

## Guidelines and recommendations for the organization of teaching in different scenarios (EN)

### Information for parents

In this document, you will find the guidelines and recommendations to be applied for the use of Teams in the various possible scenarios and for those related to the situation of Covid 19.

It is important to take into account that despite all our investment in distance education, we will not be able to achieve all academic goals as if we were in school.

In the main subjects (L1, DDM, Math, L2), it is necessary to focus on achieving the fundamental objectives set out in the programmes. In other subjects, (Art, Music, etc.) teachers will try not to overload students with excessive work; the main objective is for students to keep a link with them.

#### The various scenarios planned:

**Scenario 1.** Teaching in situ.

**Scenario 2.** In situ teaching and individual quarantine students.

**Scenario 3.** In situ teaching for vulnerable and/or quarantined, remote students and teachers.

**Scenario 4.** Distance learning. The class is in quarantine (pupils - teacher)

**Scenario 5.** Distance learning. In situ classes are suspended in the short or long term

#### Microsoft Teams' key tools for distance and in situ education:

- **Conversations.** With Teams it is possible to conduct either **one-on-one** conversations with one person or group conversations.
- **Videoconferencing.** Teams allows you to organize conferences, audio or video.
- **Files.** Teams also makes it easy to share **files** and work together. "Files" can be used, for example, to communicate to students the schedule of activities to be carried out.
- **Notebook.** Each Class Teams group has an integrated course **notebook** for teachers and students (with private spaces for students).
- **Assignments:** The main objective of the "Assignment" tool is to make it **easier for parents, teachers and students to** follow the tasks to be performed. This **will make it easier** for **parents**, as they will be able to easily check for **tasks** performed/not performed. It is also possible to give evaluations or comments to the students' work in "Assignments".

**-Use of "Chat":**

-In Scenario 2 and 3: to communicate with the individual student in quarantine, not to give lessons but to answer questions related to the completion of the activities planned in the schedule. It is recommended to use private chats with individual students.

-To communicate with the class in Scenario 4 and 5.

-To communicate with parents.

**-Use of "Files": *In all scenarios.***

-To download each week or day the **schedule of activities** to be carried out, the worksheets/duties and/or the information necessary for carrying out the activities.

**-Use of "Assignments": *In all scenarios.***

-To send one or more activities to do to all students in the class. Also to get feedback on the activities requested via Teams and to give feedback. The school recommends the use of "Assignment" on a regular basis in all scenarios. It is up to the teacher to decide whether he wants to use this tool when we are in situ.

Alternatively, it is also possible to use the Notebook or File for the management of homework.

**-Use of "Visioconferences":**

-To communicate with parents, in all scenarios.

**-Scenario 3:** When teachers are quarantined/vulnerable, they teach through TEAMS to students who are in school. In situ, there is a person who is in direct contact with the students and who works in the classroom in tandem with the L2 holder or teacher (who is at a distance). In this case, students in situ at the school will log on to TEAMS to take lessons in class (a connection on TEAMS - displayed on the Smart Board/WhiteBoard), while sitting in class, a videoconferencing schedule will be established. In Scenario 3, **students in home quarantine** will also be encouraged to log on to TEAMS with their teacher (quarantined/vulnerable L2 teacher and teacher) outside of the in situ class connection moments.

**-Scenario 4 and 5:** This tool is to be used to connect with students and teach.

## **Organizing videoconferencing schedules in Scenarios 4 and 5:**

### **Primary schedules in Scenarios 4 and 5:**

In order to facilitate the organization of videoconferences during a school day, the school has provided teachers with basic timeslots for the different levels that can be adapted to the reality of their class, respecting the following criteria:

- The timeslots remain invariable for L2, European Hours and Religion/Morale, as they are in the in situ organisation.
- All the materials are present (except the gym).
- It is important to respect the recommendation of the time provided for contact between the teacher and the class established by the school.
- Preferably, the group will be subdivided into subgroups. On an ad hoc basis, video conferencing with the whole group is possible.
- Where possible, an equal number of video conferencing per student should always be guaranteed.
- Video conferencing is scheduled for L1, Math, DDM, and L2.
- To provide moments of explanation of the material/activity, moments of correction/questioning and moments for individual work.
- For Art and Music, video conferencing is not planned, but short meetings with the group to explain the activities to be carried out, are recommended.
- For Religion/Morale, video conferencing is scheduled every 15 days, the teacher could also meet shorter each week.
- For European Hours and physical education, videoconferences are not planned.
- Outside of the videoconferencing moments, teachers remain available to answer their questions, preferably via "private or group conversation" outside of videoconferencing moments and during the schedule set for the class according to each scenario. Teachers, depending on their ability, will respond as soon as possible.
- In Primary, videoconferencing sessions lasting 30 to 45 minutes are recommended.

### **Kindergarten schedule for Scenarios 4 and 5:**

- Two meetings per day/per student.
- The class can be subdivided into several small groups.
- For kindergartens, it's not just about video conferencing, it's about moments of contact with children. For example: sending a video, sending a voice message, linking to a relaxation video.

### **Support teachers**

- Video conferences will be organized to provide support to students in Intensive Support.
- The school, based on each Intensive Support student, will decide the number of videoconferences per week.
- Videoconferences with the student in Intensive Support can be carried out outside the student's Visio hours with the holder.
- Moderate and general support teachers and assistants will provide support to the class and the holder.

<b>Scenarios 4 et 5</b>													
<b>The expected contact time per week between the teacher and the class divided into subgroups Holders. DISTANCE TEACHING</b>													
<b>SCENARIOS 4 ET 5</b> <b>Pour Kindergarten</b>	<b>Recommended contact for each student, twice a day.</b>												
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<b>Scenarios 4 et 5</b>		
<b>The expected contact time per week between the teacher and the class divided into subgroups L2. DISTANCE TEACHING</b>		
<u>For P1 and P2</u>	<b>Language 2</b>	<b>4x30'</b>
<u>For P3, P4 and P5</u>	<b>Language 2</b>	<b>4x45'</b>
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In all scenarios, if necessary, adaptations can be decided by the school, parents will be informed.

### **Various tips**

-It is advisable to provide that all students may have their school **materials** with them, the Intermath(s), the L1 book and the L2 book (if they do not have access to the digital version of the books).

-**Videoconferencing:** Teachers and students can choose to have the camera turned on or off during classes via Teams.

**"Important!** Recording video conferencing is still prohibited for the teacher as well as for students and their parents.