

Brighton Primary School

# Home Learning

## INTRODUCTION

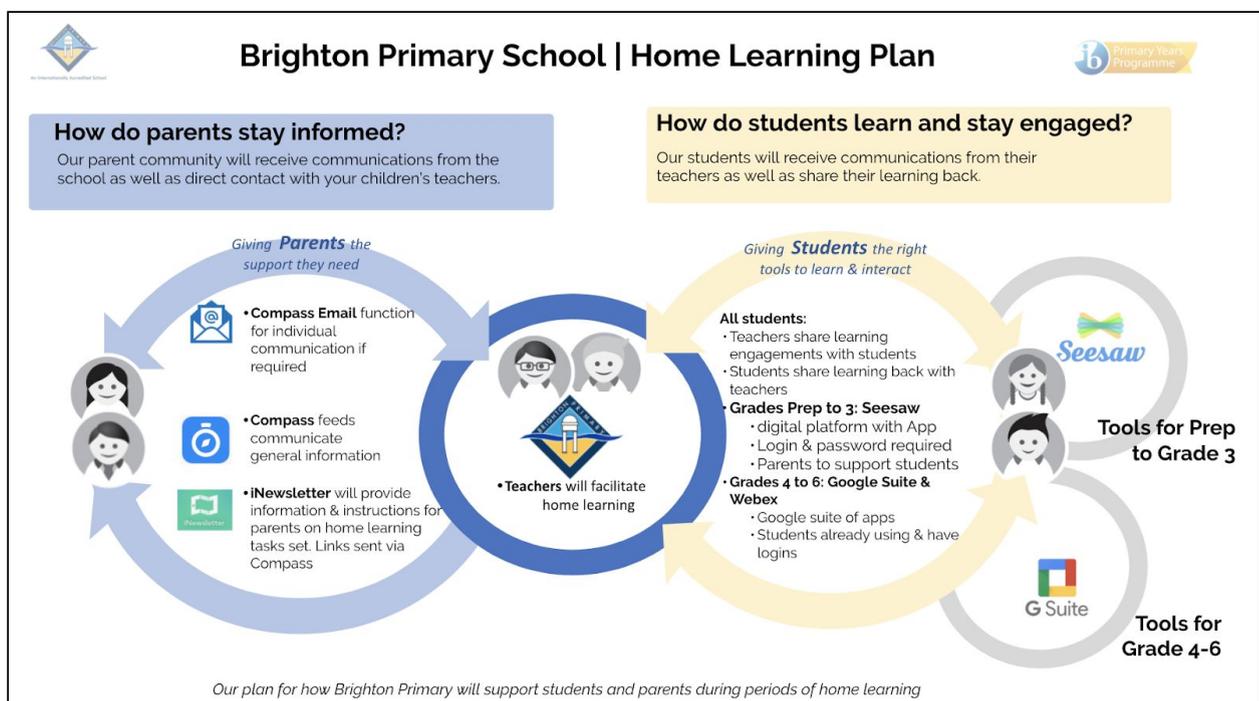
Globally, many schools have already been closed for extended periods of time as a result of COVID-19. We are putting in place a plan to support student learning at home. You may have heard this referred to as: home learning, digital learning, remote learning, distance learning, e-learning or learning from home. Regardless of the terminology, the essence of home learning is: The experience students will have when school remains in session however students are unable to physically attend school because of campus closure. This week the DET has allocated 4 days for teachers to plan for a possible school closure at the commencement of Term 2. At this stage, no official announcement regarding school closure has been made.

This document contains the following sections and is intended to help build our community understanding around home learning:

- BPS Plan for home learning
- Our Digital Toolkit
- Sample Daily Schedule
- Parent Guidelines
- Frequently Asked Questions

## WHAT IS OUR PLAN FOR HOME LEARNING?

The visual below shows our initial plan for home learning. It displays the tools and processes we intend to use to support students and parents.





## WHAT IS OUR DIGITAL TOOLKIT?

<b>COMPASS</b>	Compass will remain the primary communication tool. The school will use Newsfeeds pushed out to the parents to communicate any important updates and information. Teacher teams will also share information with specific grade levels regularly via Compass. This will be shared a link to the newsletter website.
<b>EMAIL</b>	Compass has the functionality to send an email directly to your child's teacher. Parents can email teachers directly via this function. Please see the parent guidelines section below around sending emails.
<b>SEESAW</b>	<b>To support Prep to Grade 3</b> students and teachers to have two way communication with their students, we will be using the online platform Seesaw. This is a widely used platform in many schools. This will be new to Brighton Primary and there will be a fast learning curve for teachers, students and families. Teachers will be able to share some learning engagements with students. Students will be able to use creative tools to take pictures, draw, record videos and more to capture their learning and share back with their teachers. Here is an introductory video on <a href="#">Seesaw for Parents</a> . In the beginning weeks of Term 2, teachers will provide families with login details.
<b>GOOGLE CLASSROOM</b>	<b>Grade 4 to Grade 6: Google Suite including Google Classroom:</b> Students in Grade 4-6 have DET accounts linked to the Google Suite of Apps including Google Classroom, Google Docs and Google Slides. Google classroom allows teachers to share learning engagements with students. Students are able to comment on learning tasks and share their learning back with their teachers. The majority of our students have already been using these tools as part of our iPad and BYOD program so are very familiar with them. You may like to ask your child to give you a demonstration. Here is a video that shows some of the functions of <a href="#">Google Classroom</a>
<b>INEWSLETTER</b>	The iNewsletter platform is now used for both our fortnightly newsletter and grade level snapshots. Similar to the fortnightly snapshots, teacher teams will post an overview of upcoming learning for the next week or fortnight to keep parents informed of the learning for their child/ren. Features include fullscreen photo galleries, attachments, and content. Click on the links below to access the iNewsletter for the respective grade level or specialist teacher team.

### iNewsletter: Communication for Parents

<a href="#">Grade Prep</a>	<a href="#">Grade 1</a>	<a href="#">Grade 2</a>
<a href="#">Grade 3</a>	<a href="#">Grade 4</a>	<a href="#">Grade 5</a>
<a href="#">Grade 6</a>	<a href="#">Specialists</a>	



## STUDENT SCHEDULE / TIMETABLE

Our grade level teacher teams are creating a suggested daily schedule for students. We have provided an example below. The schedule that the teachers provide will contain even greater detail including attachments and links as well as short videos, PowerPoint slides / Google slides and mini-lessons.

Tasks	<b>Wednesday 15th April 2020</b> <b>An Example: Grade 4 Home Learning</b>
Daily Check-in (5-10 mins)	Review & discuss the learning plan for the day - clarify the tasks. Ideally, start the school day at approximately 9:00 am
<b>Reading</b> (25-40 mins)	<b>Reading Task:</b> This may be a new task, a continuation of a task, or an activity worked on for a period of time e.g. reading comprehension, silent reading. These are examples only.
Break (25 mins)	Fruit and snack break - have a rest away from the work space and engage in non-curriculum activities or outdoor play. Opportunities for play & movement will enhance learning.
<b>Writing</b> (25-40 mins)	<b>Writing Task:</b> Again, this may be a new task, a continuation of a task, or an activity worked on for a period of time e.g. exploring structural and language features of a text type, word study.
Break (25 mins)	Fruit and snack break - have a rest away from the work space and engage in non-curriculum activities or outdoor play. Opportunities for play & movement will enhance learning.
<b>Maths</b> (25-40 mins)	<b>Maths Task:</b> Again, this may be a new task, a continuation of a task, or an activity worked on for a period of time e.g. problem-solving tasks, investigations, mini-lessons related to maths concepts.
Lunch (45-60 mins)	A good wholesome lunch without too much sugar - have a rest away from the work space and engage in non-curriculum activities or outdoor play.
<b>UOI</b> (25-40 mins)	<b>Unit of Inquiry:</b> This may be a new task, a continuation of a task, or an activity worked on for a period of time e.g. Teachers may upload short videos & Powerpoint / Google slides with instructions, explanations & mini-lessons.
Break (25 mins)	Fruit and snack break - have a rest away from the work space and engage in non-curriculum activities or outdoor play. Opportunities for play & movement will enhance learning.
<b>Specialist</b> (25-40 mins)	<b>PE, Music/Drama, Art &amp; Italian/Chinese:</b> The specialist teachers will also provide home learning experiences.
Optional tasks	Teachers will outline additional learning tasks that students can complete in addition to the essential learning tasks outlined above. Students can select these optional tasks based on their interest and level of readiness.
Reflection (5-10 mins)	Reflection: Students reflect on their learning for the day. The classroom teachers may provide questions to guide students.



## PARENT GUIDELINES

1. Assist your child in **preparing for a school day** and remind them that this time does not equal school holidays.
2. Prepare a **learning space** for your child to work at and assist with appropriate learning resources (pencils, workbooks etc.)
3. To maintain a **school routine** you may wish to prepare a packed recess and lunch similar to a regular school day.
4. Assist your child with **identifying their learning tasks for their day**. You will receive communications from the teachers via Compass and iNewsletter around these.
5. Parents are reminded that staff will be **doing their best** to facilitate this new way of learning. They will be monitoring 20+ students online at different times during the day. Many have their own children and home circumstances to manage in addition to this.
6. Teachers may receive a high volume of email and messages. A teacher may notice trends in email queries over the course of a day and in the interest of working 'smarter not harder' may elect to **post a daily summary/clarification of frequently asked questions**. This may mean you do not receive an individual response.
7. Parents should **monitor screen time** during this period. We do not want students to spend long periods of time sitting in front of a screen. We will be aiming to strike a balance between online and offline tasks.
8. Our plan will likely **evolve and change over time**. Please be mindful that week 1 of home learning will look different to week 4. Systems, process and expectations will be responsive to the student's learning needs.
9. Remind your children to be **polite, respectful and appropriate in their communications** and to represent your family's values and our school values in their interactions with others.
10. Don't hesitate to **contact your child's teacher via email** with any questions as we launch home learning.



## FREQUENTLY ASKED QUESTIONS

We have reached out to some parents in the community and asked ‘**What are you wondering?**’ right now in regards to home learning. We share those below because we anticipate you may have similar questions. We have done our best to answer them based on our current thinking. We know that some of the responses may need to change and evolve as we get further into a home learning environment. Thanks for the questions!

### **The role of the parents**

#### ***Are there any guidelines for explaining maths etc. to our children?***

Some tasks may be open-ended as they encourage students to develop their own strategies. Other times teachers will share specific processes you may use to solve a problem.

#### ***Do you have any suggestions for how parents with children in different grade levels structure the day?***

It may suit your environment to have all children working at the same time and then taking breaks together. In general, students in higher grade levels have more independence. A useful strategy may be to ensure your older student understands the learning task first and have them work independently then you can spend more time working 1-1 to support your younger child.

#### ***How do you make learning fun?***

This is a challenge for all teachers! Learning is fun when students understand the task and its purpose, they experience that ‘just right’ level of challenge, they use different resources and materials, and they have some choice in their learning.

### **Online vs Offline**

#### ***Will the school email worksheets for us to print?***

We understand not all families own a printer. Some of the learning tasks may be a worksheet or use a template. These can either be printed out or replicated/hand drawn in a student’s notebook.

#### ***Will there be video classes, which the children can do in their own time?***

The teacher may create some short video tutorials to support learning engagements. They might also link to existing videos using sites such as Brainpop and Youtube.

#### ***Will the children have Skype / Facetime / telephone catch ups with their teachers?***

Maintaining a sense of connection is very important during home learning. Once our initial systems are up and running (e.g. sharing learning tasks) we will begin to explore different avenues for catching up with students.

#### ***What if the internet isn’t coping with everyone working from home? Will you email some things for us to have as back up?***

We will all need to be responsive to how the technology works. In the case of an overloaded network, tasks will be designed to rely less on use of the internet. They will still be delivered via the regular digital platforms.

### **Schedules/ Timetables**

#### ***Should we stick to a rough school timetable or should we relax things a little?***

This will be different for each family however we do suggest following some kind of routine as we know children (and adults!) learn better with structure. Students will be provided with suggested timetables to support their day.

### **Resources**

#### ***Should we have any particular equipment or materials at home?***

Pencils and a notebook will be useful. Other commonly used stationery might include: A ruler, eraser, plain paper, glue stick, scissors. Some learning engagements may ask you to use a dice, deck of cards or some form of counters. Most of these will be easily sourced around the home. Access to digital technology will be required for students in grades 4-6. Students in grades P-3 will need to view their learning tasks digitally with parent support on a device.



<p><b>Will there be a weekly learning plan / teaching plan, which we can follow with our children?</b> Yes. Teachers will provide a weekly overview to parents via iNewsletter to outline the learning for the week and students will receive daily tasks.</p>	<p><b>Are there any websites you can refer us to for help?</b> Teachers will suggest recommended websites to support learning engagements.</p>
<p><b>What should we do if the children are getting restless or unmotivated?</b> Ensure your child understands the task. You can also break a task down into bite-size chunks to make it more manageable and celebrate small achievements. Also ensure your child has a break often.</p>	<p><b>Feedback &amp; Assessment</b> <b>Will there be assessments, and will we have the answers to mark them, or will the teachers do that?</b> This will likely be a combination of both. It is important for students to receive feedback on their progress. It will not be feasible for teachers to collect, assess and provide feedback on every piece of learning. Teachers will guide this and suggest answer sheets, self assessment rubrics and indicate which tasks need to be submitted.</p>

**CONCLUSION**

While our school and teachers are preparing to commence home learning, it won't be perfect, and we will learn as we go. Parents will also have a role to play if we move to home learning especially if our school is closed for an extended period of time. Partnership between the student, teacher and parent/s will help ensure the success of home learning.

It will not be realistic to replicate the school day at home. Teachers will focus on essential learning priorities and encourage families to support these priorities at home when appropriate. Supporting students to work independently will also be important.

Let's work in partnership to ensure we do our best to support our students and their learning during these unprecedented times.

Joel, Sonya & Steve