



Our Lady Queen of Peace Primary

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Dear Parents,

The following is an outline of recommended procedures that you are advised to follow when your children are working from home.

Practicalities and Responsibilities for Learning at Home

OLQP has the following plans in place to deliver learning to your child/children during these challenging times and ensure continued access to quality education.

Communicating with the school and teachers

For parents and carers, supporting your child/children to learn at home will be a new experience. We have developed resources to support you to plan and monitor your child's learning throughout the day.

Teachers will be communicating within the learning management system, Google classroom which all students are now connected to and have individual usernames and passwords. (These have been shared with parents)

Google classroom instructions will be sent out via skoolbag today.

There will be a period of adjustment while students and teachers begin to communicate online so please let the process evolve. Parents can ask teachers questions via Google classroom from 9:00 am till 3:00 pm each school day. ***(Please be aware that teachers may not be able to respond immediately to your request or query but will endeavour to get back to you as soon as possible)*** Google classroom tasks will be assigned at 9:00 am each Monday and teachers will share further learning tasks and activities as the week progresses at point of need. Please allow your child/children to work through tasks as part of their learning day. (A recommended sample timetable can be found at the end of this information as a guide.) Teachers are aware that children process and complete learning at different rates so children should not be pressured to complete all assigned tasks. We are trying to ensure quality learning, not necessarily quantity. It is not the expectation of the teachers that children should complete all tasks.

Parent Responsibilities

As parents, you can provide support for your child/children by:

- establishing routines and expectations
- defining a space for your child to learn and where you or another adult is present and monitoring your child's learning
- monitoring communications from school and teachers
- taking an active role in helping your child process his/her learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help him/her manage stress
- monitoring how much time your child is spending online
- setting rules around your child's social media interactions
- communicating with the school via Google Classroom if your child is unable to participate in the learning at home

Student responsibilities

These could include:

- establishing and/or following a daily routine for learning
- identifying a safe, comfortable, quiet space in the home where they can focus effectively and successfully
- regularly monitoring the school's communication to check for announcements and feedback from teachers, sometimes this might be a comment to the whole class or grade and at other times this might be individual feedback on your work.
- completing tasks by doing their best work
- communicating with teachers via Google Classroom if they require additional support, using appropriate online etiquette (ie addressing teachers formally)
- seeking out and communicating with school staff as different needs arise
- ensuring that Google Classroom posts and questions are not informal chats with other students (ie it is not a place to write 'Hi guys, what are you doing?' etc)

Establishing routines and expectations

OLQP school will provide your child/children with a generic timetable for learning. This will include regular breaks for activity, eating and drinking. In the activity breaks, it is important that students get up and move around.

From the first day you will need to establish routines and expectations. You should use the timetable provided to set regular hours for school work.

Keep normal bedtime routines for younger children and expect the same from your older primary school-aged children too.

It is important that you set these expectations as soon as learning at home is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

Well-being

It is not uncommon for us all to experience anxiety at times of uncertainty and in response to distressing information presented in the media. Many of our children have been hearing about COVID-19 for weeks at school, from friends, on the news, and at home, and while they might not know how to appropriately express their feelings about the situation, they might be holding on to some worries. Here are some tips to support your child or young person.

1. Be available to talk and reassure: Children can have big questions, and it's okay to answer them. Take cues from your child and offer clear but concise answers in developmentally appropriate language. Keep the focus on what you are doing to prepare and use prevention strategies that are within your control like proper handwashing and avoiding large crowds. Reassure when needed but avoid offering too frequently as this can prevent children from developing their own positive self talk.

2. Limit news exposure: Even when it seems like they're not listening, children pick up on what they hear on TV and radio. Hearing unfamiliar words like pandemic and outbreak can be fear-inducing. Opt for watching or listening to news reports when your child is in bed or choose to read news articles if possible. This may also include limiting our conversations about what we are hearing on the news.

3. Stick to routines and boundaries: Children thrive with routines and boundaries, and predictability can be very comforting in anxious times. When some things feel out of control, routines can give them a sense of security. Write your daily routine on a whiteboard or make a paper schedule together and make sure that you include fun activities in your daily routine!

4. Acknowledge the worries: It's completely okay to acknowledge our children's worries rather than ignoring them. Acknowledging worries won't solidify them but it will help your child understand that worry is a protective feeling that alerts us to potential danger. The smoke alarm analogy can be helpful when explaining anxiety. Smoke alarms are really helpful for alerting us to danger when there's a fire and we need to get out of the building. But sometimes smoke alarms go off even when there isn't a big danger, like when we burn toast. Anxiety does the same thing, telling us that there is a big danger, even if the situation is not that big.

5. Be mindful of your own worries: It is reasonable for everyone to have some level of worry but children do pick up on our feelings and notice our anxieties, and they will take cues from us. We need to manage our own anxiety, including how we might express this in conversations with our child or others.

6. Consider opportunities for exercise: Make time to enjoy being active together, for example, throwing a ball in the backyard, dance to your favourite song or simply enjoy a stroll in the park.

Communicating with your child about their learning

We encourage you to start and finish each day with a simple check-in. These check-ins need to be a regular part of each day and start straight away. Not all students thrive in a home learning environment; some struggle with too much independence or lack of structure and the check-ins help keep them on track.

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 require?
- What support do you need?

In the afternoon, ask:

- What did you learn today?
- Acknowledge one thing that was difficult. Either let it go or come up with a strategy 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?

Digital citizenship

We recommend that you take the time to explore and discuss these with your child. It is important that during this period of home learning that we maintain safe and responsible use of information and communication technologies. Normal school protocols, privacy and information protection and respectful communication must be observed when students are communicating with peers and teachers via video conferencing e.g. Zoom.

OLQP Leadership Team

Recommended Sample Timetable of Learning at Home for Parents/Carers as a guideline, this will vary according to each grade (Flexible depending on your family situation)

Monday - Friday

Morning Prayer	Five Finger Prayer
Optional Home Tasks for example	Have a go at tying up your shoes. Can you help make dinner tonight? Have you cleaned your teeth in the morning and night? Could you help bring in the clothes? Are you able to help fold the clothes?
Maintain Morning Routine	Remind children they are not on holidays- Have children get up at normal time, have breakfast, change out of pyjamas, organise learning space. Television turned off before beginning the learning day.
Morning	English Spend time reading or listening to a story each day. Complete Literacy tasks as posted by your child's teacher on Google Classroom
Fruit Break (10 Min)	Fruit Break
Morning	English Continue Literacy tasks as posted by your child's teacher on Google Classroom
Break (30 min)	Break - Eat recess and consider a physical break/playing a game
Middle	Mathematics Complete Numeracy tasks as posted by your child's teacher on Google Classroom
	Religion Complete RE tasks as posted by your child's teacher on Google Classroom
Break (40 min)	Break - Eat lunch and consider a physical break/playing a game
Afternoon	HSIE (Geography or History) EITHER/OR Creative Arts EITHER/OR Science and Technology EITHER/OR PDHPE (As posted by your child's teacher on Google Classroom)
Reflection on your learning	What did you learn today? What did you enjoy most? What were your challenges?