

Suggestions for next DL period by parents representatives:

Key suggestions

- **For nursery:** 1 to 3 weekly connexions maximum (but not daily as in Nov), in small groups, and not more than 20 minutes per connexion, complemented with daily material for “working/playing” offline with the help of the parents;
- **For P1 and P2:** no autonomy at all, thus privilege daily video capsule of the teacher to allow work of the kids with the parents at any time of the day (more flexible than fixed online connexion because it allows dealing with DL while teleworking, and in family with siblings), online connexion 3 to 5 times a week (but not twice per day as in Nov.);
- **For P3 to P5:** parents generally appreciated the proposed harmonised schedule and the way teachers have implemented it (with small groups or in big class group, with individual or group activities, with video capsules available on Internet to explain new material, mix of online and paper exercises on a subject, etc.). However parents would like to encourage the teachers to give regular individual feedback to pupils on their exercises and work (e.g. via the “Assignment” function in Teams); teachers should not only counting on self/auto-correction or correction by parents. Parents note that the situation for P3-P4-P5 is also very challenging from an autonomy point of view for working alone and for being connected to Internet "on their own" and welcome the ICT charter adapted to the kids.
- **For L2:** parents generally appreciated the proposed harmonised schedule; support and enrichment lessons should be ensured (in addition to the 3 weekly online lessons and to the daily offline work)

Other suggestions:

- **Use of course books** should be privileged and printing reduced (or printed material can be given to children by teachers before the DL period when foreseen in advance)
- **Time schedule:**
 - Some children (P1 and P5) had to follow consecutive online lessons (90 minutes in total when L2 class was in full group for 45 minutes) without any break in between. We suggest to add a 15 min break after the morning L1 lesson and to start the timetable for L2 online lesson at 9:15 instead of 9:00. De facto L2 online lessons for P5 would start at 13:15 instead of 13:00 and the afternoon L1 online slot would start at 14:15.

- Wednesdays are usually shorter school-days, several L1 teachers decided not to hold a second L1 online slot in the afternoon this day, which was understood by kids and parents. However the L2 P5 online class (13:00-13:45 / 13:15 to 14:00 with our above proposal) may be clashing with possible extra-curricular activities. As it is foreseen that L2 teachers can hold only 3 to 4 online lessons, Wednesday should be chosen as the day without online L2 lesson so that there is no online lesson after 12:45.
- **L1 and L2 teachers:** have less time for their main L1 class than other L1 teachers; also bad consequences for all their L2 pupils. Particularly problematic in P1-P2. For those levels, distant teaching would require smaller groups during online sessions which is impossible for instance for FR teachers who all have big L1 and L2 classes with many pupils. A solution needs to be found.
- **Since the teaching approach varies across sections (e.g. freer progress through learning goals vs more traditional "ex cathedra" teaching following a stricter plan), it would be useful to have the learning goals shared with parents, so they get the bigger picture, especially in the context of longer distant teaching.**
- **Small groups:** Whenever possible (cf L1-L2 teacher issue), parents welcome live sessions with smaller groups to enable also shy kids to step forward for instance.
- **IT training:** Further need of educating teachers, pupils and parents about the (correct) use of online learning environment (MS Teams) and more use of the rich features of MS Teams (e.g. assignment function, etc.) by teachers. Also, explication of basic rules of behaviour to children during the online class at the beginning of the online class would be welcome (this was particularly visible during certain L2 online sessions where kids are mixed and come from different classes with different basic rules – “harmonised basic rules” throughout the school and adapted to levels, taught by L1 teachers and used by all teachers, would be welcome)
- **Communication on DL work:** good to encourage that all information on the DL work for the students pass via MS Teams during DL periods – no need for parallel emails to parents.
- **Workload:** In a few classes, the workload was considered very high. Parents encourage teachers to ask feedback from their class reps and/or to organise survey among the parents of their class to adapt the workload to the situation.
- **L2 EN:** On “offline days” (i.e. without L2 live lessons) or for the groups whose L2 teacher has chosen that live sessions are dedicated to vocabulary acquisition based on games, parents would like to suggest that L2 EN teachers continue a practice used by some L2 teachers during lockdown i.e. to share simple tutorial videos filming themselves doing an activity in link with the lesson of the day and/or filming the books and explaining what has to be done, giving examples, etc. Those tutorial videos are very simple and useful tool to avoid the parents to have to do the teaching themselves. Some parents would also see positively the use of audio files on offline days, at least for the most advanced pupils.