



2 Stephenson Street,
Lethbridge, Vic. 3332
Telephone: 03 5281 7214
Fax: 03 5281 7269
Email: Lethbridge.ps@education.vic.gov.au

LEARNING FROM HOME GUIDE FOR PARENTS AND CARERS

Advice, tips and resources to support children as they learn from home.

Welcome to a whole new way of doing things! We assure you that we will support you through time in a range of ways. This guide provides advice, tips and resources to help you support your child's continuity of learning from home. Lethbridge Primary School will operate through remote and flexible learning at the commencement of Term 2, until we are advised by Government decisions to reopen.

If children can learn from home, they must learn from home.

If your child cannot learn from home, apply for an exemption by 3pm on Thursday in the week prior to requiring care, using the form provided on our Website. This allows us to ensure sufficient staff are available to supervise your child.

If your child is supervised onsite, you must collect them as soon as your work day has finished.

For more information on coronavirus (COVID-19), visit the [Victorian Government website](#)

ABOUT LEARNING FROM HOME

When you start to think about helping your child to learn from home, remember that no one expects you to be a subject matter expert or teacher. The most important thing you can do is to continue to provide comfort, support and encouragement to your child.

You can help your child to learn from home by working with their school and supporting your child as they undertake the activities provided.

HOW OUR SCHOOL WILL SUPPORT YOUR CHILD

You can continue to contact the office via phone and email.

03 52817214

Lethbridge.ps@education.vic.gov.au

0491727188

See 'Online Learning' below, for how to contact the teacher for educational support.

We will:

- communicate with you and your child about teacher responsibilities and what you and your child need to do
- communicate with you and provide daily learning activities for your child to do at home

- use their normal communication tools such as their website, newsletters, emails and other online tools
- provide technical support with devices, as needed.

OUR EXPECTATIONS

Lethbridge Primary School students are expected to:

- Continue to abide by the schools policies about student behaviour when learning in an online setting. We will continue to follow the school's policies when responding to inappropriate behaviour on and off line.
- Students must continue to follow the Acceptable Use Agreement provided.
- Students or parents should contact the teacher if they experience inappropriate behaviour online.

ONLINE LEARNING DETAILS

	Prep - 2	3 - 6
Learning Platform	Class Dojo	Google Classroom
Teacher Contact	<ul style="list-style-type: none"> - Students contact and post through their portfolio - Parents contact the teacher through class Dojo 'message' 	<ul style="list-style-type: none"> - Students contact through class stream or private comment - Parents Contact: Grade 3/4 Mrs Beechey/Ms Clark contact via Class Dojo 'message' Grade 4/5 Mrs Matthews & 5/6 Mrs Mitchell contact via teacher email.
Lessons	Posted daily before 9am	Posted daily before 9am
Literacy	45 - 60 mins daily	45 - 60 minutes daily
Mathematics	30 - 45 mins daily	30 - 45 minutes daily
Physical Education	10 minutes	30 minutes daily
Other	30 - 45 mins (Physical Education, Inquiry, Art, Play Based Learning)	90 minutes daily (Inquiry, STEM, Italian, Art, social and emotional learning)
<p>* Video meetings may be recorded by the school at times for educational and assessment purposes.</p> <p>* No recordings that are placed on the educational platforms we use are to be removed or copied from that site AT ANY TIME, for any purpose.</p> <p>* A reminder to all students that online behaviour is covered by our Online Agreement Policy and our Expected Behaviour Matrix.</p>		

ESTABLISHING ROUTINES AND EXPECTATIONS AT HOME

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.

Encourage healthy eating habits and make sure they drink enough water.

Routines are very healthy. We will provide work according to the above. When you have your child complete the work should suit your family's needs and routines. This is an example only:

8:45	Check in with your child on how they're feeling about the day, get online together and have a look at the work and make a plan for the day.
9.00	Literacy
10.00	Numeracy
11.00	Morning Tea Break - Include some physical exercise
11.30	Other lessons for the day
12:30	Go for a 10-15 minute brisk walk, run or bike ride
12:45	Any uncompleted work, until finished. Then check in...Then have some fun!
Evening	20 minutes of reading

YOUR CHILD'S RESPONSIBILITIES DURING REMOTE LEARNING

You should change these responsibilities according to the age and stage of your child.

Your child's responsibilities include:

- regularly monitor digital platforms for announcements and feedback from their teachers
- do their best work by completing tasks with integrity and academic honesty
- do their best to meet timelines and due dates
- communicate openly with their teachers and tell them if they have any concerns or issues
- collaborate and support their classmates

continue to abide by their school's behaviour guidelines.

HOW YOU CAN 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.
- Provide a quiet learning space that is shared with others (such as a lounge room) so children don't feel isolated in their bedrooms and you are present when they are on line

COMMUNICATING WITH YOUR CHILD

We encourage you to start and finish each day with a simple check-in. These check-ins can be a regular part of each day.

Morning check ins

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 need?
- What support do you need?

Afternoon check-ins

In the afternoon, ask:

- What did you learn today?
- What was challenging? You could come up with a way 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 questions allow your child to:

- process the instructions they get from their teachers
- help them organise themselves and set priorities.

You could also check-in with your child throughout the day. This depends on your child's needs.

ADVICE FOR PARENTS OF CHILDREN WITH ADDITIONAL NEEDS

- [How you can support your child with additional needs at home](#) – this resource helps you support your child's learning at home.
- [Understanding learning difficulties for parents: a practical guide](#) – this guide provides you with practical advice about learning difficulties. This includes the evidence base supporting particular intervention programs and a [recommended apps](#) list for children with learning difficulties.

RESOURCES AND TIPS

In addition to the resources and materials that your early childhood service or school may provide, you could also use the following resources:

GET PARENTS INVOLVED WITH LITERACY BOOKLET

[Get parents involved with literacy](#) includes programs and supports, including the ‘Literacy and numeracy tips to help your child’ booklet. This booklet gives advice to parents with children from birth to year 6 about supporting their child’s literacy and numeracy learning.

You can also find ideas to [support the development of early literacy skills](#) including speaking listening, reading and writing for children aged from birth through to the early years of school.

PREMIERS’ READING CHALLENGE - OPT IN

The [2020 Premiers’ Reading Challenge](#) is now open and provides a great incentive to spend more time reading.

Notify lethbridge.ps@education.vic.gov.au if you would like your child to participate and the school will register your child and give you a username and password.

More information on how to take part in the Challenge is available at: [School student and parents: taking part in the Challenge](#)

MATHEMATICS AND NUMERACY AT HOME

[Mathematics and numeracy at home](#) provides links to a range of advice and resources for families.

To support the development of numeracy skills for children aged from birth to the early years of school visit: [How to build numeracy skills from birth to year 2](#).

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS (STEM)

Find ways to engage children in [science, technology, engineering and maths \(STEM\) experiences](#).

Visit the [Fun at home](#) webpage for more parent-focused resources.

SCREEN TIME AND ONLINE SAFETY

It’s important you keep a balanced approach to home learning. Time spent using digital devices for learning should be broken up with physical exercise and offline learning tasks often.

It’s also important that during this time of remote learning we maintain safe and responsible use of information and communication technologies. This includes:

- The appropriate use of digital platforms, privacy and information protection
- Respectful online communication.

MENTAL HEALTH AND WELLBEING CHECK IN

Just as you set aside time for physical exercise, it is important to make time each day to check in on your child’s mental health and wellbeing.

As your child adjusts to their new routine and not being able to see their friends in person, it is important to be understanding of their feelings of frustration, anxiousness and even anger – every child will react differently.

To support your child, use these mental health and wellbeing check ins to:

- Provide an opportunity to talk about how they feel and listen to what they say
- Identify one or two things they could do to address what they are concerned or angry about
- Ask how they are going, whether they are finding it easy or hard to learn remotely, and if there is anything they'd like your help with.

There is a risk that your child may be bullied online. If you think this is happening to them, support is available on how to talk to your child and your school at: [bully stoppers](#).

If you have any other concerns about the health and wellbeing of your child, contact us directly, as we will have access to resources that can help.

ACCESS TO COMPUTER DEVICES AND INTERNET

We will contact you in the first week of Term 2 if your survey response has indicated that you have issues with access to the internet, or if they need to borrow a laptop or tablet. This will include children from disadvantaged and vulnerable backgrounds. If you do not have internet access at home, for example, if you live in an area without 4G reception, talk to us about how your child may receive materials that do not require online access.

Devices will be distributed in the first two weeks of Term 2.

If you experience issues throughout the term, please contact the school for assistance.

You do not need to understand how to use tablets or laptops. Most children have been using them at school and are familiar with how to use them.