



COVID-19 POLICY

PURPOSE

The purpose of this policy is to:

- Provide an outline of the process we will follow during a snap lock down (less than five school days)
- Provide an outline of the process we will follow for a lock down that lasts for more than five school days
- Provide an outline of the process for on-site learning during a lockdown.

SCOPE

This policy relates to school lockdowns during the COVID-19 pandemic.

REFERENCE

Department of Education Operation Guidelines (consistently updated)

PREFIX

At Bellaire Primary School we use various web tools such as Seesaw ('Family' & 'Class' apps), WebEx and Google Classroom to enhance our Remote Learning experiences for our school community. Students will use these powerful tools to view, create, reflect and demonstrate learning. In addition to families already having the Seesaw Family app downloaded on their home devices, it is strongly recommended that families also have the Seesaw Class app and WebEx app downloaded. In the event that Remote Learning begins, students will use the Seesaw Class app and their Home Learning Codes to engage in their learning.

1. Teachers will send an 'inbox' message to parents via Seesaw Family that contains their child's Home Learning Codes
2. Families need to download the Seesaw Class app. Students will participate in remote learning using the Seesaw Class app.
3. Parents can still use the Seesaw Family app to communicate with their child's teacher.

Department Requirements

The following information is from the Department of Education's Operational Guidelines for Remote Learning

[Prep to Year 2 Guidelines](#)

For students in Prep to Year 2, schools will provide learning programs that include the following:

- Literacy activities that total approximately 45 - 60 minutes
- Numeracy activities that total approximately 30 - 45 minutes
- Additional learning areas, play-based learning, and physical activity that total approximately 30 - 45 minutes

[Year 3 – Year 6 Guidelines](#)

For students in Years 3 to 6, schools will provide learning programs that include the following:

- Literacy activities that total approximately 45 - 60 minutes
- Numeracy activities that total approximately 30 - 45 minutes
- Physical activities that total approximately 30 minutes
- Additional curriculum areas activities that total approximately 90 minutes

Remote Learning Guidelines

Delivering tasks to students / families

- If a lockdown is announced at short notice (e.g. mid-week or the afternoon prior to lockdown commencing), the teacher's morning Webex will not occur. Instead, teachers will post activity ideas with an accompanying announcement video.
- Lesson overviews / plans will be sent out to students and families via Seesaw by LOLs and Sub-LOLs

Short lockdown - 5 days (or less)

- ❖ **Daily:** Prep - Year 2 teachers will post the following day's activities / lesson plans to Seesaw the night before (before 5.00pm)
- ❖ **Weekly:** Year 3 - 6 teachers will post the following week's activities / lesson plans to Seesaw (by Sunday 5.00pm)

Extended lockdown - more than 5 days

All teachers will send out detailed learning plans for the week on Seesaw as a PDF (or link) - which includes required videos, resources, etc

- If a student does not have a Home Learning Code for Seesaw, it will be sent to parents / families via their Seesaw Family app Inbox.

Daily WebEx Sessions

- Teachers are required to facilitate a WebEx meeting with their class each morning.
- WebEx meetings are to run for approximately half an hour (or less).
- The sessions will be designed to monitor attendance, explain tasks for the day (in lieu of morning welcome video) and allow students to connect with their peers and teacher on a more personal level.
- They may also be used to complete another 'activity' e.g., game, wellbeing 'pulse-check', joke of the day, etc.
- Teachers will facilitate a Guided Reading session - which will follow on from the morning's WebEx (teachers may use Epic Books! Sunshine Online, scanned PDF, screen-share, etc - if required). If families have trouble getting on, then we are there to support as per usual.
 - Please note: Guided Reading is a high-impact teaching strategy which happens daily within the classroom. It involves teachers working with small groups of students on a given day (on rotation)
- To ensure all students can have access at home the WebEx will run at the following times:

Daily WebEx Schedule

Preps, Middles & Senior students

9.00am

Junior students

9.30am

- Teachers will facilitate the WebEx with their own class, and are required to verbally acknowledge each student in attendance.

Learning task guidelines

- All tasks will be posted as Seesaw 'Activities' at every year level.
- Learning tasks are to be archived 7 days after it was originally posted. For example; if the item was posted by teachers on a Monday - it will be archived the following Monday.
- Daily tasks consist of the following:
 - 1 x Reading, 1 x Writing, 1 x Mathematics and 1 x Specialist activity to be given to the students per day
 - A mini-lesson instructional video accompanies each task

- There is no limit/expectation on the number of tasks students need to complete and post to teachers on Seesaw
- Tasks include differentiation using the following terminology - 'Nearly There' / 'Right On' / 'Extend'
- Prep – Year 2 teachers may provide access to some hard-copy resources. These may be made available for parents to collect during a set time / morning / day of each week (or fortnight depending on circumstances).
- Detailed and purposeful feedback is to be given by teachers on one of the assigned 'Activities'.
- Feedback must be purposeful, specific, and include an area for improvement. This can be completed as a written or audio response.
- Teachers are not required to give detailed feedback on every piece of work that students submit. However, it is expected that teachers comment on or acknowledge the evidence of learning within two hours of it being posted.

Devices

- If any student uses a school-owned device, or requires one to participate in Remote Learning effectively, families need to contact the office on [5243 5203](tel:52435203) to organise a collection time and sign a Device Borrowing Agreement Form, to use at home.
- Upon resumption of face-to-face schooling, families are required to deliver the devices back to the office reception area and sign off on the Device Borrowing Agreement Form.
- JAMF will be disabled for all students in Years 3 – 6, and will remain switched off until 'face-to-face' schooling returns. Students will still be able to access school installed apps

Availability

- Teachers are expected to respond to students / parents between 8.45am and 3.45pm.
- Teachers may wish to communicate their schedules and/or availability to families - where they are able to respond to students/parents

Attendance

- Schools are mandated to register daily attendance throughout Remote Learning periods.
- Classroom teachers and Leadership are expected to monitor student attendance and engagement.
- Sentral is to continue being used to mark attendance and log well-being concerns.
- It is expected that teachers and Leadership respond in a timely manner to students not engaging in Remote Learning and offer support / ways to further engage in learning.

Non-attendance Process

- If a student has not participated in the morning WebEx or has not uploaded any evidence of learning by 2.00pm, teachers are to mark the student as absent on Sentral (unless alternative arrangements have been communicated to the teacher by families).
- In addition to this, if a student does not get on the WebEx, but still completes tasks, then they will be recorded as 'in attendance'. The 'flexibility' for families to complete activities in timeslots throughout the day that works for them has not changed. Rather, WebEx meetings will replace pre-recorded Daily video announcements.
- When a student has been marked as absent, at a specified time, a system-generated 'push notification' is sent to families, where parents can state the reason for non-attendance via the Sentral app.
- School will adjust the settings so that this notification goes out to families later in the afternoon
- Teachers are encouraged to follow up with student/family if they haven't heard from them
- If a student is again marked as absent the next day, and the teacher has not received communication from student/parents, they are required to phone home. This is a supportive conversation to help re-engage the child in learning and/or allows parents to provide explanation why their child is not engaging in learning.
- If a student is again marked as absent for the third day in a row without any communication Leadership is to be notified, so that a call and follow up with the family can be done.

Non-attendance process (without explanation from parents / carers)

Day 1 non-attendance

Day 2 non-attendance

Day 3 non-attendance

Recorded on Sentral as
absent

Phone call to family

Phone call to family from
Leadership

On-site learning processes and procedures

The directive from the Government however is to limit movement as much as possible. We have amazing teachers at Bellaire PS who volunteer to supervise students on-site, whilst still facilitating Remote Learning for their own class of students. However, the more students we have who come on-site, the greater the strain it places on our teachers to be able to run an effective remote learning program for their students.

Students eligible to attend on-site learning

- In order to protect the health and safety of your children, your family, your teachers and the whole community, it is important that you follow the Victorian Government's direction and keep your child learning at home.
- On-site attendance is available as a last resort, where parents and carers are not able to put in place arrangements to supervise children at home. To book your child(ren) into on-site supervision you will need to ring our front office on [5243 5203](tel:52435203).
- Children, where both parents and or carers are considered, authorised workers as listed who cannot work from home, work for an essential provider, and where no other supervision arrangements can be made
- Where there are two parents/carers, both must be essential workers, working outside the home in order for their children to be eligible for on-site provision.
- For single parents/ carers, the essential worker must be working outside the home in order for their children to be eligible for on-site provision.
- Vulnerable children, including:
 - Children in out-of-home care
 - Children deemed vulnerable by a government agency, funded family, or family violence service, and assessed as requiring education and care outside the family home
 - Children identified by a school or early childhood service as vulnerable, (including via referral from a government agency, or funded family or family violence service, homeless or youth justice service or mental health or other health service)
- Families are required to phone the office to discuss students attending school during a Remote Learning period.
- Where possible, office staff will offer a reduced timetable option for those attending on-site – as to limit the number of people in buildings and also help staff supervision numbers.

Staffing

- A supervising schedule will be developed week-to-week (depending on available staff and student numbers).
- Leadership will send out a Google Form requesting expression of interest for teachers to volunteer supervision of on-site learning.
- The number of staff needing to supervise the students for on-site learning will depend on student attendance.
- Time will be allocated to staff working on site to facilitate their class WebEx sessions when developing a supervision schedule. Students that are on site will be factored into these online sessions.

Entry and exit times

- Students will only be able to enter through the front red gate and exit via the front door (Larcombe Street)
- Lead supervising teacher/member of Leadership will be responsible for opening the gate at 8.45am
- Students will enter via the STEAM Room, have their attendance taken, and sanitise their hands upon entry.
- Students can enter the school building from 8.45am – 9.00am. School finishes at 3.30pm.

Staff roles and responsibilities

Specialists roles during lockdown

- Each Specialist teacher will provide 4 lessons each week – Prep, Juniors (Years 1 & 2), Middles (Years 3 & 4) and Seniors (Years 5 & 6).
- An instructional introduction video will accompany each task.
- Specialist teachers will comment and approve their class's student work (as per policy guidelines above)
- Specialist teachers will track their own students' responses in 'Activities view'. It is recommended that Specialist teachers and homegroup teachers work together to communicate and address any queries and concerns regarding student engagement with Specialist tasks.
- LOL Specialist will post an Announcement to parents on Seesaw by 5PM on a Sunday night, which briefly describes the planned activities for the week.
- Part-time Specialist teachers will respond on their day of employment.
- Specialist teachers will attend a class WebEx meeting each day (of their employment) on a rotational timetable
 - o Andrea will develop and communicate the rotational timetable and WebEx links to Specialist teachers
 - o Those that are involved in on-site supervision are not expected to join a meeting on that day.

Leadership roles during lockdown

- Members of Leadership will connect and communicate with staff to check on well-being and assist - when required. This will be done via face-to-face (with staff that are supervising on-site learning), phone calls, emails, text messages, etc
- Members of Leadership will contact and engage with families who are disengaged and/or require support
- Members of Leadership will attend class WebEx meetings (on a rotation)
- Members of Leadership will make comments on student work / attach digital stamps
- Members of Leadership will coordinate on-site attendance and supervision
- Continue with our other roles

Leadership roles during lockdown

- Learning Specialists will provide support and guidance during both PLC and Planning WebEx meetings for the teams they work with
- Learning Specialists to provide coaching support for teachers, focusing on areas of need identified. For example, coaching teachers to
 - o Create engaging Mini Lesson videos
 - o Embed worked examples into Mini Lesson videos
- Learning Specialists will attend class WebEx meetings (on a rotation)
- Learning Specialists will make comments on student work / attach digital stamps
- Learning Specialists will assist with coordinating on-site attendance and supervision

ES roles during lockdown

Classroom ES staff

- ES staff will most likely provide onsite supervision for students learning at school.
- ES staff to make contact with their supported student at least once throughout the week (if not working onsite).

Office / Reception staff

- Office Administration staff to coordinate on-site supervision

Tutor roles during lockdown

Short lockdown - 5 days (or less)

- Tutors will communicate feedback on student work and make contact with each student at least once throughout the 5 days.
- Feedback we have received previously was that commenting on the students' work was well received by parents.

Extended lockdown - more than 5 days

- Coordinate iPad / device borrowing and returns for families

- Tutors will look to facilitate a one-one-one WebEx lesson during lockdown on their normal days / hours.
- Tutors will also send out an open schedule to provide support for students/families (if required) e.g., 9.00am – 11.00am: WebEx meeting times, 11:30am - 12:30pm: support with tasks and feedback on student work.

REVIEW CYCLE AND EVALUATION

This policy was last updated on **Sunday 8th August 2021** and is scheduled for review after each Remote Learning period.