Model	Face-to-Face Learning Model	Rotating Classes / Connected Virtual Learning Model	Virtual Learning Model
Campus Status	Campus is entirely open.	Campus is open. Not all students on campus at once to minimise physical encounters and securing social distancing.	Campus is entirely closed.
Learning Environment	In person as is normal for ISL's beliefs about learning.	Both on campus and at home through digital learning.	With ISL Learning Management Systems through Schoology, Seesaw, Google and Office 365.
Teacher Communication	Both face-to-face and online.	Face-to-face and digital communication.	Audio and video recordings with asynchronous and synchronous digital interactions.
Collaboration amongst Students	Both face-to-face and online	Both face-to-face and online, with both synchronous and asynchronous activities.	Entirely online, with both synchronous and asynchronous activities.
Feedback	Combination of in-person feedback and digital feedback in multiple forms. A mixture of synchronous and asynchronous.	Combination of in-person feedback and digital feedback in multiple forms. A mixture of synchronous and asynchronous.	All feedback given virtually through small group video meetings, written feedback on student work, oral feedback.
Formative Assessment	Formal and informal process to know where students are relative to learning goals. Great variety in types of assessing. Ongoing, real-time, in-person as well as through review of student work between classes.	Ongoing, real-time, in-person when students attend school. Asynchronous review of student learning when students are not on campus. Opportunities for further formative assessment through online synchronous experiences.	Asynchronous review of digital student work supplemented through some assessments. Strong emphasis on student self-assessment to inform the facilitation of learning experiences.
Summative Assessment	Combination of timed, proctored, in-class assessments and performance tasks applying content, skills, and understandings.	Some timed, proctored in-class assessments. More performance tasks with students applying content, skills, and understandings.	Few timed/ proctored assessments. More performance tasks with students applying content, skills, and understandings.
Scheduling	Structured and driven by a 5-day schedule (8:25-15:30) in Lower School and a 8-day schedule (8:25 -15:40) in Upper School. Sometimes influenced by shared facilities.	Structured on days when students attend school (8:25-14:30). More flexible on days when students are learning digitally.	Mostly flexible, influenced by student age and grade level. ISL requires one transition day to prepare teachers for the online learning setup.