

Remote Learning at FPS

Friday 17 April 2020



Fairfield
Primary School

Getting the Most out of Remote Learning

Dear Families,

Much has happened and been communicated over recent weeks, and on Wednesday we launched remote learning at FPS. The phone lines in the office were red hot on Wednesday morning, as our IT Service Desk – aka Sarah Moody and Elena Paladino – supported families with their queries, ably backed up by Learning Specialist, Daniel Arnavas and IT Technician, Chris Kefalas.

There has been lots of talk in the media about the transition to remote learning, and whilst there were families who did experience issues, overall, it has been a very positive experience at FPS. Congratulations to our students for their eagerness and aptitude in getting online and contributing to their classrooms.

We appreciate the patience and support of families, and the time taken to ensure that students could access Google Classroom. We had 85% of students join their classrooms within the first 24 hours, which was impressive – we encourage any remaining families to join ASAP. The school has received emails and feedback, thanking and congratulating staff for their work in setting this all up.

Next week, students will be completing their first full week of remote learning, with teacher-made videos and tutorials to guide them. We are exploring how to set up online conversations between staff and students, and plan to have this happening soon.



Taylor teaching her class online



The Year 5 teachers planning next week's online lessons

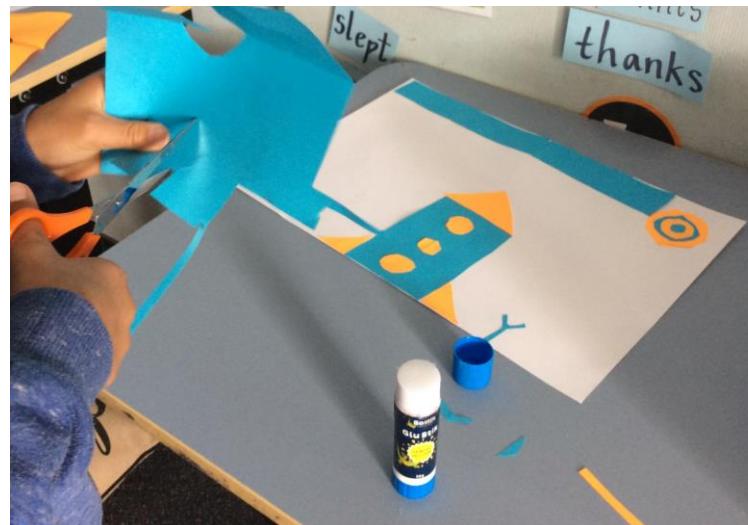
Home Learning—Do's and Don'ts

We have gathered some staff feedback from the first couple of days, and have created some 'Do's and Don'ts' to share with your child/ren.

Home Learning Do's	Home Learning Don'ts
Create a daily routine, which starts with checking the Classroom Stream. <i>More details about setting up a routine are below.</i>	Don't use the Classroom Stream as a chatroom with random comments. Too many comments means that the important messages get lost. Students should only post comments in response to the teachers' comments/questions.
Write in an exercise book when required. <i>We have exercise books available in the Old Hall for students. Please collect your exercise books over next week from Monday – Friday, 9am – 3:30pm.</i>	Don't use slang/texting abbreviations, e.g. how r u?
Parents are to check in with your child about what they are posting. Take your time. The most important part of working on the tasks is the thinking behind it – if you are rushing then you are probably not thinking enough.	Don't make any inappropriate comments. Teachers will be in touch with families in these cases. Don't rush your work and try to finish as soon as possible. Extra work will not be provided as tasks have been planned to take a specific amount of time.
Keep in touch with your teacher through stream comments, uploading tasks or responding to feedback. Students can make private and public comments.	Don't request information or sharing of uploads through private email accounts. All communication must remain within Google Classroom.



Online classroom



Remote Visual Art: creating artworks with contrasting colours

The Reality of Home Learning

As a school, we firstly recognise the importance of a child's mental and physical wellbeing, particularly at this difficult time. Many of our families currently have at least one parent working from home, and parents are understandably concerned about how they can complete their work commitments whilst caring for and supporting their child/children's learning. During this difficult time, the last thing that we want is for remote learning to create extra pressure on any household. We are grateful for any support that parents can provide, and being realistic of the situation, we do not have the expectation that students will complete all tasks assigned. Whatever help and support you can give to your child is great, and whatever tasks they can complete is also great.

Parents may feel that their role is to educate their children; this is not the case – teachers will teach the students. The most important thing you can do is to continue to provide comfort, support and encouragement to your child.

Passwords – Reading Eggs, Study Ladder, Essential Assessment

We have received a number of requests for passwords to student learning platforms. Teachers have asked students on Google Classroom to let them know if they need any passwords for set tasks. Please use this process rather than contacting the school in order to reduce the office workload.

Establishing Routines and Expectations

Try to establish and maintain a daily routine. For example, your child's routine could contain 45 minutes – 1 hour of learning and activities, followed by 15 – 20 minute breaks. The most important aspect is to find a routine that works for you/your family.

Here are some pointers to get you going:

- 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. There will also be physical activities suggested in the children's Google Classroom.
- Encourage healthy eating habits and make sure they drink enough water.

Time Guidelines for Remote Learning Activities

The following time allocation guidance is from the Department of Education and Training.

Foundation – Year 2:

- Literacy activities that take a total of about 45 – 60 minutes (this would generally be one activity for reading plus one for writing)
- Numeracy activities of about 30 – 45 minutes
- Additional learning areas, play-based learning and physical activity of about 30– 45 minutes.

Years 3 – 6

- Literacy: 45 – 60 minutes (this would generally be one activity for reading plus one for writing)
- Numeracy: 30 – 45 minutes
- Physical activities: 30 minutes
- Additional curriculum areas: 90 minutes

Setting up a Learning Environment

Every home is different, and it is important to provide a quiet and comfortable space in which to learn. Where possible, remote learning should take place in a space your family shares. For example, a lounge room or dining room. These spaces are preferable over a bedroom, where your child can feel isolated and supervision can be more challenging.

Find a place:

- That can be quiet at times.
- That has a strong internet signal, if possible.
- Where you or another adult is present – as you would normally when your child is online.

Ways to Support your Child

You can support your child by:

- Having a routine and setting expectations.
- Making sure your child has a space to work in.
- Providing a level of supervision suitable to your child's stage of development.
- Monitoring communications from teachers.
- Checking in with your child often to help them manage and pace their work.
- Monitoring how much time your child is spending online.

Communications—Students, Teachers and School

Students and teachers will communicate with each other as follows:

- Classroom Stream (public comment in response to a post).
- Private comment related to an assigned task.
- Responding to a teacher's comments on an online document or piece of work.

Some families have been contacting teachers through the teacher's Google Classroom email. If students do not understand a task, or need guidance, they are to write a 'private comment' to their teacher in response.

Teachers will read uploaded work, however it will not be possible for teachers to comment on every piece of work, for every student, every day. Staff will ensure that they provide purposeful, targeted feedback throughout the week to all students.

Please note that teachers will be online during normal school hours. Students are welcome to complete tasks outside of these hours, however they may need to wait for 'school to reopen' before receiving a reply or any feedback. Many of our teachers are providing supervision to students onsite, therefore they will be offline at these times.

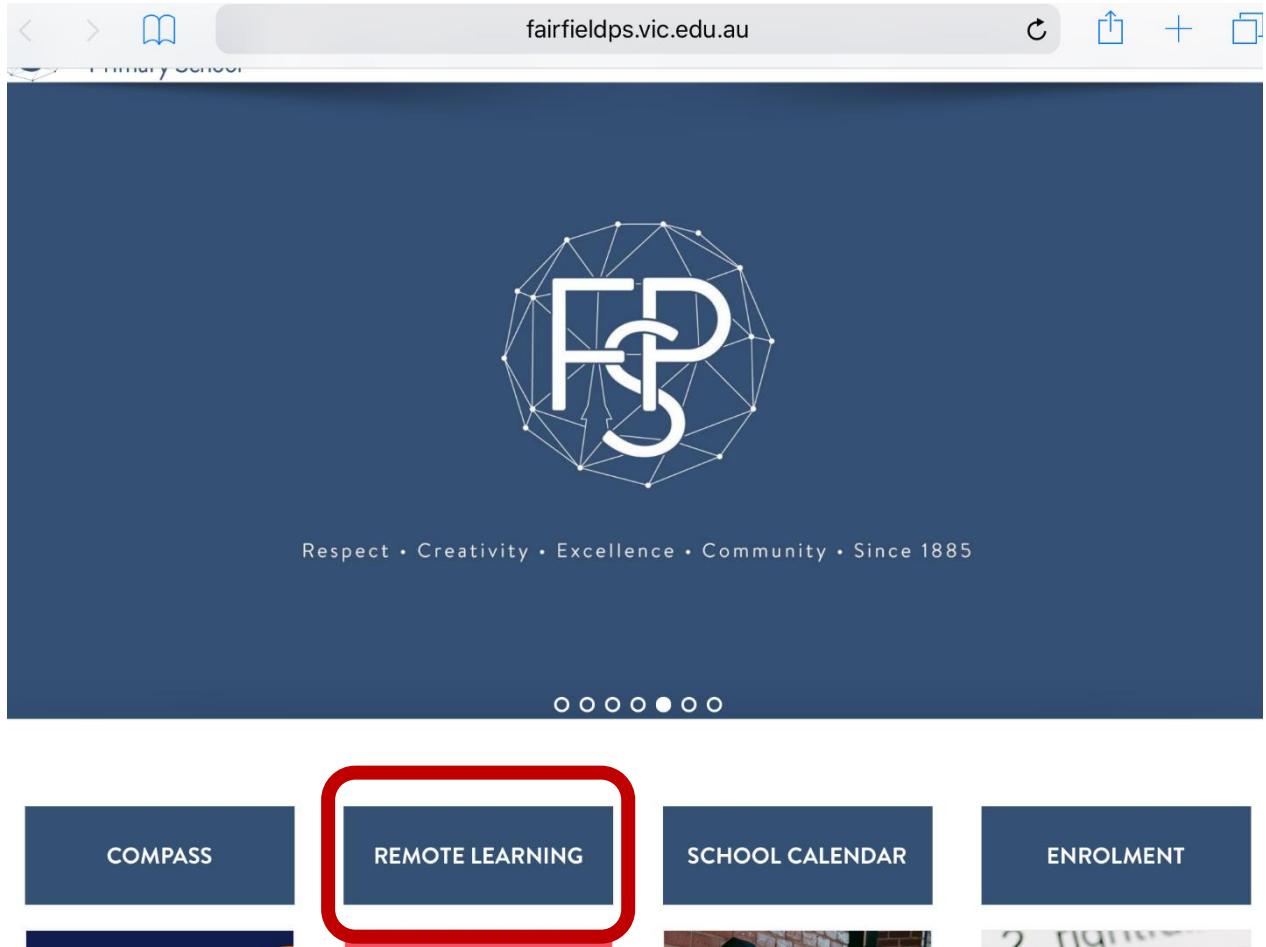
FAQs – Submit your Questions

Questions that you may have about remote learning at FPS are to be [submitted here](#).

The school will collate the questions and responses into an FAQ communication, which will be available next Friday.

Accessing Remote Learning via the FPS Website

An easy way to get to the eduPass log in page is to go to the [FPS website](#) and click on the button “*Remote Learning*”. It is a good idea to bookmark this page for easy access.



Recording Attendance for your Child/Children

The Department of Education has asked that student attendance be recorded during remote learning.

If your child is:

- Remote learning from home: No action is required. The school will record your child as ‘Present’.
- Learning onsite at FPS: No action is required. The school will record your child as ‘Present - 623 - Onsite Program’.
- If your child will not be online learning for more than five days, please mark your child as absent with the appropriate attendance note (illness / bereavement/ cultural observance...).