr Stevenson	Corfe House (H-Cf) Mr Stevenson	Corfe House (H-Cf) Mr Stevenson	Corfe House (H-Cf) Mr Stevenson
Period 1 10:00am–10:30am	Level 2 English (12ENGLA1) Ms Bracken	Level 2 Science (12SCIE2) Dr Johnston	Level 2 Mechanical Engineering (12MENG4) Mr Leary	Level 2 Agribusiness (12AGBU5) Mr Porter	Level 2 Economics (12ECON3) Mr Bell
Independent Study 10:45am–11:30am					
Period 3 11:30am–12:00pm	Level 2 Mechanical Engineering (12MENG4) Mr Leary	Level 2 Agribusiness (12AGBU5) Mr Porter	Level 2 Economics (12ECON3) Mr Bell	Level 2 Mathematics (12MATHA6) Dr Hawkins	Level 2 English (12ENGLA1) Ms Bracken
Independent Study 12:30pm–1:30pm					
Period 5 1:30pm–2:00pm	Level 2 Economics (12ECON3) Mr Bell	Level 2 Mathematics (12MATHA6) Dr Hawkins	Level 2 English (12ENGLA1) Ms Bracken	Level 2 Science (12SCIE2) Dr Johnston	Level 2 Mechanical Engineering (12MENG4) Mr Leary
Independent Study 2:30pm–3:30pm					



The learning

Teachers will be driving the boys' learning through the work set on class pages in Schoolbox. Every task is designed as a step in a longer-term learning sequence. They are designed to be learning driven, embedding knowledge and skills needed to advance in that subject.

The tasks set on Schoolbox are the first port of call for students (**screenshot examples can be seen to the right**). Before the "school day" starts, they should begin by checking the remote learning boxes on each of their class pages (even if not timetabled on that day). They need to be aware of what classes they have that day and also when they need to complete work for future online classes. Using this information, they may choose to focus on a small number of classes more deeply, or do shorter work for each class.

Online classes are designed to support these tasks being set for remote learning. The content will vary based on subject and ages. Google Meet is our online conferencing tool and may be used to hold real time, "face to face" conversations. However, online teaching does not have to be in a virtual conference. Other activities can include: a Q&A session through the online chat tools on Schoolbox, collaborating on a shared Google Doc, a live stream in which students listen to a teacher and write comments and questions for follow-up. The tools used may vary, but the principle is the same: connection, clarification, and feedback.

Please note: class pages are only visible to students and teachers, but we encourage parents to sit down with their sons and look at the remote learning on offer.

The screenshot shows the 'Level 1 Biology T3 (11BIOLT3)' class page. It features two main sections: 'Remote Learning' and 'Relief'. The 'Remote Learning' section has a post titled 'Week ending Friday 27th March' by Ms Kirsty Howatson, dated 2 weeks ago. The post content includes a greeting, a request to complete tasks, and two sets of tasks. 'Tasks 1' includes reading a box on p153, working on punnet square questions on p151 and p152, and a Q&A session on page 152. 'Tasks 2' includes watching a video on Amoeba sisters pedigree and reading through p154. The 'Relief' section has a post titled 'Relief Monday ...' by Ms Kirsty Howatson. It contains information about write-ups being due, paper copies to be handed in, and online submissions for a final assessment. There are buttons for 'Add Comment', 'VIEW ARCHIVE', and 'POST BLOG'. A 'Due Work' section is visible at the bottom.

The screenshot shows the 'Year 10 French3 (10FREN3)' class page. It features two main sections: 'Remote Learning' and 'Relief'. The 'Remote Learning' section has two posts by Ms Elaine Tang, dated 1 week ago. The first post is a 'Reminder to take the p34-35 test' with a message in French: 'Bonjour. I will be writing individual feedback comments this week, so if you have not already done so, please remember to take the p34-35 test. Merci.' The second post is a 'Link to p34-35 test' providing a Google Forms link. The 'Relief' section has a post titled 'Relief Week 9' by Ms Elaine Tang. It includes a note about listening exercises and a copy of the school unit, and lists two tasks: '4 lessons - Complete p34-35 of the textbook and the workbook p15, start learning about food.' and 'p34 Ex 1 : listen and read.' There are buttons for 'Add Comment' and 'VIEW ARCHIVE'.



Finding a balance

The wellbeing of our boys is pivotal to their academic success.

The learning and structure outlined above has been designed based on careful consideration of how boys learn, and how boys thrive. What we have developed for this period of remote learning aims to find a balance of all their needs. The best thing we can do to ensure long-term success is manage the short-term pressures and anxieties. Our aim to keep the same philosophy and drivers for the College curriculum in a remote context as exists in our on-site environment is an important part of managing this for our boys' wellbeing.

Learning Support

A number of our students currently have either timetabled classes or tuition through the Learning Centre. Year 9 and 10 students who have Learning Support as a class with Kate Morris or ESOL with Alex Robertson will have a class page with remote learning instructions as per all other classes. Other students will be contacted directly by their Learning Support teacher to arrange how best to continue to access their support remotely. For tuition students, this will take place during independent study times. As is the strength of the Learning Centre, this support will be tailored to best meet the needs of each student.

A parent's role

We are not asking you to become the teacher. We understand many parents have their own work commitments in the home environment at this time. Your role is to support your sons in their learning. We have provided a range of suggestions on how to do this in the document "Supporting your son when remote learning".

Some key questions

Do boys need to wear school uniform?

No. Boys should be tidy and presentable in any Google Meet sessions, but full school uniform is not required.

What if my son is sick?

Please let your Housemaster know before 9am so they can pass on to teachers that they will be absent from online classes. As per normal absences, students should contact teachers for any missed work, although the nature of remote learning will mean this is even more transparent in Schoolbox than regular school times.

What if my son is not coping with the expectations of remote learning?

As always, your Housemaster should be your first port of call when you have concerns about your son. They may refer specific queries to teachers, Heads of Department or the Assistant Principal – Curriculum as appropriate. For students that work with the Learning Centre, Lesley Anderson-McKenna and her team would also be valuable contacts.

What if my son says he has nothing to do?

Often, when students feel their work is complete and they have done it quickly, they have not taken the time and care to complete the work as expected by the teacher. Suggest they check they have completed all parts of the work and provided all possible detail. Their next step should be to contact teachers for feedback and further work if needed.

Will there still be prep on top of class work?

Remote learning does not differentiate between the two types of tasks. We anticipate that, particularly for our senior students, work outside of the 9.30am–3.30pm school timetable would be required to keep up with their study. The timetable is there to provide structure, not necessarily a limit on the amount of time a student should spend on their learning. However, if you feel that the expected work volume is too large, please speak to your son's Housemaster.

What if my son needs ICT assistance?

Our Digital Services team is available to provide support. Boys can ring the helpline on (03) 364-6888 or complete the Google Form available on Schoolbox to email the team a support request.