



EEBI APEEE REPORT ON REMOTE LEARNING FEEDBACK END MARCH 2020

Introduction: This document is based on feedback received between 24 March and 1 April 2020 from eighteen APEEE Board Members—representing primary and secondary parents in each of our eight Uccle sections, our Berkendael Working Group and our SWALS students. Feedback sent individually by parents was also incorporated when possible.

Our presentation of feedback below differs by cycle and site, reflecting to some extent the nature of the feedback we received:

- For Uccle primary, we found that feedback was more limited and more uniform across sections. This is likely due to the more limited number of teachers in question and harmonised primary curriculum, which led to fewer variations. Thus, we focused on common elements with short space given to concerns or best practices specific to level and section.
- For Berkendael primary, feedback was given in a single letter to the director which already collated all feedback from classes. We determined to simply retain this format.
- For Uccle secondary, feedback was extensive and wide-ranging. Thus we determined to include: a general section of common elements; level-specific concerns when these could be deduced; and finally a summary of points raised by each section, which include a large amount of overlap but we feel also best reflect the spirit of the feedback received.

PRIMARY FEEDBACK – UCCLE

For Uccle primary, we found that feedback was more limited and more uniform across sections. This is likely due to the more limited number of teachers in question and harmonised primary curriculum, which led to fewer variations. Thus, we focused on common elements with short space given to concerns or best practices specific to level and section.

General:

- Overall positive feedback and appreciation for teachers' efforts in accommodating to the new situation and for being receptive to parents' feedback. Things are improving.
- Streamline communication channels to enhance efficiency and to have better overview of assignments (too many emails and different platforms). Parents prefer to receive weekly plans instead of everyday assignments.
- Strong call for better coordination between teachers to adjust workload that is on average considered too heavy (taking into account parents' domestic and work obligations).
- Ensure video conferencing and on-line teaching (including prerecorded lessons) to facilitate students' learning and to keep social interaction. However, there is a consensus that this should be used prudently.
- Teachers to provide feedback to students on the work done.
- L2 teaching considered as challenging to follow up and the approach should be reconsidered.
- Mixed views on online vs hard copy resources. Some prefer former (lack of printers at home) and some latter (to reduce time spent on screens, lack of computers/devices).
- In organising distant learning at primary level consider various restrictions influencing parents' availability to help children (parents' teleworking, domestic work) or technical limitations that families are facing (limited number of computers, lack of printers).

Level-specific concerns/recommendations:

- For parents with small children in several levels of primary it can be challenging to manage everything at the same time.
- Computer-based work considered less appropriate in lower levels (e.g MAT-P1).

Sections-specific concerns/recommendations:

DE

- Distant learning working better in higher levels.
- Teaching/learning instructions distributed as two week plans and some use of on-line resources (e.g. on Youtube).
- Lack of awareness that some of the schools' IT tools are not accessible to parents (e.g. Sharepoint).

DK -

EN

- Teachers' initiative to use app "SeeSaw" (easy exchange of material, posting of videos) well received and considered as good practice, but not allowed any more by the school due to data protection concerns. Nevertheless, some classes lacked video contact between teacher and children.
- Sending emails with week plans, instead of everyday assignments, considered as a good practice and should be continued.
- Suggestion for video-conference to ensure contact between teacher and children at least once a week.
- Enable children to work independently as much as possible.

ES

- Regular communication between teacher-parents, but lack of online lectures/video resources.

- Preference to get information online, considering that several families do not have printers at home.
- There is a correct balance of workload in general for core subjects. About EEHH, L2, Religion... the performance evaluation becomes harder since contact with those teachers is not as close/frequent as with the class teacher.
- Suggestion for daily pre-recorded video lessons giving pupils useful information to do their daily work ("*children are used to their teacher's way of explaining things*") (e.g. 1 hour/day) and once a week video-conference meeting (e.g. Zoom, 1 hour/week).

FR

- Pedagogical continuity is ensured and there is good/serious engagement of teachers of all subjects, not only the class teacher.
- Workload considered on average adequate. However, some parents are worried that the assigned work is not sufficient and that part of curriculum will not be (sufficiently) covered or repeated. "Que certaines notions ne soient pas suffisamment assimilées ou que d'autres, apprises à l'école, soient oubliées."
- Time management could be improved. There is a preference for receiving teaching instruction in advance (e.g. one day before) to facilitate organisation of teaching/work. This was not always the case. "Certains professeurs enverraient parfois les devoirs ou les notions à étudier le jour-même, en milieu de matinée. Les parents en télétravail se retrouveraient donc obligés d'arrêter leurs activités pour donner les consignes à leurs enfants."
- Parents are confronted with different teaching/communication approaches applied by teachers. They would appreciate harmonization and school's guidelines on that "Les familles constatent des instructions données ou des manières de faire qui varient selon les enseignants. Avoir une directive claire (des consignes communes) donnée par l'école serait apprécié."

HU

- Relatively well organised, except for a few technical problems, which are understandable.
- A parent with two children in primary (M2, P2) considers online learning requirements excessive. "We spend one hour in the morning on an online course (provided by the teacher) which is very good. The problem is that we have to spend another two hours in the afternoon. I do hope that there will be some sort of recalibration of the online learning requirements."
- Another parent considers that it could be easier if in primary no computers are needed and no printing is required ("Workbooks are better.")
- Parents point to difficulties in managing incoming emails when having two or more children in the school ("It would be very useful to mention in subject the class/grade to which the email refers to.")

IT

- The daily audio file is very appreciated and clarifies most of the doubts. It is also very good for the children's mood to hear the teacher's voice.
- Using of Matific (internet maths programme already in use) and links to videos for learning some topics like times tables or grammar is considered as useful and a good practice.
- Word format worksheets would be preferable because not everyone has a printer at home.

PL

- Overall, most classes in PL section continue without major problems. Parents observe a lot of teachers' engagement in this new situation and their open minded approach. Most teachers have no problem with using IT tools (shared drives, video conferences, etc.), though exceptions have also been noted.
- While parents appreciate the engagement, they call for coordination between teachers and also more school guidance (e.g. on when the tasks are assigned) given that the lockdown may take some more time.

- Preference for exercises that are simple and clear in their instructions. Teachers should also encourage students to react when they don't understand and above all not reproach them for asking when they finally do!

SWALS

- Workload appropriate. No class or group VC, but teacher daily available to students via Skype.
- Teacher shared information about various on-line sources (e.g. possibility to borrow books) to compensate for lack of access to the school library. This is considered as a good practice.

Learning Support

- Ensure continued role of the SEN-teachers and assistants in providing learning support. A parent of a SEN child, who normally benefits from individual sessions and 80% classroom assistant asked "*Could the school provide some information on the status of the SEN-teachers and assistants? Provided that their contract remains valid (I sincerely hope so), could they have some continued role in the distance learning?*"

PRIMARY FEEDBACK – BERKENDAEL

For Berkendael primary, feedback was given in a single letter to the director which already collated all feedback from classes. We determined to simply retain this format.

On behalf of the APEEE WG BERK we thank you and the entire Berkendael team for the efforts deployed in the last weeks to set up best available tools to ensure pedagogical continuity during this crisis. As parents we received the survey you sent on Wednesday and we would like to thank you also for the continuous progress you and team are aiming at. In this vein, the WG BERK has asked the feedback to the class reps after 1 week of distance learning and we would like to share with you some views, which will certainly come to you through the parents' survey.

There is an overwhelming satisfaction of the way the distance teaching is organised. The favorite mean for the parents seems to receive one email for the work of each week day, preferably the day before in order to get organised at home, with all documents and sources of information, with precise learning path adapted to the level. The direct contact with the teachers e.g. through Teams, Whatsapp, Zoom etc. seems also to be very appreciated, while not being considered as essential for the smaller levels (Mat, P1). Registered video of teacher explaining a work to do or commented slides (by the teacher) on a new notion or an exercise or audio files are very appreciated. They also allow to work in shift in family where there is a limited access to IT devices. Most primary teachers seem to have set this up. Flexibility in the tools is also appreciated as it seems for instance that access to O365 is not always technically easy or has simply failed for some parents.

While we fully support the view that any improvement should be discussed between each teacher and his/her class reps depending on needs of the kids and capacity of teacher (e.g. who might also be limited at home in terms of computer access or video, etc), here are some additional suggestions for your and teachers' consideration, made by the class reps, which we would like to share with you:

- some class reps in upper levels noted the need to receive one way or the other some individual feedback, notably for the kids whose parents can't really follow daily work (either due to language or to working condition etc.) - not every day but "regularly";
- in the same vein, weekly direct contacts between kids (e.g. in small groups via Teams) with L1 and L2 teachers would be appreciated; in L2, this appears essential to several class reps, due to oral skills which the kids have to develop;
- some parents are wondering how the evaluation of the lessons/new items will be done i.e. not in terms of grade but in terms of level of understanding of the items reached by the kids;

- possibility to work computer-less is also highly appreciated in particular for smaller classes (P1-P2);
- few class reps asked if a (moderate) distance teaching will continue during part of Easter break, to both catch up a bit with the necessarily slower pace over those last weeks and keep the kids busy as confinement will remain active.

We are of course also caring a lot for the well being of teachers and would like you to forward them our gratefulness as parents. As this distance teaching period will be certainly extended to many more weeks than initially foreseen, we count on you to carefully check that they take care of themselves and that there are no over-demanding requests (for instance whose added value compared to necessary time and energy is very little or for which resources simply do not exist) by parents. There is a certain balance to strike between strict pedagogical continuity on the short run and maintenance on the long run of the motivation of both kids and teachers for distance learning/teaching. We hope that the present email can contribute to the situation where it can be improved. You can count on the entire cooperation of the section representatives in the WG BERK.

SECONDARY FEEDBACK – UCCLLE

For Uccle secondary, feedback was extensive and wide-ranging. Thus we determined to include: a general section of common elements; level-specific concerns when these could be deduced; and finally a summary of points raised by each section, which include a large amount of overlap but we feel also best reflect the spirit of the feedback received.

General:

Appreciation: the flexibility and resourcefulness shown by many teachers was universally appreciated—many showed a willingness to engage in new approaches and learn new tools; the school management was also praised, particularly for its clear communication and follow up in this difficult time. Some were concerned that teachers lacked the needed equipment and hoped the school would support them.

Contact/Instructions for Pupils: almost all teachers engage students in some way. This is already considered a big plus compared to some systems. Many provide structured course plans allowing students to get an overview of the week(s) ahead and this is particularly appreciated.

Communication: teachers are generally, though not always, open to feedback. This is appreciated. There are still a few who are difficult to reach or do not respond in a timely way to messages. In general, students and parents should be encouraged to contact teachers with their concerns and should not be reproached when they do so.

Use of various communication tools with parents and students can lead to confusion. Teachers should channel communication through TEAMS, though some communication with parents (who don't have access to TEAMS), especially in the lower levels, is appreciated. Basic communication requirements could also be set: minimum communication per week; time to response, etc.

Workload: in many cases workload is considered too heavy, or heavier than norm, and in fewer cases too light; people noted that participation in online classes in addition to a full regime of homework tends to lead to high workload. There is a general concern that work is not always coordinated and amounts can be highly dependent on subject/teacher combination; workload given does not always correlate with course credits/hours (i.e. less “important” courses may have high levels of work). Very short or very long deadlines as well as weekend deadlines were also highlighted as an issue. Long-term course plans could help this; more frequent contact between students and teachers was also thought to lead to more balanced workloads. It was suggested that weekends could be freed up for younger secondary students.

Use of TEAMS: TEAMS itself was generally appreciated as a tool, and a majority of teachers use TEAMS in some way, which was also appreciated.

There is some variation in the use of the system which can lead to confusion among students, with some noting that the assignments function could be exploited by more teachers—students have also noted that a recent update to the assignments function makes it more difficult to use (should return to collating assignments by date and not class, as the latter replicates existing function). Basic requirements for the use of TEAMS could be set and support/training given to teachers. Standard solutions were particularly supported for upper levels.

VCing/Live Lessons: There is a perceived lack of live lessons, which seems to affect some sections more than others. Parents are highly supportive of a regular regime of VC lessons or at minimum basic contact through chat; it also sustains morale in the class.

Minimum requirements could be set for length, frequency and timing online lessons, though formats can be left open to teachers. The importance of more frequent live contact was emphasised in particular for the upper levels. Upper levels also appreciated (pre-)recorded sessions that could be revisited as needed.

Live lessons should be used not just for lectures but for Q&A, feedback, coaching and support for assignments. Teachers could also look for ways to involve a greater number of students—even quiet

ones—in discussion.

On the other side, too many video conferences, particularly if there were technical problems, were not always appreciated—especially in the lower levels. Clashes also occurred when teachers held prolonged classes or set up appointments outside of their weekly lesson times.

Assignments: the provision of long lists of weekly tasks by teachers was highlighted as a problem, particularly if this was not supported by feedback from the teachers or tasks were not clearly explained; long homework assignments out of sync with previous practice or topics previously discussed also caused some concern. In lower levels, such assignments often required parental support, and many parents have to telework or do not have the capacity to explain all subjects to their children. This may also increase the inequality among pupils as outcomes are high dependent on the home situation.

It was noted that links to external resources could be helpful, but should not replace live lessons. More interactive/involving assignments were recommended, particularly in the lower levels.

Equipment/Know-How: Lack of devices remains a problem and teachers should be sensitive to this (also making use of recorded lessons); also not all families have access to working printers/scanners. Some parents and students lack technical know-how which can be an obstacle to good participation. A technical support “help desk” for families would be appreciated. Also, there should be some leniency with absences or difficulties uploading homework/quizzes in a timely manner.

Parents: Parents, particularly of S1-S3 kids, still experience difficulties supporting their kids while teleworking; this is more difficult still in single-parent families or families with young/multiple children.

Level-specific concerns/recommendations:

S6-S7

- Solidarity between students and teachers led to virtuous cycle when fostered.
- Need for extensive contact with teachers through VCing highlighted; teachers who do not make contact remain a big concern, particularly for S7 students.
- Workload particularly heavy for these students and not always clear relation to Bac preparation; lack of feedback on assignments also highlighted as a concern.
- Recorded sessions were appreciated.
- More standard practices/solutions sought across classes and adherence to the schedule; difference in teaching between classes and sections felt to increase inequalities on the Bac.

S4-S5

- Variations in teaching tools and practice were a noted concern; these led to some confusion for students; teacher training and base guidelines were requested.
- Heavy workload in some cases.
- At least periodic check-in sessions with teachers were important.
- Group work also mentioned as interesting.
- Recorded sessions were appreciated.

S1-S3

- More concerns at these levels about lack of devices and know-how with students more in need of technical guidance; need for technical support is more marked in these families.
- More concern about parents having to extensively support kids who don't have enough direct contact or feedback from teachers; thus family situation more directly affects these students' study regime.
- Parents also feel more need to monitor their kids' progress and keep in contact with teachers.
- Structured plans, weekly schedules and communication through uniform channels with both parents and students is important in these levels.

- Video conferencing is appreciated for morale and interactive assignments also appreciated; teachers should make sure kids are following the VC lessons, so simple lectures are not generally appropriate.
- Workload less of an issue, though short or irregular deadlines caused concern.
- Discipline problems in online lessons (chat, VC) also noted.
- Weekends might be left homework-free for these levels.

Sections-specific concerns/recommendations:

DE

- Use of TEAMS and online lessons work well in general
- Video conferences are generally structured; in some cases, it was requested that there shouldn't be too many, particularly if technical problem occur; more VCing would be appreciated in S7.
- Teachers could look for more ways to involve students in video conferences so classes not dominated by only a few.
- Parents have appreciated teachers' flexibility in this situation; teachers are partially open to feedback, though can be difficult to contact in a few cases.
- Some teachers are working hard to fill their lessons (including courses with few hours/week) but this means that the workload can become high; homework in addition to online classes is thought to create overload.
- In some cases particularly at the outset, lack of coordination between teachers and short deadlines led to overload of work and a lot of weekend work.
- Instructions from teachers on assignments are not always clear and in some cases students are only given long lists of tasks.
- TEAMS doesn't work for everyone, and people also lack needed IT devices and printers in some cases
- Difficult for parents to telework, especially single ones

DK

- Efforts made by the school and teachers to set up the programme are appreciated; teachers also generally easy to reach and in regular contact
- TEAMS works relatively well
- Teachers generally provide good structure; weekly course plans, including clear overview of topics covered, assignments/deadlines, and timetabled VCs, help students manage their time and allow them to schedule free-time and physical activity; these should be encouraged; indicative hours of input expected by teachers could also be helpful.
- There is a notable variation in the quality of teacher engagement, and in a few cases teachers were not in contact for a long period. L2 and L3 teachers were notably not always in touch.
- Still limited active teaching, with many courses depending on self-study; this remains a big concern. More use of VC, other online lessons, pre-recorded or recorded lessons (paying attention to safeguard student privacy in the latter case) is encouraged; students should receive at least some real-time coaching. S7 parents were particularly concerned about the lack of VCing and real-time lessons.
- Some common requirements would be needed for active teaching and for teacher communication with students—clarifying how often teachers are required to teach/communicate with their classes via O365/TEAMS, to what extent they are required to follow the existing time table, expected response time to questions from the students etc. This would help ensure that all students receive adequate teaching in all their subjects; a monitoring system could also be beneficial to achieving this goal.
- Links to educational resources were appreciated but should not replace teachers' own teaching.

- The general sentiment with some exception is that the workload has increased compared to the norm (lessons + homework); short deadlines (24 hours or less) also noted as a problem; Workload was particularly noted in S7.
- Some teachers insist on communicating with students via alternative digital platforms, e.g. Messenger or similar. This is not helpful as students then need to check multiple digital platforms to follow schoolwork. Teachers should be required to use O365/TEAMS for communication with students.
- Inconsistent use of the functions in O365/TEAMS; some teachers upload assignments/homework under “assignments”, whereas others use the “chat” or “files” folders. Students waste time searching under different folders to find their homework/assignments. Some basic instruction for teachers on where to upload assignments in O365/TEAMS would be helpful.
- A former function in O365/TEAMS that provided students a full overview of assignments and due dates has apparently disappeared; could this be reintroduced?
- A help desk to support families with technical concerns would also be important.

EN

- There was a general appreciation for teaching staff, and even some concerns expressed about teachers who lacked equipment. There was also general appreciation for the school and in particular the level of communication over the last weeks.
- Almost all teachers make periodic contact by various means; at least a minimum standard has been achieved across the curriculum, though some teachers have very limited availability and students do not always receive personal feedback on work.
- Varied channels and agents of communication causes duplication and can cause confusion. More harmonised approaches and tools would be needed.
- Workload is varied—some suggest a too heavy workload, while some suggest too light. The primary concern was a lack of coordination regarding deadlines, which leads at some moments to heavy loads. Both very short and very long deadlines were noted as a problem, and sometimes teachers lacked flexibility. It was noted that teachers should not aim at a full school day + homework as previously, as this does not take into account the irregularity of the situation. It was also suggested that the weekend be kept as off limits, at least in the lower levels.
- Heavy or long homework assignments, in some cases out of sync with previous practice or with topics previously covered, seemed to cause the most concern. There was some suggestion that more interactive assignments/group work could be interesting for students.
- A majority of teachers were using TEAMS by end of second week, though use of functions in TEAMS is still variable (from chats/posts, to assignment management, to VC-ing, to a few wizz-teachers trying to use the ClassNotebook); in some cases different sites being used still causes confusion.
In general, kids like TEAMS as it centralises communication, material, assignments and video conferences in one place, allowing them to better manage their daily schedule. Parents also recommended more coordinated practices in general, especially in the lower levels where kids can become lost without a clear structure.
- Video Conferencing was highly appreciated when it takes place; in the classes that still don't have it, more VCing was requested, at least in short (touch base) sessions and at least once a week. When teachers give lectures, it is important particularly in lower levels to make sure that kids are following. It was felt that emailing of homework was not enough over the longer term.
- More structure and coordination seemed to be favoured and following the timetable was one way mentioned that this could be achieved. Clashes mentioned in the lower levels when teachers did not follow the timetable.

ES

- There is a generally low use of VC. Weekly VCing, including time for question and answers would be appreciated for each course. More live interaction between students and teachers is needed and should be required, particularly in S7.
- The workload is notably heavy, particularly in S7; there is little correlation between the course hours/credit and amount of work assigned; weekend deadlines are not unknown.
- Topics should be better explained before exercises are assigned.
- More personal feedback from teachers on assignments completed is also needed—rather than self-correction of students themselves.
- The programme can be considered at times more remote working than remote learning and does not feel sustainable over time.

FR

- Practically all teachers are actively giving instructions to pupils about their homework online. This is not the case in all schools in Europe, so it should be acknowledged.
- A large majority is using TEAMS, in one way or another, but common guidelines for the use of TEAMS would be needed. The school should help the teachers who are unfamiliar with TEAMS, e.g. by instructing them to put their homework in “assignments” in order to have a central place for files and instructions. Importantly, homework should not be visible to other pupils, and pupils should not have the possibility to mute the teacher and other pupils during VCs.
- It would be advisable for teachers to send e-mails to parents to inform them when pupils miss an assignment deadline.
- In order for pupils to assess their progress, it is imperative that teachers send individual corrections in a timely manner. More clarity on evaluation (continuous assessment vs. final examinations) and pupils’ attendance would also be needed.
- There seems to be a lack of pupil-teacher interaction in some courses. A small number of teachers are using the videoconference function in TEAMS. We recommend that VCs are organized at least once or twice per week. Q&A sessions on line are also of vital importance and should also take place at least one or twice a week. For new content, it would help if teachers could (pre-)record their lessons so that pupils could watch the video clips several times and those who could not connect can see it later.
- In several instances, the amount of work is very large, much more than in a normal school week. Moreover, in the lower years, it requires parents to follow and help their children with their expanded 'homework'. While many parents are happy to help their children, many also have to telework or do not have the capacity to explain all subjects to their children. This may also increase the inequality among pupils, depending on their home situation.
- S1 and S2 parents would rather have less homework requiring the use of a screen and more homework which requires handwritten assignments or textbooks.
- There does not seem to exist more interaction for S7 or S6, which also follow generally the same approach explained in the points before. In view of the upcoming Bac, where pupils in other European Schools will have had more “real” teaching (through video courses) for a couple of weeks and take the same exam, it would be essential to increase the interaction for S7. Also for S6 (and S5), especially if the situation would be prolonged, it would be important to complement with more interaction.

HU

- Express appreciation for the efforts of the teachers; teachers have also been receptive to feedback and have shown a lot of imagination and resourcefulness.
- The programme is relatively well organised.
- In some cases, preparation material for online classes and homework combine to create an excessive workload. Students may undertake long hours of study (in both lower and higher secondary) of 9-10 hours/day; this is more than the norm and a prolonged period in front of the computer. The load could be better balanced.

- Variation in teaching practice/tools used complicates the tasks and has taken getting used to. On the other side, this has led to more resilience from kids. Teachers could use more training to better exploit available platforms. S7 classes particularly would support a standard solution.
- There are technical difficulties and connection problems, e.g. during uploading in short windows at the end of tests, which can create a lot of stress. There is also a shortage of devices or peripherals in some families, and others lack printers/scanners. This should be taken into account.
- Teachers should ensure two-way communication at least once a week. It is difficult for students to work completely independently without any feedback or discussion with teachers, especially for new topics. Communication with teachers can also lead to more balanced workloads. Some levels (e.g. S1) have seen a lot of teacher engagement complemented by work at home, and this is appreciated.
- 45-minute periods in the timetable are often not respected or courses are held outside normally scheduled hours. This can lead to clashes with other courses.
- Kids are busy and not bored trying to keep up with the new methods!
- Parents with multiple children (especially young children) can be overwhelmed.
- S7 believe that any decision about the Bac should be reflected in the course programme.

IT

- Online teaching can work well, with a good level of interaction between kids and teachers. Efforts by teachers and the school is appreciated, though some wonder why the programme at our school differs from other Brussels schools.
- Homework assignments are generally clear and delivered regularly in most cases.
- Inconsistent use of TEAMS can cause confusion for some students; some teachers also mix with email and chats. The uptake of TEAMS and teaching practice varies widely from teacher to teacher in some levels, e.g. main subjects in certain levels are well supported but others teachers have less contact with students. Some teachers, such as for L1, are also notably absent from the process.
Common guidelines are lacking and teachers could receive more training on TEAMS and its functions. Teachers could check TEAMS regularly to ensure regular contact with students. Parents could also be better informed on the practices and tools being used.
- Lack of interaction with key teachers is a major concern for S7 families. Teachers should be available to students, also outside of normal class hours, particularly at this level. The simple sending of materials for self-study should not be considered a valid alternative for the preparation of the final exam.
- Heavy workload and short deadlines can be a problem; students can be overloaded with work particularly from teachers not using live lessons. Teachers should make contact more regularly to take stock of student workload and adjust. Feedback should also be given on all assignments that students turn in.
- In some levels and subjects VC is more widely used, but in others more VC is requested—in upper levels only half of the classes are using, and there were some concerns about inequity or inadequate coverage of the syllabus in these cases.
More live sessions are needed, 2-3 VC on average each day should be a minimum target or alternatively a minimum number could be set for each course, e.g. once a week (though ideally, all the hours of the normal class timetable should be replaced to assure coverage of the programme consistent with expectations, as it is the case at e.g. Bruxelles IV). These should be required, and recorded (or pre-recorded) sessions should be encouraged to allow students to review. Teachers should also use periodic live sessions to give feedback on assignments and answer questions. VC was highlighted as particularly lacking for Maths and L1 and for subjects in S7.
- Videoconferencing in accordance with the regular class schedule helps structure days and give separate moments when children can focus on homework—in several cases clashes have occurred when the schedule was not followed. This can be easily avoided.

- A weekly programme, including scheduled VC lessons and main topics to be covered would be helpful. Homework could be weekly as well and workload could be standardised across classes.
- Some parents consider the experience gained in the use of this technology could be exploited even more when back to regular school.
- In lower levels, some discipline problems in classes.
- In lower levels, working parents struggle more and feel that they must replace teachers.
- S7 students are concerned about the suboptimal preparation for the BAC subjects, specifically for those for which only a very limited number of remote lessons have been provided.

Note from the Italian Ministry of Education recalls how in this particular period it is important to “do school not being at school”, to remain a learning (virtual) place and a community even if at distance. The notes also clearly underlines that distance learning, when is technically possible should be in the form of “virtual classes” and should guarantee a real interaction between the teacher and the students.

Free translation of the relevant paragraph:

“The simple dispatch of material or the mere assignment of homework, without a prior explanation concerning the contents of the subjects or without a subsequent clarifying intervention by the teacher, should be abandoned”

PL

- Classes continue without major problems.
- Teachers are engaged and open minded, willing and able to use IT tools.
- Secondary parents would like to be better informed about tasks assigned and material studied via periodic communication.
- Coordinated approach is missing; inconsistency in approach of different teachers and even of individual teachers can create a feeling of chaos over the longer term. This includes material provided with short notice/deadline or at irregular times which makes planning difficult; as well as uneven use of VC. More school guidance could be provided.
- Students overloaded with big assignments, including in L2 courses. Assignments should be accompanied with simple and clear instructions and students encouraged to contact teachers with questions or concerns; students should not be discouraged or reproached for contacting teachers.
- Particular concerns about S7; this group should be prioritised.

SWALS

- Workload in the second week better adjusted. VC organised and well received by students.
- Better experience with IT and video-connection compared to Skype classes that were organised for some classes in the beginning of the school year while the school was recruiting new teacher.