



Stage 2: Parent Remote Learning Guidelines Booklet

20.07.2020



Information to Families for Remote learning Term 3 2020.

Most students in Victorian schools in areas under Stage 3 'Stay at Home' restrictions will return to flexible and remote learning for the start of Term 3, limiting the number of people moving across our state to help slow the spread of coronavirus. Students will learn from home from Monday 20 July until at least 19 August. This is following the advice of the Chief Medical Officer.

From July 20 2020, the directions to schools is that **ALL** students in F-Year 6, that **could** work from home should work from home for the 6 weeks of Term 3. All staff that could work from home should work from home. Where this is not possible, parents will be required to present their situation via application to the Principal for consideration.

Onsite supervision of student for Remote Learning will be limited to children of essential workers, vulnerable students and where working from home is not available. **Please see the attached form requesting Onsite Remote Learning. This form is circulated each Thursday and returned by those who require the support by the Friday prior to the following week. There are limited places.**

As we did last time, the school, will support students who are unable to attend school by providing educational materials that will be completed during Remote and Flexible learning for the duration. There are a number of ways in which the school can assist with learning.

These can include:

- The use of an existing online learning management system (Google Classroom and COMPASS) to share learning and teaching materials. As mentioned MPWPS is using individual Google Classrooms for each class this time, and continuing with WebEx as the virtual contact space.
- requested provision of materials to students via email, USB or hard copy
- the use of a work books to guide the individual learning program, collection of tubs and devices for students
- Allowing students extra time to complete work.

Moonee Ponds West PS in this the second opportunity for Remote and Flexible learning has used feedback from students, staff and parents to adjust the delivery. The learning tasks for students will include both academic and social tasks. There will be tasks that require online support and others that require independent learning. Some tasks will be required to be uploaded to the teachers and others will be developed over a period of time like the student's Visual Arts Diary for Creative Arts, the Year Book and a particular Passion Projects following a student interest.

The **Department of Education** has outlined as a guide, the following learning schedule for Remote and Flexible learning for term 3.

For students **Prep- Grade 2** schools will provide learning programs that include the following per day:

- Literacy** activities that take a total of about 45-60 minutes
- Numeracy** activities of about 30-45 min
- Additional learning areas, play based learning and physical activity of about 30-45 minutes.

For students in **Grades 3-6** school will provide learning programs allocated as follows per day:

- Literacy:** 45-60 min
- Numeracy:** 30-45 min
- **Physical Activity:** 30 Min
- Additional Curriculum** areas: 90 min



Moonee Ponds West Primary School community now has the experience of the first Remote Learning adventure, and so are more familiar with the environment, and expectations to embark on the second experience with confidence.

The staff have a commitment to **Google Classroom as the continuing platform for communication teacher to student**, and **COMPASS for communication of staff to parents**. Please ensure you are regularly opening your COMPASS parental portal. The General Office can assist with any password issues.

Taking on the student and staff feedback, we are simplifying the Google Classroom access by having separate class spaces.

Your child **will be invited to join their Room page**, so less traffic, sorting and much easier access for students to manage. The 5/6 team have been using the individual Class Google spaces for some time and have shared the benefits and now all classes will follow. We will still need your continued support for the younger children in F-Grade 2 as some aspects on the Remote Learning may require some adult assistance.

As staff have had the extended time to prepare resources for this second round of Remote learning, additional items will be in your child's tub for independent learning. You may notice a Mathletics Booklet to support the online environment and/or a handwriting instructional manual to correct some of those poor formations and joins!

Timetables:

As in the past, the weekly learning timetable will be published on your child's Google Classroom page. Children will have a daily check-in each morning between 9-9.30am and then small group teaching sessions will follow. We are recommending between two (2) and three (3) small group session run by the teacher each day. Your child will be in at least two or three of these over the week.

This time the Specialist teachers will have a timetable of class contact. The timetable will be allocated for 60min but might be less time in a face-to-face situation.

Uploading of the learning tasks:

The learning tasks will be uploaded weekly and any changes will be made by the end of the previous day, with a COMPASS push to parents, so that they are aware of learning tasks prior to the student. This was the practice from our last experience and provided great support.

Supporting your child:

In supporting your child in this environment, families are encouraged to use the timetable from school to compliment the rhythm of your family. If things are not progressing well please speak to the teacher. We can support, adjust or engage with your child to sort out the situation.

Three-Way Conferences:

We are planning to have these across week three and week five so that we can hear from you and your child, form some goals together and check in on how things are progressing.

The usual way for booking the time for this discussion on Webex will be communicated via COMPASS.



STUDENT LEARNING EXPECTATIONS

All students from Foundation to Year 6 will be provided with learning tasks related to Reading, Writing and Mathematics. Students will also be provided with project-based learning in the areas of Creative Arts, Japanese and Physical Education. Additional tasks that may be provided could include:

- Spelling activities
- Handwriting
- Year Book activities
- Inquiry activities including following a special interest in a passion project.

It is expected that teaching teams will provide to students, through their individual classroom space on Google Classroom, a timetable for learning. Below is a sample timetable that your child will get to know.

Please understand that one day during the week the number of small groups will be reduced as teachers are supervising students onsite to complete their Remote Learning tasks.

An **example** of what a class Weekly Timetable could be:

MONDAY Morning Check-in	Reading: Independent reading -15-30 mins Reading response Small teacher group	Writing: Complete a Writer's Notebook Entry Small teacher group	Maths: Complete Place Value section of Mathletics Small teacher group	Inquiry: Inquiry task plus a Response activity
TUESDAY Morning Check-in	Reading: Sunshine Online Epic Small teacher group	Writing: Personal Writing Small teacher group	Maths: Complete addition section of Mathletics Onsite supervision	Creative Arts Class timetabled Specialist time with the teacher. Onsite supervision
WEDNESDAY Morning Check-in	Reading: Sunshine Online Epic Small teacher group	Writing: Personal Writing Small teacher group	Maths: Complete addition section of Mathletics Small teacher group	PE-Health Class timetabled Specialist time with the teacher.
THURSDAY Morning Check-in	Reading: Independent reading - 15-30 mins Reading response Small teacher group	Writing: Writer's Notebook Handwriting Spelling Small teacher group	Maths: Complete automatic recall section of Mathletics Small teacher group	Japanese Class timetabled Specialist time with the teacher.
FRIDAY Morning Check-in	Reading: Independent reading - 15-30 mins Reading response EPIC Sunshine Classic with allocated texts for reading practice. Small teacher group	Writing: Writer's Notebook Handwriting practice Spelling Small teacher group	Maths: Khan Academy Mathletics live games Small teacher group	Inquiry Year Book for 5/6 and other authentic tasks for the learning of general knowledge i.e a country study or a culture investigation

Access to digital devices:

Already you will know that the school can provide devices for use at home. We are expecting that all of the 5/6 and 3/4 students will take home their device and that parents will collect this when they collect their class tubs. The school can also distribute materials to students in print format or on USBs, where students do not have access to the internet. All families are reminded of the Communication protocols that have been developed to ensure that we are a supportive community. We used these the last time for Remote Learning and I am offering them again for your familiarisation.



Remote learning/Video Conferencing Expectations:

Student Expectations

- Adhere to the **ICT Acceptable Use policy** regarding use of technology and cyber safety. **This includes all areas of social media. Parents are reminded** to supervise student use of social media.
- **Complete the attendance form** each day, which is on their Google Classroom space.
- **Complete assigned work** to the best of their ability and in reasonable amount of time allocated
- **Join in to and participate** in scheduled video conferencing sessions on WebEx and follow all teacher instructions and expectations
- **Listen respectfully** to teachers and other students
- **Respectfully communicate** to teachers and other students as required: face to face, through comments and emails
- Students **will not record any video conferencing sessions**

Parent/Carer Expectations

- **Support** students to access and complete assigned learning tasks each day
- **Ensure students** are able to attend scheduled video conferencing sessions
- **Allow students** to participate independently in weekly check-ins
- **Not record** any video conferencing sessions
- **Not share or comment** about Remote Learning on social media

Teacher Expectations

- **Ensure that students in their class are online each day** and keep the attendance roll at 9.30 and make any adjustments by 2.30
- **Distribute weekly** timetable and schedules to students and parents in advance to allow for preparation
- **Conduct scheduled class check-in video conferences** with all students each week
- **Conduct small group learning video conferences** with all students at least twice a week in two learning areas
- **Pre-record videos modelling specific teaching and learning** as needed (being mindful of resources used to avoid breach of copyright)



COMMUNICATIONS PROTOCOLS – REMOTE LEARNING.

Purpose

The Parent/Carer Communications Protocols provide the structures and processes in which parents/carers can communicate with staff at Moonee Ponds West Primary School. This document is an addendum to the *Communication Policy* and *Communications Protocols – Parents/Carers*, and should to be read in conjunction with that Policy.

Implementation

COMPASS is to be recognised as the main communication tool for all adult stakeholders of the school.

Google Classroom is the main communication tool for student remote learning.

If a parent/carers wishes to raise a concern or query regarding their child, they should contact the classroom teacher via Compass in the first instance. If the concern or query is not resolved, parents/carers should contact the Foundation-Two (Barbara Mc Kenzie) or Year 3-6 (Jarrod Sutton) Sub-school Leaders. The Assistant Principal or Principal can be contacted in relation to a matter, if all efforts to resolve the matter via the classroom teacher or Sub-school Leader have been unsatisfactory.

Communications by phone

Where a parent/carers needs to speak to the Principal or Assistant Principal by phone, they are to make this request via Compass.

The relevant staff member will acknowledge receipt of the request to call via COMPASS email and a response will occur within 48 hours (two school days) of receipt.

All interactions are to be professional and reflect the relevant AITSL Standards and the Department of Education Values. (Refer to Statement of Expectations).

Communication via email

Staff will contact parents/carers to report on academic, safety or health areas either at the request of parents or at teacher discretion. This maybe at least weekly to gauge parental coping

Staff will email parents/carers via COMPASS.

Parents/carers will email staff via COMPASS.

Staff will respond to parent/carers' email during school business hours (8.50am-3.30pm).

The relevant staff member will acknowledge receipt of the email via COMPASS and a response will occur within 48 hours (two school days) of receipt.

All interactions are to be professional and reflect the relevant AITSL Standards and the Department of Education Values. (Refer to Statement of Expectations)

Communication via Google Classroom.

As mentioned for this second opportunity for Remote Learning all classes/Room numbers will have their own Google Classroom space for more effective implementation. All students will receive an invite to their class space.

Staff will contact students in relation to remote learning tasks via Google Classroom. This will include, but is not limited to:

- Setting learning tasks.
- Providing feedback to students.
- Answering student questions regarding their learning.

Students can contact teachers in relation to remote learning tasks via Google Classroom. This will include, but is not limited to:



- Asking questions related to remote learning tasks.
- Responding to feedback related to learning tasks.
- Uploading work.

Google Classroom **should not be used for socialising** including chats and messages unrelated to the remote learning. The chat facility for students will be enabled and disabled according to need.

All interactions by staff are to be professional and reflect the relevant AITSL Standards and the Department of Education Values. (Refer to Statement of Expectations)

Updated- Communication

- Students can contact teachers in relation to remote learning tasks via Google Classroom.
- Communication needs to be in relation to the learning tasks and learning occurring at home as directed by teachers.
- The preferred way of communicating is to email your teacher directly, so they can respond to you.
- Communication is expected to occur during normal school hours between 9am and 5pm on weekdays only. Enjoy your weekends!
- Allow time for your teachers to reply to you.
- Comments on the stream will now be turned off to avoid unnecessary posts.
- Video conference will be occurring from Week 3.

Communication via Webex Meetings:

Teachers will communicate/teach whole class or groups of students via a video link as determined by the curriculum plan and the school. The classroom teacher will hold these virtual meetings and the students in the class will access the meeting via WebEx Meetings with the link published on Google Classroom.

For small group instruction, the teachers will communicate whom, how and when students should access the virtual learning. Day's times and groupings will be communicate to students via Google Classroom. Please look for these notifications.

Videod lessons prepared by the teacher should be included in the swath of learning opportunities. These will be posted on the Google Classroom space and students will be directed to such learning tools by the teacher in the Morning Check-ins.

All interactions are to be professional and reflect the relevant AITSL Standards and the Department of Education Values. (Refer to Statement of Expectations)

Video Conferencing (Webex)

For the term three Remote Learning video conferencing with students will occur from the **first week** of Remote learning. . This will be completed through WebEx (the Department's preferred tool).

- Class check-in every morning from 9-00 to 9.30 am with all students in the class.
- Purpose is to see how students are going, to explain the learning for the day
- From the check-in, small group instruction will be initiated. Children will know when their small group will occur and in what area of learning.
- Teachers will provide opportunities for students to interact with each other as well.

Starting week 1 of Remote Learning (July 20th) morning check-ins and the small group teacher instruction will commence. Straight into the learning online. Please reference the class timetable and the teacher's group allocation.

Editor's Note: A handy hint: It is a wonderful opportunity for a student timetable to be developed and posted on the fridge. Following is an example of how to encourage your child's independence and working for success

moonee ponds west primary

WE THINK, CREATE AND LEARN TOGETHER



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An Example of transferring SMALL TEACHER GROUP information to your child's timetable!

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
READING	9.30: John Daisy Fred Jack Simon Beth	Albert Ernie Mike Joanne Ally Judy	Bob Dizzy Lex Amanda Prue Sid	Sally Tom Wally Luna Meredith Lyn	ART
WRITING	10.15: Bob Dizzy Lex Amanda Prue Sid	John Daisy Fred Jack Simon Beth	P.E	Albert Ernie Mike Joanne Ally Judy	Sally Tom Wally Luna Meredith Lyn
MATHS	11.30: Sally Tom Wally Luna Meredith Lyn	Albert Ernie Mike Joanne Ally Judy	Intervention group (any area) OR Onsite supervision OR Japanese every 2 nd week.	John Daisy Fred Jack Simon Beth	Bob Dizzy Lex Amanda Prue Sid

Parents take child's information from whole-class

Sally's Timetable

	9.30	10.15	11.30	12.15
Monday			MATHS	
Tuesday				
Wednesday		PE (week 2, 4 & 6) 		
Thursday	READING			
Friday	ART (week 2, 4 & 6) 	WRITING	JAPANESE (week 3 & 5) 	



Parents can then save meeting link to child's desktop.