

## **Aims and goals of the distance learning programme at ISO during the school closure due to the corona virus pandemic**

*„This policy is meant to support an effective delivery of the distance learning programme. However, since the current situation is unpredictable and the practical circumstances keep changing, a degree of flexibility is required from everyone involved. It is the physical and mental well-being of the children, their families and the school staff that need to lie at the heart of what the school is striving to achieve.“ (ISO Staff)*

1. To organize the distance learning programme in a way which reflects as closely as possible the extent, content and attainment expectations of the usual lesson delivery in the entirety of the process, from setting the learning objectives to checking how these have been fulfilled.
2. To minimize the need for parental involvement, so that the parents´ role is focused primarily on the technical side of the learning rather than on the teaching itself (i.e. helping the children to access the Internet via computers/tablets/smartphones, scanning work and uploading it to Google Classroom, responding to teachers´ emails etc.)
3. To use all the tools effectively and try to keep the email communication between teachers and parents to the minimum to lessen the strain on everyone involved in the process.
4. To enable daily contact with the pupils through either a set timetable of whole class or group meetings, individual video consultations or email communication.
5. To differentiate the teaching in relation to SEND and AGT pupils and to modify the requirements/resources/amount/difficulty level to reflect the ability of each individual child.
6. To use whole school and other high quality online teaching resources such as web pages, videos, online testing etc. which can be used to extend and practise the curriculum without the direct involvement of teachers.
7. To take into account the parents´ and pupils´ needs, offer them support and respond to their views on the effectiveness of distance learning.
8. To reflect the importance of the social side of visual contacts between the teacher and each student and among the students themselves.

## Organization of the distance learning programme

The programme is delivered by distance and reflects the needs of particular age groups. The schools will use its tools effectively not only for the teaching itself but also for the management and organization of the programme.

Age-appropriate work is set by class or subject teachers via email or through the use of Google Classroom. Pupils do the work either independently or, where appropriate given the pupils' age, with the help of the parents. Deadlines should be observed. The teacher then checks whether the work has been completed and is involved in supporting social contacts among students.

Taking into consideration the practicalities of the students' lives, the teaching will take place during mornings and afternoons and the school will support the programme using the following organizational tools:

- **Whole class** video meetings (to support social interactions and form tutor time)
- **Group teaching** video meetings (to support learning, its consolidation and practice)
- **Teacher online** (time when teacher is live for video calls and is accessible instantly to answer questions and deliver one-on-one support)
- Learners' independent work

## Roles and responsibilities

The school management team is in charge of:

- Supporting teachers through further training and creating appropriate conditions and resources to facilitate distance learning
- Organizing teachers' work following the school distance learning timetable (whole school, group and individual timetables)
- Collating parents' reactions and suggestions related to the programme
- Monitoring teachers' work and responses used during video meetings and setting of work (emails and Google Classroom)

Classteachers:

- Planning, preparing and leading at least two whole class meetings a week following a schedule set by the school

- Monitoring the completion of the work set (along with subject teachers) and communicating with parents in the case of repeated failures to adhere to deadlines

#### Teachers:

- Planning, preparing and managing group video meetings with the aim of supporting the schedule set by the school
- Planning, preparing and managing individual video meetings with the aim of supporting the schedule set by the school
- Offering individual consultations on request
- Delivering the curriculum including assessment following the long term plans in each subject

#### Pupils:

- Completing the tasks set by the teacher on time
- In Year 3 and above, actively following discussions and task setting in Google Classroom
- Taking part in class and group meetings following their schedule
- Communicating with the teacher

#### Parents

- Responsible for the set-up of the technical equipment by providing computers, tablets or smartphones
- Helping to submit and upload documents in Google Classroom and sending emails to teachers
- Will NOT correct errors in assignments (done by teachers)
- Will NOT attempt to explain the subject matter to their children (done by teachers through the option of one-to-one consultations)

#### **Tools used for specific functions of the learning process:**

Assigning work by teachers and submitting work by pupils/parents: mainly using Google Classroom

Communicating with parents/pupils: Google Classroom & E-mails

Whole class, group and individual meetings: Lifesize

Assessment: Marks in Google Classroom & Skola OnLine

**Management tools approved to be used to manage and organize lessons:**

Lifesize Video Conferencing Software, Google Classroom, Google Mail

Google Hangouts (individual and group chats), Google Calendar, Google Drive

**Additional online resources approved to use in teaching:**

Reading Eggs (school licence), Mathletics (school licence), PurpleMash, YouTube (verified videos), Khan Academy