

## PURPOSE

The purpose of this policy is to communicate clear expectations and guidelines for the way in which Brighton Primary School plans to utilise synchronous and asynchronous technologies to facilitate learning in an online environment.

Online learning (also referred to as remote learning, digital learning, and distance learning) is: The experience students will have when school remains in session, however students are unable to physically attend school because of school closure.

1. **Asynchronous:** An asynchronous learning environment is a learning environment that does not require participants, teachers, and students to be online at the same time.
2. **Synchronous:** Synchronous, real-time engagements are opportunities for students to participate in engagements with their teachers and classmates at an established time to allow for interactions in real time.
3. **Blended Learning:** Blended learning refers to the combination of real time learning and independent learning tasks. It is a combination of Asynchronous and Synchronous learning environments.

The policy seeks to ensure that all online learning is conducted in a manner that is consistent with all other relevant Brighton Primary School policies including the

- [eSmart Policy](#)
- [Acceptable Use Agreement](#)
- [Student Engagement Policy](#)
- [Victorian Government's Child Safe Standards](#)
- [Brighton Primary School Child Safe Policy](#)

## SCOPE

This policy applies to the following members of the Brighton Primary School community

- Classroom teachers
- Specialist teachers
- Hearing Unit teachers
- Administration staff
- Education Support staff
- All students from Foundation - Year 6
- All parents

## IMPLEMENTATION

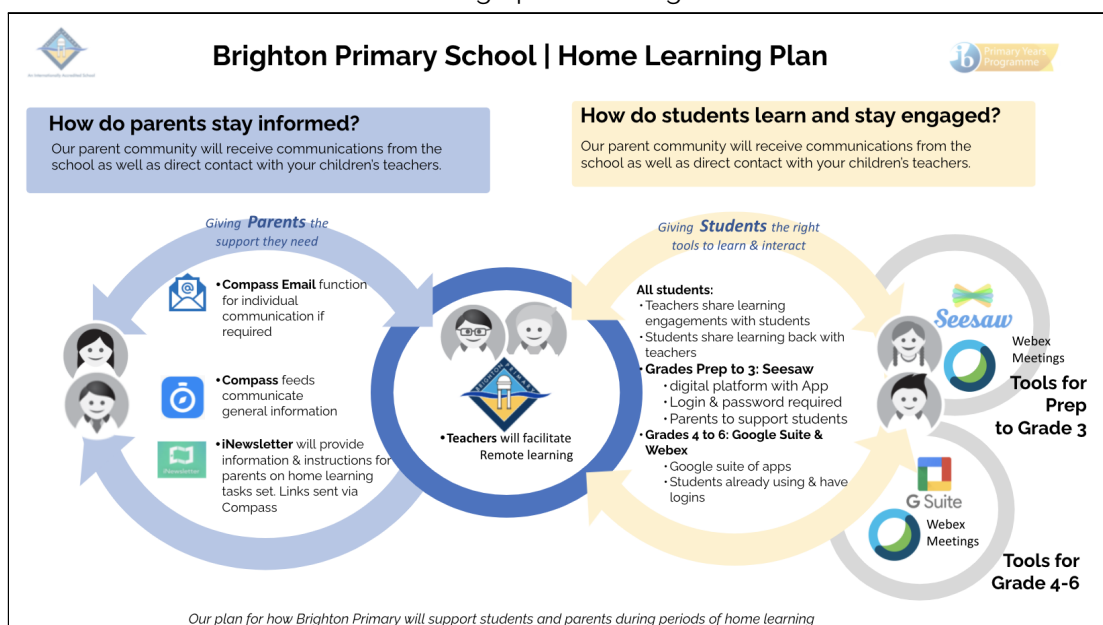
### Online Learning Platforms

These are the key online platforms that we will be using to maintain continuity of learning for our students:

Compass & Email	iNewsletter	Webex	Google Classroom	SeeSaw
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Other online platforms may be used to support student learning at need. Any platform other than those listed above will be explained by the teacher. If you have any concerns about the platforms being used, or issues with accessing the platform, please contact the school immediately to discuss how we can support you.

Please see the below graphic outlining their intended use:



	Compass & Email	iNewsletter	Google Meet	Seesaw Grades Prep to 3	Google Classroom Grades 4-6
<b>Who will use the platform?</b>	School Staff, teachers and Parents	Teachers	Teachers and all students	Teachers and students in grades Prep to 3	Teachers and student in grades 4-6
<b>What is the platform used to communicate?</b>	Newsfeeds with link to weekly learning plan, important updates	Teacher to publish weekly overview of learning plan for parents, link sent via Compass	Live check-ins and live interactive lessons	Teachers to post activities, instructions and associated resources (eg. attached images, texts, videos, links) to students.	Teachers to post activities, instructions and associated resources (eg. attached images, texts, videos, links) to students.
<b>How frequently will the platform be used?</b>	Daily	Weekly	Daily (possible phased roll out)	Daily	Daily
<b>Additional Information</b>	Please ensure your read all notifications	This will support parents to understand learning intentions and tasks	Log in credentials required for students, school to supply	Download App, Log in credentials required for students, school to supply	Download App, Log in credentials required for students, school to supply

Students will be issued with school Google accounts which will allow them to join teacher-initiated live online meetings. Students will not be permitted to initiate meetings or use chats outside of these organised times, unless under the direction of the teacher. Online student behaviour will be monitored by the classroom teacher during the teacher lead sessions and breaches of behaviour will be subject to the Brighton Primary School Student Engagement Policy.

Teachers are permitted to deliver synchronous lessons using Webex during timetabled periods. These will come in a range of forms which may include: Group check ins, small group feedback or small group mini lessons.

When students attend the Webex they must be physically present in a public space in the family home under the supervision of a parent or carer as much as practicable. In such situations, parents may direct their children to wear headphones if this limits noise within the home. For students joining the meeting at school, they should be in the learning space with a supervising adult using headphones, with the screen in full sight of supervisors.

### **Student code of conduct for Online Learning:**

1. Students communicate via Webex with the teacher or other students using appropriate and respectful language.
2. Students are expected to uphold all elements of the Brighton Primary School [eSmart Policy](#), [Acceptable Use Agreement](#) and [Student Engagement Policy](#).
3. Students are never to Webex to video or audio call other students unless directly instructed to by the teacher. All student interactions Webex – via chat, audio or video are facilitated by the teachers.
4. Students should never take screenshots or recordings of teachers or any material that is being taught without permission.
5. Any students that are in breach of any of the above will be contacted by their teacher to discuss possible consequences and parents will be notified.

### **Expectations of parents in relation to Online Learning:**

Brighton Primary School is committed to including student wellbeing, anti-bullying, child protection and high-quality delivery of education. With this commitment in mind, we wish to partner with parents and guardians in ensuring that online learning is safe, transparent and effective. Parents are asked to support Online Learning in the following ways:

1. Ensure that students have access to a suitable device and the internet.
2. Ensure that student involvement in all synchronous (live delivery) of learning takes place in an open place in the family home, rather than in student bedrooms or other private spaces and that there is a responsible adult present, as much as practicable (e.g. at the start of the session).
3. Ensure that there are no recordings or screenshots being made of teachers.
4. Support students, as required, in their completion of independent asynchronous home learning tasks (by providing guidance or rewording the exercise).
6. Inform the teacher of any concerns regarding the completion of the learning tasks or technology.

### **General Parent Guidelines:**

1. Assist your child in **preparing for a school day** and remind them that this time does not equal school holidays.

2. Prepare a **learning space** for your child to work at and assist with appropriate learning resources (pencils, workbooks etc.).
3. To maintain a **school routine** you may wish to prepare a packed recess and lunch similar to a regular school day.
4. Assist your child with **identifying their learning tasks for their day**. You will receive communications from the teachers via Compass and iNewsletter around these.
5. Parents are reminded that staff will be **doing their best** to facilitate this new way of learning. They will be monitoring 20+ students online at different times during the day. Many have their own children and home circumstances to manage in addition to this.
6. Teachers may receive a high volume of email and messages. A teacher may notice trends in email queries over the course of a day and in the interest of working 'smarter not harder' may elect to **post a daily summary/clarification of frequently asked questions**. This may mean you do not receive an individual response.
7. Parents should **monitor screen time** during this period. We do not want students to spend long periods of time sitting in front of a screen. We will be aiming to strike a balance between online and offline tasks.
8. Our plan will likely **evolve and change over time**. Please be mindful that week 1 of home learning will look different to week 4. Systems, process and expectations will be responsive to the students' learning needs.
9. Remind your children to be **polite, respectful and appropriate in their communications** and to represent your family's values and our school values in their interactions with others.
10. Don't hesitate to **contact your child's teacher via email** with any questions as we launch home learning.

#### Teacher code of conduct for Online Learning:

1. These platforms – Compass & Email, iNewsletter, Seesaw, Webex & Google Classroom– are the only forms of communication to be used.

2. Teachers are only permitted to teach live via Webex during timetabled periods or for small group tutorials.
3. Teachers must be dressed according to Brighton Primary School Dress Code for all teaching duties, including online.
4. Teachers are to ensure that all screen-casted content or video is appropriate for educational purposes, with age appropriate content.
5. Teachers must conduct themselves according to the [VIT Code of Conduct](#) at all times, including in online environments.
6. Protocols, etiquette and conduct online, should be consistent with in class face to face teaching.
7. Any videos, recordings or pictures shared by the student can be used for reporting and assessment purposes.
8. Teachers should only communicate with students via video conference during school hours.
9. As registered teachers and staff, the same mandatory reporting requirements are upheld in an online environment.
10. As much as practicable, any 1:1 conferences should be flagged with a parent/carer at the commencement of the conference

## EVALUATION

This policy will be reviewed as required due to the rapidly changing nature of this situation

Last review date: February 2021
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## Appendix 1: Example Daily Schedule

Tasks	Wednesday 15th April 2020 An Example: Grade 4 Home Learning
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Daily Check-in (5-10 mins)	Review & discuss the learning plan for the day - clarify the tasks. Ideally, start the school day at approximately 9:00 am
<b>Reading</b> (25-40 mins)	<b>Reading Task:</b> This may be a new task, a continuation of a task, or an activity worked on for a period of time e.g. reading comprehension, silent reading. These are examples only.
Break (25 mins)	Fruit and snack break - have a rest away from the work space and engage in non-curriculum activities or outdoor play. Opportunities for play & movement will enhance learning.
<b>Writing</b> (25-40 mins)	<b>Writing Task:</b> Again, this may be a new task, a continuation of a task, or an activity worked on for a period of time e.g. exploring structural and language features of a text type, word study.
Break (25 mins)	Fruit and snack break - have a rest away from the work space and engage in non-curriculum activities or outdoor play. Opportunities for play & movement will enhance learning.
<b>Maths</b> (25-40 mins)	<b>Maths Task:</b> Again, this may be a new task, a continuation of a task, or an activity worked on for a period of time e.g. problem-solving tasks, investigations, mini-lessons related to maths concepts.
Lunch (45-60 mins)	A good wholesome lunch without too much sugar - have a rest away from the work space and engage in non-curriculum activities or outdoor play.
<b>UOI</b> (25-40 mins)	<b>Unit of Inquiry:</b> This may be a new task, a continuation of a task, or an activity worked on for a period of time e.g. Teachers may upload short videos & Powerpoint / Google slides with instructions, explanations & mini-lessons.
Break (25 mins)	Fruit and snack break - have a rest away from the work space and engage in non-curriculum activities or outdoor play. Opportunities for play & movement will enhance learning.
<b>Specialist</b> (25-40 mins)	<b>PE, Music/Drama, Art &amp; Italian:</b> The specialist teachers will also provide home learning experiences.
Optional tasks	Teachers will outline additional learning tasks that students can complete in addition to the essential learning tasks outlined above. Students can select these optional tasks based on their interest and level of readiness.
Reflection (5-10 mins)	Reflection: Students reflect on their learning for the day. The classroom teachers may provide questions to guide students.