

Remote Learning Plan Primary Level, Forest Bluff School

The Forest Bluff Primary Directors have created a daily schedule based on the structure of our normal classroom school day to continue learning at home. We aim to make any transition to home learning as seamless a transition as possible and are prepared to begin this plan at any point in the school year. Should we move to this model of learning, your family will be provided with a “Homeschool Handbook” including specific guidance on setting up a conducive learning space at home as well as extra ideas for primary children, organized by age.

During remote learning, the structure of your child's day will include a morning, midday and afternoon (for extended day children only) check-in with their Director via Zoom. Purposeful and focused work for your child is expected in between these daily check-ins.

The key components of this distance learning plan are:

- More structure to the daily schedule
- Presenting new content through virtual lessons and recorded content
- Increased age-appropriate expectations of students
- Increased age-appropriate accountability
- Providing physical materials to aid in at-home learning
- Ensuring that children are moving through the curriculum subjects
- Maintaining detailed record keeping and notes of each student’s progress
- Daily availability for parent correspondence
- Flexibility with screen time based on each student/family’s needs

Directors are available during regular school hours, when not interfacing with students, to provide parental support and guidance.

This document and plan may potentially evolve with AMI trainer suggestions, insights from other Montessori educators, and as always, with Directors’ observations of how children respond.

Screen Time and Student Expectations

Our observations this spring made it clear that 20 minutes is the maximum amount of time a primary child should spend on a screen in one sitting. That said, when operating remotely, we depend upon video conferencing to ensure student accountability and to maintain our close contact for high standards. We expect children to be on screen for 2-4 daily events:

- Morning class meeting
- Lessons Monday-Friday when scheduled
- Midday class gathering
- Afternoon read aloud *for extended day children only*

Daily Schedule

- **8:30-8:50am Morning All Class Check-In**
 - Entire class will gather via Zoom.
 - Opportunity for connecting with the Director and to see classmates.
 - Director will offer work ideas and inspiration for the day.
 - Opportunity for a group lesson such as grace and courtesy.

- **8:50-11:00/11:20am Morning Work Period and Lessons**
 - Time for purposeful, self-directed work at home, supported by:
 - Individual and small group lessons given throughout the week via Zoom.
 - Appropriate materials, provided by the school and/or which can be made at home.
 - Video tutorials and lessons correlating to available, physical materials to help aid your children's work and understanding at home.

- **11:00-11:15am Morning Children Send-off**
 - Gathering time for morning children, similar to what happens at school.
 - This gathering may include stories, songs, books, etc. to conclude their work day.

- **11:20-11:40am Chalkboard Time with Extended Day Children**
 - Gathering time for extended day children, similar to what happens at school.
 - Opportunity for group lessons involving age-appropriate topics.
 - Opportunity for checking in on work accomplished in the morning and making suggestions for afternoon work.

- **12:00-1:00pm Lunch and Rest Time (Extended Day Children)**
 - Lunch: Students should use this time to prepare their own nutritious and balanced lunch and enjoy it, if possible, in the company of siblings or parents to encourage interaction and conversation.
 - Rest time away from screens and academic work. This might include outside time, reading together or lying down to read independently, movement/stretching activities, or other quiet activities.

- **1:00pm-2:30pm Afternoon Work Period (Extended Day Children)**
 - Time for purposeful, self-directed work, supported by:
 - Individual and small group lessons given throughout the week via Zoom.
 - Appropriate materials, provided by the school or made at home.
 - Video tutorials and lessons correlating to physical learning materials.
 - Work during this time should be focused on Primary-related work for older children, such as math, language, handwriting, maps, etc.

- **2:30pm-2:45pm Read Aloud as a Class (Extended Day Children)**
 - Extended Day children will gather online as a class while the Director reads a book with them, just as we do in school.

- **2:45pm Students are Dismissed**
- **2:45-3:15pm Directors available for parent correspondence**
Because partnering with parents will be so critical, Directors will be available daily at this time to converse with parents.

Accountability

If we are working remotely this fall, expectations and requirements of students will increase to ensure that students are progressing through the primary curriculum. Students are expected to participate in the full schedule for their age, with individualized adjustments. As is always the case at Forest Bluff School, if any issues arise that limit your child's participation, please inform us as quickly as possible. We are happy to help with accommodations when possible.

Accountability should be kept between student and Director as much as possible. In our classrooms, students do not develop their time management and executive functioning skills if a Director constantly hovers over them, so we certainly do not expect this constant level of parental involvement when working from home. A certain level of freedom to experiment, explore, and even to make mistakes is necessary for development of independence and intrinsic motivation. Younger children may require a little more engagement and supervision from parents, but as they reach the end of their time in the primary level, they are capable of more independence and self-regulation.

Our daily class check-ins and small group lessons will bolster accountability and provide insights to the Director, along with any observations parents are able to share. Just as is true in our classroom, if additional measures are needed to increase accountability, they will be implemented. We are fortunate to operate within a system that honors individual needs, and allows for as much freedom or as much support as each child needs.

Online Resources

Zoom

Zoom will be used for all video conferencing including:

- all class meetings
- small group virtual lessons

Seesaw

Seesaw is a means for students to:

- share their work with the Director
- share their work with and inspire classmates
- see the work of classmates

It allows the Director to:

- review math problems and written work
- offer encouragement
- post notes or necessary materials/resources for students to bring to a group lesson
- post notes or necessary materials/resources for students to aid in the required follow up
- create an online resource library which includes general resources such as
 - math resources
 - language work
 - blank maps
- create a library of pre-recorded lessons for additional academic content
- post recordings of live lessons to be reviewed if needed

Physical Resources

Student Work Bag

In addition to the online resources provided by the school, we will also be providing each child with a work bag to ease the process of transferring work between home and school as children transition between our building and your individual houses. This will include, but is not limited to:

- pencils
- math papers
- writing paper
- folder to hold finished work and work in process

Access to Montessori Materials

We are in the process of formulating a plan that will allow students to work with the physical Montessori materials. There will be opportunities for students to occasionally borrow materials from the school and also to use homemade materials created by our staff or by the children themselves.

Primary Support Staff

We are incredibly fortunate to have Montessori trained Support Directors to assist our primary Directors with tasks such as recording and uploading content to Seesaw and to provide other support to our primary students as needed. All Directors working with the children will be in close contact with one another, with the administration, and with parents. We also have an assistant designated to each classroom to help make physical materials and support each Primary Director's work.