



CRIA POLICY AND PROCEDURES
REMOTE LEARNING

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Introduction - some key questions

When might the school close and what sort of systems might it put in place?

School closure is a possibility in a number of different circumstances. In cases of short term closure, it is reasonable to expect that the academic progress of children will not be affected to an irreparable extent. The expectation in this case is that any deficit will be caught up in the normal run of things once school restarts.

The decision to close for a longer period of time is a major one and will, in most cases, only be taken following the advice of the governmental authorities. Students may find it difficult to catch up/keep up and parents may also find it difficult to manage the home situation without a supporting structure. In this case the school will put in place a structured distance learning programme making the best use of the technology at our disposal.

Is there a need for flexibility?

We realise that the circumstances that cause the school to close will affect families in a number of ways. In our planning and expectations therefore, we are aware of the need for flexibility from all sides: families may need to travel; parents may be trying to work from home and so access to technology as a family may be limited; teachers may be trying to manage their home situation and the learning of their own children; systems may not always function as they should. An understanding of, and the willingness to adapt to, these difficulties on all sides is essential for success.

Will student work be compulsory, recommended or optional?

In the case of long term closure we think that it is in the best interests of our students if the school continues to provide structured support to the best of our ability. Bearing in mind the need for flexibility however, it is difficult to specify any particular learning activity as being compulsory. That said, the work that the students engage in during a period of closure will be part of the specified curriculum and so cannot be considered as optional. Students and parents should therefore consider the arrangements as set out in this document as highly recommended.

What are the design principles of the policy and practices?

The policy and practices aim to do six things:

- ensure that the community is prepared for a closure and reduce the levels of worry
- allow directed learning to continue
- provide a daily structure
- provide interaction and a sense of purpose
- remain responsive to the limitations that individuals may experience

When will remote learning start?

The first several days (1- 2 days) of any extended closure will be used to prepare for the coming period and so there will be no remote learning scheduled. The programme of remote learning will start from the third day of the period of extended closure.

Remote Learning Policy

CRIA has an important role to play in helping to maintain a sense of order and calm in any situation where schools are asked to restrict access. As much as possible CRIA will strive to maintain a normal pattern of teaching and learning through the use of online tools while maintaining a focus on the well-being of individuals in the community and recognising that different people will be facing very different circumstances.

Remote Learning Practices

1. Expectations - Teaching Staff - General

1.1 Availability

Normal contractual hours of Monday - Friday 07:45 - 15:45 will be maintained. During this time, staff should be engaging in professional activities as described in this document, as much as personal circumstances allow. Staff are reminded of the need to take regular breaks to ensure time away from the computer.

1.2 Response Times

Responses to questions from students and parents should be timely and aim to be within 24 hours during the school week.

1.3 Faculty and Division Check-Ins/ Meetings

Zoom will be used to facilitate Division/Subject/Whole faculty chat and live meetings. Regularly scheduled meetings will occur at the normal time through the Zoom platform and will be an opportunity to check in on staff well-being and gather feedback.

1.4 Attendance Taking

Attendance should be taken and recorded in the CRIA attendance record sheets/platforms during morning meetings (Primary) and at the start of each video contact lesson (Secondary).

2. Expectations - Teaching Staff - EC/Primary

2.1 Platforms Used

Seesaw will be used to assign work, post video/written messages, and provide feedback for Toddler to Grade 4. Google Classroom is used for Grade 5 classes.

Zoom, Google Meet or other video conferencing tools will be used for morning meetings and video chats with students. Links to Google Meet or Zoom sessions should be shared on Seesaw.

2.2 Content Guidelines

2.2.1 Early Childhood

Teachers will post daily written or video guidelines for learning opportunities. Examples of these could be a video read aloud, cooking instructions, games focusing on phonemic awareness or early number skills, or links to interactive websites. Teachers will suggest that parents may post one video linked to a learning opportunity each day, for example a video of their child skip counting or discussing a read aloud.

Each grade level will maintain a weekly overview schedule, which will be communicated to parents in the Monday email. This document serves as both a collaborative plan and a way for parents to have a record of all learning engagements.

A minimum of 2 synchronous (live) sessions per day, Monday - Thursday, will provide an opportunity for teachers to conduct lessons, clarify questions, gauge student understanding, offer feedback, and maintain a sense of classroom community.

2.2.2 Primary

Each grade level will maintain a weekly overview schedule which will be communicated to parents through Seesaw or Google Classroom or email. This document serves as both a collaborative plan and a way for parents to have a record of all learning engagements.

Each lesson should include learning targets, the materials required (if any), submission expectations including how and when to submit work, and estimated time needed.

Where possible, lessons should include opportunities for peer interaction e.g. requiring students to comment on each other's work.

Opportunities should be provided every few lessons for work to be submitted and formative feedback given to students; this feedback could take the form of simple text comments, audio or video messages, or a live face-to-face interaction. Teachers can gauge the amount of feedback required in order to enable modification of lesson structure moving forward inline with understanding, as it would in a face-to-face lesson.

2.3 Online Meetings with Students

In Early Childhood (Toddler to Grade 1), the teacher will post a morning message video by 09:00 each day.

In Grades 2-5, a morning meeting will be held daily at 08:30 and hosted through Zoom or another platform . The link to the meeting should be posted on Seesaw or Google Classroom no later than 08:00.

A minimum of 2 synchronous (live) sessions per day, Monday - Thursday, will provide an opportunity for teachers to conduct lessons, clarify questions, gauge student understanding, offer feedback, and maintain a sense of classroom community. These may include small groups of students for guided reading.

A minimum 10 minute one-to-one video meeting on Google Meet should be held between the homeroom teacher and each student once bi-weekly. These can be attended by parents. At the commencement of online learning, homeroom teachers will facilitate sign-ups for these meetings through a Google Doc or other agreed upon method, the link to which will be sent out in an email to parents. It is the responsibility of the homeroom teacher to create the document with time slots that work with their schedule and communicate the meeting link to parents in a timely manner. The slot chosen by parents will remain the same for the duration of online learning (be sure this is clear to parents from the initial sign-up).

2.4 Timetables

The weekly timetable will be embedded as an image in the Monday email. All content from both homeroom and single subject teachers should be posted by 08:00 each day.

2.5 Specialist Teachers

All specialist teachers are expected to post a video greeting through Seesaw or Google Classroom which acts as both a check in and an introduction to each lesson.

Spanish - the Spanish Department should prepare lessons in accordance with their schedule that can be delivered through their Seesaw classes or Google Classrooms. A minimum of 2 synchronous (live) sessions per week will be conducted through Zoom or other platforms.

Art/ Music/ PE/ STEM/Library - each of these specialists should prepare lessons for the grade levels they teach. Specialist synchronous (live) sessions will be offered each Friday through Zoom or other platforms.

2.6 Teaching Assistants

Provide support and assistance to assigned grade level and/or subject area teachers as requested. This may include finding relevant activities on Seesaw, producing or sourcing learning videos, hosting and supervising Zoom recesses, etc.

2.7 Learning Support/ELL

Partner with Homeroom teachers to accommodate individualized, differentiated online learning for students on their caseload, where needed.

A minimum 20 minute one-to-one or small group video meeting on Google Meet or Zoom should be held with each student on their caseload at least once per week. At the commencement of online learning, teachers will facilitate sign-ups for these meetings through a Google Doc, the link to which will be sent out in an email to parents. It is the responsibility of the teacher to create the sign-up sheet with time slots that work with their schedule and communicate the meeting link to parents in a timely manner. The slot chosen by parents will remain the same for the duration of online learning.

2.8 School Counselor

Available online to students on their caseload during normal school hours to answer questions and provide support. Where appropriate, communicate via video with students on their caseload each week so that they are able to discuss either ongoing or online learning-related concerns.

Respond to counseling needs of students and parents, flagged as concerns by teachers.

Post one video per grade level per week regarding self-regulation, anxiety and/or wellness strategies that students can practice during Online Learning. The Counselor will also be required to host Zoom recesses or social lunch bunches for students.

2.9 Technology Support

Technology Support will be available during normal school hours to respond to queries by email and chat. Technical support issues should be reported to the Tech Support (techsupport@criacademy.com). In order to assist remotely, parents should download the free app www.anydesk.com onto their computer (Mac or PC) and contact our tech support. This app allows the tech support to access the computer remotely and assist with technology issues.

3. Expectations - Teaching Staff - Secondary

3.1 Platforms Used

Google Classroom will be the central hub for setting assignments and deadlines, facilitating ongoing class discussion, and providing feedback. Google Meet or Zoom will be used for live video sessions with students. Teachers are free to use a variety of other web-based resources to facilitate learning as appropriate for their subject. However Google Classroom must be used as the central point of communication for work and deadlines.

3.2 Content Guidelines

3.2.1 General

Teachers can expect their students to work on the subjects that are on their timetable for a particular day; any instructions or content should be posted by 08.00. Staff should run a video meeting with their classes at least every other lesson (every lesson if they only meet once a week), at the times when their lessons are scheduled. A weekly schedule of lessons must be shared with your class on GC by Monday at 8:00 am. Live meetings should be recorded on the schedule. When a teacher is hosting a Google Meet or Zoom session, it should be used for approximately 25 - 30 minutes to deliver an introduction, deliver a brief lesson, and/ or gather feedback for formative assessment.

Lesson content should be equivalent to what the vast majority of students in class could reasonably complete within a lesson, with potentially limited support. It is expected that the unit plans and subject content order remains largely intact, unless the nature of the curriculum makes some content better suited for online learning. Teachers should provide opportunities within their lessons for students to consolidate newly delivered content. The nature of each subject, and the tasks within it, will determine the nature and frequency of these lessons. These are not designed as an opportunity for some students to catch up with their peers. This may be required on occasion. However, it would be done by task modification or additional support.

Instructions should aim to be concise and easily understood. Lengthy paragraphs or step-by-step activities should be avoided. If longer instructions are required, Google Meet or Zoom sessions should be used to provide face-to-face instructions, and/or attach as a Google Doc, so that students can open separately and highlight / tick etc.

Opportunities should be provided every few lessons for work to be submitted and formative feedback given to students; this feedback could take the form of simple text comments, audio or video messages, or a live face-to-face interaction. Teachers can gauge the amount of feedback required in order to enable modification of lesson structure moving forward inline with understanding, as it would in a face-to-face lesson.

Teachers will utilize an internal document to schedule assignments, allowing for the control of work load for students.

3.2.2 Types of Activities

Below are some guidelines of the types of activities students can expect during their online learning.

- Allow interaction and feedback e.g. online quizzes
- Allow collaboration between peers e.g. Google Docs/Padlet/other chat platforms
- Open ended tasks to naturally allow for differentiation
- Choice tasks where students can choose the quantity and challenge.

- Project-type longer activities, therefore providing students with more opportunity to work at their own pace over a series of lessons.

These are suggested to ensure students are:

- receiving a variety of different tasks
- receiving opportunities to move away from the computer
- receiving a sense of choice over how they approach the set work

3.3 Communication with Students

All communication must be through official school channels. At no point should teachers (or students) record Google Meet or Zoom sessions without full permission of all members involved; for example, if some students are not present at the meeting, the teacher may inform the students that they will record the session, and ask anyone who is not comfortable with this to turn off their camera and microphone.

3.4 Learning Support/ELL

Teachers should meet via Google Meet or Zoom with students regularly at their assigned lesson time; this could involve a 20-minute small group meeting, or individual one-on-one meetings as needed.

Teachers should stay in regular communication with the subject teachers to be aware of content delivery needs.

3.5 School Counselor

The School Counselor should be available online to students during normal school hours to answer questions and provide support.

Post one video for Grades 6-8 and one for Grades 9-12 per week regarding self-regulation, anxiety and/or wellness strategies that students can practice during Online Learning. The Counselor will also be required to host Zoom recesses or social lunch bunches for students.

Where appropriate, communicate via video with students in order to respond to counselling needs of students and parents flagged as concerns by teachers.

3.6 Technology Integration Specialists

Tech Support will be available during normal school hours to respond to queries by email and chat. Technical support issues should be reported to the Tech Support (techsupport@criacademy.com). In order to assist remotely, parents should download the free app www.anydesk.com onto their computer (Mac or PC) and contact our tech support. This app allows the tech support to access the computer remotely and assist with technology issues.

4. Expectations - Students - Primary

4.1 Well-Being

During a period of online learning, it is important that well-being remains at the forefront of our thoughts, therefore students are encouraged to take regular breaks, get fresh air, exercise, and maintain a reasonable balance between online engagement and offline activities.

4.2 Active Engagement in Learning

All primary students are expected to be present for learning and responsive to tasks provided by the teacher. Students must follow classroom agreements, and be respectful of the online learning environment.

Toddler to Grade 2 - student engagement is monitored and supported by parents.
Grade 3 to Grade 5 - students are expected to exercise their ability to independently use Seesaw (and in Grade 5, Google Classroom) in order to complete the tasks assigned.

Students must submit work by the deadlines given.

Parents and students are expected to communicate with the class teacher if unable to login on a given day.

5. Expectations - Students - Secondary

5.1 Well-Being

During a period of online learning, it is important that well-being remains at the forefront of our thoughts. Therefore, students are encouraged to take regular breaks, maintain contact with peers, get fresh air, exercise, and maintain a reasonable balance between online engagement and offline activities.

5.2 Active Engagement in Learning

Students are expected to access instructions and materials, and attend meetings, using their personal laptop. However, in the event of issues with their laptop, many tasks can be accomplished on any online-enabled device.

Students should check their email and Google Classroom regularly each day for up-to-date instructions from teachers on when/ where/ how learning will take place that day.

Students are expected to be online and logged into Google Classroom/ Google Meet at the start of each scheduled live session. It is expected that students will complete class expectations as outlined by their teacher and meet class deadlines.

When using Google Meet or Zoom, students must remember that this is an extension of the classroom, and they should conduct themselves as they would at school. This includes:

- Being on time for online meetings
- Dressing appropriately for learning
- Remaining attentive during lessons
- Interacting patiently and respectfully with teachers and peers
- Being seated in an area appropriate for learning

At no point should Google Meet or Zoom sessions be recorded without full permission of all members involved; if a student does not wish to appear in a recorded session, they should turn off their camera and microphone.

5.3 Submission of Work

Students should submit all work through Google Classroom or other agreed upon method and meet deadlines set by their teachers; this can also involve taking pictures of work done offline. If students are unable to complete assigned work due to difficulties or extenuating circumstances, they should contact their teacher immediately.

6. Expectations - Parents

6.1 Monitoring of Student Work - EC/ Primary

EC to Grade 2: parents are asked to support the child's learning by:

- submitting the required video(s) or picture(s) each day that demonstrates one element of the student learning taking place as indicated in the daily learning engagements post
- ensure that the tools and environment needed for learning are made available to the students, including access to a digital device to access learning and conduct meetings.
- actively participate in the tasks provided by the teachers.

Grade 3 to Grade 5: parents are encouraged to:

- monitor student engagement.
- ensure that the tools and environment needed for learning are made available to the students, including access to a digital device to access learning and conduct meetings.
- regularly check in on student progress and work submission.
- follow the Communications Protocol in contacting the appropriate person with any questions or concerns as they arise. Start with the teacher!

6.2 Monitoring of Student Work - Secondary

Parents are encouraged to:

- monitor student engagement.
- ensure that the tools and environment needed for learning are made available to the students.
- regularly check in on student progress and work submission.
- follow the Communications Protocol (page __ of the Family Handbook) in contacting the appropriate person with any questions or concerns as they arise. Start with the teacher!

7. Communication Guidelines

Questions About	Contact
An assignment	Teacher who set the assignment
Technical support	techsupport@criacademy.com
General school info	r.zuniga@criacademy.com
Attendance concerns	Homeroom teacher
Well-being concern	Homeroom teacher in first instance. For more serious issues, contact the School Counselor (r.davis@criacademy.com).

8. Child Protection Guidelines

8.1 Location when joining video sessions.

Students should not join video lesson sessions while, for example, in bed or in a pool. They should be dressed appropriately for learning. If possible, students should be located in a common space in their house within earshot of parents unless they are having a confidential session.

8.2 Use of language

Staff and students should continue to interact with each other in a professional way. This means being careful with the use of language and not sharing any personal contact details.

8.3 Use of tools

All communication should be carried out using the official platforms and channels. Google Meet and Zoom sessions should not be recorded unless all participants agree to this.

8.4 What to do if you are worried about someone or something

If a student or a member of staff is worried about something they witness on an online platform they should report it to their homeroom teacher or to the School Principal, Dr.Pikero (l.pikero@criacademy.com).

Adapted from: *International School Lausanne*, April 2020