

Richard Johnson Anglican School

Distance Learning Plan



Information for Primary Parents

2021

Distance Learning requires collaboration and respectful communication between all stakeholders, namely our School Executive, Primary Coordinators, staff, parents and students.

The information included in this document, complements and extends documentation already provided by the Principal which provide helpful guidelines to ensure a smooth transition from school-based to distance learning.

Learning experiences of a regular School environment cannot be fully replicated in a Distance Learning model. Students do not complete 'desk work' for 6 hours in a typical school day. They are involved in social and hands-on learning; partner, small-group and whole class discussions and activities; Library, Sport, Fitness and Music lessons; as well as daily and weekly Assemblies and lesson breaks throughout the day. The distance learning day will therefore naturally be shorter than a typical school day. Children will, however, continue to require regular breaks to wiggle, sing, dance, stretch and move from one space to another between learning activities.

Distance Learning Mode

- Teachers will provide both online and offline learning tasks and activities to engage students in the curriculum each day. Tasks will be differentiated, as far as practical, to meet student needs. Direction will be provided on how to complete these activities.
- Students are expected to complete these activities at their own pace.
- Seesaw, Zoom and email will be the platforms used for communication of learning.
- E-Bundles (Learning Bundle worksheets) will be provided to parents via email. Parents are asked to print these learning materials for students to complete or complete online (where practical). To limit contact, **Learning Bundles will only be provided to students upon request where parents do not have access to a printer.** Further information about printed Learning Bundle collection is contained in the separate Head of Primary Letter to Parents.
- Student work can be completed online (where applicable) or scanned and emailed back to teachers for feedback.
- If a student/parent has a concern, they should email the Class teacher during normal School hours. Referral beyond Class teachers should be initially to the relevant Primary Stage Coordinator.
- The teacher is available to support students' academic needs.
- The counsellor is available to support students' emotional needs. Please contact your child's teacher if you feel your child requires support from the School Counsellor.
- Technology support will be available online or by phone. Parents should contact the classroom teacher who will redirect the enquiry to our IT Support team if required.

We are very mindful that:

- Parents will take on a new (for some families) and significant role in the education of their child, well beyond current practices of assisting their child/children with homework and home reading.
- Parents have other responsibilities. Some parents will be required to work from home. Some parents may work nightshift. Parents will need to continue with the daily requirements of simply being a parent including tending to babies and young toddlers.
- Parents of more than one child will receive learning materials for children across multiple Year levels. This will involve additional management and flexibility.

- Families may have only one family computer or iPad. Usage will need to be prioritised and shared throughout the day.
- Grandparents, other family members or neighbours may be responsible for minding children rather than parents. Distance Learning may be difficult for such carers to manage, particularly where language may present a barrier.
- Parents will do their best to support their child/children's learning within their own individual family circumstances.
- Parents will need support. We are here to support and guide you as needed.

Please note:

- If your child is sick, they do not need to do any learning that day. Please just email the teacher and let them know your child is sick. Equally, if you yourself are unwell and unable to assist your child in their learning that day, please just let the teacher know.
- If your child's teacher is unwell, we will let you know so questions can be directed to the relevant Coordinator.

Online Learning Platforms

1. What is Seesaw Class and how will it be used?

Seesaw Class is an application used by teachers to provide learning activities such as worksheets for students to access. Students can complete these sheets on Seesaw Class then post them for the teacher to review and provide feedback. Teachers will use Seesaw as their main form of communication with parents and students. Teachers will post links to Zoom recordings on Seesaw.

2. What is Zoom and how will it be used?

Zoom is a video conferencing platform that is used to record videos and interactive live videoing. In Primary, teachers will initially use Zoom to record modelled lessons for students to view. For example, modelling a mathematics process for which students will then complete set questions practising the skill modelled. Teachers may use Zoom for 'live learning' and check-in sessions from time to time.

3. How will email be used?

Email is the format for official School communication with parents such as from the Principal and Head of Primary. Parents may send questions to classroom teachers or raise any concerns with them via email.

Daily Routines

- Parents will receive all learning instructions and worksheets via Seesaw or email for the week ahead.
- Activities will be advised for each day matching the assigned time allocations.
- Students are not required to complete every activity – priority areas (listed below) should be completed daily.
- Parents may structure the day to match their child/children's or family needs.
- **'Family Learning'** engages Primary-aged students in a family, regardless of Year level, in an opportunity to learn together around a central theme. Ideas are outlined below. Other projects of student interest may be undertaken.

- Parents are advised to **prioritise learning** as follows:
 1. **Reading**
 2. **Spelling**
 3. **Mathematics**
 4. **Writing**
 Followed by any other Year learning or Family learning

Daily Routine - Pre-Kindergarten – 120 mins

Types of Activities the Pre-Kindergarten teacher will send home	
Morning Routine Fine Motor Development Story Time	Singing/Dancing Discovery Learning Creative Arts

Daily Routine – Kindergarten – 150 minutes

KLA	Activity	Time Allocation
English	Morning Routine	10 mins
	Fine motor	20 mins
	Handwriting	
	Reading/Spelling	20 mins
Maths	Mathematics	30 mins
Other KLAS	History/Geography, Science, Christian Living, STEM (alternating)	20 mins
	Physical Activity*	20 mins
	Art, Craft, Music, Dance/Drama, PDH (alternating)	30 mins

Daily Routine – Years 1-2 – 180 minutes

KLA	Activity	Time Allocation
English	Fine motor (Year 1 x 2 days, Year 2 x 1 day)	20 mins
	Handwriting (Year 1 x 3 days, Year 2 x 4 days)	
	Reading	30 mins
	Spelling (3 days) / Grammar (2 days)	20 mins
	Writing	20 mins
Maths	Mathematics/ Mathletics	30 mins
Other KLAS	Geography, Science, Christian Living, STEM (alternating)	20 mins
	Physical Activity*	20 mins
	Art, Craft, Music, Dance, PDH (alternating)	20 mins

Daily Routine – Years 3-4 – 210 minutes

KLA	Activity	Time Allocation
English	Handwriting (2 days) / Grammar (3 days)	20 mins
	Reading	30 mins
	Spelling (3 days) / Writing (2 days)	30 mins
Maths	Mathematics/ Mathletics	40 mins
Other KLAS	Geography, Science, Christian Living, Culture Studies, STEM (alternating)	30 mins
	Physical Activity*	30 mins
	Art, Craft, Music, Dance, PDH (alternating)	30 mins

Daily Routine – Years 5-6 – 220 minutes

KLA	Activity	Time Allocation
English	Handwriting (2 days) / Grammar (3 days)	20 mins
	Reading	30 mins
	Spelling (3 days) / Writing (2 days)	30 mins
Maths	Mathematics/ Mathletics	40 mins
Other KLAS	Geography, Science, Christian Living, Culture Studies, STEM (alternating)	40 mins
	Physical Activity*	30 mins
	Art, Craft, Music, Dance, PDH (alternating)	30 mins

Parents are encouraged to give students a movement break between activities.

***Physical Activity** lessons will not necessarily be set for each day. Please ensure your child has time each day to complete some fitness activities such as running, bike riding, skipping, playing ball games etc.

'Family Learning' Ideas

'Family Learning' allows children to learn together on a project or area of family interest. Some examples are listed below, but you are equally welcome to explore any topic of interest of relevance to your family.

- **Culture Study** – Find out about your family culture. Brainstorm and write questions about what you would like to know then use resources to find the answers. Think about how to present the findings – orally, make a cultural poster, design a set of coasters, prepare a PowerPoint display etc.
- **Preparing a Garden** – redesign your back yard. Use a tape measure to measure spaces out, work out how many trees you would need, how many pavers, how much each item would cost. Work out a budget.
- **Plan a family holiday** – Is there somewhere your family would love to visit? Disneyland, UK, Fiji. Research the destination together. Plan what things you want to see and do, how you would travel, what you would need to take with you. Then imagine you are on that holiday and dress up and take pictures pretending to do some of the things on the holiday. Put the photos into a journal and write a story about what you did there.
- **Design your own restaurant** – What would you call your restaurant? What type of food would it serve? What would be on the menu? Design your menu and include pictures of your food. Plan specials for each day of the week. Look in cookbooks and find some recipes. Select a recipe and make it with adult supervision. Eat your recipe and see if you would be a great chef.
- **A trip to the Zoo** – explore maps and learn about the animals from the new Sydney Zoo. Draw them, imagine you are one, write up a story in the life of one of the animals. What animals aren't at the Zoo? What animals would you like to see there? Plan your own zoo. What would you call your family zoo? What animals would you have in your zoo?
- **What would I like to be when I grow up?** – think about all different jobs and what people in these jobs do. Group them into different categories such as service, business etc. What would be good about being a doctor/scientist/plumber etc.? Which one would you like to be and why?
- **Dinosaurs/Pyramids/Knights/Kings/Space Travel** – explore everything you can about one of these areas, make drawings and sketches, build or make from any household materials.

- **Bible character/story/theme study** – brainstorm your questions about God, His world and the Bible. Spend time in God’s word to find the answers to some of the things you would like to know. If you get stuck, ask your child’s teacher; they will be more than happy to help you. Watch Veggie Tales. Come up with your own vegetable character. Plan a short episode and act it out. Write your own silly family songs, put them to music (cans and wooden spoons as drums, rice bags as shakers etc.)
- **Weekly shop** – use catalogues to write up a shopping list for the week within a budget. Use calculators to add items up to stay within your budget. Younger children can cut and paste items into categories related to food groups or needs and wants, prices e.g. under \$5 etc.
- **Design a new toy** – think about what you would need to consider when designing a toy. Ask who will play with it? What would you need to consider e.g. safety, sizes of pieces, types of materials etc.
- **School Principal** – imagine you are a Principal and you can design your own school. How long would the day be? What would your school look like? What subjects would you have in your school? How long for each subject? Would it have a Uniform? If so, design your uniform. Would it be a boys’ school or a girls’ school or combined? What would be the rules for teachers? What would be the rules for students?

External Resource

Last year, in response to COVID-19, Advocate for Children and Young People (ACYP) launched a website called **Digital Lunchbreak**. Digital Lunchbreak assists children and young people with finding online resources and activities to do at home in their lunch break, around learning hours and on weekends. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website at www.digitallunchbreak.nsw.gov.au

Taronga Zoo also has some wonderful live and recorded videos that children would enjoy and that may spark a Family Learning project. <https://taronga.org.au/taronga-tv>

Feel free to explore other websites that match areas of interest for your child such as space, volcanos etc.

We know that Distance Learning is different but by working together we can support children to continue to engage in a range of learning activities that challenge their minds, revise and develop their skills and knowledge, and enhance their understanding.

We will continue to provide regular updates to parents throughout the Distance Learning period. We trust you will join with us in praying for a speedy return to face-to-face learning and control of this COVID-19 outbreak.

Kind regards,

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Head of Primary (Oakhurst)