



Distance Learning Guidelines Junior School Families

These guidelines are designed to support families with the actions and approach Trinity Grammar Junior School will take in the event of moving to a distance learning environment. The Distance Learning Plan which will help to provide a flexible distance learning framework with guidelines that can be implemented in a variety of circumstances. We recognise that learning experiences that teachers design when school is in session cannot be replicated through distance learning. In particular, the invaluable social interactions and mediation that occurs naturally among students and between teachers and students cannot be recreated in the same way. Additionally, teachers must find new methods for providing timely and specific feedback to support student growth and learning.

The guidelines include:

- Tips for Families
- ELC Learning Centre (3- and 4- year olds) Priorities & Considerations
- ELC Specialist Day Lesson Schedule
- ELC Student Day Planner Template (3- and 4- year olds)
- Junior School (Prep to Year 6) Priorities & Considerations
- Junior School Specialist Day Lesson Schedule
- Junior School Student Day Planner Template (Prep to Year 6)
- Specialist Day Lesson Schedule
- Roles and Responsibilities of Students
- Roles and Responsibilities of Parents
- Distance Learning Communication Plan

We deliberately use the term distance learning, rather than technology-specific labels (i.e. virtual learning) as this reflects our understanding that quality learning can occur at a distance without the reliance of an electronic device. Rather, an electronic device may assist students and teachers with authentic learning and communication while physically apart.

As we transition to Distance Learning we will need to be flexible and may need to adapt or modify our plan to find the best solution for the majority of our students. These changes will be communicated to students and parents as necessary and updated on these pages.

Thank you for your ongoing patience and partnership. We know distance learning is a new, unique situation for our students and family and we will continue to reflect and refine over time to ensure our students' needs continue to be met to the best of our ability.

Tips for Families

The transition to distance learning may be challenging for some families. Parents/ guardians will need to think differently about how they support their child, how to set clear routines/structures and how to monitor their child's learning. Some students may thrive while others may struggle and may be different from their normal strengths and challenges in a school classroom. These ten tips are intended to help families think about what they can do to help their child find success in a distance learning environment

1. Establish routines and expectations
 - Set the home expectations and routines from Day 1 of distance learning.
 - Use the suggested Junior School Student Planner on your child's year level blog on myTGSJunior as a guide to how to structure your day at home. We understand that you may not always be able to follow this structure and that learning engagements can be done at different times of the day.
 - Please do complete the check-in form at the start and end of every day.
 - Continue with normal morning and bedtime routines.
2. Define the physical space for your child's study
 - Your child may have a regular place to do homework under normal circumstances. Consider whether this may or may not be suitable for an extended period of distance learning.
 - This should be a public/ family place, not a child's bedroom.
 - One location where your child can learn most of the time is helpful for a routine.
 - The space should be where an adult is present and where they are able to monitor your child's learning.
3. Monitor communication from your child's teacher
 - Each year level will post the learning for students on the myTGSJunior year level page by 5pm for the following day.
 - Teachers will communicate with parents by the email on file at the school.
 - Teachers may check-in by phone or e-mail with parents when necessary.
 - Please be mindful that your child's teacher is supporting many families and that communication should be essential, succinct and self-aware.
 - We encourage parents/ guardians to ask their child to explain other learning platforms being used (Class OneNote, Seesaw, etc).
4. Begin and end each day with a check-in/ check-out
 - As part of the student's daily plans on myTGSJunior, there is a link to a Microsoft Form for each Homeroom class for a check-in and check-out each day. This allows teachers to ensure that parents/ students have read the day's instructions and parents can share any questions or other information with the teacher. The appropriate teacher will follow up questions/ concerns by email in a timely fashion.
 - Please also check in with your child as they work through their learning tasks. Some children are hesitant to ask for help at times. Check-ins should be a regular part of your daily routine and be established from Day 1 of distance learning.
5. Take an active role in helping your child process and own their learning
 - In a normal day, your child has hundreds of interactions with other students and adults and include sharing ideas with a peer, participating in large and small group discussions, asking for clarification, collaborating on groupwork and many other interactions.
 - Some interactions are replicated in online platforms, but others may not be possible.
 - Beyond the check-in/ check-out, parents/ guardians should regularly circle back and engage with children about their learning.
 - It is important to remember that at the end of the day, it is still the child's work. Please do not complete assignments on their behalf and seek clarification if you are not sure how to support your child.

6. Establish times for quiet learning and reflection
 - One challenge may be balancing the needs of multiple children at home and their individual learning needs.
 - If possible, siblings may need separate locations in the house to work quietly and avoid distractions. Consider using headphones to block out distractions.
7. Encourage physical activity and/or exercise
 - Physical activity is an important part of health and wellbeing and has a positive impact on learning.
 - Our Physical Education teachers will recommend activities in their weekly subject lessons.
 - It is important for adults to model and encourage exercise.
 - Ensure students are taking brain breaks and physically moving around. You may even consider what chores and responsibilities will get them up and moving.
8. Remain mindful of your child's stress or worry
 - Student wellbeing remains our highest priority.
 - It is important for parents/ guardians to help manage their child's worry, anxiety and a range of other emotions they may be feeling.
 - Though difficult at times, try your best to not transfer your stress or worry to your child.
 - Allow opportunities to discuss feelings and emotions as a family and talk about some of the changes that are happening.
 - Continuing with a normal routine as far as possible will support your child best.
9. Monitor how much time your child is spending online
 - We are mindful of how much screen time we are assigning as part of our learning engagement.
 - Please remember that most teachers are not experts in distance learning and that some trial-and-error will occur before they find the right balance between offline and online learning.
 - Please use the check-in/ check-out forms daily to share feedback about how your child is going.
10. Keep your child social, but set rules around their social media interactions
 - The initial excitement of distance learning will quickly fade when students start missing their friends, classmates and teachers.
 - Help your child maintain contact with friends by phone, video calls or other means when appropriate.
 - Please monitor your child's social media use, especially during extended school closure.
 - Social media apps, such as Facebook, Instagram, SnapChat or WhatsApp, are not school-sanctioned channels of communication.
 - Remind your child to be polite, respectful and appropriate in all digital communications (including via school email and other school platforms) and represent your family's values in the interactions with others.

Early Learning Centre Priorities & Considerations

- Distance learning for ELC children will remain holistically focused on broad language, cognitive, physical and social-emotional development, and may be conducted in English or the family's home language.
- Learning activities and experiences will emphasize interaction and creativity. These activities will require minimal technology or specialized materials.
- The ELC team will provide parents with:
 - recommended activities and experiences targeted at certain skills;
 - novel prompts responsive to current conditions designed to encourage children and families to engage with their environment and setting; art and creative design ideas intended to provide children opportunities to process their experiences while developing cognitive, language and fine motor skill s; and suggested enhancements to daily experiences to support holistic development.

Early Learning Centre Students (3 &4-year olds): Approx. Learning Time Frames

ELC 3-Year-Old Group	
15-20 minutes	Literacy Read Aloud – Identify characters in stories and discuss what they might be feeling
15-20 minutes	Maths Activities
15-20 minutes	Gross Motor Activities
15-20 minutes	Fine Motor Activities
ELC 4-Year-Old Group	
15-20 minutes	Literacy Read Aloud – Point out letters and sounds throughout the story (Make connections to letters that might be in their name)
15-20 minutes	Maths Activities
15-20 minutes	Inquiry Activities
15-20 minutes	Fine Motor Activities
15-20 minutes	Creative Arts
Flex Learning Suggestions (all students)	
<ul style="list-style-type: none"> Indoor play activities Outdoor play activities 	

Specialist Day Lesson Schedule

This diagram shows which day each Specialist will contribute to the daily student planner.

Day	Monday	Tuesday	Wednesday	Thursday	Friday
ELC 3		Library	Music	PE	
ELC 4	Library	Music	PE		

Early Learning Centre Student Day Planner Template

This daily planner will be uploaded on myTGSJunior on the ELC3 and ELC4 blog pages by 5pm for the following morning. These activities provide a guide to families of activities that you can do with your child while distance learning is occurring. Please complete the Check-in and Check-out Form at the start and end of every day to share the progress of your child's activity engagement and any questions or other information you wish your child's teacher to know. ELC Teachers will respond to questions shared through this process in a timely fashion by email.

ELC Age Group		Date	
Task Type	Learning Engagements (Tasks & Instructional Tips)	Curriculum Links (EYLF)	
Morning Administrative Tasks	Link to Check-In Survey		
Literacy Read Aloud			
Maths Activities			
Inquiry Activities			
Fine Motor Activities			
Creative Arts			
Specialist of the Day			
Flex Learning (optional additional activities)	Indoor Play Activity Suggestions		
	Outdoor Play Activity Suggestions		
Afternoon Administrative Tasks	Link to Check-In Survey		

Junior School (Prep to Year 6) Priorities & Considerations

- The primary tools for communication between teachers and families will be myTGSJunior, daily check-ins and email.
- Students will have both off- and on-screen learning activities designed to engage Junior School learners in experiences that connect to current curriculum.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in Prep to Year 2 will need higher levels of support than students in Year 3-6.

Junior School Students (Prep to Year 6): Approximate Time Frames of Learning

Prep to Year 2	
20-25 minutes	Reading – Read aloud & independent reading
20-25 minutes	English (Writing, Soundwaves, handwriting)
20-25 minutes	Mathematics
20-25 minutes	Unit of Inquiry
Year 3 – Year 6	
25-30 minutes	Independent reading
25-30 minutes	English (Writing, SoundWaves)
25-30 minutes	Mathematics
25-30 minutes	Unit of Inquiry
All Junior School Students	
20-25 minutes	All Specialist classes for days that teachers are normally scheduled
Flex Learning (all students)	
Suggested activities from your teachers may include such things as: <ul style="list-style-type: none"> • Independent Inquiries: What questions can you explore related to your units of inquiry? • Board games & challenges with math/strategy/critical thinking • Resilience Project activities 	

Specialist Day Lesson Schedule

This diagram shows which day each Specialist will contribute to the daily student planner.

Day	Prep	1	2	3	4	5	6
Monday	Mandarin	Mandarin	Library	Art/ Drama	Music	Library	Art/ Drama
Tuesday	Art	Art	Mandarin	Music	PE	Music	Library
Wednesday	Music	Library	Art	PE	Mandarin	PE	Music
Thursday	PE	Music	Music	Mandarin	Art/ Drama	LOTE	PE
Friday	Library	PE	PE	Library	Library	Art/ Drama	LOTE

- RE will be captured in the Daily Bulletin - Student Edition & in a short-recorded chapel on Fridays
- Candy/ Mayne/ Schofield will include learning engagements on Mondays to the relevant year level planners and only students currently partaking will engage with these activities
- Enhanced Learning/ EAL will include learning engagements on Wednesday to the relevant year level planners and only students currently partaking will engage with these activities

Junior School Student Day Planner Template (Prep to Year 6)

This daily planner will be uploaded on myTGSJunior on the relevant Prep to Year 6 class blog pages by 5pm each evening for the following day. These activities provide families with the learning engagements their child should complete each day while distance learning is occurring. We have provided a daily timetable to help you structure your child's day; however, we know that each family may need to adapt the schedule to fit their individual context.

Please complete the Check-in and Check-out Form at the start and end of every day to account for attendance and help your child's teacher gather information about your child's progress and any questions or other information you wish your child's teacher to know. Teachers (homeroom and specialists) will respond to questions shared through this process in a timely fashion by email.

Teachers will design student activities with the approximate time lengths of 20-25 minutes (Prep to Year 2) and 25-30 minutes (Year 3 to Year 6). We understand distance learning often takes much longer than synchronous face-to-face learning and that some children may take shorter or longer to complete tasks. We have broken the day into 50-minute periods – this time should include time to unpack the instructions, watch any tutorial videos provided by teachers (if applicable) and active engagement in the learning activities themselves. If students have additional time after completing the learning engagements during a period, they can complete any of the flex learning activities suggested. If students are struggling to complete any learning activity in any given period, please stop your child and seek further support by indicating this in the Check-out Form at the end of the day.

Year Level		Date	
Time of Day	Task Type	Learning Engagements (Tasks & Instructional Tips)	Curriculum Links (ACARA)
8.30-9am	Morning Administrative Tasks	Links to Check-In Survey Link to Student Daily Bulletin	
9-9.50am	Period 1	Reading	
9.50-10am	Fruit Break		
10-10.50am	Period 2	Maths	
10.50-11.10am	Recess		
11.10-Midday	Period 3	English	
Midday – 1pm	Lunch		
1-1.50pm	Period 4	Specialist	
1.50-2pm	Afternoon Break		
2-2.50pm	Period 5	Unit of Inquiry	
2.50-3.10pm	Check-out & submit any questions to teacher.	Links to Check-In Survey	
Optional	Flex Learning Activities	These activities can be completed at any time of the day and are optional activities.	

Roles and Responsibilities of Students

- Identify a quiet space at home where you can work successfully
- Start your day by:
- Reviewing the Junior School Day Planner for your year level each morning on myTGSJunior parent homepage (You may need your parent to help you with this)
- Completing the Check-in Form (You may need your parent to help you with this)
- Reading the Daily Bulletin for Students (linked to your day planner)
- Finish your day with the Check-out Form
- Complete learning tasks to the best of your ability by following the instructions given
- Communicate proactively with your teacher if you have questions, need extra support or can't complete work
- Comply with Trinity Grammar School's Acceptable Use Policy & Home Use Technology Policy (P-4)




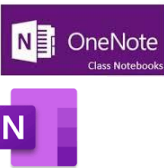


Roles and Responsibilities of Parents

- Provide support to your child to access the Junior School Day Planner, Check-in Form and Daily Bulletin
- Review the 10 tips for parents (see relevant page in this document)
- Establish routines & expectations with your child about home learning, including reflection, rest, snack and breaks
- Monitor communications from your child's teachers
- Access myTGSJunior after 5pm and before 9am to review the following day's learning tasks
- Complete the check-in/ check-out form for your child (Year 4-6 may be able to do this independently or with minimal support)
- Take an active role in your child's learning and support
- Be mindful of child's stress or worry
- Monitor how much time your child is spending online each day

For questions about ...	Contact
Your child's learning for the day.	<i>Homeroom teacher or specialist teacher</i> By email or daily check-in/ check-out form
A technology related issue.	<i>IT Support team</i> Email: techcentre@trinity.vic.edu.au
A personal, academic, social- or emotional concern.	<i>Your child's homeroom teacher</i> By email or daily check-in/ check-out form
Other issues related to distance learning	<i>Junior School Office</i> Email: jsoffice@trinity.vic.edu.au who will direct you to the appropriate person

Distance Learning Communication Plan

This chart outlines the various technology tools the Junior School will use for communication between various stakeholders. We will continue to use the same channels of communication for normal day-to-day communication with parents, staff and students whenever possible.

Communication Type	Person Responsible	Communication Aimed at	Communication includes	Purpose
 Email/ Outlook	Teachers	Individual parents' Individual students	Individual parents Individual students	<ul style="list-style-type: none"> Teachers to respond to email queries from parents Teachers to respond by email to check-in/ check-out questions
	Principal HoJS Deputies	Parents	Parents JS Whole Staff	<ul style="list-style-type: none"> To share important and relevant schoolwide updates and communication on school policy, protocols or practices. A page will be designated to the specific 'school closure' for the latest updates for staff and parents
	Year level teachers	Parents Students	Parents Students	<ul style="list-style-type: none"> Daily student plans posted on year level blogs by 5pm for the following day
	Deputy Head	Students	Parents Students	<ul style="list-style-type: none"> Deputy Head (Admin) to include daily bulletin for students as a light-hearted communication to start the day To be linked to daily student plans
	Year 5 & 6 teachers	Year 5 & 6 Students	Year 5 & 6 Students	<ul style="list-style-type: none"> Year 5 and 6 students will continue to use Class Notebooks (OneNote) with their teachers as a way of communication and documentation of work and lessons.
	Teachers of Prep to Year 2 students	Prep -Year 2 Students (by class)	Prep -Year 2 Students (by class)	<ul style="list-style-type: none"> Teachers may assign activities to students Provide feedback to students on completed and uploaded work samples
 Microsoft Forms	Parents Students	Homeroom teacher Specialist teachers	Homeroom teacher Specialist teachers	<p>Parents or student to complete daily check-in/ check-out using the Microsoft Form provided</p> <p>Homeroom teachers will review the information from their class form daily and respond by email to any questions pertaining to their subject areas</p> <p>Specialist teachers will review the information from the year levels they provided lessons for daily and respond by email to any questions pertaining to their subject areas</p>