

**EEBI Admin Board – 23 September 2020**  
**Parent Agenda Points related to Pedagogical Continuity and Distance Learning**

**Safeguarding Pedagogical Continuity during COVID: ensuring educational provision to all members of our community. enlarged**

Parents ask the management to ensure continuous teaching for all pupils in the school, whether on site or at home. We have had months to analyse and plan a response to the coronavirus, and we believe that solutions for all pupils must now be rolled out.

- Vulnerable/affected pupils: The school should ensure teaching to pupils of all levels (MAT-S7) in case of vulnerability or quarantine/self-isolation. In particular, the school must require a systematic use of TEAMS modules in all classes to allow pupils not on site to keep track of each course, and synchronous and asynchronous streaming of classes should be rolled out as part of a coherent programme. Regular personal contact with teachers should likewise be assured.  
We also believe that it is essential that physically absent students who can follow distance learning are not counted as absent under Article 25 of the General Rules.
- Quarantine of classes/levels: The school should put in place a plan for each sub-cycle allowing a smooth transition to and from online learning for individual classes or levels that are put in quarantine. The plan should take into account that individual teachers may or may not be quarantined, and could be teaching from school or home. It should therefore include arrangements for pupils *in situ* to receive remote teaching.
- Change of risk level: The school should also put in place a plan to assure smooth transition between risk levels. This should consider possible hybrid arrangements for different sub-cycles in case social distancing or bubbles are required and a developed distance learning programme in case of full lock down.

Parents understand that the school management and Central Office were caught off-guard by the outbreak and the structural changes to our teaching programme that it entailed. We feel lucky that we as a system had the foresight to roll out TEAMS in previous years and that we have a strong pedagogical team in the Central Office to guide our distance and hybrid learning efforts. We believe that we are now in a position to reap more benefits from the guidance and structures already in place.

**Proposal for Level/Sub-Cycle-Specific Distance Learning Strategy and Enhanced Quality Assurance Mechanisms. enlarged**

At its 28 April meeting the APEEE Board agreed to ask the school management to develop a Distance Learning Strategy, as suggested in the *Distance Learning Recommendations* produced by the Central Office (2020-03-D-11-en; version 6 published in September 2020). The strategy should be developed in consultation with stakeholders and should:

- include a common daily structure/routine and harmonised practices using commonly-agreed tools (i.e. TEAMS modules) for each level or sub-cycle;
- ensure pedagogical continuity in a range of situations (see point above);
- go hand-in-hand with improved quality assurance based on tools (technical or other) allowing targetted quality assurance and quick identification of problems, including in particular better tracking and replacement of teachers absent from online courses;
- take into account that parent access to TEAMS is currently limited;
- include the development of a code of conduct concerning the use of TEAMS.

We are optimistic that the school management has agreed in several meetings (14 May with APEEE Bureau ; 7 July SAC ; 2 September with APEEE Bureau) that such a strategy will be developed, and we believe it will also help address issues with *harmonisation between sections and cycles* and *optimal use of teaching time* that were identified in the 2018 Whole School Inspection.

We were happy to see a similar objective set by the Central Office in the “Common Priorities” section of the *APSP 2020-2021*: “Based on the quality assurance document of the task force the schools will provide updated policy on distance teaching and learning and will establish minimum standards in this respect...” also to be accompanied by on-boarding procedures for newly-arrived pupils, a staff training plan, and the identification of teaching staff champions.

We are curious about the state of play on this strategy and timing envisaged for its completion; we would ask for assurances that its inclusion in the 2020-2021 annual plan will not needlessly lengthen the timeline. We strongly believe that this strategy should be in place as soon as possible in case any classes or levels must quarantine and would ask if the Central Office might provide Best Practice examples from other schools in the system to guide our efforts in this challenging time.

**BYOD:** we have also noted that several other European Schools in the system are developing a Bring-Your-Own-Device Programme, particularly to support distance and hybrid learning but also to facilitate the introduction of GeoGebra in S5 this year. We are wondering if EEBI will develop a BYOD programme, and if so, what timing is foreseen.