

Thames High School  
Te Kura Tuarua o Te Kauaeranga

Online Learning Plan  
March 2020

## Calendar Remainder Term 1

Monday	Tuesday	Wednesday	Thursday	Friday
23 PM Announcement	24 Staff in school planning online learning Students of essential services families only	25 Staff in school planning online learning	26 Staff Online learning trials and feedback	27 Staff Online learning trials and feedback Staff Virtual morning tea - ???
30 HOLIDAY Continue preparing online learning tasks as necessary	31 HOLIDAY	1 HOLIDAY	2 HOLIDAY	3 HOLIDAY
6 HOLIDAY	7 HOLIDAY	8 HOLIDAY	9 HOLIDAY	10 EASTER
13 EASTER	14 EASTER	15 TERM 2 Online Learning begins	16 Online Learning begins	17 Online Learning begins
20	21	22	23	24
27 ANZAC	28	29	30	

## GUIDELINES FOR THS STAFF

### General Expectations

- Put your health and your family first.
- Continue to follow all government advice in order to stay safe.
- Check your school emails at least each morning and afternoon and reply promptly where possible.
- Teachers must provide good learning opportunities, engaging activities and work of value.
- Teachers may nominate a time they will be online and available to answer student emails, questions etc. This 'time' should align with your timetabled teaching of the class and students notified in advance.

### Planning online/ distance learning

- Existing classroom platforms for sharing learning activities e.g. Hapara, Google docs, Education Perfect, email will continue to be used.
- Lesson(s) need to be available to students by 8:30 am daily so students may maintain a regular schedule for their learning and well-being.
- Provide an outline to the students of where the learning is going (e.g. grid overview) to provide clarity. Show the times you will be available for each class for contact. (Share a copy of this inside the Google Folder named **Online Learning plans 2020 within your department folder**. This information will be used to inform the BOT of our progress)
- Break the unit into content delivery with identifiable tasks / outcomes.
- Big assignment tasks need student milestone / check points with teacher feedback.
- Track the progress of students against the tasks / outcomes.
- Maintain student progress records.
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### How to contact students as a group

- Email via KAMAR Letter system or "external programs" under printing.
- Hapara class info has a link to all class
- School Emails to the class email address

### How to contact students as individuals

- Email

*As normal do not get into 1 to 1 texting with individual students, school email or other communication modes must be used.*

### NCEA Assessments

Where appropriate:

- defer the assessment deadline and focus on the learning around assessment.
- reconsider the mode of assessment
- Big assignment task needs student milestones / check points with teacher feedback.
- Check out the NCEA guidelines (see below)

### Emergency contact info SLT - please use email for non-emergency

Whaea Maria 021 774495 [mariabaird@thameshigh.school.nz](mailto:mariabaird@thameshigh.school.nz)

Natalie O'Neil 027 3809203 [natalieonell@thameshigh.school.nz](mailto:natalieonell@thameshigh.school.nz)

Carolyn Green 027 4640427 [carolyngreen@thameshigh.school.nz](mailto:carolyngreen@thameshigh.school.nz)

Sharyn Baker 021 533172 [sharynbaker@thameshigh.school.nz](mailto:sharynbaker@thameshigh.school.nz)

## **GUIDELINES FOR THS STUDENTS ENGAGED IN ONLINE LEARNING.**

### **General Expectations**

- Put your health and your family first.
- Continue to follow all government advice in order to stay safe.
- Check your school email account at least once a day and reply if necessary.
- Existing classroom platforms for sharing learning activities e.g. Google docs, Hapara, Education Perfect, email will continue to be used.
- Continue with your assessment work as much as possible. Please don't stress about NCEA - we will be responsive to your needs as a learner.
- Remember teachers may be with their families as well so know that they will respond to your emails and give feedback when possible.
- Continue to uphold school values in every context and support your friends and teachers.

### **Timetabled subjects**

- Teachers will provide lessons/tasks for each of your timetabled slots. You can be flexible on when you complete the learning but it is recommended that you adhere to a regular timetable. It is important that weekly checkpoints are met.
- You will demonstrate that you are learning by completing the outcomes set by your teacher each week. This will equate to 3-4 hours of learning per subject per week.
- Teachers will be providing good learning opportunities, engaging activities and work of value, so please complete all learning activities provided.
- Your teachers may nominate a time when they will be online and available to provide more direct support. When this takes place it will always be in one of your usual timetabled slots for that subject so that two teachers won't be asking you to be in contact with both of them at the same time.

### **Contact Information**

- Concerned about a particular subject? → contact your subject teacher via email or Google docs.
- If you become unwell and unable to meet your learning targets email your subject teachers to let them know.
- Concerned about your wellbeing? → Contact student services via email [susanmcinnes@thameshigh.school.nz](mailto:susanmcinnes@thameshigh.school.nz)
- Concerned about your Health? contact Healthline:
- Coronavirus related 0800 358 5453
- General Health related 0800 611 116
- [www.covid19.govt.nz](http://www.covid19.govt.nz)

## **Kaitiaki Responsibility**

Over the next two days (Tuesday/Wednesday) rōpū/whānau kaitiaki to touch base with taiohi and check if home is okay.

- Offer them the ability to phone you regarding school issues as they would if school was open.
- Listen to their concerns and record in Kamar if necessary.
- Let them know that teachers are going to continue to give online learning tasks through Google Drive, Hapara, Education Perfect, etc.

The main way of communication will be through student school emails or phone calls.

## **How this is to happen:**

### **Structure:**

As a teacher you will continue to run the timetabled classes as in Kamar. These will be via an online learning space. This could be Hapara, Google Docs, Education Perfect, emails, along with using Zoom video, Flipgrid or Google Meets or a phone call. It may not be for the complete 90 minutes, but you should be available for your class to contact for at least 60 minutes of the timetabled class.

For example

- Send a group email to your class to say hi and the learning instructions for the period and where to find these learning tasks.
- Request students interact with you in some way - eg Google Doc, email, photos of them doing the task.
- Ensure they know how to give you the completed task - eg share in Google class folder, submit via Hapara, email photo or message.
- Let the students know when the class has "finished" and when you will be expecting to contact them next.

Provide links to the Hapara workspace, zoom video, etc within an email, to the students school email, so the students can easily get to the tasks and information you require them to use.

Senior classes may work differently as you may be wanting to email, to the students school email, the instructions/learning activities at the beginning of the day with enough to work on over the week. If this is the case you should still be available for them to contact during class times.

Junior classes may not continue the set program but you will provide learning opportunities in your curriculum area.

### **Register**

Many of you already have your roll on paper or a way of tracking your students. If not please get printouts off kamar of your class lists. You can export these lists (rather than printing) into Excel which you will be able to then use in a number of ways.

The reason for keeping a roll of student activity is to help us identify students. Those who have been engaged in online learning or who have not been actively learning during the time for the closure and will need further assistance/catch up on return to school.

### **Barriers:**

Although we know there will be barriers to learning, we need to be creative and think outside the square. A phone call could be a way to talk to your student about what they are able to do and give them an activity to do around this.

## **Guide to managing student assessment during COVID-19**

NZQA will help schools develop effective plans for NCEA assessment and qualifications for students affected by COVID-19.

We will support your efforts to manage students' learning programmes to meet the assessment requirements if there are disruptions.

Our focus is to ensure fairness for students:

<b>Options available</b>	<b>Internal</b>	<b>External</b>
<p>The flexibility of the NCEA qualification enables a range of options.</p> <p>Students can be assessed against fewer standards than planned for in a normal school year, and still meet the requirements for NCEA.</p> <p>NZQA can provide schools with advice and guidance on programme planning. This includes reducing the assessment load without compromising curriculum and programme integrity, or the students' ability to gain qualifications.</p> <p>NZQA will continue to undertake Managing National Assessment reviews for 2020, if manageable by the school.</p>	<p>For students in self-isolation or at home for a period of time, internal standards can be assessed using remote assessment conditions.</p> <p>A simplified process is available for teachers to collect evidence for internal assessment.</p> <p>Teachers can use a template to identify evidence of achievement for both unit and achievement standards for the purpose of awarding grades.</p> <p>This will save valuable teaching and learning time by reducing the need for formal assessment.</p>	<p>Schools can use the Unexpected Event Grade process to report results as a back-up in cases where a student's examination results are affected by less teaching time, or they cannot sit examinations.</p> <p>This process was used successfully for Christchurch students in the 2010 examinations, following the earthquake events.</p> <p>The process is based on the collection of evidence of student achievement, and teachers' professional judgement. Schools can use the same template approach to collect evidence for external achievement standards. This could eliminate the need for practice examinations.</p>
<p><b>Communications and support</b></p> <p>NZQA School Relationship Managers are maintaining regular communication and contact with schools. This allows NZQA to provide personalised support and timely response for school personnel.</p> <p>Guidance and templates for collecting evidence are available for all teachers through the school's NZQA secure login. We will provide additional support to assist schools with entries, results, transferring students, and other data submission issues.</p>		

## Remote Assessment of Standards - Credible Assessment Practice

Schools can continue assessing students against standards and reporting results, providing you maintain credible assessment practices. Reported results must be valid, authentic and verifiable.

<b><u>Validity</u></b>	<b><u>Authenticity</u></b>	<b><u>Verification</u></b>
<p>Schools must collect sufficient, valid and standard-specific evidence in the remote environment. Methods available include written, digital, naturally occurring, photographic, audio-visual and portfolio.</p> <p>Schools must continue to apply policies for resubmissions, further assessment opportunities, appeals and breaches of the assessment rules.</p> <p>Performance criteria in a standard could be completed at different times of the year.</p>	<p>In the remote environment authenticity of student work can be easily compromised, therefore:</p> <ul style="list-style-type: none"> <li>• Schools can only assess and report results using their provider code for students enrolled with them. A student cannot subsequently be enrolled for the sole purpose of assessment.</li> <li>• Teachers' knowledge of their students is a fundamental tool for maintaining authenticity in the remote environment.</li> <li>• Existing Memoranda of Understanding or subcontracting arrangements may continue, including the service level agreement with Te Kura.</li> <li>• The assessment opportunity must be part of a coherent programme of learning and assessment and not a one-off event. This allows teachers to professionally judge when students are ready to be assessed.</li> <li>• Your school should have authenticity strategies for assessment in place, including the use of digital tools.</li> </ul>	<p>Internal moderation of student assessment activities and work should continue. External moderation expectations remain in place, although they may be delayed. Samples of student work should continue to be adequately stored.</p>
<p><b><u>Reporting results</u></b></p> <p>If a student has an adequate assessment opportunity a result must be reported. Where possible, schools should report results through their School Management System or use the web entry facility on the NZQA website.</p>		
<p><b><u>Communication</u></b></p> <p>Teachers, students and whānau need clear and accurate information to support remote assessment practice; in particular authenticity requirements; deadline expectations; sufficiency of evidence collected; note that engagement with new external providers is not possible.</p>		

### **Evidence Gathering: Templates for Internal and External Assessment after an Unexpected Event**

Attached are templates to help you record evidence of achievement for internally and externally assessed standards following an unexpected event.

NZQA has developed these templates to record student achievement suitable for reporting when more formal assessment has not been possible due to an unexpected event. The templates can be used to establish a grade for learner achievement at the achievement criteria or element level. Their use is optional and may be adapted by teachers to better suit their needs.

Evidence may be sourced from a range of formal and informal assessment types, including evidence from the learning process, prior learning, naturally occurring evidence and teacher professional judgement.

The template can record evidence of achievement as it occurs during teaching and learning. The collection and collation of evidence is not required but may be useful if students leave your school. The template and a portfolio of evidence could accompany them to their new school.

If an internal standard is subsequently selected for external moderation and no formal assessment took place, please advise the School Relationship Manager.

*The procedure should not be applied when a single event assessment has taken place or where the Ministry of Education and NZQA are not the standard setting body.*



## Frequently asked questions

<p><b>Can teachers rely on just professional judgement when awarding a grade for a standard?</b></p>	<p>No. There must be standard-specific evidence, but formal assessment does not have to take place and all other sources of evidence, partial evidence or similar evidence can be considered.</p>
<p><b>Does the performance need to be repeated, if required by the standard?</b></p>	<p>Teachers must be confident that in their professional judgement, sufficient evidence supports their observation/s that the student has met the requirements of the standard.</p>
<p><b>Do I need to assess each explanatory note or performance criteria?</b></p>	<p>No, as long as you have confidence in your professional judgements, based on the evidence gathered at the achievement criteria or element level. NZQA will respond to specific queries about collection and sufficiency of evidence.</p>
<p><b>Can I gather standard-specific evidence of achievement from work undertaken across a range of other standards?</b></p>	<p>Yes, if it meets the criteria for the standard being assessed, you may gather evidence from any valid and authentic work completed by the student. So, for example, if students have collected evidence for another assessment in another course, you may use the standard-specific evidence gathered from that course about a student's ability to collect evidence and begin your research assessment by providing them with research materials already collected on their behalf.</p>
<p><b>Do I need to complete a template for every student?</b></p>	<p>No, but you need to track that you have seen the evidence for every student. It may be more practical to do this on a spreadsheet or a mark book.</p>
<p><b>Can these templates be used for remote assessment opportunities?</b></p>	<p>No, but you need to track you have seen the evidence for every student. It may be more practical to do this on a spreadsheet or a mark book.</p>
<p><b>How do we manage standards with a practical or performance requirement?</b></p>	<p>NZQA National Assessment Moderators are developing guidelines this which we expect to have available during next week.</p>


## **Assessment Evidence Gathering Templates for internal and external assessment after an Unexpected Event**

**Attached are templates which can assist you in recording evidence of achievement of internally and externally assessed standards following an unexpected event.**

*NZQA has developed these templates to record student achievement suitable for reporting when an unexpected event means that more formal assessment opportunities have not been possible.*

- The templates can be used to establish a grade for learner achievement at the achievement criteria or element level.
- Attached are examples of templates that can be used to record evidence of achievement for external and internal standards as part of the teaching and learning programme.
- Using the template, the teacher indicates that they have sighted evidence against the key requirements of the standard. The examples below have been developed by NZQA moderators.
- Their use is optional and may be adapted by teachers to better suit their needs.
- Evidence may be sourced from a range of formal and informal assessment types, including evidence from the learning process, prior learning, naturally occurring evidence and teacher professional judgement.
- Heads of Department need to be confident that teachers have sighted sufficient evidence as part of the verification process.
- The template may provide a tool to record evidence of achievement as it occurs during the teaching and learning process. The collection and collation of evidence is not required but may be useful in an event where students are isolated or teaching and learning time has been reduced.
- These templates can only be used for standards where the Ministry of Education/NZQA is the standard setting body.
- If an internal standard is subsequently selected for external moderation and no formal assessment took place, please advise the School Relationship Manager.
- It is intended that templates for most achievement standards will be available on the NZQA Website by the end of next week.

**Achievement Standards template:**


Unexpected Event Grade External Achievement Standard Assessment Template				 <small>NEW ZEALAND QUALIFICATIONS AUTHORITY                      Kaitiaki Takekiriwhiri o Aotearoa                      QUALIFY FOR THE FUTURE WORLD                      KA HOKO TAKATIKI KO AHUA AO</small>	
Learner Name					
NSN					
Subject		Level			
Standard No.		Version			
Standard Title					
<b>Achieved</b>					
<b>Merit</b>		<b>Excellence</b>			
<b>Key requirements: (list)</b>					
	A✓	M✓	E✓		
<b>Sufficiency statement:</b>					
Achievement					
Merit					
Excellence					
<b>CIRCLE OVERALL GRADE</b>	N	A	M	E	

**Evidence Gathering Internal Achievement Standard Assessment Template**



Learner Name				
NSN				
Subject		Level		
Standard No.		Version		
Standard Title				
<b>Achieved</b>		<b>Merit</b>		<b>Excellence</b>
<b>Key requirements: (list)</b>		<b>A✓</b>	<b>M✓</b>	<b>E✓</b>
<b>Sufficiency statement:</b>				
Achievement				
Merit				
Excellence				
<b>CIRCLE OVERALL GRADE</b>	<b>N</b>	<b>A</b>	<b>M</b>	<b>E</b>

**Unit Standards template:**

Evidence Gathering Internal Unit Standard Assessment Template		 <small>NEW ZEALAND QUALIFICATIONS AUTHORITY                      TE Kaitiaki Takekiriama o Aotearoa                      QUALITY FOR THE FUTURE WORLD                      Kaitiaki Takekiriama o Aotearoa</small>	
Learner Name			
NSN			
Subject		Level	
Standard No.		Version	
Standard Title			
Element	Descriptor (list)	NA✓	A✓
1			
2			
3			
4			
<b>Sufficiency statement:</b>			
Achievement			
CIRCLE OVERALL GRADE		N	A

**This evidence collecting template could be attached to the template.**

<b>Evidence to meet requirements of standard</b>		
<b>Criteria</b>	<b>Evidence sighted</b>	<b>Date</b>

**Optional cover sheet:** (for use with whole classes)

<b>Subject</b>		<b>Level</b>	
<b>Standard No.</b>		<b>Version</b>	
<b>Standard Title</b>			

<b>Sources of evidence contributing to this grade</b> (eg class work, oral conferencing, practice activity from previous school-based assessment etc)	
<b>Benchmarked against:</b> (circle as appropriate)	TKI resources, NZQA exemplars (including Best Practice Workshops) Previously moderated school benchmarks, Verification by professional colleagues, Subject association material Other

**Evidence gathering internal assessment- exemplar  
(Achievement Standard)**



Learner Name	
Subject	English, NCEA Level 1
Standard No.	AS90856
Standard Title	Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence

Achieved	Merit	Excellence
Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	Show convincing understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	Show perceptive understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence.

Key requirements:	A	M	E
Can identify at least four significant aspects of the visual text	✓	✓	✓
Can provide different, specific, evidence for each aspect	✓	✓	✓
Can give different explanations as to how each aspect creates meaning and/or effect	✓	✓	✓
Can show how at least 2 of the aspects work together to create effect and/or meaning		x	x
Can communicate the creator's purpose and ideas, as well as wider contexts such as human experience, society and the wider world.			x


**Sufficiency statement:**

Achievement: (shows understanding)	All of A must be ticked OR First three requirements must be ticked/met
Merit: (shows convincing understanding)	All of M must be ticked OR First four requirements must be ticked/met
Excellence: (shows perceptive understanding)	All of E must be ticked OR All five requirements must be ticked/met

CIRCLE OVERALL GRADE	N	A	M	E
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**References and Resources** available from the English subject page on the NZQA website:  
Clarifications Document, TKI Resources and Conditions of Assessment, Exemplars of student work.



<b>Evidence gathering internal assessment template – exemplar (Achievement Standard)</b>		 <small>           NEW ZEALAND QUALIFICATIONS AUTHORITY            Kaitiaki Takekiriwhiri o Aotearoa            QUALIFY FOR THE FUTURE WORLD            Te Kaitiaki Takekiriwhiri o Aotearoa         </small>		
<b>Learner Name</b>				
<b>NSN</b>				
<b>Subject</b>	Visual Arts	<b>Level</b>	2	
<b>Standard No.</b>	AS91316	<b>Version</b>	2	
<b>Standard Title</b>	Develop ideas in a related series of drawings appropriate to established painting practice			
<b>Achieved</b>		<b>Merit</b>		<b>Excellence</b>
Develop ideas in a related series of drawings appropriate to established painting practice.		Clarify ideas in a related series of drawings appropriate to established painting practice.		Extend ideas in a related series of drawings appropriate to established painting practice.
<b>Key requirements: (list)</b>		<b>A✓</b>	<b>M✓</b>	<b>E✓</b>
Presents sufficient evidence to show the development of personal ideas.		✓		
Produces a related series in response to an identified subject, concept, problem or situation.		✓		
Evidence is appropriate to characteristics and constraints of established painting practice at New Zealand Curriculum Level 7.		✓		
Analyses and reflects upon own work to produce a defined personal response (intended purpose) to a proposition.			✓	
Demonstrates technical proficiency and pictorial coherency appropriate to the identified painting approach.			✓	
Further develops personal ideas in a new technical, pictorial or conceptual iteration of the proposition.				✓
Extension of new ideas is sufficiently sustained and significant to stand independent of the initial clarification.				✓
<b>Sufficiency statement:</b>				
<b>Achievement</b>	All of A must be ticked			
<b>Merit</b>	All of A and M must be ticked			
<b>Excellence</b>	All of A and M and E must be ticked			
<b>CIRCLE OVERALL GRADE</b>	N	A	M	E

**Evidence gathering internal assessment  
template - exemplar  
(Unit Standard)**



Learner Name	XXXXXXX		
NSN	1122334455		
Subject	Communication Skills	Level	3
Standard No.	1304	Version	9
Standard Title	Communicate with people from other cultures		
Outcome	Statement	NA✓	A✓
1	Can describe cultural values relevant to communication with persons from two cultures other than one's own.		✓
1	Can outline two verbal and two non-verbal common communication practices for each of two cultures other than one's own.		✓
1	Can describe four barriers to communication and strategies to reduce the impact of those barriers, for each of two cultures other than one's own.		✓
1	Can interact appropriately in terms of culture, purpose, and situation, with persons from two cultures other than one's own.		✓
<b>Sufficiency statement:</b>			
Achievement	All four evidence requirements must be met for achievement		
CIRCLE OVERALL GRADE		N	<b>A</b>