

## REMOTE LEARNING PLAN 2022

Relationships	Learning Environment	Leadership	Resources	Teaching
<ul style="list-style-type: none"> <li>• Our school has structures and processes in place to sustain relationships with families.</li> <li>• Our school has well established methods of communicating with our parents.</li> <li>• Our school ensures that all parent and family contact details are up to date.</li> <li>• Communication expectations are realistic and transparent between teachers and parents at our school.</li> <li>• Our school has established and consistent strategies for daily 'check ins' with all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Our school has decided if learning will continue online, by print, or by a combination of both.</li> <li>• Online learning platforms have been identified for online delivery.</li> <li>• Our school community is familiar with these online learning platforms.</li> <li>• Timetables are clearly established and articulated with students and families at our school.</li> <li>• Work packages (online or print) are delivered according to an established timetable to families.</li> <li>• Our teaching staff have worked in partnership with the community to establish a learning environment that is culturally responsive.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership roles and responsibilities have been distributed and clearly articulated at our school.</li> <li>• Leadership responsibilities have been established to build the capacity of staff in alternative delivery modes.</li> <li>• Additional resources have been allocated to staff capacity building in new pedagogies.</li> <li>• Expectations are articulated and reinforced to all staff to ensure consistent communication modes to families.</li> <li>• Our school has a whole school approach to remote education.</li> <li>• Staff accountability processes have been established at our school.</li> </ul>	<ul style="list-style-type: none"> <li>• Where learning will be delivered online, our school has made plans to ensure all students can access a device where required.</li> <li>• Our school has negotiated loans of devices as required.</li> <li>• Our school has negotiated with network schools or community partners to assist with access to devices.</li> <li>• Technology devices have been loaned or purchased for staff to carry out teaching and learning delivery from home.</li> <li>• Our school has additional support in place for staff who require it.</li> <li>• Our school provides access to resources for all staff to develop their own skills.</li> <li>• Plans are in place for printing and distributing hard copy learning packages where this is required.</li> <li>• All staff have professional learning plans at our school.</li> <li>• School FTE is utilised to support remote and online learning.</li> <li>• Parent and community needs have been identified and resources allocated to capacity building.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum delivery has been timetabled across the week at our school.</li> <li>• Teachers delivering curriculum online via technology know how to engage students and monitor their learning in this environment.</li> <li>• Teachers delivering curriculum remotely via print know how to engage and monitor their learning in this environment.</li> <li>• Back up curriculum has been planned for families that cannot access online modes.</li> <li>• Assessment considerations have been identified by all teaching staff.</li> <li>• Cohorts that will require additional support have been identified.</li> <li>• All teachers have established protocols for communicating with students.</li> <li>• Our school has a coordinated approach to supporting students with identified additional support needs.</li> <li>• Students and families are aware of assessment practices and expectations at our school.</li> <li>• We utilise a core set of pedagogies across our school to assist with online and remote delivery.</li> </ul>

<p>At Singleton Primary school:</p> <ul style="list-style-type: none"> <li>• Staff work on site depending on the requirements of the Health Regulations and the Education Department’s operating guidelines.</li> <li>• Family details are monitored so that parents can be contacted by phone, Connect, Class Dojo and email.</li> <li>• Teacher work hours are as normal and teachers are not expected to contact parents outside of school hours.</li> <li>• Telephone rotations occurred during the last period of temporary closure to services. This is expected to continue.</li> <li>• The sign in on Connect can be used for attendance monitoring.</li> <li>• We will monitor issues with Connect and contact parents to ensure smooth transition.</li> <li>• Teachers maintain normal work hours and are ready to communicate through Class Dojo, Connect</li> </ul>	<p>At Singleton Primary School:</p> <ul style="list-style-type: none"> <li>• Teachers of many year levels deliver programs as a group or individually or online in Connect.</li> <li>• Mixed modality available – weekly work packages developed and uploaded to Connect. These can be printed out for families without access to internet capable devices and picked up once a week with the previous week’s work being returned at pick up time</li> </ul>	<p>At Singleton Primary School:</p> <ul style="list-style-type: none"> <li>• Key staff members provide help and support to ensure availability of online resources and work packages.</li> <li>• Accountability processes for staff and students can be monitoring through daily sign in and communication through, ClassDojo and Connect.</li> </ul>	<p>At Singleton Primary School:</p> <ul style="list-style-type: none"> <li>• Staff are able to borrow devices with web cam capability to use when contacting students and parents.</li> <li>• Staff members are available to help with printing and distributing work packages each week.</li> </ul>	<p>At Singleton Primary School:</p> <ul style="list-style-type: none"> <li>• We will review of protocols for communicating with students for 2022.</li> <li>• Assessment through task submission in Connect and in work packages will occur where practical.</li> <li>• Online testing facilities and subscriptions can be utilised to monitor progress e.g. Literacy Pro, Read Theory, EdCompanion.</li> <li>• We will review working in Connect and assist teachers with setting up and using Connect for their classes.</li> <li>• We will use suggested online daily schedules and websites to assist with learning at home.</li> </ul>
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