Stage 1- Potential Plan for Transition to Remote Learning

We have been urgently making plans to transition our students to a remote learning environment in the possible event of:

- schools are closed for one to two weeks
- schools are closed for up to four weeks.

To make this transition as easy as possible for our students, teachers and community, we are aiming to establish routines and expectations to limit the likely impacts on student learning and growth.

The following information relates directly to the potential need for remote learning for a short (1-2 week) period of time. This would be an example of what the first stage of remote learning might look like for you and your family.

Staff have been working to create learning opportunities for our students to engage with in the home setting that help to support learning continuity for them. The work set is differentiated and encourages students to be responsible for completing tasks of their choosing that help keep them engaged and mentally agile. Student voice and agency in their work forms part of our Annual Implementation Plan and the daily home learning grids reflect this. A new set of learning tasks will be provided on each day (these are not currently online) that we are required to learn remotely and can be accessed via http://www.edithvaleps.vic.edu.au/purplepocket

An example of the daily learning tasks (typically at Level 3 might look like this) that will be made accessible through our school website is included below.

Students will be asked to complete at least '10 points' of learning activities and have choice in how they reach their 10 points. We will encourage students to complete a variety of these tasks over the course of their home learning with most, if not all.

4 points	4 points	4 points
Reading: Pretend the main character from the book you are reading spends a day at our school. Draw a comic strip of how his day might go.	**Science:** - Hold an ice cube in each hand and set a timer. - Close one hand and leave the other open. - Record the time it takes for each cube to completely melt. Did the cubes melt differently? Can you explain why?	**Maths:** Login to MangaHigh and complete the set tasks. Every medal is worth 1 point, complete them all to get 4 points
3 points	**3 points**	**3 points**
Wellbeing: Fill in the 'Me in the Green Zone' page of your Zones of Regulation booklet.	**Writing:** Write a story starting with: "No one ever visited the big house at the end of the street. I should not have done it either.". Please remember to - Use a sizzling start - Add in a show, dont tell - Edit your work for capital letters and full stops	**Spelling-** Using your sort words complete two of the activities on the Spelling activities sheet.
2 points	**2 points**	**2 points**
Maths: Create an imaginary 'Treasure map' of your home. Provide instructions for someone to follow that lead them to the 'treasure'	**Critical and Creative thinking:** What 3 things would you take with you to a desert island. Explain your choices.	**PBIL:** Can you research different Aboriginal symbols and use them to create a story?
1 point	**1 point**	**1 point**
Ethical capability: Pretend that you are moving to Mars to set up a new colony of humans. What would you do on your last day on Earth?	**Intercultural capability:** Research what different cultures do for Easter.	**Personal and Social capability:** How did you solve a problem at home today? What strategies did you use?

It is important that students are not disadvantaged through not having regular and consistent access to electronic devices and we have been strategic in planning tasks that are not reliant upon their use. Some of the tasks require discussion with others- particularly those that are centred around the Critical and Creative Thinking and Ethical capabilities Curriculum continuua.

We acknowledge and understand that each students' needs, and the needs of families in any given household, will be different and we have tried to provide a variety of opinions for our students.

The following tips and suggestions are aimed at helping to support your child's learning and completion of these tasks.

- o **Establish daily routines such as a 9:00am start**
- o **Identify a comfortable and quiet space at home where children can work effectively and have success**
- o **Encourage your child to give great effort and do their 'best work'**
- o **Offer assistance and guidance where possible or needed**

This week each Year level has exposed our students to similar types of 'GRID WORK" and teachers have worked through the process of selecting appropriately challenging tasks in the hope that students will be engaged and can experience success with this work. Students might wish to select Learning grids from the Year level above or below their current Year level and these too will be accessible. This is one way that we can help differentiate the learning for all of our students.

I encourage you to discuss this format of learning with your child and develop clear routines and expectations for the completion of this work from home.

Having access to MangaHigh is a key component of our learning plan. This remains a great platform for our teachers to set individualised tasks that cater for students' learning needs. Access passwords (for all who have paid for MangaHigh on the Booklist) will be sent home shortly with our students. Please keep this in a safe place at home to ensure that, if your child wishes to complete Maths tasks through this platform, they can be accessed

Should the need arise for us to work remotely for a longer period of time (greater than 2 weeks)we will communicate with you in regards to the sort of learning and teaching processes that we will be undertaking. These will focus on students' learning and importantly, their mental and physical health and wellbeing as well.