REMOTE LEARNING AT EEBI: NEXT STEPS
(April 2020)

EEBI has now had the benefit of at least six surveys gathering feedback on the remote learning programme put in place, over its four short weeks of existence (see a selection of results in Annex). For this parents have been grateful— to the administration, our student committee, our section and class representatives and to OSGES who has gladly accepted any and all feedback to inform their evolving Guidelines document and training material.

Most parents have felt a sometimes halting but perceptible improvement in the programme, and anxieties caused by drastic changes in the primary have calmed for the moment. At the same time, INTERPARENTS has began a fruitful conversation with the OSGES PedUnit about next steps.

Nevertheless, a few problems still persist in both the primary and secondary, and a particular urgency has also been added by the priority now placed on second semester A marks in S4-S7. We continue to speculate on the reopening schedule, but it seems as though life as normal may still be some ways off.

The question we would pose to the Board is if and how the APEEE should continuing quality control issues.

General Problem Identified
- Lack of clearly articulated strategy by cycle and level
- Some teachers lack the needed equipment and would need school support (Annex I)

Solution Proposed:
- APEEE Bureau to discuss with School Management proposing that a strategy along the lines envisioned in the OSGES Recommendations be put in place and circulated to stakeholders.
- Survey results in both primary and secondary should be broken down by level.
- APEEE should follow up on availability of school equipment and work with the management to determine how. (EEBI has low numbers of equipment

General Recommendation
Distance learning recommendations for course continuity during temporary suspension of obligatory regular attendance of pupils at school (2020-03-D-11-en-3)

p.6. School management, cycle management and teachers should work out a strategy for each cycle or year level.

Daily Structure Options, a diversity of modalities - p. 6-7

In distance learning, the rhythm may be different from that of the in-situ courses and may be slower. Expectations could be adjusted accordingly, especially in Nursery, Primary and lower Secondary. Teachers should take this aspect into consideration.

On the other hand, more self-paced learning can be fostered, as well as project or collaborative work. It is also a good opportunity to promote activities that encourage manipulation and experimentation and that let students learn in a trial and error approach.

The school and the teachers should plan the study schedule of the distance learning programmes. Given the expected duration of suspension of obligatory regular attendance of pupils at school, it should be decided whether the distance learning programme should focus on teaching new knowledge or enhance students' knowledge of prior lessons.

The schedule should be planned according to the situation, level of studies, needs of students, and availability of parents. Choose the appropriate learning methodologies based on the status of temporary suspension of obligatory regular attendance of pupils at school and home-based quarantines.

The duration of distance learning units should be based on students' self-regulation skills. A coherent timing should be set according to the level of the students' self-regulation and metacognitive abilities especially for livestreaming classes. Preferably, the unit for primary school students should not be more than 20 minutes, and no longer than 40 minutes for secondary school students.

Tools for Distance Learning in the ES: Consistency (p. 11)

Teachers should be consistent with the tool chosen and use only one for the same purpose (students should be certain to have received all the necessary information). Ideally, the same tool should be used by all teachers for the same purpose and at least in the same cycle. A temporary suspension of obligatory regular attendance of pupils at school is not the time for new digital tools. Students need routine and structure during this period.

PRIMARY Problems identified (see detailed feedback in Annex II)

- L2 teaching should be ensured
- Direct contact via VC between teachers and students should be ensured:
  - periodic: how often? weekly/daily
  - all subjects, mainly L1/L2
  - consolidation of knowledge and introduction of new concepts
  - whole class or small groups
- Workload and assignment schedule should be balanced
  - periodic: how often? daily/weekly
  - coordinated between teachers
  - consistent channels used (and naming convention)
- Mixed methodology encouraged with at least some offline work
- Regular feedback on work done should be ensured
- Streamlining of platforms
- Technical limitations should be kept in mind.

Solutions Proposed:
- School Level
  - School-level strategy proposed should directly address issues outlined above, including the integration of L2 into the school day.
- Targeting L2
  - As supported by affected parents, L2 teachers who have not been in contact with a class thus far should be directly contacted by class reps for each level expressing the wish for lessons with at least some live contact – see below
- Class Level
  - VC programme addressing and assignments and feedback schedule (addressing aspects above) should be negotiated between parents and teacher via class reps for each class, written down and circulated to all class members. If possible, L2 teachers should also be included in planning.

(See Annex III for recommendations from OSGES)

Secondary Problems identified (see detailed feedback in Annex IV)

- **Quality Assurance:** QA at the level of a single course/class is missing; this means that not only do survey results often miss problematic situations, but parents have a difficult time targeting all teachers.
- **VCing/Live Lessons**: Lack of live lessons in some sections. Parents are highly supportive of a regular regime of VC lessons or at minimum basic contact through chat.
  Frequent live contact is particularly important for upper levels and can be more limited for lower levels.
- **Recorded/Pre-recorded Lessons:** Upper levels also find (pre-)recorded lessons very useful. (Unclear what school meant by "video clips".)
- **Variation in Use of TEAMS**: Variation in the use of the TEAMS; recommended that the assignments function could be better exploited; communication with students should also be channeled through TEAMS.
- **Workload**: In many cases (32%) workload is considered too heavy, and in fewer cases (7%) too light; participation in online classes in addition to a full regime of homework tends to lead to high workload.
  Very short or very long deadlines as well as weekend deadlines were also highlighted as an issue. The provision of long lists of weekly tasks highlighted as a problem as well as lack of feedback.
- **Contact**: There are still a few teachers who are difficult to reach or do not respond in a timely way to messages
- **Know How and Equipment Lacking:** Lack of devices remains a problem particularly in lower levels and teachers should be sensitive to this (also making use of recorded lessons); not all families have access to working printers/scanners. Some lack technical know-how.

Solutions Proposed:
- School Level
  - School-level strategy proposed should directly address issues outlined above and prioritising S6-S7 at the outset
    - VCing: Minimum requirements by level could be set for length, frequency and timing online lessons, though formats (lecture, discussion/Q&A, feedback, coaching and support for assignments) can be left open
    - Long-term course plans should be provided by all teachers
  - QA regime should be targeted at the course level in secondary
  - Student Homework Guideline can be supported
  - Technical guidance on TEAMS for families in lower levels could be requested
- Targeting problematic courses
  - Teachers of L2 and L3 classes (including options in L2) who remain out of contact with a class and/or do not hold live classes should be directly contacted by class reps across each level expressing the wish for lessons with at least some live contact.
  - Teachers of L1 classes who remain out of contact with a class and/or do not hold live classes should be contacted by class reps, in some cases by those across multiple classes in the same section.
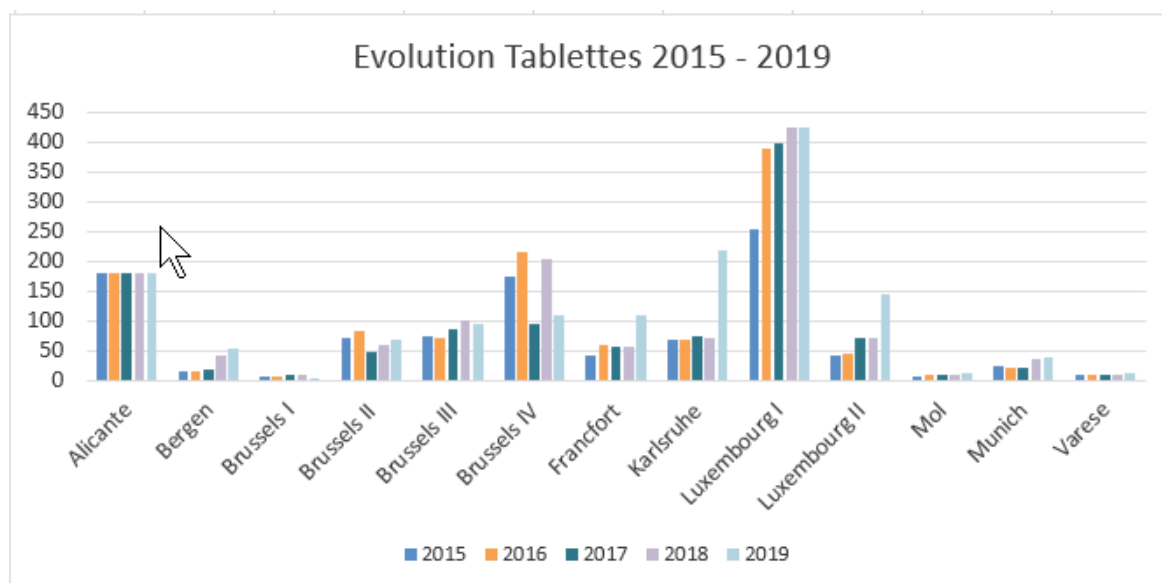
(See Annex V for recommendations from OSGES)

ANNEX I – ICT EQUIPMENT AT EEBI

Ecole	Elèves par PC
Bergen	2,2
Mol	2,8
Karlsruhe	3,1
Francfort	4,0
Alicante	4,2
Luxembourg II	4,4
Average	**4,8**
Varese	5,1
Munich	5,3
Bruxelles II	5,3
Bruxelles IV	5,9
Luxembourg I	6,0
Bruxelles I	7,0
Bruxelles III	7,3

Ecole	Elèves par beamer
Mol	8,1
Luxembourg I	11,6
Luxembourg II	11,6
Varese	11,8
Karlsruhe	12,2
Alicante	13,2
Bruxelles II	14,2
Bruxelles I	14,5
Munich	15,3
Average	**16,0**
Bruxelles IV	17,7
Bruxelles III	20,9
Francfort	25,2
Bergen	31,1

Ecole	Elèves par TBI
Bergen	11,1
Alicante	11,2
Luxembourg II	11,5
Mol	11,6
Varese	16,7
Karlsruhe	17,9
Luxembourg I	18,9
Average	**19,4**
Munich	20,4
Bruxelles I	21,0
Bruxelles II	23,9
Francfort	24,1
Bruxelles III	28,3
Bruxelles IV	35,6

Evolution Tablettes 2015 - 2019

Ecole	Niveau	2017				2018				2019			
		Matériel dans les classes	Matériel dans les classes ICT	Matériel hors classes	Admini-stration	Matériel dans les classes	Matériel dans les classes ICT	Matériel hors classes	Admini-stration	Matériel dans les classes	Matériel dans les classes ICT	Matériel hors classes	Admini-stration
		TABL	TABL	TABL	TABL	TABL	TABL	TABL	TABL	TABL	TABL	TABL	TABL
Alicante	Mat. & Prim.	90	0	0	0	90	0	0	0	90	0	0	0
	Secondaire	90	0	0		90	0	0		90	0	0	
	Total	180	0	0	0	180	0	0	0	180	0	0	0
Bergen	Mat. & Prim.	16	0	0	3	42	0	0	0	50	0	0	0
	Secondaire	0	0	0		0	0	1		2	0	1	
	Total	16	0	0	3	42	0	0	0	52	0	1	0
Brussels I	Mat. & Prim.	1	0	2	2	1	0	2	5	0	0	0	2
	Secondaire	0	2	2		0	2	0		0	0	0	
	Total	1	2	4	2	1	2	2	5	0	0	0	2
Brussels II	Mat. & Prim.	5	15	0	8	30	0	0	0	30	0	0	1
	Secondaire	5	0	15		0	0	30		0	0	37	
	Total	10	15	15	8	30	0	30	0	30	0	37	1
Brussels III	Mat. & Prim.	0	0	35	0	80	0	0	0	73	0	0	0
	Secondaire	0	31	21		21	0	0		22	0	0	
	Total	0	31	56	0	101	0	0	0	95	0	0	0
Brussels IV	Mat. & Prim.	89	0	0	5	86	0	0	0	107	0	0	2
	Secondaire	0	0	0		117	0	0		0	0	0	
	Total	89	0	0	5	203	0	0	0	107	0	0	2
Francfort	Mat. & Prim.	16	0	0	0	16	0	0	0	40	0	0	2
	Secondaire	0	20	20		0	20	20		0	0	0	
	Total	16	20	20	0	16	20	20	0	16	20	20	2
Karlsruhe	Mat. & Prim.	0	38	0	10	0	38	0	9	5	85	0	10
	Secondaire	25	0	0		25	0	0		117	0	0	
	Total	25	38	0	10	25	38	0	9	122	85	0	10
Luxembourg I	Mat. & Prim.	106	0	0	0	140	0	0	0	140	0	0	0
	Secondaire	292	1	0		272	12	0		272	12	0	
	Total	398	1	0	0	412	12	0	0	412	12	0	0
Luxembourg II	Mat. & Prim.	0	0	40	2	0	0	40	1	0	0	40	6
	Secondaire	0	0	30		0	0	30		90	0	10	
	Total	0	0	70	2	0	0	70	1	90	0	50	6
Mol	Mat. & Prim.	0	0	0	5	0	0	1	3	0	0	1	3
	Secondaire	0	0	5		0	0	4		4	0	0	
	Total	0	0	5	5	0	0	5	3	4	0	5	3
Münich	Mat. & Prim.	0	0	0	0	0	0	0	0	0	0	0	4
	Secondaire	0	0	16		0	0	34		0	0	34	
	Total	0	0	16	5	0	0	34	0	0	0	34	4
Varese	Mat. & Prim.	1	0	0	3	1	0	0	3	5	0	0	3
	Secondaire	0	0	5		0	0	5		0	0	5	
	Total	1	0	5	3	1	0	5	3	5	0	5	3
Totals	Mat. & Prim.	324	53	77	38	486	38	43	21	540	85	41	33
	Secondaire	412	54	114		525	34	124		597	12	87	
	Total	736	107	191	38	1.011	72	167	21	1.137	97	128	33

ANNEX II – PRIMARY SURVEY RESULTS AND PRIMAY RECOMMENDATIONS

Excerpt for Uccle-APEEE Survey:
- 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).

Excerpt for Berkendael-APEEE Survey:
- 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.

Excerpt for Uccle-School Survey:
21% of 213 parents, who answered the last question of the survey parents, wish :
- a / Teaching by video conference at least once or several times a week :
  - For all subjects and mainly for LII (more direct contact with the teachers);
  - For the consolidation of knowledge and also for the introduction/teaching of new Concepts ;
  - With an entire class or in small groups of 4 students.
- b / Sending daily or weekly schedules (or activities) via Microsoft 365, which are more coordinated between the class teacher and other teachers of the class and clearly named so that they are more easily classified or found by the pupils themselves.

7% of 213 parents, who answered the last question of the survey, are worried about the LII distance learning :
- LII could have been taught in a more interactive way, sending only video links is not too pedagogical according to some parents ;
- Videoconferences, at least one per week, could help a lot with language learning ;
- It's a more direct contact with the teacher which is missing ;
- Too much work given by some LII teachers, some parents cannot help their children in their LII learning.

ANNEX III - PRIMARY RECOMMENDATIONS

Distance learning recommendations for course continuity during temporary suspension of obligatory regular attendance of pupils at school (2020-03-D-11-en-3)

Distribute a daily "To Do List" (Nursery, Primary) - p. 7
For example, if you were offering a flexible program, you could build on a checklist like this: Today you need to complete: ● 30 minutes reading ● 30 minutes writing ● 30 minutes science ● 30 minutes math

*A time suggestion can be helpful, so students don't spend either all day working, or not enough time on task. Consideration of catch-up time seems to be extremely useful for many schools. The teacher can also schedule learning activities in the morning and leave the afternoons free for remediation and offline activities. Alternatively, the teacher could schedule one day a week for completing unfinished work or even have a **weekly "screen-free" day**.*

*Rather than a daily approach, it is also possible to taking the **whole week** into account and giving projects or assignments that need to be completed or worked on over 5 days. Based on progress, a new plan might then be made for the following week.*

Time frame: working periods per day
M1 - M2 : 1.5 hours max
P1 - P2 : 2 hours
P3 - P4 : 2.5 hours
P5 : 3 hours

Keep students engaged – p. 19
Teacher can transform their virtual classroom with lots of more creative, interactive, and inclusive ideas. Discover the ideas below, or browse the Microsoft Educator Center for more.
Create immersive classroom resources using PowerPoint and Sway.
Bring the class whiteboard online with Whiteboard.
Invite experts to drop in with video-conference (e.g. "Skype in the Classroom").

PowerPoint | Sway | Whiteboard | Skype in the Classroom | Teams scenario library K-12

N.B.: during a lesson, teachers can moderate the class discussion by muting students, making them presenters, or if needed, removing them from the meeting. They can also record the lesson so students can review it on their own time (please refer to the DPOC for GDPR compliance).

Examples of how video conferences are Being Used - p. 22
This can be followed in Primary P1-P5 by the class teacher, and partially in Secondary S1-S3 by the class teacher
A 10-minute video conference to begin the day.
A whole live class video conference at regular times during the week (e.g. 30 minutes every Monday and Friday afternoon).
A live video conference to check in with each individual student each week.
On-demand live video conference — students can sign up if they want to book a session.
Small live group video conferences for students with similar needs.
Optional "live recess" to allow students to meet.

Excerpt – APEEE Survey:
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.

Excerpt – School Survey

Video conferences

Regarding video conferences (new question in the 2nd survey), 49 % state that their children have participated in a lot of video conferences, and 50 % that they have participated in some; only three parents (0,4 %) stating that their children have not participated in such conferences. Asked about the value of video conferences, responding parents are generally very positive, some asking that not only some teachers, but all teachers should use them; at the same time, it is a recurrent feedback that video conferences should not be used all the time, and that they should not be too long.

Video clips

Regarding video clips (also a new question), the picture is quite different, as only 9 % state that their children have been sent a lot of them by their teachers, and 57 % that they have been sent some video clips; fully 34 % stating that their children have never received such clips. And yet a majority of comments find video clips very useful (e.g. because they give the pupils the possibility to revisit them, if they did not understand the explanation the first time), although they cannot replace the interactive video conferences, as some comments state – which was never the idea: they are intended to be a valuable component to complement, not supplant, other means of distance learning).

Workload

Concerning the workload, 61 % of respondents found it appropriate (up from 56 %), 32 % too heavy (down from 37 %), and 7 % insufficient. Although the changes are marginal, they go in the right direction, and I think that this result is satisfactory.

According to 36 % of these parents their children worked 5-7 hours per day (same last time), whereas 30 % signalled that they worked 3-5 hours per day (31 % last time); 24 % reporting more work than this (21 % last time), and 10 % less (12 % last time). Since our students will normally be in school for 8 hours and many away from home for 9-10 hours a day, I do not find it shocking that 67 % now work 3-7 hours a day, and only 6 % more than 9 hours, according to the responding parents. A normal school day will also be followed by homework and assignments made in the evening. Therefore, although these figures may cover significant individual differences, they seem to confirm that we are, in general, targeting an adequate level, when it comes to the pupils' workload.

It has to be added, though, that quite a lot of parents signal in their comments that they are afraid that spending so much time in front of a computer screen may be detrimental to their children's health. If this is the case, I expect these parents to limit the time that their children spend in front of the computer doing other things than school work: School work is necessary; games and social media are not.

When asked whether their children are able to work autonomously, 62 % answer "yes" (up from 60 %), whereas 32 % reply "most of the time"(same last time). This, I think, is also very reassuring, although it has to be said that a number of parents find themselves very busy trying to ensure that their children are working.

Technical problems

[…] primarily about scarcity of computers in the homes, overcharged servers and bad internet connexions, i.e. issues that are beyond the school's control, and that everyone faces in this hastily improvised lockdown situation.

Parents' comments
[...] In general, I still think that an interactive element is important in order to give a supportive structure to the distance learning in each group of pupils and teacher, and an initial interactive attendance call followed by a brief video clip where the teacher outlines the topics to be covered and the work to be done, seems to be appreciated by many parents (and pupils). A clear idea of where the teaching is heading (specific forward planning) as well as a clear signalling of expectations as to attendance, participation and clear deadlines well in advance are also essential in assuring that the pupils do not end up feeling lost in the process, and teachers should be very aware of this.

Management's conclusion
On the basis of this survey as well as another survey conducted amongst the teachers in the same period, and given the extension of the distance learning regime, management continues to fully support all Secondary teachers in their distance learning efforts, strongly recommending that everyone ensures regular two-way communication with the students. We do not expect or wish that every teacher does video calls in every lesson, but there must as a minimum be some sort of interaction – not necessarily visual – between the teacher and students in every course. The aim is to provide a procedural scaffolding that is essential in maintaining a productive learning process, which can be quite a challenge when teachers and students do not meet face to face in the classroom, but only in a virtual learning space. It also ensures that teachers are fully equipped to give the students A marks that genuinely represent all the aspects that this mark reflect; integrating two-way communication and regular interaction in the lessons is thus also an important element in our commitment to quality assurance in these challenging times.

ANNEX V - SECONDARY RECOMMENDATIONS

Distance learning recommendations for course continuity during temporary suspension of obligatory regular attendance of pupils at school (2020-03-D-11-en-3)

Follow the regular timetable (Secondary) – p. 8
*This approach is recommended in Secondary, and **highly recommended for the bac cycle S6-S7**.*
- *The regular timetable for students and teaching staff is valid.*
- *At the beginning of each lesson, teachers and students of the course log in via Microsoft Teams. Each student is required to wait during the first 10 minutes of the lesson for instructions from the teacher.*
- *The teacher then gives clear instructions to the students on what they need to do. This can be done via written chat or short video conference. The minimum requirement is that the teacher provides the students with materials and work instructions as files (they can be shared directly in Teams)*

General remark on communication by e-mails (pros and cons) – p. 13
Towards parents
- *Communication though SMS announcements is the preferred means. This sends an e-mail automatically to every (or selected) parent and guardian.*

Towards students
- *Communication by e-mail (outlook) should be reserved for what cannot be communicated otherwise, or what is personal and should not be shared with the whole class;*
- *For **Pedagogical communication** to students, teachers should use **Microsoft Teams** (see below for advice), and, as far as possible should not use e-mail (Outlook).*
  - *For example, teachers' instructions and students' questions about courses should be posted on Teams or on an appropriate page in OneNote (accessible within Teams).*
  - *Most importantly, **students should not send work to teachers by e-mail, especially in Secondary**. It is very difficult to keep track of the work sent by email, as a teacher has to manage a large number of students and as students don't consistently name the attached files. The goal is to avoid a situation where a teacher has to deal with a large amount of mixed up e-mails, and then to deal with as many attachments with no name on the document… Similarly, students should not send a link to a document on their OneDrive. It is therefore essential to train students to submit their work on assignments in Teams (this video may help: "Student view how to submit assignments in teams 0365").*

N.B.: when necessary, teachers can send a message to all students on SMS to guide them to where they should find the work on Teams.

Using Assignments in Teams

IMPORTANT! Do not use email to send students assignments, and do not accept work sent via email as an attachment or link.

General Posts Files Class Notebook Assignments Grades +
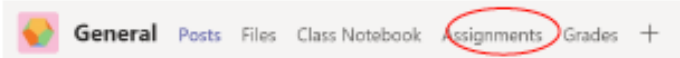
Instructions for students: https://youtu.be/nF3IMQkMkqo.

- ✓ This is the primary way to give, collect, grade and return assignments. To create or review an assignment, go to the Assignments tab in the Team (shown above) or to 'Assignments' on the vertical Teams bar.
- ✓ All assignments for all courses appear on the students' 'Assignments' tab with the deadline, so can't be missed.
- ✓ Both teacher and student have a complete and permanent record of assignments that are handed in and graded.
- ✓ Assignments can also be used to announce tests or other homework that does not require a hand-in; for example: 'Test Tuesday 15th on ....'. This remains in the students' Assignments list as a permanent reminder until the date specified. After that date the teacher can reopen the assignment, go to 'edit' and delete it.

Grades:
- ✓ Once the assignment deadline is passed, teachers can review the assignments without downloading them, put comments and grades and return them to the students.
- ✓ Grades shows all assignments and grades given to each student in the class. These can be downloaded to excel.

Email
- ❖ If a student sends an email to a teacher with his homework in attachment he should expect it not to be graded.

Other Apps in Teams:

Posts:
- ✓ Can be used for announcements (Class is cancelled today / see exercise on OneNote / I will be available online for questions or discussion at .....).
- ✓ Students can post a question which the teacher or another student can answer.

Don't use posts to

- • send documents (they get lost)
- • announce assignments or tests

Files:
- ✓ Store large documents, presentations, etc. Place in the LOCKED folder to prevent them being changed or deleted by students. (They can still be downloaded.)

Notes:
- • Students will not look for new documents, unless the teacher tells them to.
- • This is not the place students should use for submitting homework.

Class Notebook:
- ✓ If your students are familiar with using the Class Notebook, continue with it.

Students can do assignments and upload pictures and printouts to their personal section, a teacher-distributed section, or to the Collaboration space.

Assignments in TEAMS – p. 17

Class handouts, quizzes, tests, and homework can all be assigned and even graded online. Teachers can assign Office files, other files and quizzes directly within Teams that students can work on and turn in, without needing to leave the app.

- • *Use the Assignments tab in Teams.*
- • *Track progress and give feedback in the Grades tab in Teams.* •
- • *Teacher not using Teams for assignments can still assign rich assessments using Microsoft Forms. Rubrics can also be uploaded (CSV files) or easily created which aligns with the New Marking Scheme for S1-S6 students.*

Keep students engaged – p. 19

Teacher can transform their virtual classroom with lots of more creative, interactive, and inclusive ideas. Discover the ideas below, or browse the Microsoft Educator Center for more.
Create immersive classroom resources using PowerPoint and Sway.
Bring the class whiteboard online with Whiteboard.
Invite experts to drop in with video-conference (e.g. "Skype in the Classroom").

N.B.: during a lesson, teachers can moderate the class discussion by muting students, making them presenters, or if needed, removing them from the meeting. They can also record the lesson so students can review it on their own time (please refer to the DPOC for GDPR compliance).

If possible, avoid hard deadlines – p. 19

Each home learning situation is unique and different. Digital technology can also make it difficult for students to complete their work on time. In this sense, consider that deadlines are not as important as the quality of the pedagogical relationship with students.