



Holy Eucharist Catholic Primary School

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23rd March, 2020.

HOME SCHOOLING PLAN

Dear Parents, Carers and Guardians,

No doubt you would have heard that all Victorian schools have been closed due to COVID-19 outbreak. This is new territory for us around setting up the expectations for home online learning, however I am confident that we are prepared for this new direction.

There are no hard and fast rules on how to exist during this uncertain time. We would like to reassure you that we will provide you with as much information on how you can support your child at home.

Please be kind to yourselves and others during this tricky time. Also understand that our children are out of routine and may have some big feelings around this. Reassure them that they are safe and work together to put in place an at home routine (see attached).

We have attached an Online Learning/Home learning program to support you. This plan is from tomorrow (Tuesday 24th until Friday 27th March). This plan may also be used after the school holidays if students are required to stay home. It outlines daily routines, setting up a learning environment, parent information and digital links for you to access at home. We will also communicate work through Class Dojo, and school student email.

Teachers will check in every morning with students at 9.00am through Class Dojo/email . They will be available from 9-11, 11.30-1.30 and 2.15-3.15 to support online learning.

Could you please check the news regularly to keep up to date with the current situation and to find out when school will resume in term two.

We thrive on feedback so please ensure you communicate with us.
Stay safe and healthy.

Yours Sincerely,

A handwritten signature in black ink, appearing to read 'Jeffrey Parker'.

Mr Jeffrey Parker.
(Principal)

Learning from HOME: Advice to Parents and Carers

The staff at Holy Eucharist Primary School will communicate with you via class dojo or student email (Grades 3-6) and provide learning activities for your child to do at home.

Key considerations

Parent responsibilities during remote learning

Provide support for your children by:

- establishing routines and expectations
- defining a space for your child to work in
- monitoring communications from teachers
- beginning and ending each day with a check-in
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise everyday
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online
- keeping your children social, but set boundaries around their social media interactions.

Student responsibilities during remote learning

These responsibilities should be adjusted according to the age of your child:

- establishing and/or following a daily routine for learning
- identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully
- regularly monitoring digital platforms and communication (Class Dojo, email etc.) to check for announcements and feedback from teachers
- completing tasks with integrity and academic honesty, doing your best work
- doing their best to meet timelines, commitments, and due dates
- communicating proactively with their teachers if they cannot meet deadlines or require additional support
- collaborating and supporting their classmates in their learning
- seeking out and communicating with school staff as different needs arise.

Establishing routines and expectations

Holy Eucharist Primary School has provided you and your child with an example schedule or timetable for their learning. This will include regular breaks for activity, eating and drinking. In the activity breaks, it is important that students get up and move around. From the first day you will need to establish routines and expectations. You should use the timetable or schedule provided to set regular hours for school work. Keep normal bedtime routines for younger children and expect the same from your older primary and high school-aged children too. It is important that you set these expectations as soon as distance learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

EXAMPLE WEEK OF LEARNING FROM HOME YEARS P-2

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|---|---|--|
| READING | 5 - 20 minutes of reading independently. | 5 -20 minutes of reading independently. Draw/write about what you read. | 5 - 20 minutes of reading independently. | 5 - 20 minutes of reading independently. Draw/write about what you read. | 5 -20 minutes of reading independently. |
| WRITING | 30 mins - 1 hour Gather ideas to generate for writing -Things I love -Things I see in my garden -Places I've been -Ideas from stories I've read | 30 mins- 1 hour Choose 1 idea from generating ideas. Begin following the writing process, create a Plan/Draft. | 30 mins - 1hr writing. Continue following the writing process draft, revise, edit. | 30 mins – 1hr of writing. Continue following the writing process draft, revise, edit, publish | 30 mins – 1 hr writing. Continue following the writing process draft, revise, edit, publish |
| 30 minute BREAK – FOOD, WATER, PLAY, PHYSICAL ACTIVITY | | | | | |
| NUMERACY | 1 hour Work provided by teacher | 30 mins tasks Work provided by teacher | 1 hour Work provided by teacher | 30 mins tasks + Work provided by teacher | 1 hour Work provided by teacher |
| WELLBEING | | Draw/write how you show the values of Learning, Respect and Safety in the community | | Draw/write a story with a character that is showing the values of Respect, Excellence, Responsibility | |
| 30 minute BREAK – FOOD, WATER, PLAY, PHYSICAL ACTIVITY | | | | | |
| OTHER | 1 hour Physical activity | Art; painting, sculpture, dancing | 1 hour Physical activity | Homework from Homework Grid | 1 hour Physical activity |

| EXAMPLE WEEK OF LEARNING FROM HOME YEARS 3-6 | | | | | |
|---|--|---|--|--|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| READING | 30+ minutes of reading independently. Readers Notebook – 5 sentence summary of what is read. | 30+ minutes of reading independently. IPAD (if they have it at home) - Kids News, Behind the News | 30+ minutes of reading independently. See attached tasks | 30 + minutes of reading independently. IPAD – (if they have it at home) Kids News, Behind the News | 30+ minutes of reading independently. See attached tasks |
| WRITING | 30 mins - 1 hour Writing task provided by teacher | 30 mins - 1 hour Writing task provided by teacher | 30 mins-1hr writing. Draft, Revise, Edit. | 30 mins – 1hr of writing. Draft, Revise, Edit, Publish. | 30 mins – 1 hr writing. Draft, Revise, Edit, Publish. |
| 30 minute BREAK – Food, Water, Play, Physical Activity | | | | | |
| NUMERACY | 1 hour Set tasks from teacher | 30 mins Set tasks from teacher | 1 hour Set tasks from teacher | 30 mins + Set tasks from teacher | 1 hour Set tasks from teacher |
| INQUIRY | 30 mins – 1 hour per day See tasks attached | | | | |
| 30 minute BREAK – Food, Water, Play, Physical Activity | | | | | |
| OTHER | 1 hour Physical activity | 1 hour Art; drawing, painting, sculpture, dancing | 1 hour Physical activity | Homework from Homework Grid | 1 hour Physical activity |

Setting up a learning environment at HOME

Create a quiet and comfortable learning space at home. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time.

A space/location for distance learning should be a public/family space, not in a bedroom if possible. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where you or another adult is present and monitoring your children's learning where possible.

Wellbeing

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).

Communicating with your child

We encourage you to start and finish each day with a simple check-in. These check-ins need to be a regular part of each day and start straight away. Not all students thrive in a remote learning environment; some struggle with too much independence or lack of structure and the check-ins help keep them on track.

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 require?
- what support do you need?

In the afternoon, ask:

- what did you learn today?
- acknowledge one thing that was difficult. Either let it go or come up with a strategy 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?

These specific questions matter because they allow your child to process the instructions they have received from their teachers and help them organise themselves and set priorities. Older students may not want to have these check-ins with parents (this is normal!), but they should anyway.

Communicating with the school

Make sure that you know how the school and your child's teachers will be communicating with you and check that channel regularly (mostly through Class Dojo, Sunshine Primary School Facebook Page).

CLASS DOJO: www.classdojo.com

SCHOOL WEBSITE: <https://www.hestalbanssth.catholic.edu.au>

SCHOOL EMAIL: student emails/teacher emails

Communicating with teachers

Teachers will be communicating with your child during this period using Class Dojo/student emails.

It is important for you and your child to remember that teachers will be communicating with lots of families and that your communications should be meaningful and short. You may also need to remind your child to be patient when waiting for support or feedback.

Using technology

Class Dojo is supported by the following platforms: PC, Ipad, tablets and phones.

Managing behaviour

Even though your child is at home they still need to comply with their schools' behaviour discipline policy.

Collaboration, group work and peer feedback during remote learning will require students to communicate online and work together in digital spaces. The expectations of your child and their required behaviour will be the same as a face to face lesson.

Digital citizenship

We recommend that you take the time to explore and then discuss these with your child.

It is important that during this period of remote learning that we maintain safe and responsible use of information and communication technologies. This includes appropriate use of digital platforms, privacy and information protection, respectful communication and how to deal with online issues.

Reference:

<https://www.education.vic.gov.au/parents/learning/Pages/home-learning.aspx>