Guidelines for Remote and Flexible Learning Term 3, 2020

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Rationale

To increase physical distancing across the population and slow the spread of coronavirus (COVID-19), children in Victorian government schools have moved to a second round of remote and flexible learning at the commencement of Term 3. This is not an action being taken lightly, and we understand it may cause you and your family concern and stress. Please know this step is being taken to slow the spread of the virus and ensure the health and safety of all Victorians.

This means that from the start of term three all students who can learn from home must learn at home.

This is a very clear directive from the Victorian Government based on the advice of the Chief Health Officer.

Introduction

Despite the current climate, Seabrook Primary School remains committed to developing inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and **respect.**

With this in mind, we will continue to provide high-quality teaching and learning, in a safe, inclusive learning environment. While learning from home remains the advisable option for families, the following guidelines should be implemented to ensure continuity of learning. In these cases, it remains the responsibility of parents and carers to ensure students maintain contact and engagement with their learning program.

Implementation

All students will be learning from home, except for students in the following categories:

Children on days when they are not able to be supervised at home and no other arrangements can be made. This will be available for children of parents who cannot work from home, and vulnerable children, including:
● children in out-of-home care
● children deemed by Child Protection and/or Family Services to be at risk of harm
● children identified by the school as vulnerable (including via referral from a family violence agency, homelessness or youth justice service or mental health or other health service and children with a disability).

Program structure

The learning program delivered on-site will be the same as the learning program delivered to students undertaking remote learning. There will be no additional face to face time or support for students who do attend onsite provision, as all staff are also encouraged to work from home wherever possible. The following are the daily minimum guidelines schools are expected to meet:

For students in Foundation to Year 6: Seabrook Primary School will provide learning programs that include the following:
● Literacy activities that take a total of about 45-60 minutes
● Numeracy activities of about 30-45 minutes
● Physical activity of about 30-45 minutes.
● Additional learning areas (3-6) 90 minutes
● Years 3 - 6 will use Google classroom
● Foundation - Year 2 will use Seesaw and ClassDojo to provide a work schedule along with links to appropriate resources or learning platforms.
● Attendance will be marked daily.

On-site provision

1. On-site provision will be available at all government schools, but only for students in the categories listed above, for the purpose of providing continuity of teaching, learning and support.

2. When on-site learning is provided, temperature checks will be taken upon entry for all students and staff, hand sanitiser will be available at the entry points to classrooms and education will be provided on hand hygiene. All adults must use face masks while on site. Physical distancing will be implemented in classrooms to the extent feasible and unwell students will be excluded from attending.

3. The learning program delivered on-site will be the same as the learning program delivered to students undertaking remote learning.

4. Students learning on-site will be supervised by an on-site teacher but follow the teaching and learning program provided by their classroom teacher.

5. When completing work under on-site supervision, teachers (who are providing supervision only) will assist where possible, however submission of work will remain the responsibility of the student. Younger children may need support at home if unable to record, photograph, or upload work submissions during school hours.

6. Curriculum delivery remains the responsibility of the class teacher, via remote and flexible means. Supervising teachers will provide care and supervision only, for students who meet the appropriate criteria.

7. Students should bring their own water bottle for use at school as students should not drink directly from drinking fountains at this time. Taps may be used to refill water bottles.

Temperature checks

Based on guidance from Victoria's Chief Health Officer, in order to support community awareness of the symptoms of Coronavirus (COVID-19) and to help identify children displaying symptoms, all schools located in metropolitan Melbourne and Mitchell Shire will commence temperature screening of students while the stay at home restrictions are in place.

Face coverings in schools

a. For schools in metropolitan Melbourne and Mitchell Shire, all school-based staff must wear face coverings at school, and when travelling to and from school.

b. Teachers and education support staff will not be required to wear face coverings while teaching, but those who wish to do so, can. Teachers should wear face coverings in other areas of the school when not teaching (for example, in the staffroom, on yard duty and when providing first aid or taking temperatures), and when travelling to and from school.

c. Students who attend primary school for on-site supervision will not be required to wear a face covering.

d. Some students and staff are exempt from these requirements. This includes students or staff who have a medical condition - including problems with their breathing, a serious skin condition on the face, a disability or a mental health condition.

e. Consistent with all those 12 and over in metropolitan Melbourne and Mitchell Shire, parents/carers will be required to wear face coverings whenever they leave the house, including for school drop off and pick up. If they are travelling in a car alone, or only with members of their household, they do not need to wear a mask.

f. Students and staff who live outside metropolitan Melbourne and Mitchell Shire who visit these areas for one of the permitted reasons, including for work and to attend school, will have to wear a face covering.

Families requiring on-site supervision. On-site forms must be submitted a day prior to attendance and each week. Unregistered attendees may be sent home at the principal's discretion.

https://www.seabrook.vic.edu.au/uploaded_files/media/onsite_attendancecovid.pdf

Forms are available on Xuno, the school website and Seabrook Facebook page.

Hours of operation

For the duration of remote and flexible learning, the **Seabrook Primary School site will be accessible to students only** between the hours of 8.40am and 3.10pm. Parents will be required to pick up and drop off from Gate 4, while ensuring appropriate social distancing is practiced. Parents/carers will be required to wear face coverings whenever they leave the house, including for school drop off and pick up.

Outside School Hours Care (OSHClub) and vacation care services on school sites can continue to operate with the relevant risk mitigation measures in place.

Outside of these hours, staff may access the site as approved by the principal.

Staff commitment

In providing access to flexible and remote learning opportunities, Seabrook Primary School will commit to the following:

1. Development of a flexible program that remains as closely aligned to the standard curriculum as possible, while also taking into account guidance and instruction from relevant authorities.

2. Timely access to the program via Google Classroom (Years 3-6) or Seesaw and Class Dojo (Foundation -Year 2). A lesson plan will be placed for each class outlining the work to be covered and will be posted by 9am each day.

3. Regular on-line communication and feedback to students.

4. Regular on-line communication to parents via Xuno.

5. Regular monitoring of student wellbeing, engagement and achievement.

Parent commitment

To support the provision of an effective flexible and remote learning program for their children, parents are asked to ensure the following:

1. Access to an appropriately resourced workspace, including:

- A clear and accessible workspace
- Access to a reliable internet connection
- Access to a personal device, either laptop or iPad or printed booklet for families who request hard copies of work

2. Development of a work/school schedule that considers all family members needs and availability to provide learning support and supervision.

3. Ensuring all aspects of the student commitment are adhered to.

4. Providing a level of supervision suitable to your child's stage of development and individual needs.

5. Monitoring communications from teachers.

6. Checking in with your child often to help them manage and pace their work.

Establishing routines and expectations

● Start and end each day with a check-in to help your child:
● Clarify and understand the instructions they get from their teachers
● Help them organise themselves and set priorities for their learning at home
● A healthy daily routine is great for mental and physical health, as well as concentration and learning
● Encourage regular exercise breaks. This might mean going for a walk, using exercise DVDs and apps, dancing, floor exercises or using home exercise equipment
● Encourage healthy eating habits and make sure they drink enough water.

In the morning, ask:

● What are you learning today?

● What are your learning targets or goals?

● How will you be spending your time?

● What resources do you need?

● What support do you need?

In the afternoon, ask:

● What did you learn today?

● What was challenging? You could come up with a way to deal with the same problem if it comes up again

● Consider three things that went well today. Why were they good?

● Are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

Student commitment

To ensure students achieve their best throughout the duration of any remote learning program, students are expected to:

1. Log in to Google classroom, Seesaw, Dojo or Xuno when required to check their schedule

2. Ensure they have all appropriate materials ready to learn

3. Submit work (with assistance where required) according to the requirements set out by the teacher

4. Participate in all aspects of their schedule, including classwork and specialist work

5. Access support according to the following guidance:

- Ensure that all instructions and resources have been carefully considered before sending a request for support
- Persist a little. Do not struggle in frustration, but don't give up too easily either.
- When support is required, explore a range of sources including textbooks, peers, older siblings, research and parents/carers before emailing for support
- When seeking support, ensure requests clearly articulate the area of need, rather than making general statements of capability e.g.: "I can't do this, I need help" students should ask "I am finding it difficult to accurately punctuate this sentence (send what has already been written), could you please send some advice?

Attendance

Families can apply a flexible timetable according to their personal circumstances to monitor and support their children's work completion.

Lesson materials and structure

Learning tasks will be set and resourced as either a daily activity or a weekly folio of work for submission. Where weekly instructions are provided, adjustments may be made throughout the week to accommodate the various learning needs of students.

In most cases, work will not be provided further than one week in advance to ensure lessons remain in touch with student progress. For students who require additional work; revision, study and research are encouraged to promote mastery of skills, rather than accelerating through future content. Mathletics and Reading Eggs will be available for students who want extra work.

Booklets are available for families who do not or cannot access the online work . Students may work on booklets as well as access online class or teacher meetings as required.

Individual Learning Plans

Where ILP's are in place, teachers will work in collaboration with support staff to provide differentiated learning activities in a timely manner. In most cases, teachers and support staff will engage in regular briefings to discuss student learning progress and needs.

Online resources

Teachers will have access to the following tools (among many others) to support collaboration and communication, though these may not be appropriate to all classes. We strongly encourage parents to engage with their children to explore these platforms and their capability as they are implemented:

- Google Drive
- Google Classroom
- WebEx Teams
- Seesaw
- ClassDojo
- Education Perfect
- Mathletics
- Reading Eggs
- ClickView
- ABC online

Where these tools are implemented, teachers will provide access instructions.

Live lessons

While participating in live lessons, both staff and students are expected to ensure the following guidelines are implemented:

- Neat, casual clothing should be worn and not be revealing or inappropriate in any way
- All users should review their screen area to ensure there is no inappropriate content in view
- All users should ensure noise pollution is managed, TV, radio etc should be switched off
- Language, physical gestures should be considered and appropriate at all times
- Unauthorised recordings of any kind should not be made, staff will record and share lessons where appropriate
- All school rules regarding bullying, general conduct, cyber-safety and wellbeing apply to all online interactions where appropriate.

Method of communication

Email, via Xuno will remain the primary means of communication between parents, students and teachers, unless alternative lesson structures are scheduled. Google Classroom, Seesaw and ClassDojo may also be used.

Frequency of communication

Teachers will attempt to respond to emails within 48 hours, between the hours of 9.00 am and 3.00pm. Any available work hours outside of this time may be used to respond, however we encourage families to consider the additional time that is required to plan, deliver and respond to the demands of remote learning. Many of our teachers are also parents of children who require support to participate in their own remote learning programs. Please be patient wherever possible and encourage students to move on to other work while awaiting support.

Part time staff will post their working days in the class news feed, response times may be extended to take into account part time workdays.

Student wellbeing

Throughout the duration of flexible and remote learning programs, student wellbeing remains a priority for our team. Class teachers will remain the key point of contact for students. Daily check in opportunities will be provided for all students to ensure that health, wellbeing, safety and engagement are managed as effectively as possible. Some tools staff may choose to implement include:

- Daily questions, survey
- Meditation and mindfulness
- WebEx video meetings
- Rights, Resilience & Respectful Relationships curriculum resources

In addition to these teaching tools, our wellbeing coordinator Wendy Treloar and Assistant Principals will continue to support teachers to ensure students who require a higher level of care and support are connected promptly.

Just as you set aside time for physical exercise, it is important to make time each day to check in on your child's mental health and wellbeing. It may take your child some time to adjust to their new routine for learning and key changes such as not seeing classmates in person. Every child will react differently to new circumstances – feelings of sadness, frustration, anxiousness and even anger are entirely normal.

You can help your child by:
• providing an opportunity to talk about how they feel and listening to what they say

• identifying some specific actions, they can take by themselves or with you to address any concerns they might have

• asking how they are finding learning remotely, and if there is anything, they'd like your help with.

If you have any other concerns about the health and wellbeing of your child, please contact Seabrook Primary School directly on 9395 1758, which will have access to resources that can help.

Work submission and feedback

Students will be required to make regular work submissions via Google Classroom, Seesaw and ClassDojo (unless otherwise directed to an alternative platform). Teachers will assess and provide feedback by the end of the following week's program wherever possible. Types of feedback students can expect might include:
● Written notes or annotations on the work
● Video or audio recordings
● Comments provided via email
● General feedback based on whole class performance, delivered in an online forum
● Provision of worked examples and corrections
● Live feedback via video or audio stream (parent notice required)
● Photographs or screenshots of student work.

Technical support

Where technical support is required, the teacher remains the first point of contact. Where the teacher is unable to resolve the issue, the teacher will forward the issue to the I.T team who will respond as quickly as possible.

Seabrook will support the following:
● Access to Xuno
● Access to approved software and licenses
● Access to DET approved email and Google Apps for Education.
● Warranty and hardware support for Seabrook Primary school devices which are subject to a signed agreement.

Seabrook Primary School will NOT support the following:
● Hardware damage, faults or insurance claims for personal devices
● Home network or Wi-Fi faults
● Personally installed software or licenses that are not approved or provided by Seabrook Primary School
● Any fault or issue that occurs as the result of misuse or unauthorised use of a Seabrook Primary school resource.

Access to devices
For students who are continuing to learn from home and do not have access to digital technologies, government schools should continue to loan existing devices and support internet access to students where possible.

Where students are learning on-site, where necessary schools should ask that devices are brought to school each day and then allow students to take devices home each day to support out of school learning. It is important that families understand that devices remain the school's property and that devices support the school's learning and teaching program. These arrangements should apply until further notice.

Acceptable use of digital technologies

Seabrook Primary school has a strict policy in place regarding the acceptable use of digital technologies. All students are expected to remain compliant with the policy for the entire duration of any flexible and remote learning program. Copies of our digital technology policy and our 1-1 acceptable use procedures can be accessed on our school website.

https://www.seabrook.vic.edu.au/uploaded_files/media/digital_technologies_policy_october_2019.pdf

https://www.seabrook.vic.edu.au/uploaded_files/media/1581903934macbook_11_acceptable_use_procedure.pdf

Child protection

During any remote learning scenario, increased online interaction between teachers and students is expected and reasonable. With this is mind, it is important to note that the Seabrook Primary School child safety code of conduct remains in effect during all interactions.

Of particular note, the following two points of unacceptable behaviour are identified as areas of increased risk during a remote learning program:

• communication directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reason- able in all the circumstances, related to schoolwork or extra-curricular activities or where there is a safety concern or other urgent matter

• photographing or video recording a child in a school environment except in accordance with school policy or where required for duty of care purposes.

To address these risks, all parties should be aware of the following expectations:

1. Personal communications between staff and students should only occur via the following:
- DET approved email account
- Xuno email
- Audio or video communication, where a parent is first contacted and provides consent. Students and staff should not participate in calls or video in private, discreet locations. Visibility and/or supervision from a third party is always preferable.

2. Any recordings of students, including reading and other practical learning tasks, should be approved by parents before being captured.

Summary

- ***From the start of term three all students who can learn from home must learn at home***
- ***Care and supervision must ONLY be accessed by eligible families to ensure minimal numbers of students are on-site***
- ***Students will have some live lessons. Aside from these times, families will be able to apply a flexible timetable according to the work schedules supplied.***
- ***Parent support is a key contributor to the effectiveness of remote learning***
- ***School will continue to use the Google Classrooms(Years 3-6) or See Saw (Foundation – Year 2) to post lesson plans, learning materials***
- ***Communication and feedback between students, parents and teachers remains an essential contributor to student learning growth***
- ***Supervision of online activity will remain, perhaps more than ever, a key role of parents to ensure the safety of their children.***

Contact

Although phones may at times be diverted due to staffing, the office can still be contacted via phone: (03) 9395 1758 or email: seabrook.ps@education.vic.gov.au or via Xuno.

Support for parents

Learning from home information for parents Advice, tips and resources for parents and carers to support your child's continuity of learning from home.
https://www.education.vic.gov.au/parents/learning/Pages/home-learning.aspx

It is also important to remember that there are positives to home-based education - quality education is not always structured, academic or scholastic, and learning occurs in many different contexts. Home life can provide opportunities for students to engage with nature, bond with family, learn about family history and values, civic responsibility, and focus on health and wellbeing. Share your strengths with your child, be encouraging and supportive in helping them access online learning resources. The health and safety of our school community is important. We are working hard to provide and support distance learning for our students. This is completely unchartered territory for us all and we want you to know that as a school we are here for you throughout these difficult times. We want to work closely with you whilst you are educating your child from home. COMMUNICATION AND FEEDBACK BETWEEN STUDENTS, PARENTS AND TEACHERS REMAINS AN ESSENTIAL PART OF STUDENT LEARNING GROWTH.

Please be kind to yourself and your child and do not hesitate to ask for support!

Attendance on-site

Perhaps the most important action school communities can take to reduce the risk of transmission of coronavirus (COVID-19), is to ensure that any unwell staff, children and young people remain at home.

As the main risk of transmission of coronavirus (COVID-19) in the school environment is between adults, it is important that visitors to school grounds are limited to those delivering or supporting essential school services and operations.

All unwell staff and students must stay home.

Seabrook Primary School

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