Remote Learning Handbook

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1. **Design and intention**

   The aims of a Marymount education are manifold: to educate the heart and mind and to provide for each student's total growth, intellectually, spiritually, socially, and physically'.
   Mother Mary Butler RSHM
   Foundress of Marymount Paris

   At Marymount Paris, learning is experienced based, followed by reflection, and resulting in action. Student well being has always been at the heart of a Marymount education. Never has this been more important since the world of education - and indeed of our global community - has been radically impacted by the spread of Covid-19. As each family faces and deals with the restrictions in their own manner, it is vital that Marymount teachers and educators create a sense of consistency and *safety,* where the children can come and continue to receive an education.

2. **Principles of remote learning at Marymount Paris**

   a. **Create and maintain conditions that foster learning and critical thinking for students:**
   Teachers continue to lead and monitor each student's progress towards learning goals and standards. This will follow an established and clearly communicated blend of synchronous and asynchronous instruction.

   b. **Develop an emphasis on well-being and social-emotional support:**
   While remote learning will never mirror on-site learning, the classroom teacher is the anchor for the child, a trusted constant presence in an uncertain time. Maintaining this relationship - which is the foundation to any academic learning - is primordial.

   c. **Provide curated IT platforms and resources to support and complement teaching:**
   Quality IT resources will be offered to support the learning objectives. Teaching and learning will continue to be led and monitored by the Acting Principal. Continuous professional development and IT support will be available to staff to enable them to use a variety of IT resources with confidence.

   d. **Enhance parental engagement as educational partners:**

Teachers, families, and caregivers work as a team, in partnership. Teachers and students prioritize time together to focus on the most important or relevant learning.

e. **Support staff well-being:**
School-home communication is essential during remote learning. Expectations for remote learning will take into consideration the teachers' home-life situations when designing expectations.

3. **Glossary of terms**

Synchronous Classes	Students and teachers working together at the same time with live direct instruction by the teacher. Students will follow their established schedule during remote learning and direct instruction will be provided for the core classes.
Asynchronous Classes	Students working at their own pace, independently on projects or assignments posted by teachers. Students will follow their established schedule during remote learning to complete projects and assignments provided by teachers for the non-core classes.
Meet a Teacher	In addition to the synchronous classes with lead teachers, co-teachers will offer small group or individual additional support for any and all students. Details, times, and links for live conferencing for all meetings will be posted on Google classroom.

4. **Essential agreements**

a. **School leadership will:**
   ● Establish clear communication channels to all constituencies
   ● Provide ongoing updates to families and faculty/staff
   ● Support all constituents in moving to our continuing learning plan
   ● Provide guidance, models, and/or examples of strong distance learning units, lessons, feedback, and projects

b. **Teachers will:**
   ● Collaborate with other members of team and department, as appropriate, to design distance learning instruction for students
   ● Foster a sense of community and connectedness between and among students
   ● Provide students with timely communication and feedback
   ● Take attendance, record absences, maintain student files
   ● Create assessments that allow for the ability to gauge student progress during distance learning

- Continue to collect information and provide feedback that will allow for grades to be reported for report cards/transcripts

c. Parents/Guardians can support their child by:
- Establishing routines and expectations for your child in the remote learning experiences
- Defining physical space for your child to study free from distractions (pets, television)
- Setting up a school space at a table with a wall behind them, if possible
- Monitoring communication from your child's teachers
- Beginning and ending each day with a check-in
- Taking an active role in helping your child process his/her learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child's stress or worry
- Monitoring how much time your child is spending online
- Keeping your child social, but set rules around their social media interactions
- Supporting your child to engage in all learning with academic honesty
- Reminding your child to comply with school internet safety policies including expectations for online etiquette

Google Classroom expectations for students:
- Be kind to each other and use respectful language
- Treat others online as you wish you to be treated in person
- Be prompt to Zoom/Google Meetings with you materials ready
- Avoid distracting backgrounds and noise when online: close extra tabs, no social media
- Dress as you would for attending classes while participating in video conferences
- Mute your microphone during a video conference unless you have been recognized to speak
- When speaking, and using the chat feature during a video conference
- Adhere to the same courtesies that you would use when interacting in the classroom
- Physically raise your hand, or use the raise hand feature, when you want to speak during the conference and wait to be acknowledged before speaking
- Refrain from chewing gum, eating, or drinking in front of the camera
- Remember that what you post on Google Classroom will be seen by your teachers, and administrators, please make good choices and show pride
- If you choose not to follow our Google Classroom expectations, you will lose your commenting privileges and your parents will be contacted

5. **Remote learning structure and scheduling**

Google Classroom is Marymount's Main learning platform for the whole school. For Early Learners, Seesaw is used to demonstrate lessons and add activities.

Google Classroom organization for Elementary School and Middle School:
- A Google classroom is the digital classroom per homeroom
- Lead teachers and Specialist teachers will have a subject area in each homeroom's Google classroom
- The French department will have a separate Google classroom, where each child will find their daily french work to complete

- Professional development will be provided for teachers before an anticipated quarantine in team meetings/ staff meetings where teachers will learn/recap over the main platforms and how to use them efficiently
- Assignments are placed under designated topic areas: date/topic/teacher (if necessary) with the learning objective clearly displayed
- Notices and announcements will be placed on the 'STREAM' tab
- All assignments/class work will be placed in the 'CLASSWORK' tab
- There will be no more than 5 assignments in one topic area at a time
- At the end of each week completed assignments will be archived
- Teachers will use the comment feature to make formative comments on children's work.

Scheduling expectations:

- Students are expected to attend all classes according to their regular timetable
- Everyday will begin with a morning meeting for all students
- At the start of each core lesson, direct instruction will be provided for the duration of the mini-lesson
- Teachers (or support teacher) will remain available throughout the duration of the lesson to reply to student questions during their independent work
- A brief plenary session at the end of the class period is up to each teachers' discretion
- Teachers will choose when direct instruction is appropriate for other subject lessons- Social Studies/ Science, etc
- Teachers will mark absences for each teaching lesson
- Specialist teachers will provide lessons that the children can complete without synchronous instruction, and they will be available online on the classroom Google Meet links to reply to any questions concerning any of their lessons from classes. A timetable will be set up so children know what time each day they can contact the specialist teachers
- PE teachers will be online as homeroom teachers to give a 15 minute mini-lesson of sporting ideas for apartment/ outside play for their weekly lessons- yoga. A weekly plenary video of ideas will be offered as additional alternative activities

Communication

A family's primary point of contact will be the classroom teacher. For additional IT support or questions around remote learning, please contact:

Acting Principal: Ingrid Kay	ikay@marymount.fr
IT Integrationist: Brian Hurst	bhurst@marymount.fr
IT Education: Peter Farran	pfarran@marymount.fr
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