Distance Learning

Rochambeau Primary

Fall 2020

Why this plan?

- At several occasions last year, parents and teachers alike were surveyed about our distance learning program.
- We have built this new one on the strengths of Spring, like the small groups for oral activities, and made improvement, taken in consideration the length and structure of the school day, the tools used and the necessity to develop a solid socio-emotional connection.
- We also considered the specifics of this back to school
- We strive to have everyone at school being safe, caring and open.

What did we learn from the Spring?

We have taken regular feedback from our community in order to improve the distance learning. Here is a sample:

	Successes	Opportunity for growth
From the students	Good participation until the end Development of transversal skills (autonomy, independence...)	Hard for younger kids Fatigue Difficulty to organize own work
From the families	The teacher's dedication and availability The overall satisfaction with teachers adaptability	A better structure and harmonized practices A better help for non-French speaking families The worry about learning loss
From the teachers	The continuous improvement Small groups promoting oral skills Maintaining the connection with the students	More training Better tools

Specifics of this Back to School

- A back to school like no other.
- Contrary to the Spring, we will start the year without knowing the students, without any work habits or common procedures.
- An uncertainty about the model (hybrid, in class, virtual, stop and go...) that can create more stress
- New hardware and platforms

Our principles

We strive for everyone at school to be:

- SAFE
- CARING
- OPEN

Our principles

SAFE	CARING	OPEN
• Promote social practices • Emotional wellbeing • Best practices when present • Safe Environment	• Be there for one another • Creating and sustaining community • Best online practices	• New ideas and new ways • Being challenged • Keep learning

Back To School: ACED

Assess

Connect

Engage

Develop

ACED: Assess the big picture

We want and need an overview of our program:

- from students: what do the students know, how do the grow?
- to practices and procedures: how is the schedule, how do we communicate?
- to platforms: how does it work for families, what can we improve?

ACED: Assess students' knowledge and learning

Safe assessment: diagnostic.

Understand where the student is

Plan his/her development

Guidance from the AEFE

Caring and open assessments: formative

Check for understanding regularly

Refine growth plan accordingly

Evaluate progress

ACED: Assess students' knowledge and learning

Why assessment is important?

Adjust our teaching, personalize the students needs, set the pace.

How are we going to assess?

Focus on formative assessments. Follow guidance from AEFE

What are we going to assess?

What are the KEY CONCEPTS and KEY APPLIED SKILLS needed in this grade for promotion to the next?

ACED: Connect to the big picture

It is a new school year and it will be very different from what we know and what we have lived in the Spring.

We need to:

- build a class culture and community,
- establish relationships with families and students,
- promote collaboration at the students and teachers' level
- maintain a safe, open and caring environment for everyone

ACED: Connect
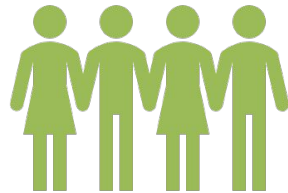
Safe and open connection

In-person outdoor connection

Small groups and one-on-one

Caring connection

Assist struggling students

Promote connection between students

Check in regularly

ACED: Why connection is important, especially online?

o Because all learning is social and emotional

o Because we've all been through a trauma that needs to be acknowledged and recognized

o Because connection is essential for establishing strong, supportive adult relationships

o Social connection is fundamental to human development and wellbeing

o Social connection increase wellbeing

o Social connection is important to mitigate negative psychological consequences of the COVID-19 pandemic

ACED: How are we going to connect?

Establish	Establish classroom traditions and routines that bring both stability and connection.
Offer	Offer options to connect socially and emotionally as a class and as individuals
Reinforce	Reinforce connections with known adults
Contribute	School can contribute significantly and have a positive impact by helping families maintain routines and provide children with a safe online environment.

ACED: What are we going to do to make connection relevant?

Provide	Provide training and support to teachers.
Develop	Develop relevant SEL practices (I.e. RULER)
Be	Be available for students through, among others, the Counselors and health department
Promote	Promote wellbeing activities and habits for all.

ACED: Engage

- A more wholesome approach:
  - Whole class
  - Breakout sessions
  - Small groups to favor oral activities
  - Regular individual meetings

- A more tailored approach:
  - Office hours
  - New tools: Brightspace, Zoom
  - Best practices
  - Constant feedback
  - Extra help for students in need

ACED: Engage

Online engagement is important.

Three types of engagement

Behavioral
Cognitive
Emotional

Understanding Engagement in EAD

Type of Engagement	What it looks like in EAD	What's different this year
Behavioral Engagement (BE)	"time on task", number of logins, content interacted with, completed assignments, participation in online activities, constant and timely check-ins	Brightspace provides teachers with key data points to show behavioral engagement.
Cognitive Engagement (CE)	Performance on EAD assessments, quality of interactions of online discussions, quality of interactions in synch sessions, essentially any student that isn't just "checking the boxes"	Brightspace will allow for teacher created rubrics and learning objectives that elucidate student performance, quality of interaction, and levels of mastery
Emotional Engagement (EE)	Students' attitudes toward course and teacher, constant and timely communication, positive parental communications, understanding of role in EAD	Created in the "homeroom" moments of the classroom. The personal touch of each educator.

ACED: Develop

Evaluate

Diagnostic

Formative

Feedback

Learn

Consolidate

Demonstrate

Enrich

Grow

Autonomy

Adaptability

Curiosity and critical thinking

ACED: Develop

Evaluate:	Learn:	Grow:
Assess my skills know where I am, and what's ahead getting regular feedback	Consolidate the fundamentals Build on what you already know Start building new knowledge	Challenge yourself Master new skills Demonstrate transversal skills

STUDENT LEARNING SUPPORT:
Academic Needs

A DEDICATED TEACHING STAFF

- 2 specialized teachers at the primary level (1 francophone, 1 anglophone)

- 1 specialized teacher at the secondary level

- Directors and counselors at the lycée level to advise students in lycée

TO HELP STUDENTS

Based on the needs identified last year and on early assessment

- Provide cognitive reinforcement

- Provide support for understanding new content and skills.

- Organize support provides in PAP

WITH LEARNING DIFFICULTIES

- Differentiation in the classroom through small groups lessons (every day).

- Pull out or Push in from specialized teachers (one or two times a week)

- In primary "teachers office hours" to help students and parents

- Academic advisory for Lycée Students (on a weekly or monthly basis according to the needs)

STUDENT LEARNING SUPPORT
French Language Support

A DEDICATED TEACHING STAFF

- 2 FLE/Flesco teachers at the primary level (maternelle, Elementaire)
- 3 FLE/Flesco teachers at the secondary level

TO HELP STUDENTS

Based on the needs identified last year and on early assessment

- To reinforce their mastery of the French language
- To give the the tools to be successful in all subjects with an emphasis on language production.
- To provide students with specific linguistic tools

WITH NEED OF REINFORCEMENT IN FRENCH

- Pull out or Push in (co-teaching) from FLE/Flesco teachers during class time (e.g. during French lessons)
- Regular reading comprehension sessions with librarians (And with parents)
- In *sixième*, LVB (Spanish, German…) is replaced by a reinforcement class in French

STUDENT SUPPORT:
Social Emotional Support

A DEDICATED TEACHING STAFF

- 1 School counselor for the Primary Grades
- 1 School Counselor for the secondary grades
- A "Vie Scolaire" team in secondary

TO HELP STUDENTS

Based on the needs identified last year on early assessment:

- To help students feel connected
- To build connection with new students
- To link SEL with academic topics
- To help students develop a positive self-talk
- To help teachers and students practice self care

TO COPE WITH SOCIAL EMOTIONAL NEEDS

- Training for all teachers at the back to school days
- Working with students on addressing Covid-19 impact
- Intervention, at least once a week in class to present different activities on connectedness, mood check...)
- Work with students individually or in small groups according to needs
- In secondary, "Vie Scolaire" staff will check on a regular basis student assiduity and investment

Scheduling:

➢ Managing time in front the screen
➢ Balancing the day
➢ Giving structure
➢ Prioritizing routines, habits, rituals
➢ Creating community: social interactions
➢ Supporting the students who need it the most

Please note that the following are only sample schedules and depending that on certain grade levels, they might change.

MS Sample Schedule

4 jours	1 jours
9h00 - 9h30 Accueil / Réunion du matin routine et rituels, vivre ensemble. Classe entière	**9h00 - 9h30** Accueil / Réunion du matin routine et rituels, vivre ensemble. Classe entière. EN ANGLAIS
9h45 - 10h15 Ateliers Dirigés Apprentissage fondamentaux langage, découverte du monde, activités artistiques, etc. Petits groupes de 4 a 6 Par l'enseignant français ou l'assistante	**9h45 - 10h15** Ateliers d'apprentissage en Anglais principalement
10h15 - 11h00 Toilettes et Collation	**10h15 - 11h00** Toilettes et Collation
11h00 - 11h15 Travail autonome. Packet ou activité Seesaw	**11h00 - 11h15** Aide, soutien: FLE, ESOL, aide spécialisée
11h15 - 11h45 Clôture / bilan de la journée. En groupe classe	**11h15 - 11h45** Clôture / bilan de la journée. En groupe classe EN ANGLAIS
11h45 - 13h15 Lunch	**11h45 - 13h15** Lunch
13h15 - 14h15 Temps Calme	**13h15 - 14h15** Temps Calme
14h15 - 14h30 Lecture, motricité ou activité asynchrone	**14h15 - 14h30** Lecture, motricité ou activité asynchrone
14h30 - 15h00 Office Hours	**14h30 - 15h00** Office Hours

GS Sample Schedule

4 jours	1 jours
9h00 - 9h30 Accueil / Réunion du matin routine et rituels, vivre ensemble. Classe entière	**9h00 - 9h30** Accueil / Réunion du matin routine et rituels, vivre ensemble. Classe entière. EN ANGLAIS
9h45 - 10h15 Ateliers Dirigés Apprentissage fondamentaux langage, découverte du monde, activités artistiques, etc. Petits groupes de 4 a 6 Par l'enseignant français ou l'assistante	**9h45 - 10h15** Ateliers d'apprentissage en Anglais principalement
10h15 - 11h00 Toilettes et Collation	**10h15 - 11h00** Toilettes et Collation
11h00 - 11h15 Travail autonome. Packet ou activité Seesaw	**11h00 - 11h15** Aide, soutien: FLE, ESOL, aide spécialisée
11h15 - 11h45 Clôture / bilan de la journée. En groupe classe	**11h15 - 11h45** Clôture / bilan de la journée. En groupe classe EN ANGLAIS
11h45 - 13h15 Lunch	**11h45 - 13h15** Lunch
13h15 - 13h45 Travail autonome	**13h15 - 13h45** Travail autonome
13h45 - 14h15 Pause	**13h45 - 14h15** Pause
14h15 - 14h30 Lecture, motricité ou activité asynchrone	**14h15 - 14h30** Lecture, motricité ou activité asynchrone
14h30 - 15h00 Office Hours	**14h30 - 15h00** Office Hours

CP-CE1 Sample Schedule

LUNDI-MARDI-JEUDI MERCREDI OU VENDREDI	MERCREDI OU VENDREDI
8h40 - 9h00 Rituels, vie de classe besoins socio-émotionnels dossier rituel & oral	**8h30 - 10h10** Anglais : classe entière, et activités en petits groupes
9h00 - 10h00 Travail oral: 2 groupes 15 minutes + activités sur fichier ou feuille 2 groups in English.	
10h00 - 10h30 Pause	
10h30 - 11h45 Leçon collective + Travail indépendant en présence de l'enseignant + rencontres individuelles	**10h10 - 10h40** Pause
	10h40 - 11h00 PE ou Musique
	11h00 - 11h45 Art ou Library time : synchrone ou asynchrone
11h45 - 13h15 Lunch	**11h45 - 13h15** Lunch
13h15 - 14h00 Aide, soutien, extras	**13h15 - 14h00** Travail asynchrone en Français: révisions
14h00 - 14h15 Pause	**14h00 - 14h15** Pause
14h15 - 14h45 Lecture indépendante	**14h15 - 14h45** Aide, Soutien, extras
14h45 - 15h00 Conclusion de la journée, réflexion (classe entière)	**14h45 - 15h00** Lecture indépendante
15h00 - 15h30 Office hours	**15h00 - 15h30** English Office hours

CE2-CM2 Sample Schedule

LUNDI-MARDI-JEUDI MERCREDI OU VENDREDI	MERCREDI OU VENDREDI
8h30 - 9h00 Rituels, vie de classe besoins socio-émotionnels	**8h30 - 10h10** Anglais : classe entière, et activités en petits groupes
9h00 - 10h00 Leçon collective (FR) + Travail d'application ou travail de groupe	
10h00 - 10h30 Pause	**10h10 - 10h40** Pause
10h30 - 11h45 Leçon collective 2 (maths) + travail et rencontres individuelles	**10h40 - 11h00** PE ou Musique
	11h00 - 11h45 Art ou Library time or TICE : synchrone ou asynchrone
11h45 - 13h15 Lunch	**11h45 - 13h15** Lunch
13h15 - 14h00 Ateliers de travail oral. Petits groupes en alternance	**13h15 - 14h00** Travail asynchrone en Français: révisions
14h00 - 14h15 Pause	**14h00 - 14h15** Pause
14h15 - 14h45 Aide, soutien, extras	**14h15 - 14h45** Aide, Soutien, extras
14h45 - 15h00 Conclusion de la journée, réflexion, prolongations	**14h45 - 15h00** Lecture indépendante
15h00 - 15h30 Office hours	**15h00 - 15h30** English Office hours