



# REMOTE LEARNING 2.0 HANDBOOK



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# PURPOSE

The purpose of this handbook is to outline what Remote Learning 2.0 looks like for the Dingley Primary School community.

As we all know from our experiences last time, remote teaching and learning programs will differ from school to school, just as on-site programs vary between schools. At Dingley Primary School, we will provide learning materials that are consistent with the learning standards published by the Victorian Curriculum and Assessment Authority (VCAA). This handbook is designed to support students and families during the second period of remote learning.

Remote learning in Term 2 taught us all as a community many things, but the biggest learning was that **we cannot expect things to go perfectly the first time, every time** and that within each households unique dynamics **we do what can** do.

This time around, remote learning will look different. We have taken on feedback from parents, students and teachers as we lived it in Term 2. The enhanced remote learning structures are outlined within this document. Teachers will continue to provide lesson content, learning tasks and resources via Google Classroom and Seesaw within the normal school day alongside many videos and opportunities for whole class and small group interaction. Education Support staff will continue to support students and staff as appropriate within their role.



# STEPS TO SUCCESS

We cannot emphasise enough how learning from home is not intended to be the same as learning at school. Students are not expected to be at the computer for five hours each day, rather learning should be broken up into manageable chunks through the day with time away from the screen built in.

These tips will make the transition to remote learning a little easier to manage.

## Students must:

- Maintain a routine. Students should get up at the same time, eat breakfast and **dress in school uniform to be ready for learning**. This can just be the polo shirt or school jumper.
- Set up a home learning station properly. Avoid bedrooms as a workspace and students should not work from your bed.
- Students should not be eating meals during video sessions on Webex. Structure meal times around the schedule.
- Remove distractions - think about strategies to work around this. (e.g. no television, music on etc).
- Plan the schedule for the day – set goals to complete tasks, factor in concentrated work and also some down time.
- Students should keep in contact with other community members, (students, staff members and others) through Google Classroom, Seesaw and Webex- Webex replaces Zoom as the Department of Education's preferred video tool this time around.
- Students should avoid sitting at a desk all day. Move around, go outside to get some sunlight and fresh air. Physical activity is essential for maintaining good health in both mind and body.
- Eat well and drink plenty of water.

## Parents and Carers are responsible for:

- Providing a suitable space for learning, free from distractions.
- Supporting students to establish a learning routine and appropriate home learning station.
- Encouraging students to actively participate in class discussions, ask questions and seek feedback via Google Classroom, Seesaw or Webex.
- Monitoring the completion and submission of set work, ensuring your child is completing work to the best of their ability and not rushing through.
- Communicating with the classroom teacher regarding any student learning, wellbeing or health issues.
- **Immediately informing the principal if a student or family member is diagnosed with COVID -19.**



# SO WHAT WILL BE DIFFERENT FOR REMOTE LEARNING 2.0 AT DPS?

We want to reiterate the following message:

Remote learning in Term 2 taught us all as a community many things, but the biggest learning was that it is **not expected that things will go perfectly first time, every time** and that **we do what we can do**.

We will not be providing a set timetable this time around. We are aware that each family will work to their own schedule and instead, we have provided suggested time frames that should be spent on set activities. We recommend students spend up to an hour on English tasks, have a break, up to 45 minutes on Maths tasks ahead of completing the physical activities or additional curriculum items.

As directed by the Department of Education, for students in **Prep to Year 2**, teachers will provide learning experiences that include the following:

English activities that take a total of about 45-60 minutes

Maths activities of about 30-45 minutes

Additional learning areas, play-based learning and physical activity of about 30-45 minutes.

For students in **Years 3 to 6**, teachers will provide learning experiences allocated as follows:

English: 45-60 minutes

Maths: 30-45 minutes

Physical activities: 30 minutes

Additional curriculum areas: 90 minutes

You will be familiar with 'Zoom'. For remote learning 2.0, we are using Webex. Webex is the Department of Education's preferred tool for video sessions. Your child/ren's teachers will send invite links with recurring meeting codes, which should not change for each meeting. This should make the process for logging onto the class Webex easy for your child. Please note you don't need to download anything for Webex. It will open the link in a browser window.

The emphasis will be on English and Maths learning. Students will engage in maths, reading, writing or spelling everyday. Followed by a physical activity designed to be away from the screen to allow children to have a break. **More information on how the structure of each year level looks is on the following page.**

Wellbeing Wednesday will remain with some adjustments to how it looks. There will be an English and Maths task set by the teacher, followed by a Specialist Wellbeing Wednesday Matrix. Specialist classes (Japanese, Physical Education, Visual Arts and Performing Arts) will be offered on Wednesdays through this matrix. Students will have a choice as to what they'd like to complete and when they'd like to do it. This aspect of learning is not compulsory.



# HOW WILL MY CHILD ACCESS THE WORK?

**From the outset, we aim to provide the following experiences for our students. Please anticipate there may be adjustments over time as we progress through remote learning 2.0.**

## **Prep**

The Prep team will use Seesaw to post the activities daily, as well as provide feedback on your child's work throughout the day. Videos will be created by the Prep team for your child to watch before undertaking an activity. To assist in organising daily learning tasks, we will provide a learning grid, which you can adapt to suit your child's needs. The learning grid will be released at 4pm the school day prior to allow for preparation. Each student will attend a daily Webex meeting with their entire home group at 9:30am. Each day at 11:10am until 11:40am, families will have the opportunity to join a Webex session with a Prep teacher to answer any questions they may have about the daily activities.

## **Year 1**

The Year 1 students will be using Seesaw to post the daily schedule and learning activities. Students will be required to submit 2 pieces of work per day to enable their teacher to assess and provide feedback. Feedback will be provided for the numeracy and literacy tasks each day (unless otherwise specified). All explanation videos will be under the Activities tab in Seesaw. All home group teachers will be having a 9:30am Webex session to take the roll and briefly outline the day's schedule. This will run for approximately 20 minutes. Students have the option to return to the Webex session if they require further clarification for any of the activities up until 10:40am. After this time students are encouraged to ask questions on Seesaw via written, verbal or video messages.

## **Year 2**

All learning activities will be provided through Seesaw. There are 4 learning requirements per day, 1 Webex Literacy session and 3 Seesaw activities. Video support is included with teacher explanation of the tasks. The Literacy Webex session will be recorded for those who are unable to access it live. We will also have daily Webex morning sessions for the class check-in and Connecting Circle as well as daily Webex support for English and Maths.



### **Year 3**

Year 3 will be using Seesaw to submit tasks each day, this is also where the daily slides will be uploaded to. Students will find them in the announcements section on Seesaw. We will no longer be uploading these onto Compass. Webex sessions will happen at the following times: 9:30am - Connecting Circles/roll and teaching of the English lesson and at 11:10am - teaching of the Maths lesson. Lessons taught on Webex are recorded and posted on Seesaw for student reference.

### **Year 4**

In Year 4 students will access work through Google Classroom. All work will be found in the Remote Learning 2.0 Folder. A Webex session will be held every morning at 9.30am with the home group teacher. The second Webex session at 11.10am will be a 'question time' with one teacher from the year level. A video will be embedded into all Literacy, Numeracy and Unit of Inquiry slides to help guide the students.

### **Year 5**

Students can access their work on Google Classroom by clicking on the 'Classwork' tab. There they will find the four learning tasks for the day, including instructions, resources and videos for each task. Some tasks will be completed on Google Classroom where others will be completed in their workbooks. Each home group will meet at 9:30am to run through the day. Teachers will be available till 10:40am for questions. Where necessary, there will be small group Webex sessions later in the day.

### **Year 6**

Students can access their work on Seesaw each day (instructions for how to access Seesaw have been included in the take home pack for each student). A list of activities will be posted to the 'Inbox' section on Seesaw each morning. In the 'Activities' section on Seesaw, students will find the four learning tasks for the day, including instructions, resources and videos for each task. A Webex session will be held every morning at 9.30am with the home group teacher. A second Webex session at 11.10am will be a 'question time' with one teacher from the year level available to provide assistance. After this time students are encouraged to ask questions on Seesaw via written, verbal or video messages.



# HOW CAN MY CHILD COMMUNICATE WITH HIS/HER TEACHER?

As mentioned earlier in the document, Webex will replace Zoom as the Department of Education's preferred video conferencing tool.

The link and number code will be accessible to students in Google Classroom or Seesaw and will be sent by your child's teacher.

Teachers are available every day and will be online via Webex during English and Maths learning times to conference with the students at home. Information specific to each year level is provided on the 'How will my child access the work' page. Teachers are available via email as well, but please note in the interest of work-life balance, the staff at Dingley Primary School will only respond to emails between the hours of 8:00am and 4.30pm Monday to Friday. Thank you for your understanding and support.

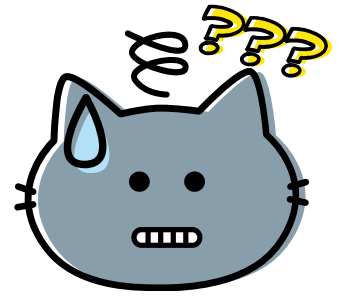
During English and Maths learning time your teachers will be checking in on the work completed, providing feedback and feedforward based on the needs of the students. **This will be unique to each year level.** Some examples of what feedback or feedforward include:

- Comments on student work uploaded to Google Classroom or Seesaw
- Webex conversations with small groups of students
- Individualised video messages to students from their child's teacher
- Connecting Circle conversations based on strengths and what could be improved on
- Questions and prompting to encourage deeper levels of thinking
- Where a child has not completed work to the best of their ability, they may be asked to attempt the task again, with feedback (written or verbal) on how to strengthen the quality of the work by the teacher- this is consistent with our practice in our everyday classroom approaches to teaching and learning.





# FREQUENTLY ASKED QUESTIONS



## How will the teacher assess my child's work?

Feedback to students will be addressed during their allocated learning time.

## How will my child's attendance be monitored?

Attendance will be monitored based on Webex participation and submission of learning tasks each day.

## What if myself or my child becomes sick?

If you become sick whilst schools are undertaking remote learning, please email your child's teacher directly. Children are to rest and recover during this time and will be unable to complete the work provided. They will not be formally asked to complete the work at a later date, this is a decision to be made by the parents and guardians.

## How much help do I need to provide my child?

This will depend on the needs of your child. We aim to provide work that requires minimal adult assistance, however support will be required depending on their age and ability level. When supporting your child, provide assistance to help them understand and complete the work, **however do not complete the activity for them.** We ask that you provide no assistance for ANY assessment learning tasks – if in the event you did have to assist, please let your child's teacher know when submitting the work in, so this can be taken into consideration.

## How much work does my child need to complete / what schedule should I follow?

As directed by the Department of Education, for students in **Prep to Year 2**, teachers will provide learning experiences that include the following:

- English activities that take a total of about 45-60 minutes
- Maths activities of about 30-45 minutes
- Additional learning areas, play-based learning and physical activity of about 30-45 minutes.

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- English: 45-60 minutes
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# WELLBEING

Maintaining support for student health and wellbeing will be a key priority in any transition to flexible and remote learning at Dingley Primary School. This is because students will not necessarily have the usual type of support that they are familiar with at school. In addition, many students will be experiencing a degree of social isolation which can increase levels of stress and anxiety. This will impact on all students in different ways, so our focus on student health and wellbeing will be critical to ensure students stay engaged in learning.

## Some Helpful Tips

- Learn the facts: Limit persistent media exposure and instead, seek out factual information from reliable sources such as the Australian Government's health alert or the World Health Organization.
- Fear versus Fact: Use logic, in other words, focus on what is really true instead of what you are afraid might happen.
- Practise good basic hygiene.
- Look after yourself - looking after your own mental and physical health and wellbeing will enable you to keep a positive frame of mind and model that to your family and children (e.g. talking to friends and family, continue doing what you enjoy, mind and body health, maintain regular routines and schedules).
- Talking to children about what they hear and see regarding COVID19.
- Children pick up on anxiety of others through what they observe and what they hear around them. It is important for children to know that they can talk to you about their worries and fears. Ensure any explanations/discussions are age appropriate.
- Maintain structure: Keep routines (including daily exercise and fresh air).
- Be active/creative: bake or cook something together, draw, paint, do mosaics, put music on and dance, or anything else you can think of to get children involved and creative.
- Listen to music or read a book you have chosen and relax.
- Connect with family and friends over the phone.
- Share funny stories/jokes, share well-being, share HOPE and be kind to yourself!

## Some helpful resources/websites:

- <https://www.smilingmind.com.au/>
- <https://gozen.com/coronavirus-anxiety/>





