ROCHAMBEAU
THE FRENCH INTERNATIONAL SCHOOL

30 ans aefe

Rochambeau Distance Learning Guide, French International School
General presentation
Guide for the secondary school (6th to 12th grade).
Updated Thursday, April 16, 2020

Spring 2020 - Temporary Campus Closures due to COVID-19

NEW *pages 10, 11, 12 and et 16*

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1. General organization of distance learning

Rochambeau, the French International School is implementing a distance learning program for the first time, starting Wednesday, March 18, 2020. This system is designed to enable its students to benefit from pedagogical continuity during the school's temporary campus closures. Pedagogical continuity, within the context of the distance learning programming, is to be understood as the progressive advancement for students in their educational programs, attaining objectives, skills and knowledge planned for their level or cycle.
All teachers and staff are working to achieve this objective in a coordinated, efficient and sustainable manner.
Pedagogical continuity covers all the approved levels of education.
The Conseil d'établissement will be consulted to evaluate the system put in place by the school's pedagogical and administrative teams.

The steering groups in place :
- **Pedagogical and general educational coordination:** the AEFE's pedagogical department in conjunction with the French Embassy in Washington and the French Ministry of Education.
- **General pedagogical coordination (primary and secondary levels):** Steering: Proviseur with the team of 6 AEFE teacher trainers, the pedagogical management team, some teacher colleagues.
- **Secondary school pedagogical coordination:** Proviseur and the team of 6 AEFE teacher trainers.

1.1. Distance Learning

On the basis of the framework drawn up by the AEFE, we propose this protocol for distance learning in Rochambeau which will serve as a guide for all our action during the period of temporary campus closures due to COVID-19. We aim to harmonise practices both on the side of the school and on the side of the students and their families so as to be able to carry out our mission over the long term.
This protocol is intended to be reviewed frequently and amended as needed in order that our procedures and outcomes in distance learning may remain as close as possible to teaching practices and outcomes of in-class learning and also in order to address the concerns of families and students.
This document, and any updates, will be available on the school's website at this address: www.rochambeau.org/covid19

1.2. Distance Education Steering Group:

1.2.1. General pedagogical coordination (primary and secondary level) :
- Coordinator and Driver: Mr. Leroy-Lusson

- Members: Ms. Dufour, Mr. Barrois, Mr. Kriegk, Mr. Oliver, Mr. Pitiot, Mr. Ricard, Ms. Le Ber Casanova, Mr. Vanhille, Mr. Tabellion, Mr. Tavernier, Ms. Busso, Mr. Stewart, Mr. Bagnato, Mr. Bertrand, Mr. le Roux.
- Main communication tools: Google Chat / Google Meet

1.2.2. Pedagogical coordination at primary level
- Coordinators and Drivers :
    o Preschool : M. Tavernier
    o Elementary : M. Tabellion
- Outil de communication principal | Main communication tools : Google Chat / Google Meet

1.2.3. Coordination of secondary education :
- Coordinator and Driver : M. Leroy-Lusson
- Teachers : Mme Dufour, M. Barrois, M. Kriegk, M. Oliver, M. Pitiot, M. Ricard
- Main communication tools : Google Chat / Google Meet

1.2.4. Contacts of Leadership Team for Teachers and Families
- Preschool Director (TPS to GS): tavernierf@rochambeau.org
- Elementary Director (CP to CM2): tabelliony@rochambeau.org
- Secondary School Director, for 7th, 8th and 10th grades: leberf@rochambeau.org
- Academic Director, for 6th and 9th grades: vanhillep@rochambeau.org
- Proviseur, for 11th and 12th grades: leroy-lussond@rochambeau.org

2. **The role of teachers in the transmission of instructions to the pupils: pronote, specific assignments…(Asynchronous work)**

2.1. Sending teachers to students

What? All instructions given to the students (meeting plans, work plans, homework, synchronous appointments, etc.) are to be systematically filed in the Pronote textbook so as to maintain the students' habits, and to allow families to follow up on the work assigned.

How is this done? Teachers are to send students a **detailed description and instructions for completing assignments**, which are to be placed in a work file and transmitted to students via **Pronote (attached file) and, optionally, in the Google Classroom, well in advance**. (No teleconferences or assignments are to be posted to be handed in on the same day or following day.)

The planning of work by teachers may be scheduled either by subject, session-by-session (daily) OR weekly, at the discretion of the teachers. Teachers are expected to inform their students of assignments with sufficient advance notice (at least 48 hours, especially for invitations to videoconferences).

The accompanying sheets of student work must be adapted to the usual practice of the teachers. However, they remain compulsory in order to ensure that the students' work is well understood and carried out without wasting time and energy.

Teachers should be careful to indicate in pronote the estimated duration of the work they assign to the students.

2.2. The Head Teacher

The Head Teacher will work with colleagues, students and/or parents to ensure that the overall weekly workload for students is appropriate for their needs and abilities (neither too much nor too little). In addition, teachers may provide additional work for students who wish to do so. Students encountering difficulties should receive special attention similar to the support they would have received in the traditional classroom, if not more. The various, personalized plans for assisting pupils with special educational needs are to be maintained.

If the need arises, he/she will be able to bring the teaching team together using Google Meet to take stock of the work given and the progress of the programs (see the section, "Synchronous relationships with colleagues in the class teaching team").

3. Harmonization of the titles of synchronous appointments

- A synchronous Meet or Chat time between a teacher and his students can be called "**CLASS**" or "**GROUP**" (e.g. for language teachers) followed by the class number.
  E.g. an invitation named "**CLASS 4-3 + Teacher's name**" or "**GROUP 4eADV + teacher's name**" (which will appear in your Google Calendar) means that Mr./Ms. "Teacher's name" has an appointment with class 4-3 or with the Advanced English 4e/8th grade group.
- A synchronous time between the Head Teacher and his class: "**PP Teacher's name + class**" e.g... "**PP M. Roux 5-3**".
- A synchronous time between teachers of the same class: "**EQUIPE/TEAM + class**".
  A **TEAM 2-1** invitation means that you have an appointment with the teaching team of class 2-1.
- A synchronous time between teachers of the same level by subject: "**SUBJECT + level**". e.g. **ENGLISH 6e/6th grade**

4. Being mindful of screen time for students

To limit screen time:
Teachers may not exceed 25% of their weekly screen time in synchronous relation with the students.

It may be suggested to families to print documents if they prefer to further limit screen time (and to equip themselves with a printer if they do not have one).

Teachers may consider instructional alternatives to screen time such as asking students to work on their textbooks (in the high school), their files, to write exercises and homework in their notebooks and binders.

5. **Organization of Student Work Time and Workload**

First, care should be taken by teachers to provide instructional activities that do not exceed **30% to 50 % of the class time,** as indicated in the student's weekly schedule.

For example, for **3 hours** of French classes indicated in the weekly schedule, a student will have to work between **1 and 1.5 hours** as part of their distance learning program.

The working time will continue to increase over the next few days to reach the total recommended by the inspectors, which is <u>3 hours/day for a middle school student</u> and <u>no more than half a day for a high school student</u>.

It should be remembered that **synchronous** class time, when it occurs, must be **counted** as part of the student's total working time.

The teachers will take care, especially for the youngest students, to support them in their daily and weekly organization. These new teaching methods should be taught, and class time will be devoted to these issues.

A synchronous video class time will be organized each week by the Head Teacher. Such classes may be of variable duration, up to one hour, with the time devoted to the adjustment to distance learning and issues that may arise.

Virtual recreation: At the discretion and initiative of each Head Teacher, part of the class life time, heures de vie, may be devoted to informal exchanges between students in order to give them the opportunity to recreate social peer-to-peer times that are important to them. This is to be offered without teacher intervention but under teacher supervision.

Starting Monday, April 6, a more formalized timetable will be introduced for 6th grade students and teachers.

6. **Identification of useful digital tools**

   6.1. **Pronote** *Referent J.P. Pitiot*

      6.1.1. Textbook
         The teacher:
            ● enters the work to be done, the due date, the estimated duration of the work, and inserts the link to the "fiche de présentation séance', and to the class Google Meet.
            ● checks in the "weekly view - vue hebdomadaire" that the workload is balanced with the other disciplines.

The students get acquainted with the work and do it.

Communication between students or families and teachers on topics related to pedagogical and/or instructional matters will use the Pronote software exclusively. Teachers should respond to families within 2 business days (excludes weekends and public holidays), between the hours of 8:30 am and 5 pm.

6.1.2. Communication

- ☐ Share **Information** or take a **survey**
- ☐ Follow a **discussion**

6.2. Google Classroom *Referents : C. Dufour et L. Barrois*

The teacher posts the work materials and the date of the assignment.
The students submit their assigned work by the date indicated.

6.3. Google Meet

Video conferencing support: it's a time for live dialogue to ask and answer questions

The teachers:
- o create a *Google Meet* appointment.
- o send the link to the video in **Pronote**.
- ☐ **Students** are to be present at the Google Meet conference scheduled

6.4. Google Chat

Support for live or time-shifted exchanges

The teachers create chat rooms and add the students they want to bring together...
Students and teachers can exchange in real time, if they are connected simultaneously, or staggered.
Students can exchange with one another to work in teams.

6.4.1. Video conference or chat (with google)

To avoid typing long lists of mails when creating a **video conference, or a chat**, you can use labels or groups. To create them, consult these instructions:

6.4.2. Rules of good conduct for Chat

- Opening sentence -
- WARNING**! THIS CLASS THREAD MUST RESPECT OUR RULES OF GOOD CONDUCT**
    - **CONVERSATIONS MUST BE POSTED IN AN APPROPRIATE AND COURTEOUS MANNER.**
    - **THIS IS A SCHOOL CLASS. THE SAME RULES APPLY AS IF WE WERE IN A REAL CLASSROOM.**
    - **CONVERSATIONS ARE RECORDED. ONLY POST INFORMATION THAT IS RELEVANT TO WORK AND SCHOOL.**

I WILL BE PRESENT TO ANSWER YOUR QUESTIONS ON THIS CHAT ON [DAY / TIME].

6.5. Tutorial: How to use "Google Classroom"

6.5.1. Why use Google Classroom?

- to access resources submitted by teachers;
- to post assignments, photos, sound, videos, etc.;
- To review homework assignments;
- to retrieve corrected assignments;
- etc.

6.5.2. How to use Google Classroom ?

Tutorials for students and parents (to answer questions you have about tracking your child's work)	
En français	In English

6.6. All the tools in the Google for Education suite

Google education FR   Google for Education EN

7. **Assessment of Student Work**
   7.1. **The principles of remote testing at Rochambeau**

	Classes without exams	Classes with exams (DNB, BAC)
Levels concerned	6ème, 5ème, 4ème, 2nde / 6th, 7th, 8th, 10th	3ème, 1ère, Terminales / 9th, 11th, 12th
Ongoing / Formative Assessment	Grades will be awarded and will appear on the 3rd term report card.	Grades will be awarded but will not be taken into account (during the distance learning period) in the calculation of the grade average that will appear in the school report book as part of the examinations (DNB, BAC).
• Competency-based assessment	✔	✔
• Self-assessment	✔	✔
• Group work	✔	✔
• Peer review	✔	✔
Report card record during distance learning « Période d'enseignement à distance »	✗ Does not exist, all notes are entered in the third term.	✔Contributes to the Director's opinion on the school report for the examination.
Synchronous learning cumulative evaluation during distance learning period	Not recommended before returning to in-person classes	Not recommended before returning to in-person classes
• Entering grades in **Pronote**:	✔ Entered in the period « **Trimestre 3** »	✔Entered in the period "**EAD**"
Cumulative assessment _if returning to class_	✔	✔
• Entering grades in **Pronote**	✔Entered in the period « **Trimestre 3** »	✔Entered in the period « **Trimestre 3** »
School attendance and engagement	Not formally recorded, but will be considered in the overall assessment of the 3rd term.	Not formally recorded but will be considered in the overall assessment of the 3rd term and the final school report book.

Overview of the Formative and Cumulative Evaluation	**Ongoing, "formative" assessment** is a part of academic instruction and supports all phases of learning. It is based on verifying students' understanding and observing errors or areas of difficulties so students may be assisted in making progress. To do this, the teacher constantly checks the level of student understanding and identifies errors and difficulties. A formative monitoring and evaluation document is necessary, as it informs the student and his/her family about the skills targeted by the activities implemented and assesses the acquired knowledge (self-evaluation or student-teacher evaluation). This type of assessment is not assigned a numerical grade.
	Cumulative evaluations most often take place at the end of one or more learning phases and is designed to verify the competencies acquired. The cumulative assessment is based on the competencies that the teacher wishes to validate. These summative evaluations, programmed and distributed, are of variable duration and rhythm depending on the level of the class. **SOURCE**

What to assess?	*Assessing **skills** rather than knowledge*
	❖ ***group work** and associated skills:*
	    o *collaboration,*
	    o *work sharing, etc.*
	❖ ***organizational skills** that are essential for distance learning:*
	    o *autonomy,*
	    o *consistency, etc.*
	❖ *skills specific to the **use of documentary sources**:*
	    o *critical analysis of information found on the Internet,*
	    o *ability to connect information / ideas, etc.*
	❖ ***oral expression** that limits the potential for plagiarism*
	❖ c***reating documents** that allow the acquisition of knowledge:*
	    o *drafts and revisions,*
	    o *mind maps, etc.*

How are the subjects	Highlight the **skills** to be achieved and explain how to achieve them. The subject must be very detailed and clear so it may

to be designed?	be understood by students and parents who follow the course of schooling
	❖ Utilize **differentiation**, especially for students with special needs (PAP, PPRE +):
	    o Instructions may be more detailed (written instructions, audio or video file ...)
	    o Allow additional time, if necessary, to complete and return assignments.
	❖ For **complex tasks**, allow for intermediate milestones to review progress.
	❖ Clearly identify the **actual duration** of the given work.

How to assist the students in their autonomous work (homework, assignments)?	Provide a **"hotline" or "Office Hours"** at a dedicated time and for limited duration. You might use an online chat, for example. You can ask questions to guide the discussion: *what is the point that seems the most obscure to you?*
	❖ Regularly utilize short quizzes to check and confirm the understanding of the concepts (use of Google form, the Pronote
	QCM tool, ...) TUTORIALS HERE
	❖ Initiate a discussion for students on digital ethics:
	    o encourage students think about the notion of plagiarism,
	    o create a digital work board, etc.
	❖ Have students design quizzes.

How to organize tests in limited time?	❖ **Plan** the work well in advance so that students can organize themselves.
	❖ Give the students a **specific appointment**: date, time. Instructions should be indicated on Pronote.
	❖ At the time of the assignment:
	    o *Make a list of possible resources.*
	    o *Clearly indicate the time available for the student.*
	    o *Clearly state the framework and objectives of the assessment.*

How can the student be helped to take a meaningful and constructive look at the work he or she has done?	❖ Provide clear and regular feedback
	    o Offer **oral feedback** by recording audio or video files.
	    o Propose a framework of **standard corrections**
	    o **Self-correcting** elements.
	    o Use extracts from anonymous **student works** as a correction aid.
	❖ Propose **peer reviews**.
	❖ **Encouragement and praise**, even for modest achievements. Giving zeros as a punishment seems counterproductive for students who may have difficulty with organization or who lack support or supervision at home.

8. Types of documents received from students

Students should upload their documents to **Google Classroom <u>only</u>**.
We explicitly request that students not send documents by email.
However, not all work has to be done with a digital tool. For example, assignments can be completed on paper and then scanned or photographed in order to submit the assignment to the Google Classroom. If you take a photo, we suggest students use *Office lens* or *Adobe scan* (available on student iPads) on iOs, or *Tiny Scanner* on Android.
Documents can be collaborative documents shared between students in group work, but must still be handed in through the Google Classroom. Audio/video recordings can also be uploaded to the Classroom.

9. Various types of documents and resources sent to students

The principle of pedagogical continuity through distance learning can be ensured by several types of media, not all of which are necessarily digital. The types of media with which students are accustomed may naturally be utilized.

Digital and non-digital resources include:
- References to the paper textbook, activities in print or to be printed;
- Excerpts from digital textbooks - many publishers are making these resources available free of charge at this time;
- Digital documents: Word, Excel, PowerPoint, pdf, jpg (including screenshots), etc.;
- Links to educational videos from verified sources and content;
- Referrals to CNED resources after teacher and student registration:
    CNED Primary: https://ecole.cned.fr/login/index.php
    CNED College: https://college.cned.fr/
    CNED Lycée: https://lycee.cned.fr/login/index.php
- Course recordings in the form of capsules (audio, video, slide show with comments by the teacher ...)

Resources here to use this kind of tools: https://drive.google.com/drive/u/0/folders/1gl9UsTtgZjes0eU4LjTwtNX5OS5jpQ9_
<u>For your attention:</u> The content of the resources (websites, YouTube videos or other...) must be checked in advance by the teacher In the case of video or audio capsules sent by the teacher, students must sign a statement on the non-use of our images or voices (document in preparation by the IT Department).

10. Synchronous meetings between students and their subject teachers. Frequency, duration, weekly balance

Teachers with a large number of groups and classes, usually bi-monthly classes or a low weekly schedule, will be able to group their synchronous video times together to modify the schedule - for example, grouping several classes together for a synchronous video with a larger group.

It is very important for families and students to have a global view of the different synchronous video sessions scheduled for the full week ahead, and teachers are therefore expected to post the schedule no later than Friday for the following week. The time slots are to be included in the students' timetables. Their use by the teachers must therefore be indicated in Pronote each week to the families.

During synchronous videoconferencing, student cameras and microphones may be active or inactive according to the needs and instructions of each teacher.

In addition, we recognize that additional synchronous meeting times may be beneficial for students in examination classes (9th, 11th and 12th grades) and in the subjects giving rise to a specific final exam. Therefore, for those classes, a second synchronous contact time (Meet or Chat) with the students will be provided during one of the slots of the original EDT. This second slot will be used mainly for informal exchanges, where possible in smaller groups, to enable students to have more time to ask questions:

> 9th grade : History-Geography, French, Math
> 11th grade : French
> TS: SVT, SPC and Maths
> TES: SES, Math, HG and Philosophy
> TL: Philosophy, Mathematics and LV1

Synchronous class time, when it takes place, **must be included in the student's total estimated working time**.
The teacher may consider dividing the class into several groups to facilitate communication and to respond in a more individualized way to the different questions and needs of the students.

At each synchronous appointment between a teacher and students (Meet or Chat), attendance will be checked by the teacher and entered in Pronote. If there is a change to be made in the log, Mrs. Le Ber will be contacted to update Pronote.

11. Vie scolaire :

11.1. Details on Absence and Delay Records

11.1.1. Teachers' role:
> entering absences on Pronote at the beginning of the synchronous video. Any student absent at the beginning is noted as absent. If a student arrives late (within the first 15 minutes) the teacher changes the absence to late (without giving a reason). Beyond 15 minutes, the absence will be kept in Pronote.

11.1.2. Role of the "Vie scolaire department" :

the referent persons of each level then take over the information of the families which will take place every day at 12.00 and 16.30.

11.1.3. Vie scolaire Department: Referent for each level

Responsible for coordination : M. Ismael Oloude.

- ▢ **6eme** : Mme Martine Wissmann
- ▢ **5eme** : Mme Sabiratou Radji
- ▢ **4eme** : Mme Nina Boutekka-Perrin
- ▢ **3eme** : Mme Marie-Claude Genovese
- ▢ **2nde** : Mme Hella Akrout
- ▢ **1ere** : Mme Cathy Katuala
- ▢ **Terminale** : Mme Milène Hugonnet-Jouanne

12. Synchronous class time:

Synchronous meetings will be organized at least once per week between each of the teachers in the class and the class (or part of the class), according to a videoconference schedule established by class.

These appointments will take the form of a discussion thread (Salons in Google Chat) or video-conferencing (Google Meet) and must take place between Monday and Friday, 8:30 am - 3:30 pm.

Teachers with a large number of groups and classes, usually bi-monthly classes or a low weekly schedule, will be able to group their synchronous video times together to modify the schedule - for example, grouping several classes together for a synchronous video with a larger group.

It is very important for families and students to have a global view of the different synchronous video sessions scheduled for the full week ahead, and teachers are therefore expected to post the schedule no later than Friday for the following week. The time slots are to be included in the students' timetables. Their use by the teachers must therefore be indicated in Pronote each week to the families.

During synchronous videoconferencing, student cameras and microphones may be active or inactive according to the needs and instructions of each teacher.

In addition, we recognize that additional synchronous meeting times may be beneficial for students in examination classes (9th, 11th and 12th grades) and in the subjects giving rise to a specific final exam. Therefore, for those classes, a second synchronous contact time (Meet or Chat) with the students will be provided during one of the slots of the original EDT. This second slot will be used mainly for informal exchanges, where possible in smaller groups, to enable students to have more time to ask questions:

- o **9th grade**: History-Geography, French, Math
- o **11th grade**: French

- o **TS**: SVT, SPC and Maths
- o **TES**: SES, Math, HG and Philosophy
- o **TL**: Philosophy, Mathematics and LV1

Synchronous class time, when it takes place, <u>must be included in the student's total estimated working time</u>.
The teacher may consider dividing the class into several groups to facilitate communication and to respond in a more individualized way to the different questions and needs of the students.
At each synchronous appointment between a teacher and students (Meet or Chat), attendance will be checked by the teacher and entered in Pronote. If there is a change to be made in the log, Mrs. Le Ber will be contacted to update Pronote.

12.1. Invitation links

(Be careful to add https:// in front of the link provided in Google Calendar when sending to the students, otherwise it will not work).
Invitation **links** to these synchronous appointments should be recorded in PRONOTE, as well as on the instruction worksheet provided to the student. In order to facilitate the organization of students and families, it is imperative that they have a clear vision of the day and time of the next appointment. These meeting times are compulsory for the student and should help him/her to build up strong points of reference in the organization of his/her distance learning work.
The goal is to maintain a dynamic learning environment, propel the continuity of learning, and to help mitigate any potential negative effects of distance and isolation.
These meetings should be an opportunity to **encourage, support and congratulate students**.

12.2. Synchronous collaboration with colleagues in the class teaching team

Colleagues should plan a time for collaboration periodically within the class and/or department, taking into account the constraints of the different subjects and scheduled class meeting times. This weekly meeting will be used if a member of the team requests it; an appointment every two to three weeks may suffice.

12.2.1. Synchronous collaboration between the Head Teachers and the Directors
A synchronous meeting (Meet or Chat) is scheduled with each Head Teacher or each group of Head Teachers (per level) at a rhythm to be defined (weekly, bi-weekly…) and in a fixed time slot to be decided after consultation with the Head Teachers for each level :
- o   Proviseur, contact for the 11th and 12th grades: leroy-lussond@rochambeau.org.
- o   Secondary School Director, contact for 7th, 8th, and 10th grades: leberf@rochambeau.org
- o   Academic Director, contact for the 6th and 9th grades: vanhillep@rochambeau.org

12.3. Synchronous relations with colleagues in each department

Department heads will hold regular Department meetings through Google Meet in order to ensure that the academic protocol is being implemented, teamwork is working well and overall pedagogical practices are harmonized.
Meetings Minutes have to be shared on the drive.

13. Staff training. Meeting the needs and organizing remote sessions.

Mr. Leroy-Lusson (leroy-lussond@rochambeau.org) will be the recipient of training needs expressed by colleagues, students or their families. These needs will be forwarded to the IT Department, as appropriate, for study and development of distance learning sessions.