

Remote Learning: Elementary (Phase 3)

Reading Public Schools



We are so appreciative of all the incredible work the Reading Public Schools community (parents/guardians, teachers, and administrators) have put forth during this challenging time. With our shift into phase 3, we hope to provide additional guidance about the extension of remote learning through the end of the school year. As a district we are working closely across schools and with our state networks to ensure we're providing the most appropriate opportunities for our students. We know our most critical responsibilities are to stay connected with our students and provide engaging learning opportunities.

What should we expect?

Expectations for remote learning have been outlined at the state and district level. Utilizing the [guidance](#) from Education Commissioner Riley and our [RPS Remote Learning Plan](#), our priorities are to:

- Strengthen the remote learning program for all students.
 1. Prioritize meaningful connections with educators and peers.
 2. Provide engaging core instruction focused on the prerequisite content standards that are most critical for student success in the next grade.
 3. Offer opportunities for enrichment, exercise, and play.
 4. Ensure programming is accessible and secure and communication is streamlined for students and their families.
- Develop and maintain a system for identifying and supporting students not consistently engaged in remote learning.
- Consider the strategic collaboration, teaming, and differentiated roles that remote learning makes possible.

We continue to focus on two primary goals (1) reinforcing standards taught prior to March 13th; and (2) providing exposure/preview of standards not yet taught. Teachers will use the MA Department of Ed Prerequisite Skills Documents to support these goals.

In reference to new content/standards: Given that our remote learning has been extended through the end of the school year, families can expect teachers to share new content not taught prior to March 13th. Preview and exposure provides a positive way for students to engage with new content. We do not expect mastery in a remote environment without the face-to-face learning that exists in our typical school setting. We encourage students to engage in the provided learning shared and delivered by teachers to whatever extent they are able as it will benefit maintaining previously learned skills and boost their foundational knowledge for next year's schooling.

We continue to recommend no more than 1-2 hours for preschool-1st grade, and no more than 2-3 hours for grades 2nd-5th. We are here to support and suggest, not mandate. If your child is resisting a particular work item or a subject, don't fight with them about it. Reach out to the teacher to let them know. Please know it is ok to take breaks and step away from the work routines.

What are our schools doing?

Families should know that we are following the recommendations from Education Commissioner Riley as we utilize our collective power. Across the five elementary schools, grade levels are sharing resources and learning templates. There are ongoing drop-in sessions to allow grade-levels to collaborate and share. As with any typical year, teachers have built their own special communities within their classrooms. We honor the unique settings that each classroom has, while also building consistency through our platforms, shared

resources, and collaborative meetings vertically during staff meetings and cross-district during our grade-level connections.

Our educators also have access to internal training opportunities, learning sessions offered through the Department of Education, and virtual professional development being offered across many content areas. As a community we are all learning, growing, and improving in our efforts to build a robust remote learning structure.

How will the learning be structured?

As we have transitioned to use of Google Classroom as a platform to support common access for families, we know there are various levels of comfort with this tool. If you or your child have any challenges or difficulties accessing classroom work or utilizing a particular tool, please do not hesitate to reach out to the classroom teacher directly. We are all learning in this process!

We want to reiterate the recommendation shared by Commissioner Riley; *"We generally **recommend that schools and educators deliver instructional lessons intended for all students in an asynchronous format** (e.g., record a video of the lesson as opposed to asking students to tune in at a specific hour to watch it "live")."* This allows educators to utilize the synchronous time to support students who need help, provide structures to connect with and among students, and utilize "live" times to support social/emotional standards.

What should I do to support my child?

What should I do to support my child? There are a few ways you can set up your child for success. Consider the following tips:

- Set up a learning space for your student to use that supports their learning styles. Seek input from your child in choosing this space. Have a flat working space for writing or technology devices and easy access to learning tools (pencils, paper, etc.)
- Some families may find it helpful to have a predictable schedule or routine. This can help children learn planning, organization, expectations for timing, and can collaborate on the design of their daily learning. One example can be seen [HERE](#). If schedules don't work for your family - that's ok!
- Ask questions! Engage with your child about what type of learning they are doing, what they like, and what they're curious about. You might brainstorm a list of interests or activities you want to engage in together outside of the provided classwork.
- Encourage breaks from screens and sitting. Seek outdoor opportunities and build in moments for movement and physical activity.
- If your child is confused or having difficulty with learning or access, reach out to your child's teacher.

What if my child is seeking extra learning opportunities?

If your child is seeking additional learning opportunities you may consider some of the following links that provide interesting and engaging resources:

- [RPS Virtual Clubs](#): These virtual clubs have options for students K-8 to participate in.
- [RPS Optional Learning Opportunities](#): These documents were released during the initial closure, but still hold many engaging learning activities and learning links that students may enjoy exploring.
- [Educational Resources for Students and Families](#): These resources have been compiled by the MA Department of Education. Many learning opportunities are available.
- DESE and WGBH Partnership for Educational Resources: This partnership is providing rich resources for families and educators. Check out both the [WGBH Distance Learning Center](#) and the [PBS LearningMedia](#) sites.