



The European Parents' Association of the European Schools

*ALICANTE, BERGEN, BRUXELLES I, II, III, IV
FRANKFURT, KARLSRUHE, LUXEMBURG I, II,
MOL, MÜNCHEN, VARESE.*

Questions to discuss with School Community in reference to the OSGES guidelines (version 5)¹ on distance learning

Attendance of teachers and students

*'Teachers must make themselves **available during their regular class hours**, to give explanations, provide support, answer questions, monitor progress, encourage their students.
In Nursery and Primary, teachers must initiate and organise daily interactions with pupils (individually or in small groups).'*

*'Even when teachers are not required to record attendance during distance learning (depending on the school's policy), it is recommended that they monitor student attendance and activity.
Teachers should regularly check-in with struggling or non-participatory students.'*

- **Does school management monitor attendance of teachers and students?**
- **Has management made it clear to teachers that their normal working hours still apply?
In case of non-teaching during working hours, has management required teachers to work from the school site?**
- **Is the absence of teachers on a certain day communicated to students?**
- **Are replacement teachers found in these cases?**
- **Do teachers monitor student attendance in each school hour?**
- **Is there coordination with the educational advisor in this matter?**
- **Are parents informed if students are struggling or non-participating?**

Student centred teaching

*Teachers should more than ever give priority to **student-centred learning**. This can be attained by developing online communities and designing lessons that take advantage of digital tools and pedagogical models that actively involve students in every part of the learning process. Teachers should, therefore, focus on creating three forms of interaction for students in the online environment:*

- *"**Student-content interaction**, where instructors provide active learning experiences for students (meaningful learning activity plus reflection)*
- ***Student-student interaction**, where instructors structure the learning community and make it clear to students how they should interact with others in the class*

¹ (2020-03-D-11-en-5)

- **Student-instructor interaction**, where instructors create a framework for how they will interact with students during the learning experience.”
- **Does the school management monitor that all teachers cultivate a student-centred learning environment?**
- **What is the percentage of teachers following all 3 forms laid out in this requirement?**
- **Is this requirement clearly mentioned to teachers, students and parents as the school policy on online teaching?**

Syllabus

‘Schools and teachers should bring the distance learning situation as close as possible to the requirements of teaching in situ. In this sense, they need to make out the best of the use of the timetables and try to cover all competences in all the syllabuses in as much as possible.’

- **What has the school management organised to meet this requirement?**
- **Are all subjects taught? If not, why?**

Daily distance learning school program

Distribute a daily “To-Do List” and organise daily check-in times (Nursery, Primary)

*When offering a flexible program, the teacher should provide time suggestions, so students don’t spend either all day working, or not enough time on task. It is also recommended that daily lists include priorities to allow families some flexibility to adjust their challenging home lives. In this setting, it is necessary to organise at least two **check-ins or catch-up times** (e.g. a morning meeting and an afternoon check-in).*

Follow the regular timetable (Secondary)

*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.*

Live interactions (video, audio or chat meetings) with students are highly recommended. When such interactions are not technically possible for a scheduled course, the teacher should at least provide the students with materials and work instructions as files (they can be shared directly in Microsoft Teams). In that case, the teacher should schedule one or several consultation session(s) during the week.

- **Is this daily distance learning school program consequently rolled out in the entire school?**
- **What means does the school management have to monitor daily implementation?**
- **Are students and parents aware of these requirements so that they can reasonably approach school management if this is not properly implemented?**

- **Is audio/video interaction taking place during all school hours for all classes of the secondary?**
- **Is audio/video interaction (check-ins or catch-up times) taking place daily for all classes of the primary?**
- **Are all general recommendations for teaching and learning online (page 14) implemented throughout the school? If no, which parts are not implemented and why?**

Inclusiveness

'Schools should implement measures to ensure all students, including those with specific learning needs, have access to distance learning schemes.'

- **What is the detailed school policy on this matter?**
- **Do students with specific learning needs receive the same hours of individual support as before?**

Online assessment and feedback

*'Monitoring student performance and recording evidence of student learning remain essential in distance education. Of course, recording student work and achievement may involve collecting different types of evidence or recording it differently during distance learning.
(...)*

Teachers should keep providing formative assessment feedback that can promote student learning. Providing good feedback is essential to support students in their learning. At the same time, teachers need to get feedback from their students to adapt their teaching and progression. Effective feedback, which provides the bridge between assessment and learning, must be timely. Office 365 applications allow commenting on documents, which teachers can use to give feedback by digital means to work in progress as well as on assessments that have been submitted.

- **Does the school management impose and monitor teachers' engagement on assessing students' performance, in particular through formative assessment verified through regular interaction in class or regular feedbacks on assignments?**
- **Has the school been able to assess if classes and students have made progress in all subjects in line with the syllabus?**
- **How do teachers intend to evaluate in class councils the progress of the students for the second half of this school year, in case they had no or very limited teacher/student interaction and only written assessments where cheat proof tests are limited?**