



ISU DISTANCE LEARNING GUIDELINES

In the event of a campus closure, ISU will implement our Distance Learning Plan that will enable students to access the curriculum and to learn from home. This has been developed based on best practice. It has been tailored to our learning environment at ISU and contingency planning has been ongoing with all staff. There are two scenarios in which Distance Learning would be put into place:

- Individual students or a group of students are missing but the campus is open
- The campus is physically closed and all learning happens by distance

The exact plan depends on a number of factors, including a manageable workload for both students and teachers, decisions regarding physical presence, etc. In some instances, teachers might post daily or weekly lessons, learning outcomes and assignments. In some instances, students might be excused from work or assessments or be asked to catch up on their return.

ISU Approaches to Distance Teaching and Learning

Our approaches to distance teaching and learning are rooted in our guiding statements, the ISU Pillars of Learning and our curriculum. Learning activities should allow students to engage with new concepts, skills and knowledge; opportunities to discuss, practice or apply their learning; and ways to demonstrate their knowledge and skills. We aim to create meaningful and balanced learning experiences for all students.

This means that:

- Student well-being is a priority;
- Learning must include time off-line and away from screens;
- Online Learning activities may be completed independently or collaboratively.

We aim to further student learning through ongoing assessment.

This means that:

- Teachers will collect frequent formative feedback to ensure consistent student participation and understanding;
- Planned assessments and assessment tasks may take place as scheduled, though they may have a format different to that of an assessment completed in class. Assessments may be delayed or cancelled depending on a number of factors. External exam preparation is a priority in Grades 10 and 12;

- Semester grades will be determined by available evidence of learning.

Roles and Responsibilities

ISU recognizes that all staff are needed to support students when they are learning from home. ISU teachers and staff are expected to maintain normal working hours and agreements. ISU staff are expected to maintain regular hours, while being flexible and understanding with colleagues and students who may be challenged by technical or family issues in working from home.

Role	Responsibility
Director Section Principals PYP, IGCSE and IB Coordinators	<ul style="list-style-type: none"> → Coordinate the Distance Learning Plan, communicating with teachers, students and parents → Coordinate with the Counsellor, SEN and EAL teachers to ensure the needs of all students are being met → Address issues that may arise → Communicate and liaise with exam boards (CIAS and IB) if the need arises
IT team and Digital Learning Coaches (DLCs)	<ul style="list-style-type: none"> → Be available for remote tech support for students, teachers and staff → Monitor the needs of the ISU community and troubleshoot issues, as needed <ul style="list-style-type: none"> → Share relevant “how to” resources for students, teachers and parents → Share teachers’ success of distance learning
Classroom Teachers	<ul style="list-style-type: none"> → Use the ISU curriculum documents and learning outcomes to create and deliver engaging and meaningful lessons for students → Support the social and emotional well-being of students → Collaborate with co-teachers to best support students and the delivery of class content → Deliver lessons as agreed to above → Teachers to take attendance
Counsellor	<ul style="list-style-type: none"> → Support the social and emotional well-being of students → Act as a liaison with section coordinators to address issues with students, parents and teachers → Communicate with the ISU community to share coping strategies
Front Office	<ul style="list-style-type: none"> → Support teaching staff by contacting students and parents → Manage school communication channels
Library	<ul style="list-style-type: none"> → Support students in their research → Maintain and promote ISU online resources → Support classroom teachers by providing appropriate

	resources for distance learning → Off site access to resources
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Essential Agreements

Students will:

- Establish a consistent daily routine to support their learning;
- Identify a comfortable, quiet space where they can work effectively with minimal distractions;
- Engage in all tasks;
- Check relevant platforms for communication (Seesaw, email, ManageBac);
- Seek clarification from peers or teachers if they are unsure of expectations;
- Complete tasks as instructed by their teachers;
- Collaborate online with their peers;
- Complete all tasks and assessments on time;
- Take breaks, play often, be active, and get plenty of rest;
- Be mindful of their workload and well-being;
- Are responsible for communicating issues with teachers or coordinators rather than asking parents to intervene for them.

Families will:

- Contact the school (via ManageBac and/or at info@is-uhl.de) should their child be unable to attend the day's distance learning lessons;
- Be involved! Ask questions and talk about learning and upcoming tasks and deadlines;
- Help their child manage their workload and develop healthy daily routines in a suitable learning location;
- If they have multiple children engaged in distance learning simultaneously, help each child find distraction-free learning locations;
- Monitor communication from their children's teachers;
- Ensure their child is dressed appropriately and is in a suitable location when using video tools;
- Encourage their child to take breaks and engage in frequent physical exercise;
- Be mindful of their child's well-being by talking about their challenges or concerns. If you need support, please communicate with their child's teacher, section principal or counsellor;
- Create opportunities for their child to interact face-to-face with peers and maintain connections with our school community;
- Set limits on their child's social-media use and screen time;
- Establish tech-free times for quiet and reflection.

Teachers & Staff Will:

- Post all learning materials for each class that meets on a scheduled day by the time of the scheduled lesson;
- Use school platforms (Seesaw and Managebac), and to develop rich and engaging lessons and activities that are easily understood by students;
- Give frequent formative feedback to students on their learning progress;
- Craft lessons that embed frequent opportunities for students to easily demonstrate their understanding;
- Create learning plans that have students working both online and offline and allow students to work with classmates when appropriate;
- Provide space for personalized learning opportunities, ensuring each unique student receives the type of instruction necessary to be successful;
- Ensure ample time to complete tasks, recognizing the diverse learning environments that our students will be in;
- Employ a “Less is More” approach, recognizing that planning, teaching, learning, assessing, and providing feedback could all take considerably more time than usual;
- Think differently! Recognize that distance learning is an opportunity to embrace new possibilities for each student and try new things;
- Collaborate with subject-area colleagues to ensure a consistent and high-quality experience for each student;
- Provide space for personalized learning opportunities, ensuring each unique student receives the type of instruction necessary to be successful.

Early Years Programme: Approaches & Routines

Approaches:

- All families should be able to access Seesaw from a device at home, e.g. parent phone or table;
- The EYP teachers will communicate daily learning each morning via Seesaw, and may send a morning video message to students;
- Suggested learning engagements will be shared daily, for those families who are interested, but are not mandatory;
- Students in EYP are encouraged to engage in interactive play as much as possible and follow their own interests and passions.

Routines

By 8.30 every day	The EYP teacher will post a morning message on Seesaw, and a list of suggested learning activities for the day. During the day the EYP teachers and assistants will be available online through Seesaw and email.
By 8:30 Monday	Suggested learning activities for the week, for Music, PE and Outdoor Inquiry, will be

	shared.
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Lower School: Approaches, Routines & Schedules

Approaches:

Grade 1 and 2: All students should be able to access Seesaw from a device at home, e.g. parent phone or tablet.

Grade 3 - 5: All students will receive group instruction conducted via Seesaw throughout the regular school day. They should also be able to access Seesaw from a device at home, e.g. parent phone or tablet.

Homeroom teachers will connect with students daily, either with a pre-recorded video or at a specified time set by the teacher. Learning activities will be communicated daily by 08:30 via Seesaw by the homeroom and specialist teachers.

The purpose of the learning activities is to ensure that students continue to develop their skills and understanding in all areas of the curriculum, and still feel a part of the wider learning community. Regular contact with their teachers and peer group will ensure that they feel supported and are motivated. Each day will follow the normal schedule. Homeroom and specialist teachers will be available via Seesaw. Teachers will provide feedback on the assigned tasks in a timely manner. If requested, work must be uploaded for teachers to give feedback and monitor progress. Any questions, clarifications or issues can be emailed to the teacher with an expected response within 24 hours. Teachers will be available during office hours but it should be considered that teachers have a lot of students and might not be immediately available for every student all the time.

Middle and Upper School: Approaches, Routines & Schedules Approaches:

Approaches:

The main learning platform is ManageBac with support available via email. On ManageBac MSUS students will find lesson resources (Powerpoints, assignments, collaborative and independent activities etc) and links to a Google Meet, a video conferencing tool. Learning will emphasize interaction and collaboration, inquiry, skills practice and creativity. Our aim for IGCSE and Diploma Programme students is to ensure they are prepared for internal assessments and external exams. Teachers will focus on syllabus outcomes and subject assessments in planning lessons. Student agency and self-management are essential components of Distance Learning.

Routines & Schedule

MSUS students and teachers will follow their regular class schedule. Teachers will be available throughout the school day (8:30 - 3:30). Teachers will post information for the day's lesson on Manage Bac. Teachers and students will follow the regular break schedule. Students are encouraged to practice balance and ensure they're not working alone in front of a computer all day. Teachers are also encouraged to take breaks, practice balance, and use some of the time for planning, collaboration, or other work-related tasks, if they choose. If a

whole-class video conference (Google Meet) is scheduled for that lesson, the teacher will post the link in ManageBac in the stream/message board. Although it is not yet possible to record a Google Meet, this function may become available.

Best Practice for Distance Teaching and Learning Planning

General

- Learning content can be delivered in many ways, including:
 - Text-based tasks (ManageBac or Seesaw)
 - Live video (full or mini-lessons)
 - Video recordings or screencasts
 - Third party videos (YouTube)
 - Other forms of text, sound, or visuals (scanned resources, websites)
 - Online simulations or interactive web pages
- Allow for a range of student responses to tasks. Depending on age, students could:
 - Film themselves
 - Produce a slideshow
 - Write a text (including posting in ManageBac)
 - Scan/photograph drawings
- Seek out tasks that allow for reducing screen time, such as handwritten tasks, drawings/diagrams, or filming away from a computer.
- Identify and share clear learning objectives and assessment outcomes for lessons
- Set clear expectations for how much time students should aim to spend on each task. Provide opportunities for students to show how they have spent their time.
- Ensure students have materials to organise themselves, such as rubrics, checklists, or planners.
- Allow students to negotiate how they complete tasks, but insist on seeing evidence.
- Include opportunities for students to collaborate - remember how lonely they might feel.
- 'Chunk the learning': think in terms of small self-contained learning engagements linked to clearly identified resources. Do not dump large amounts of content in advance, which will overwhelm students (think of the cognitive load) and complicate accountability for time usage.

Planning - Lower School

- Students in EYP should not be expected to engage in screen time. Tasks should be simple enough for parents to understand and, if necessary, translate for other care-givers who do not speak English.
- Inquiry-based learning does not require students to have discreet lessons for each subject on a normal day, but they should continue to make progress in their learning across all usual subject areas over the course of a week.
- Consider how to make meaningful, transdisciplinary connections between learning that develops the PYP's essential elements.

Feedback

- Focus on sending frequent feedback to reach all students rather than detailed responses to select individuals

- Teachers can give feedback in lots of ways, such as by:
 - Commenting on Managebac (Docs or Slides) or writing responses beneath student work
 - Recording verbal/video feedback or scheduling brief live video sessions with students
 - Writing comments or responses in Managebac/ Seesaw
- Feedback should only be accessible to the students it directly relates to. Google Classroom allows you to choose who sees each post.
- Encouraging students to leave as much peer feedback as possible.

Assessment

- Assess how students deploy their knowledge, understanding, and skills.
- Do not focus on assessing student knowledge when you have no control of their device use or parental support (individual oral assessment during a live video session might still be an option).

Assessment

- Middle and Upper School

- Teachers in the Middle and Upper School should continue adding grades to Managebac based on the assessment tasks they design.
- Record video or voice materials to help students feel connected to their classroom communities.
- Remember to use students' names and include praise.
 - Do not dwell on the negatives of distance learning, particularly in how you communicate with students. Instead, look for ways in which it might be different or even provide advantages over conventional teaching. For example, the move from synchronous communication (in a limited amount of real time) to asynchronous (not at the same time, over a longer period of time) communication gives students much more time to reflect and respond.
- Ask students about how their learning is going, such as by using a Google Form. Good starting questions are "What about distance learning is working well for you?", "What challenges have you overcome?", "What challenges are you still working on?".