

# Walliston Primary School: Remote Learning Continuity Plan 2021-2022



This Plan outlines a sequence of events and teaching strategies that will be implemented should it become impossible to continue core school business of teaching and learning in a face to face setting.

The aim of this plan is to ensure the students of Walliston Primary School continue to receive a quality learning experience when face to face classes are not possible.

The remote learning continuity plan is a new initiative for Walliston Primary School. Accordingly, it will be necessary to inform all key stakeholders that the plan exists and for the possibility that it will be implemented. The following are considered essential elements in the progression to the new Remote Learning Continuity Plan.

## Preparation

**Communication plan**

It is essential the key stakeholders are made aware of the remote learning continuity plan and the implications of this plan should it be implemented.

Teachers need to be aware of the plan and the implications it has for teaching and learning and the need for professional growth.

Parents will need to be aware of how teaching and learning will be delivered in the event it is not possible to conduct face-to-face classes.

Students will need to be aware of their role in continued teaching and learning should it become impossible to conduct face-to-face classes.

Develop template communication immediately. DoE to provide.

**Communication tools**

Face-to-face meetings (If permissible)  
Newsletter  
SMS – Outreach+  
Email  
School website  
Social media – School Facebook Page and P&C Facebook Page  
P&C Class Representative Online Communication Tool  
SeeSaw to communicate with parents from Classroom Teacher  
*Connect*

Prepare communication tools immediately

**Teacher professional learning**

Developing teacher skills in the use of common online teaching and learning technologies. (PL occurred in 2020 and at Phase of Learning Meetings)

While it is accepted that highly skilled teachers will adopt the technology quickly it is important that all teachers have a minimum required skill set.

Professional learning should start immediately.

**Student skill development**

It is critical that students are aware of their role in continued teaching and learning should it become difficult to conduct face-to-face classes.

To this end students will need a level of competence in the use of common online teaching and learning technologies.

Student familiarisation with technology should start immediately and for a part of business as usual protocol.

Student preparation should start immediately. This is important for our senior primary students around the use of CONNECT.

Parent skill development It is important that parents are both aware and comfortable with the technology tools that will be used to support teaching and learning in the event that face-to-face teaching is not possible.

Communication with parents should start immediately.  
Help Sheets to be provided on the School Website.

CARE A key function of staff including the chaplain will be to ensure that children and their parents are cared for in this transition.

Teachers will be asked to make early contact with their students to ensure that students feel safe and secure. The administration team will communicate with parents regularly.

Preparation should start immediately. The school will utilise software such as WebEx to make visual contact with students. (As per 2020 outcome)

Communication protocol in the event that the Remote Learning Continuity Plan is to be implemented.

Communicate with teachers Telephone - Admin to PoL Leaders, who will contact staff. MCS contact support staff. Coordinated with the PoL and middle managers  
SMS (group) - Deputy to SMS all staff through Outreach +  
Email – Principal to email all staff.  
Walk around (if possible)  
One person to attend the school on the day following closure to inform anyone who attends school (Executive team)  
School closed notices to be placed on all classroom doors as well as school entrance locations. Posters to be supplied by DoE.  
Message: Implement phase one of the Remote Learning Continuity plan

Communicate with Parents Email – School Officer  
SMS – Deputy to SMS community through Outreach +  
School web site – School Officer  
School Star App – Deputy Principal  
Connect/SeeSaw – Teacher – Include Term Overview & Weekly Planners  
Social media – Facebook – P&C  
Signage around school  
(One person to attend school the day after implementation to inform unaware parents who attend the school – School Administration)  
Message: Implement phase one of the Remote Learning Continuity plan

Communicate Students Walk around if possible.  
Notes to take home.  
Connect or student email accounts  
Message: Implement phase one of the Remote Learning Continuity plan

**The following strategies are considered essential:**

- Maintain current and accurate communication details for staff, parents and students (multiple communication media)
- Develop communication templates for key stakeholders immediately (teachers, parents and students). Many templates from DoE, but contextualized by school principal for Walliston context. Outreach+/Email
- Connect and SeeSaw accounts set up
- Professional learning for teachers on minimum technology standards for online learning to commence immediately
- Skills development for students to commence immediately
- Communication with parents to commence immediately

## Quality Teaching and Learning

The following elements are considered essential in any quality teaching and learning setting. These elements will need to be preserved, adapted and utilised to preserve a quality experience.

Critical elements of teaching and learning	
Teachers and Education Assistants	Interactions between the three
Students	
Structures	Class groups, routines, collaborative teaching groups
Knowledge, skills and understanding	How and what to teach – Term overview and weekly planner
Management of teaching and learning	Classroom management/Guidelines to remote learning (school website)

Our School currently has a range of tools and resources that are well used to support teaching and learning in the face to face setting as well as those that are available, but not currently used in the online setting. Many of these can be transferred to non-face-to-face teaching.

Tool	Application
Workbooks/Packages	Both in paper format and digital format (Preferred tool in ECE)
Mathletics, Reading Eggs, iMaths	Online software packages currently being used in schools.
Connect and Seesaw	Cloud based solutions being used to store students work and, in some instances, communicate with parents and students.
Webex	Videoconferencing solutions not commonly used in school, but heavily used in business.
Email	Regularly used with teachers and parents, but not frequently used with students.
USB drives	Data storage devices that might be used to store electronic resources, but not currently use with students.
DoE Learning Hub	Remote resources for each phase and curriculum area.
Devices	Student provides own device. Chaplain can provide devices from local charities if needed.
Video	Readily available to all staff using current technology resources, but little evidence of use in classroom teaching and learning.
Microsoft Teams	For online staff meetings and phase of learning meetings

## School based structures

These structures ensure that it is possible for teachers to work in small groups to support each other in the development of teaching and learning away from face-to-face classes (PoL). In addition, the school has class lists with contact details for all students (and their parents). Students are currently grouped in class sets and have been engaged in classroom routines.

It is envisaged that moving from a face to face teaching setting will be a phased process starting with minimum standards of delivery and progressing to full curriculum implementation without face to face teaching.

The progression through the phases of implementation is based on a risk strategy suggesting that the longer the school is closed the greater the risk to progressing through the Curriculum and therefore the greater the need to move to fully technology supported teaching and learning.

Approaches to online teaching and learning will include elements of explicit instruction (review, explain, break down to small chunks, allow practice, summarise, problem based learning and inquiry based learning).

## Standards and Phases of delivery

### Minimum standards (phase 1)

- Reading Eggs
- Mathletics
- Home readers
- Daily writing activities – journals
- Take home Packages (2 days)
- Podcasts
- Audiobooks
- Behind the news
- Seesaw
- Prepare Weekly Planner (School Website or SeeSaw)
- Connect – Set up Connect Classes
- PoL Connect Learning Hub

#### **Tolerance in minimum standards of service delivery: 1 week, 1-7 days**

This initial phase involves students maintaining their teaching learning program using many of the strategies and tools that are already being used in classrooms. A two-day package will be provided to allow time for teachers to prepare for phase 2.

This phase will be supported by communication from the teacher reassuring the students and maintaining a connection.

During this phase teachers will be preparing for phase two and phase three should they become necessary

### Transition and development (phase two)

#### Phase 1 Standards + Phase 2

- Term Overview and Weekly Planners
- Implementation of CONNECT for all classes to share learning content to home.
- Progress to problem based learning
- Implement research tasks for individual and group activity.
- Introduce engaging tasks requiring communication between teachers and students and students and students
- Progress to web based teaching and learning tools including one note, connect, seesaw and an electronic classroom including web-based conferencing services.
- Present content using digital tools such as audio, video and web conferencing

#### **Tolerance in transition phase: 1-5 weeks, 7–25 days**

Throughout this phase teachers will be progressing teaching and learning to a more online setting. Age appropriate use of technology will be implemented.

Teachers will be meeting via whatever means possible to plan collaboratively for the move to a more online teaching and learning setting

Progression to Connect and Webex conferencing, for assessments and feedback.

Progressive contact to be made to each child via WebEx and contact to each parent by telephone.

### Full online curriculum (Phase 1, 2 and three)

Teaching and learning will progress to an online setting following the required Curriculum. A range of online tools including Connect, Webex, school website, discussion groups, video conferencing, assessments, groups work and content delivery to be employed.

Principles of explicit instruction will be adopted as will problem based learning and inquiry based learning. (Eg: STEM Learning Projects)

Strong utilisation of Department of Education's remote learning packages

### To be implemented no later than 5 weeks and longer following the initial closedown

Age appropriate use of technology to support teaching and learning and progression of the Western Australian Curriculum.

Throughout this phase teacher work in collaborative year based teams to support each other in the transition to online teaching learning.

Inquisitive online Projects & STEM Projects.

Implementation of an electronic classroom is essential.

Reporting and assessments to be conducted.

## Remote Learning Continuity Plan Implementation Protocol

### The decision is made to close the school:

1. Implement communication plan (teachers, parents and students)
2. Implement minimum standards (Phase 1) for remote learning continuity

### Day one of school closure (implement minimum standard of Remote Learning continuity)

1. All teachers to implement minimum standards – 2 Day Package available for Pick Up
2. All teachers to contact their students/parents via SeeSaw – establish normality, quell fear, stabilize emotions
3. All teachers to remind students of minimum standards and their role in learning
4. Teachers to begin planning for phase two implementation
5. Set up of Class CONNECT pages
6. Administration to monitor the status of school closure and communicate with parents and teachers (one communication per week)

### Day six of school closure:

1. Principal to communicate with teachers and parents that phase two of the Remote Learning continuity plan is approaching
2. Teachers to finalise planning for phase two implementation and commence planning for phase three Remote Learning continuity
3. Teachers to notify students of the coming changes to teaching and learning and the expectation of student engagement
4. Day Seven – implement phase two of the remote learning continuity plan.
5. Administration to monitor the status of school closure and communicate with parents and teachers (one communication per week)

### Day 25 of school closure:

1. Principal to communicate with teachers and parents that phase three of the remote learning continuity plan is approaching
2. Teachers to finalise planning for phase three implementation
3. Teachers to notify students of the coming changes to teaching and learning and the expectation of student engagement
4. Day 26 – implement phase three of the remote learning continuity plan
5. Administration to monitor the status of school closure and communicate with parents and teachers (one communication per week)
6. Phase three implementation continues until school re-opens