



Footscray City Primary School

Learning From Home

Parent Handbook

TERM 3

We are future making for every child so that they are learning to *learn*, learning to *thrive* and learning to *contribute*.

Our students will possess the *skills, knowledge* and ways of *thinking* that enable them to *embrace learning, respond to challenges* and thrive as *active members* of the community.

At Footscray City Primary School we are a diverse and inclusive **COMMUNITY** who value

- Taking **RESPONSIBILITY** for our learning and our impact on our selves, others and our environment.
- Thinking and acting with **KINDNESS** which means we are friendly towards others and considerate of their feelings.
- Demonstrating **RESILIENCE** by persisting and being courageous when faced with challenges in our learning and relationships.

Preface

This document has been designed to show families how the guidelines from the Department of Education and Training are being implemented within Footscray City Primary School's online learning environment during Term 3.

It is a working document and will be altered and changed as new recommendations and procedures are released and as we continue to monitor and track this model of implementation.

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FCPS Learning From Home Summary Timeline

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| <p>Term 3 <u>Week 2 onwards</u></p> | <ul style="list-style-type: none"> • Online learning commences via learning platforms as indicated by classroom teachers. There are no changes to the platforms used last term. <p style="margin-left: 20px;">-Years Foundation - Year 4 to engage with Seesaw</p> <p style="margin-left: 20px;">-Years 5/6 to engage with Google Classroom.</p> <ul style="list-style-type: none"> • Teachers and students begin to engage in online face-to-face meetings, scheduled in advance and communicated with families. These will include: <ul style="list-style-type: none"> <input type="checkbox"/> Daily morning check-ins. <input type="checkbox"/> Teacher led, focus group work and conferencing, occurring twice a week in addition to the daily check-in. Please note, some students will begin their teacher led group straight after their daily check-in. Please see your child's class communication for further information. • Attendance taken through student participation in assigned online activities. For more information please see Item 4 on page 5 |
| <p>Term 3: <u>Week 6 onwards</u></p> | <ul style="list-style-type: none"> • FCPS will begin implementing a return to on-site learning as directed by the Department of Education and Training. More information to follow when available. |

The School Day

Footscray City Primary School (FCPS) staff working hours are Monday to Friday: 08:45 - 3:45pm or in accordance with part-time hours or role specifications. Whole School Professional Learning Communities are conducted on Tuesdays and Thursdays.

During working hours, FCPS staff will be contactable via the platforms noted in '**Communication Expectations**' in the '**Parent Resources Pack**'.

Professional Learning Teams (teaching teams, e.g. the Year 3 team) will provide families with weekly overviews as part of their usual Compass posts at the beginning of each week. These posts will usually come from the team leader, rather than individual classroom teachers to minimise notifications. These posts will outline the week's upcoming learning and will communicate any important information needed for students to complete their learning.

We understand that all families are different and have varied home situations and capabilities during this unusual time. Although the expectation remains that students complete this learning, please know that we are accepting of timetable variations. If your child/children or family is having difficulties completing the set learning, please reach out to your child's teacher and the leadership team. We are here to help.

As per the results of the compass communication during week 1, all students should now have access to ICT devices and dongle for internet connection. If you still require assistance from the school concerning this, please contact the office staff or leadership.

FCPS Learning from Home guidelines

The following timetables show how the guidelines provided by the Department of Education and Training (DET) will be translated into student learning at Footscray City Primary School.

| Foundation-Year 2 | |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DET Recommendation | What this looks like at FCPS |
| Literacy 45- 60 mins | Reading, Writing, SMART Spelling, Speaking & Listening Tasks |
| Numeracy 30-45min | All mathematical strands, Mathletics Tasks |
| Play Based Learning 30-45min | <p><u>Wellbeing Wednesday:</u> In response to survey data, Wednesdays will now become a “Wellbeing” focus for students. This will include teaching around SWPBS as well as other wellbeing initiatives such as; Character strengths and Friendship Saver etc</p> <p><u>Specialist Program:</u> We acknowledge at FCPS the importance of our Specialist Program and allocate part of this DET learning time to the Specialist classes Music, Art and LOTE (with PE included in Physical Activity below)</p> <p>Concept Curriculum and STEAM will continue to be integrated into the teaching and learning of Literacy and Mathematics.</p> |
| Physical Activity 30-45min | Specialist: Physical Education and other simple outdoor activities |

| Years 3-6 | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DET Recommendation | What this looks like at FCPS |
| Literacy 45- 60 mins | Reading, Writing, SMART Spelling, Speaking & Listening Tasks |
| Numeracy 30-45min | All mathematical strands, Mathletics Tasks |
| Physical Activity 30 mins | Specialist: Physical Education and other outdoor activities |
| Some of: Science and Tech The Arts Health Languages Critical and Creative Thinking Intercultural and Ethical Understanding Personal and Social Development 90mins | <p><u>Wellbeing Wednesday:</u> In response to survey data, Wednesdays will now become a “Wellbeing” focus for students. This will include teaching around SWPBS as well as other wellbeing initiatives such as; Character strengths and Friendship Saver etc</p> <p><u>Specialist Program:</u> We acknowledge at FCPS the importance of our Specialist Program and allocate part of this DET learning time to the Specialist classes Music, Art and LOTE (with PE included in Physical Activity below)</p> <p>Concept Curriculum and STEAM will continue to be integrated into the teaching and learning of Literacy and Mathematics.</p> |

Example Timetable For Students

Example timetable - Foundation - Year 2

| Learning from Home Program -Early Years Example (f-2) | | | | |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Remember to check your individual timetable to note when your two small group sessions occur | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| 9.20am-9.30am: Live Check-in on WebEx 10 mins | 9.20am-9.30am: Live Check-in on WebEx 10 mins | 9.20am-9.30am: Live Check-in 10 mins | 9.20am-9.30am: Live Check-in on WebEx 10 mins | No Live Check in for Grade A on Friday this week (Your teacher is supporting students working onsite) |
| 9.30am - 11:30am: Small Group Sessions 15-20 mins each | 9.30am - 11:30am: Small Group Sessions 15-20 mins each | | 9.30am - 11:30am: Small Group Sessions 15-20 mins each | |
| Spelling (SMART) 20 mins | Spelling (SMART) 20 mins | Wellbeing Wednesday | Spelling (SMART) 20 mins | Spelling (SMART) 20 mins |
| Independent Reading 10 mins | Independent Reading 10 mins | | Independent Reading 10 mins | Independent Reading 10 mins |
| Writing 20 mins | Writing 20 mins | | Reading 20 mins | Reading 20 mins |
| Maths 30 mins | Maths 30 mins | | Maths 30 mins | Maths 30 mins |
| Music 30 mins | Art 30 mins | | LOTE (Chinese) 30 mins | Physical Education 30 mins |
| | | | | |

Example timetable - Years 3- 6

| Remember to check your individual timetable to note when your two small group sessions occur | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------|---------------------|----------------|----------------|
| Make sure you set a timer when completing tasks so that you are using the time allocated. If you finish early you could: - Practise your maths fluency or complete assigned tasks on Mathematics OR Read independently (a book or on Epic!) | | | | | |
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| | Review feedback, check daily tasks and come up with questions ready for WebEx. | | | | |
| 9:00-9:30 30 minutes | Reading | Reading | Wellbeing Wednesday | Reading | Reading |
| | 9:30-9:45 am WEBEX Morning Check In | | | | |
| 9:45-10:15 30 minutes | Concept | Writing / Concept | Wellbeing Wednesday | Writing | Writing |
| | 10:15- 10:30 am Fruit and Veg Break | | | | |
| 10:30-11:15 45 minutes | Maths | Maths | Wellbeing Wednesday | Maths | Maths |
| | 11:15-12:00 pm Morning Tea Break | | | | |
| 12:00-1:00 60 minutes | Music | Art | Wellbeing Wednesday | LOTE | PE |
| | SMART Spelling | SMART Spelling | | SMART Spelling | SMART Spelling |
| | 1:00 - 2:00 pm Lunch | | | | |
| | Physical Activity (30 mins) Outdoor movement, mindfulness, yoga etc | | | | |

Example Timetable for Teachers

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|-------------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|
| 830-845 | Team Check In via Google Meet- running through daily tasks and review of day before | | | | |
| 9:00-9:15 | Class Daily Check In via WebEx | Class Daily Check In via WebEx | Class Daily Check In via WebEx | Class Daily Check In via WebEx | Class Daily Check In via WebEx |
| 9:15-9:35 | Focus Group 1 Literacy Focus Group | Focus Group 4 Literacy Focus Group | Professional Learning Team Meeting (PLT) (NCT) | Focus Group 1 Maths Focus Group | Focus Group 4 Maths Focus Group |
| 9:40-10:00 | Focus Group 2 Literacy Focus Group | Focus Group 5 Literacy Focus Group | Professional Learning Team Meeting (PLT) (NCT) | Focus Group 2 Maths Focus Group | Focus Group 5 Maths Focus Group |
| 10:05-10:25 | Focus Group 3 Literacy Focus Group | Focus Group 6 Literacy Focus Group | | Focus Group 3 Maths Focus Group | Focus Group 6 Maths Focus Group |
| 10:30-11:00 | Morning Break | | | | |
| 11:00-11:30 | Team Check In via Google Meet | | | | |
| 11:30-12:00 | Schedule 1-1 Conference | Schedule 1-1 Conference | Planning Documentation of Lessons | Schedule 1-1 Conference | Schedule 1-1 Conference |
| 12:00-1:00 | Team work program Catch Up (Monitor and Track) Additional PLT | (NCT) Class Data Review | Planning Documentation of Lessons | Planning Filming & Recording | (NCT) Planning Filming & Recording |
| 1:00-2:00 | Lunch | | | | |
| 2:00-3:00 | Providing Feedback | Providing Feedback | Planning Documentation of Lessons | Providing Feedback | Providing Feedback |
| 3:00-3:30 | Monitoring & Tracking Student Engagement (& Attendance) | Monitoring & Tracking Student Engagement (& Attendance) | Monitoring & Tracking Student Engagement (& Attendance) | Monitoring & Tracking Student Engagement (& Attendance) | Monitoring & Tracking Student Engagement (& Attendance) |
| 3:30-3:45 | Assigning Learning Tasks | Assigning Learning Tasks | Planning Filming & Recording | Assigning Learning Tasks | Weekly Compass Post Assigning Learning Tasks |

| Task | Explanation |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focus groups | Teacher led conferences are small groups of students working at their point of need. Groups held for Maths and Literacy (Literacy alternating between Reading and Writing and Spelling) |
| Monitor and Track | Reviewing student data (i.e work sample responses, learning achievements, etc) |
| Scheduled 1-1 conferences | Used for additional student conferences for clarification and support. |
| Non Contact Time (NCT) | Four hours of regulated NCT for all full-time staff, two of which are Professional Learning Team meetings (PLT)- see below for explanation. Additional planning time is a requirement during remote learning due to the requirements of delivering online lessons. Documentation continues, however additional time is required for filming and scheduling tasks as well as reviewing class attendance, and student data around lesson completion and success rates etc. |
| Professional Learning Team meetings (PLT) | Weekly, data and result driven team meetings held to inform the planning and learning of the following week. Staff use department and school designed documentation to create, analyse and adapt student learning as well as discuss the monitoring of student engagement and wellbeing at a cohort level. |
| Feedback | Time allocation for giving and receiving feedback as stated in the 'Feedback' section of the Handbook. |
| Class Data Review | Individual teachers take a focussed lens on their class' data and review learning progress. This time can often include: refining and collating group conference notes, allocating students to appropriate tasks and groupings and reviewing and adjusting learning plans. |
| Monitoring & Tracking Student Engagement (& Attendance) | Review of daily tasks attempted and submitted, cross checked against the class role to form attendance for the day. Submitted via cohort spreadsheet and Compass. |
| Assigning Tasks | Teachers upload and schedule each learning task to be completed for the following day. |

Face-to-Face Teaching

In response to Parent and Teacher feedback, FCPS's Term 3 model for Learning From Home will have an **increase** in face-to-face time between students and classroom teachers.

Daily check-ins via WebEx as a whole class will continue, however each student will also participate in **two planned Focus Groups each week**. This will predominantly be one with a Mathematics focus and one with a Literacy focus (Reading, Writing and Spelling)

Your child's classroom teacher will communicate these times specifically with you and it is our aim to keep these times unchanged for continuity and ease.

Student Feedback

During our Term 3 Learning From Home program the amount of feedback students receive will also be **increased**.

Each student will be provided with written or verbal feedback on their submitted work tasks **twice per week**. This will be in addition to the feedback they receive within their focus groups **twice per week**.

Please note: Teachers in years Foundation - Year 4 will no longer be using the 'Love Heart' function in Seesaw. This function will remain for families to use together, however teacher feedback will continue as written or verbal feedback as listed above.

Student and community opportunities to give feedback:

Students and families will continue to be given opportunities to give feedback to classroom teachers, the Executive leadership team and concerning the Learning From Home program. This will be communicated via compass or you are welcome to email the Executive team as required.

Attendance

| | |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How | <p>Classroom teachers will mark students' daily attendance through their <u>access and participation with their online learning tasks</u>. This will be counted as 'participation attendance'.</p> <p>Teachers may take the class role during morning 'check-in' to form routine, however this is cross-checked with learning participation each day before attendance is submitted.</p> <p><u>If your child is unable to participate in the Learning From Home program for the day (or part of), parents must notify their classroom teacher via email.</u></p> <p>If your child is unwell and is not able to complete their Learning From Home tasks, please be sure to log this on Compass as you would if they were absent from school.</p> |
| When | Participation attendance will be collated and lodged by 4pm each day . |
| What | This will be lodged as per usual via Compass . |
| Why | It is a DET directive and school regulation to take attendance daily. |

Please Note: Attendance on school grounds is strictly governed by the school principal in accordance with the Department of Education and Training. Students may not attend school without prior documentation filled in and authorisation is granted. Please contact the school if you require more information around this.

FCPS Online Platforms for Learning from Home



Footscray City Primary School: LEARNING AT HOME: Our Technology

Version 1.1 - updated April 2020

FOUNDATION - YEAR 3

Foundation to Year 2 students will continue to engage in learning through the Seesaw Platform.

How it's used:

1. Communicating Learning Tasks
2. Students share their learning
3. Teachers providing feedback.



YEAR 4

Similar to F-3, the Year 4s are using Seesaw, but are also beginning to utilise the Google Education Suite

How they're used:

1. Seesaw for communicating learning tasks
2. Google Applications for demonstrating learning using Docs, Slides and Sheets



Google for Education



YEAR 5/6

Year 5/6s are already familiar with the Google Education Suite, providing a seamless transition to learning online.

How it's used:

- Google Classroom - learning tasks
- Google Sites - Resource compilation and managing student goals.
- Google Drive - utilising Docs / Sheets / Slides

Google for Education



SPECIALISTS

The specialist team will liaise with each Team with regard to communicating learning in a consistent way that aligns to the above. This also means the utilisation of COMPASS.

SCHOOL WIDE

All Teams will continue to provide Weekly Updates via our school wide communication package - Compass



If you require any additional information around access to these platforms, please contact your child's teacher.