# Nanjing International School
# Distance Learning Plan

An **Inclusive Learning Community**

**Inspiring**

**International Mindedness
Personal Excellence
Creative Thinking**

Updated for School Year 2020/2021
August 2020

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**Please see the "Learning Continuity" page of our website for more information.**

## Definition of Learning

In order to best develop our students' talents for the world in which they live, we define learning as an on-going process that is personal, social, and leads to the development of new and deeper understandings that can be applied creatively in the world beyond the classroom.

With this in mind, we believe students learn best when they are appropriately challenged, authentically engaged in the context of their community, encouraged to follow their curiosity, and empowered to take risks and learn from mistakes in a supportive, caring environment.

## Distance Learning Principles

Continuity of learning is our goal and Distance Learning is how we strive to meet it in extraordinary situations in which students are not able at access campus. While Distance Learning does not replicate the learning students experience on campus, our faculty can provide quality teaching and learning that allows students to meet expected outcomes in an online environment.

### Distance learning at NIS...

- ...is rooted in our Mission and Strategy
- ...is based upon our existing curricular outcomes
- ...leverages our existing blended learning platforms
- ...prioritizes relationships and communication
- ...remains adaptive to the situation and context

## Distance Learning Plan

Our Distance Learning Plan is based on the combination of an asynchronous learning environment and supplemental, synchronous engagements. An asynchronous learning environment does not require participants, teachers, and students to be online at the same time. Since faculty and students may be spread across time zones during a distance learning scenario, this is an essential part of our Distance Learning Plan. Synchronous, real-time engagements are opportunities for students to participate in sessions with their teachers and classmates at an established time to allow for face-to-face interactions. Both UNESCO and the International Baccalaureate (IB) suggest that blending these approaches provides students with higher quality outcomes than did either alone.

## Distance Learning Roles and Responsibilities

The success of distance learning at NIS is a partnership between all stakeholder groups within our learning community. Faculty, students, parents, leadership and technology teams, and operations staff all have critical roles to play its success.

### Roles and Responsibilities (School)

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| **Senior Education Team (SET)** | <ul><li>Develop, update, and implement the NIS Continuous Learning Plan</li><li>Offer relevant professional learning opportunities before and throughout any distance learning event</li><li>Ensure (Manage) accountability to student learning and the NIS curriculum</li><li>Monitor student engagement across all grade levels</li><li>Keep faculty, parents, and students updated with the most current information possible regarding learning at NIS</li><li>Gather/communicate feedback from stakeholder groups</li><li>Remain in contact with relevant external organizations, including the IB</li><li>Coordinate with the Senior Leadership and SOFT Team</li><li>Assure adherence to the NIS Code of Conduct, Child Protection Guidelines, and Peer-to-Peer Safeguarding Guidelines in collaboration with NIS Child Protection Officer</li></ul> |
| **Subject and Homeroom Teachers\***<br><br>**\*These expectations are for all teachers regardless of their geographical location.** | <ul><li>Collaborate with colleagues to design instruction in accordance with the NIS Distance Learning Plan and record these on Distance Learning Planners</li><li>Develop learning experiences for students that are outcome-focused, and which are a genuine part of the current units being studied as described in Grade Level Overviews</li><li>Provide regular synchronous and asynchronous learning engagements for students.</li><li>Document learning experiences on NIS learning management platforms</li></ul> |

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| | <ul><li>Be available online to support student learning each day, regardless of the teacher's location</li><li>Communicate with parents on a regular basis (at least once each week)</li><li>Provide timely (within the context of the online learning situation this should be as soon as possible), useful feedback to students</li><li>Be responsible for all assessment and reporting</li><li>Use only tools/resources approved by the NIS Technology Director</li><li>Adhere to the NIS Code of Conduct, Child Protection Guidelines, and Peer-to-Peer Safeguarding Guidelines in collaboration with NIS Child Protection Officer</li></ul> |
| **Teaching and Learning Assistants** | <ul><li>Collaborate with Subject/Homeroom teachers to design and facilitate instruction</li><li>Assist with documentation, support, communication, instruction, translation, and feedback as required</li><li>Adhere to the NIS Code of Conduct, Child Protection Guidelines, and Peer-to-Peer Safeguarding Guidelines in collaboration with NIS Child Protection Officer</li></ul> |
| **EAL Teachers** | <ul><li>Support classroom teachers in the development of high-quality student learning experience</li><li>Lead instruction, including synchronous sessions</li><li>Curate and/or develop resources to support students.</li><li>Communicate with and provide timely feedback to students.</li><li>Communicate with parents, as needed.</li><li>Adhere to the NIS Code of Conduct, Child Protection Guidelines, and Peer-to-Peer Safeguarding Guidelines in collaboration with NIS Child Protection Officer</li></ul> |
| **Learning Support Teachers** | <ul><li>Partner with classroom teachers to accommodate the online learning curriculum.</li><li>Communicate with parents of students on their caseload the regularly regarding their support plan during remote learning.</li></ul> |

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| | • Assist students with organization, planning, and self-efficacy.<br><br>• Adhere to the NIS Code of Conduct, Child Protection Guidelines, and Peer-to-Peer Safeguarding Guidelines in collaboration with NIS Child Protection Officer |
| **Counselors** | • Create and share relevant resources and strategies for students, families, and faculty/staff<br><br>• Create counseling lessons that students can complete "at home" based on the current curriculum in collaboration with relevant Heads of Section.<br><br>• Plan and facilitate "Virtual" Assemblies (Middle and Upper School Counsellors)<br><br>• Plan and coordinate "Life 101" sessions (Middle and Upper School Counsellors)<br><br>• Support classroom teachers in SEL lesson planning and delivery (Primary School Counselor)<br><br>• Respond promptly to counseling needs of students<br><br>• Ensure continuity of the processing of student files for college applications (Upper School Counselor)<br><br>• Support school advocacy with colleges, College Board, IB and other external bodies to ensure campus closure and its effects are understood (Upper School Counselor)<br><br>• Adhere to the NIS Code of Conduct, Child Protection Guidelines, and Peer-to-Peer Safeguarding Guidelines in collaboration with NIS Child Protection Officer |
| **Librarian** | • Support teachers in the development of Distance Learning experiences, as needed.<br><br>• Plan and lead synchronous learning sessions, as needed<br><br>• Curate approved resources for teachers to support the development of learning experiences for students.<br><br>• Create screencasts, videos, podcasts or other how-to resources for teachers and students. |

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| | • Adhere to the NIS Code of Conduct, Child Protection Guidelines, and Peer-to-Peer Safeguarding Guidelines in collaboration with NIS Child Protection Officer |
| **Technology Support Team** | • Identify and track proficiency in key blended learning skills and lead professional learning sessions prior to and during any distance learning event.<br><br>• Provide timely responses to student, family, and faculty requests regarding technology issues.<br><br>• Create screencasts, videos, podcasts or other how-to resources for faculty and students.<br><br>• Ensure facility are using approved tools and resources.<br><br>• Monitor and communicate relevant data regarding student engagement from digital learning platforms.<br><br>• Work with external organizations to ensure connectivity<br><br>• Adhere to the NIS Code of Conduct, Child Protection Guidelines, and Peer-to-Peer Safeguarding Guidelines in collaboration with NIS Child Protection Officer |

## Roles and Responsibilities (Students)

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| **Students** | • Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s<br><br>• Check appropriate online platforms for information on courses, assignments, resources daily<br><br>• Attend, as much as possible, the regular synchronous engagements offered by teachers<br><br>• Identify a comfortable and quiet space to study/learn<br><br>• Engage in all learning posted with academic honesty<br><br>• Submit all assignments in accordance with provided timeline and/or due dates.<br><br>• Ask questions via email, SeeSaw, Managebac, and/or in synchronous sessions. |

| | • Contact help@nanjing-school.com with any technology related questions. |
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| | • Adhere to the NIS Peer-to-Peer Safeguarding Guidelines. |

## Roles and Responsibilities (Parents)

| Parents | • Create an atmosphere for learning each day; this could include providing a quiet space, access to the internet and time for completing assignments. |
| --- | --- |
| | • Support students to maintain healthy routines including quality sleep, a balanced diet and time for exercise. |
| | • Communicate directly with teachers as needed, such as for clarity of tasks or to inform about extenuating circumstances. |
| | • Complete feedback, travel, and health surveys given by the school in a timely manner. |
| | • Keep informed related to school communication. |

## Distance Learning Platforms

A critical part of our plan for Distance Learning is for teachers to use only resources, tools, systems, and subscriptions already part of our blended learning practices. The NIS Technology Director will curate a real time, approved list of *non-VPN dependent* resources during each period of remote learning. These may then be linked to the platforms below. Our main platforms and resources for Distance Learning are listed below.

| Section | Platform | Use |
|---------|----------|-----|
| **Primary School (Grades PK-5)** | SeeSaw | All asynchronous assignments, activities, messages, resources, and feedback. |
| | Microsoft Teams | All synchronous sessions |
| **Middle School and Upper School (Grades 6-12)** | ManageBac | Posting of assignments, instructions, resources, discussions, and feedback |
| | Microsoft 365 Suite | Sharing files and resources, facilitating instruction, and feedback |
| | Microsoft Teams | All synchronous sessions |
| | Microsoft Outlook | Email communication |

## General Guidelines for Distance Learning (Faculty)

When designing distance learning experiences, we must consider the following:

*Feedback:*

- Timely feedback is essential to student learning. This is especially so in online learning environments when/where students are unable to ask questions as they normally would in classroom setting.

- Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines (e.g: email, ManageBac, SeeSaw).

- Actively monitor your email for questions and communications from students/families.

*Offline work:*

- Avoid requiring printing. All tasks must be completed on a device or uploaded as a picture.

- Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video.

*Work time:*

- Strictly follow divisional guidelines for time and schedule.

- Consider varying the activities you normally plan in a graduated way, from very different to slightly modified. Less assignments, more instruction is the idea.

- Offer alternative opportunities for reading, research, online discussions/peer-feedback, and producing written work.

- Seek the support of colleagues and others who have specific interest and/or expertise in delivering online Distance Learning experiences.

*Deadlines:*

- Provide students ample time to complete assignments. *More time than you would usually provide in class may be necessary for students.*

- Keep tasks simple and directions clear to make sure students understand what they are required to do.

*Bandwidth:*

- Consider the size of the files to be downloaded by students; students' WIFI access may have limited bandwidth.

- If you embed videos, keep the size of the files small and avoid HD quality.

*Files:*

- Try to post only PDF or Office 365 documents as they are universal and are often easier to convert.

- Avoid email submissions. Consider requiring all submissions to take place through Managebac, Seesaw, or via the MS Office Suite.

# Distance Learning: Primary School Overview

Schooling is always a partnership. This is even more essential within a Distance Learning in the Primary grades. Our faculty will partner with parents to provide timely information, clarity, and develop insights about students to support learning.

**PS Teachers support learning by:**

- o Designing online learning engagements that are...
  - Aligned with identified key standards and Program of Inquiry
  - Synchronous and Asynchronous interactions
    - Click here for the Microsoft Teams Meetings Guide
  - Opportunities for independent learning
- o Communicating with and provide timely feedback to students
- o Effectively communicating with parents
- o Accommodating learning needs of the students
- o Considering time zone friendly schedules, when possible
- o Identifying key formative assessments to inform instruction (**Assessment Practices Documents)**
- o Reporting and evaluating student progress

Students are expected to use the following IB Approaches to Learning (ATL) and Learner Profile attributes:

| ATL Skills | Associated Learner Profile Attributes |
|---|---|
| **Self-Management Skills** | o **Be a Risk-taker:** Dedicate an appropriate time to learning in a comfortable learning space<br>o **Be Principled:** Check Seesaw daily<br>o **Be Open-minded and Balanced**: (off/on screen, school/home, self/family) |
| **Social/Communication Skills** | o **Be a Communicator:** Offer appropriate feedback to peers<br>o **Be Caring:** Attend the synchronous engagements<br>o **Be Risk-Taker and Inquirer:** Ask questions if you don't understand |
| **Thinking/Research Skills** | o **Be Knowledgeable and a Thinker:** Complete the assigned learning engagements to the best of your ability<br>o **Be Reflective:** If the task is too simple, how might you extend it further? If it is too difficult, how might you ask for support? |

**Role of Parent**

Primary School students are developing their independence, with this in mind a teacher-parent partnership is necessary for students to engage in Distance Learning tasks and to access online resources. The designed learning tasks and activities will provide direction and support to families with the understanding that task completion depends on each individual families' circumstances. Therefore, it is important that parents and teachers maintain consistent and constructive communication in order to be responsive to their situation and the child's interaction during Distance Learning.

***Parents can best support Distance Learning when they:***

- Provide an environment conducive to learning
- Designate a place in their home where their child can work independently on his/her assigned tasks and complete independent reading each day.
- Discuss the learning engagements
    - What tasks do you have today?
    - How will you organize your time to complete them?
    - What questions do you have about your tasks?
    - Is this a task you can do on your own? Do you need my support?
- Monitor the time spent online/offline learning.
- Facilitate attendance during the synchronous learning sessions.
- Provide ample time for reflection, physical activity, conversation and play.

- Increase familiarity with Seesaw. Seesaw is our primary platform for home learning during the campus closure. The Seesaw Class app and the Seesaw Family app are two platform applications our students and their families will rely on and will learn to appreciate. Teachers will provide detailed instructions regarding how students/parents can download the Seesaw Class app.

- Read home learning tasks and activities posted on Seesaw with your child.

- Help your child log in to synchronous Microsoft Teams sessions for interactive lessons and activities with teachers and classmates.

- Email your child's classroom teacher if you or your child has questions and/or if your child needs extra help and support.

- Contact Tech Support at it-help@nanjing-school.com for internet and support with technology. Be sure to add "NIS Parent" in the subject heading.

| Early Years (PK-K2) |
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| NIS believes that children in the Early Years program are supported best by having access to the class through class activities available on Seesaw and Microsoft Teams meetings to maintain a social and emotional connection with their teachers and classmates. Parents are invited and encouraged to stay connected to the school activities or class provocations as is appropriate for your child. In the Early Years, a bespoke partnership between students and teachers is essential to Distance Learning success for each student. |

| Grades 1-2 |
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| **Content and Timing** |
| Distance Learning will include a weekly guide of learning activities through the core subject areas of Literacy, Math, and the Unit of Inquiry. These will be guided by the current curriculum schedule as it best relates to the academic school year and the individual learning needs of the students. Activities and lessons will try best to integrate other various subject areas such as Design, Performing Arts, and PE when possible, and are consistently guided by the PYP's approaches to learning and the Learner Profile attributes. *Learning Experience:* a. At the beginning of each week, Homeroom Teachers will post a video or message on Seesaw to welcome their students and parents to the upcoming Distance Learning experience and will briefly explain the learning approach and focus for the week. The core subject areas of literacy, math and the Units of Inquiry will be the primary subjects taught and assessed. b. Students will also be invited to participate in weekly interactive synchronous lessons and activities using Microsoft Teams three times within the week. i. Two weekly opportunities facilitated by the homeroom Teacher (HR teachers lead either one whole group or two ½ sessions each week) ii. Students who receive, LS, or ELL receive support as needed via collaborative communication and planning between homeroom teacher and support teacher. iii. All sessions should be approximately 20-30 minutes in length for Grades 1-5 students. c. *Session Communication:* d. *Communicate the Microsoft Teams Session Schedule at the start of each week.* e. *Prior to the Microsoft Teams session, the session teacher to communicate a reminder and session purpose to their participants along with the Microsoft Teams access link* |

*Learning Timeframe:*

Distance Learning will be structured in the timeline below, and with the understanding that this may be adjusted to best suit the needs of the students. The schedule is intended to provide a guideline for approximate expected length of time per subject area that a student and parent may be working on an activity or engaged in a lesson. At the same time, it demonstrates where teachers will use time within the week to provide timely feedback to support students via Seesaw or through Microsoft Teams synchronous sessions.

| Subject Area | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| UOI | G1-2 20min | Teacher feedback with students, synchronous or asynchronous. | G1-2 20min | Teacher feedback with students, synchronous or asynchronous. | G1-2 20min |
| Math | G1-2 20min | | G1-2 20min | | G1-2 20min |
| Literacy | G1-2 Reading 20-30min Writing 20-30min | | G1-2 Reading 20-30min Writing 20-30min | | G1-2 Reading 20-30min Writing 20-30min |

**Assessment and Progress Monitoring**

Teachers will monitor student progress through the activities that students engage in on Seesaw and other digital platforms. Teachers will provide daily, specific and constructive feedback for each student. Teachers will adjust lessons as needed to meet the learning needs of their students. Formative assessments administered will be included in the daily time guidelines for each subject area. Upon return to campus, formal assessments will be administered to provide more data for reporting when applicable. For those students who are participating in the Distance Learning yet unable to return to campus, teachers will assess and evaluate their learning progress based on the learning evidence.

**Grades 3-5**

Distance Learning will include a weekly guide of learning activities through the core subject areas of Literacy, Math, and the Unit of Inquiry. These will be guided by the current curriculum schedule as it best relates to the academic school year and the individual learning needs of the students. Activities and lessons will try best to

integrate other various subject areas such as Design, Performing Arts, and PE when possible, and are consistently guided by the PYP's approaches to learning and the learner profile attributes.

*Learning Experience:*

f.  At the beginning of each week, Homeroom Teachers will post a video or message on Seesaw to welcome their students and parents to the upcoming Distance Learning experience and will briefly explain the learning approach and focus for the week. The core subject areas of literacy, math and the Units of Inquiry will be the primary subjects taught and assessed.

g.  Students will also be invited to participate in weekly interactive synchronous lessons and activities using Microsoft Teams three times within the week.

   i.  Two weekly opportunities facilitated by the homeroom Teacher (HR teachers lead either one whole group or two ½ sessions each week)
   ii.  Students who receive, LS, or ELL receive support as needed via collaborative communication and planning between homeroom teacher and support teacher.
   iii.  All sessions should be approximately 20-30 minutes in length for Grades 1-5 students.

   h.  *Session Communication:*
   i.  *Communicate the Microsoft Teams Session Schedule at the start of each week.*
   j.  *Prior to the Microsoft Teams session, the session teacher to communicate a reminder and session purpose to their participants along with the Microsoft Teams access link*

*Learning Timeframe:*

Distance Learning will be structured in the timeline below, and with the understanding that this may be adjusted to best suit the needs of the students. The schedule is intended to provide a guideline for approximate expected length of time per subject area that a student and parent may be working on an activity or engaged in a lesson. At the same time, it demonstrates where teachers will use time within the week to provide timely feedback to support students via Seesaw or through Microsoft Teams synchronous sessions.

| Content and Timing | | | | | |
|---|---|---|---|---|---|
| Subject Area | Monday | Tuesday | Wednesday | Thursday | Friday |
| UOI | G3-5   30 min | Teacher feedback with students, synchronous or | G3-5 30 min | Teacher feedback with students, synchronous or | G3-5   30 min |

| | | asynchronous. | | asynchronous. | |
|---|---|---|---|---|---|
| Math | G3-5      40 min | | G3-5 40 min | | G3-5      40 min |
| Literacy | G3-5 Reading 30 –40min Writing 30 –40min | | G3-5 Reading 30 –40min Writing 30 –40min | | G3-5 Reading 30 –40min Writing 30 –40min |

| Assessment and Progress Monitoring |
|---|
| Teachers will monitor student progress through the activities that students engage in on Seesaw and other digital platforms. Teachers will provide daily, specific and constructive feedback for each student. Teachers will adjust lessons as needed to meet the learning needs of their students. Formative assessments administered will be included in the daily time guidelines for each subject area. Upon return to campus, a more formal one-on-one assessment will be administered to redesign units as needed and to provide more concrete data for reporting. For those students who are participating in the Distance Learning yet unable to return to campus, teachers will assess and evaluate their learning progress based on the learning evidence. |

## Distance Learning: Middle School Overview

As an IB Continuum School teachers and students develop a shared 'understanding of education that celebrates the many ways people work together' (IBO, 2014). As part of the MYP programme, students develop 'flexibility, perseverance and confidence' (IBO, 2014) and it is these traits along with our aim to provide learning experiences in wide variety of contexts (NIS, 2020) that ensures that Middle School students at NIS are equipped to succeed within our Distance Learning framework.

Asynchronous learning experiences coupled with synchronous sessions will be developed by teachers so that students meet the specific curriculum standards in place for selected subject areas in each grade level. In Grades 6-8, the use of a focused curriculum including Maths, English, Humanities, Science, and Languages A will be used. Students will practice and extend their self-management, thinking and communication skills in a real-life context supported by their teachers and their peers as they work through the specific assignments. Ongoing assessment of students will be coupled with timely feedback to maintain meaningful progress towards to the MYP criteria. Our aim is to make the Distance Learning experience as familiar to students on campus learning experience at NIS as possible.

| Role of Parents |
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As Middle School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Distance Learning tasks and, in some cases, to access on-line resources. The learning tasks and activities provide direction and support to families. We recognize that parents may have more than one child to guide, therefore we have framed the learning experience to require minimal parent involvement.

*As a parent of Middle School students, we ask you for the following support:*

- Monitor ManageBac updates and be sure to check in with your child daily about the distance learning tasks, activities and assessments they are working on.

- Designate a place where your child will work independently on his/her assigned tasks.

- Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure his/her understanding of the content and of the process they are being asked to engage in to demonstrate their learning.

- Monitor your child's deadline calendar and support them in submitting assignments according to the established deadlines.

- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our faculty, although spread across different time zones, will be on hand to help and support within 24 hours.

| Content and Timing |
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The Distance Learning Plan in Middle School will include engaging experiences for each scheduled class students have on their regular school schedule for that day. With several lessons to engage in each day, teachers will account for the increased demand that will be required of students as they are engaging in this type of independent distance learning.

Students will have multiple activities within the timeframe of a regular class. Teachers will provide guidance specific to the amount of time activities/assignments might require. This will include time spent on accessing content, as well as completing work. Students will also have off-screen tasks that are designed to engage the middle school learner and attend to middle school needs. Follow up *homework* or *flipped classroom* work may be expected in addition to the dedicated learning time for each class. Flipped classroom work is work assigned that requires students to fully and actively engage in

the content independently and then reflect, summarize, and/or demonstrate newfound understandings of the content within a more collaborative online setting.

To maintain consistency with on-campus learning, faculty who teach the same courses will plan Distance Learning collaboratively to ensure students have comparable experiences.

| Asynchronous Interactions |
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*Asynchronous Interactions:*

- Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Managebac.

- Learning experiences in the form of assignments or assessments will typically be uploaded to Managebac at the start of the school week for completion by the end of the week, though this may vary

- If students are required to engage in a project or extended application of learning, the project will be broken down into smaller actions/outcomes with deliverables/check-ins for each lesson.

- Students and teachers may communicate clarifications, explanations or responses to questions through email or using ManageBac Discussion Forum or the chat function in Teams

- Students and Advisors will connect through check ins and activities designed to support the Social and Emotional needs of Middle School students

- Teachers will respond to student and parent e-mails/questions within 24 hours

- Sites requiring VPN may be used as a resource. However, resources not requiring a VPN will also be made available to students.

| Synchronous Interactions |
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In Middle School, there is typically one Teacher Led and one Student Office Hours block scheduled for each subject for each grade level each week. This is to ensure a balance between on screen and off-screen time and to ensure that students have sufficient flexibility to complete assignments according to their own specific learning style.

- Synchronous Learning will be scheduled week by week according to the 8-day cycle and shared with students and parents at the start of the week enabling them to chart their learning in the week ahead.

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using use Microsoft Teams.

- Synchronous Advisory sessions will be planned at least one time each week

- The Middle School Counselor will plan one 'Connect with the Counselor' session each week for each grade level

- Teachers will engage in real-time with students in the following ways:

  *Individual:* Students request help by making appointments with their teachers or counselors on an agreed time in a 1:1 or small group interaction

  *Scheduled Office Hours:* Students can join office hours to ask questions or discuss learning with their teachers and classmates during specific times established by teachers.

  *Mini Lessons:* Students may participate in Teacher-Led mini-lessons on specific topics during specific times established by teachers.

| Assessment and Progress Monitoring |
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Non-graded ongoing / formative and practice tasks:

- Students will provide evidence of learning for each subject and lesson as a check for understanding.

- Students will have the opportunity to provide feedback to each other

- Teachers will provide students with ongoing and regular feedback on their evidence of learning.

Graded summative tasks:

- Students will participate in graded summative tasks at the end of a learning sequence.

- Graded summative tasks that are performance-based will include a rubric and/or checklist shared with students as part of the task overview.

- Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple lessons.

- Students will have the opportunity to revise their tasks following a reflection and/or relearning task designed by the teachers when submitted work does not meet the Distance Learning Target.

# Distance Learning: Upper School Overview

During campus closure, students will participate in meaningful synchronous and asynchronous learning experiences across each of their classes. Distance Learning will follow the structure of the 8-day cycle

**IB-Specific Information:**

All members of our Upper School community connected with externally-assessed courses – IBDP teachers, students, and parents of MYP and DP students – are aware of the additional pressures related to this unexpected transformation of in-school instructional time to distance learning. Our Head of Upper School and Upper School Counsellor are in regular contact been in regular contact with officials from the College Board and the IB, and have developed plans to mitigate the impact of the current situation on students and their exams, as well as measuring possible future circumstances and our choices.

For clarity, our understandings from communications with the College Board and the IB, together with our general recommendation and other possible options are made available to parents and students through weekly email correspondence and online forums through Microsoft Teams. The Head of Upper School will keep the community updated as the situation evolves.

| Role of Parents in the Upper School |
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| **As a parent of Upper School students, we ask you for the following support:**<br><br>• Monitor Managebac updates and be sure to check in with your child each day about the distance learning tasks, activities and assessments they are working on.<br><br>• To create an atmosphere for learning each day:  this could include providing a quiet space, access to the internet and time for completing assignments.<br><br>• To support students to maintain healthy routines including quality sleep, a balanced diet and time for exercise.<br><br>• To communicate with the teacher when needed, such as for clarity of tasks or to inform about extenuating circumstances.<br><br>• To ask your child about the internal IBDP/MYP deadline calendar and support them, as needed, in submitting assignments according to the established deadlines.<br><br>• Remind your child to email his/her teachers if your child or you have questions, or if you need extra help and support. Our faculty, although |

spread across different time zones, will be on hand to help and support within 24 hours.

- Respond to correspondence from faculty concerning your child.

**Content and Timing**

- Students will be provided with a clear learning expectation for each class to ensure they know what learning is needed to be accomplished across the cycle each week.

- The specific learning expectations will ensure continuity of learning that is clearly connected to prior classes and those following.

- Total time for engagement in learning for each class is dependent upon the 8-day cycle and number of classes across the week. This includes all class assigned learning activities, reading, homework, and work towards long term assignments (such as coursework and internal assessment).

- To maintain consistency with on-campus learning, faculty teaching the same courses in the same grade levels plan Distance Learning activities collaboratively to ensure students have comparable experiences.

- Independent study and on the Personal Project (PP) in Grade 10 and the Extended / Senior Essay (EE / SE) in Grades 11 and 12 remain an expectation throughout Distance Learning. Contact with supervisors is expected to be initiated by the student.

- Student engagement with the PP and EE / SE will be monitored by the respective Personal Project and Extended

- Essay coordinators.

**Asynchronous Interactions**

- Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Managebac.

- Teachers will also use other learning platforms with which students are already familiar to augment learning (for example, those within Microsoft 365).

- The Weekly Learning Schedule will be sent to parents and students by the Head of Upper School each Friday for the following week.

- Teachers will design learning activities that complement each other in the development of understanding.
- It is expected that students will complete all required learning activities by week's end. However, deadlines will be flexible to accommodate student location and travel on an individual, case-by-case basis.

- Resources needed will not always require the use of VPN or streaming/download of files that are excessively large.

- Teachers will clarify in advance how students should contact them if needing assistance.

- Teachers will respond within 24 hours to all student and parent inquiries on weekdays.

- If students are required to engage in a project or extended application of learning, the project will be broken down into smaller actions/outcomes.

| Synchronous Interactions |
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- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using use Microsoft Teams.

- All Teams meetings will be recorded.

- Invitations to Teams meetings will be sent to students via email.

- Students are expected to attend all Teams meetings requested by the teacher.

- Students in different time zones are expected to watch recordings of Teams meetings and to follow-up with teachers directly should there be any questions.

- Students are expected to check their emails each school day, and to respond to direct, individual teacher contact.

- Teachers will engage in real-time with students in the following ways:

    I. *Individual:* Students may request help by making appointments with their teachers or counselors for a mutually agreed time

II. ***Office Hours:*** Students can join 'Office Hours' to ask questions or discuss learning with their teachers and classmates during specific times listed on the schedule.

III. ***Structured Synchronous Learning:*** Teachers or counselors may invite students to participate in a real time class meeting/lesson or in a small group work session.

| Assessment and Progress Monitoring |
| --- |

- Assessment during the online learning follow the NIS *Approaches to Assessment* and *Academic Honesty* guidelines.

- Assessment is be based on the criteria used in the MYP (Grade 10) and the DP (Grades 11 and 12).

- Teachers use a variety of formative assessment tasks to inform instruction, improve learning, and report on student achievement.

- Teachers will design learning activities that assist students in making good choices related to issues of academic honesty and integrity.

- Teachers will create formative assessments that allow for student choice and development for how they will demonstrate learning. These may include (but are not limited to): discussions, forms, polls and reflections.

- Teachers will determine when summative assessments are administered based on the data collected from formative assessments.

- Late submissions of formative assessments may not always receive feedback or comparably thorough feedback if additional opportunities for feedback related to the unit objectives are available.

- Teachers monitor students' progress with ongoing and regular feedback. This feedback is tailored and specific to individual students' needs.

- Teachers will actively engage with the student, parents, the Upper School counsellor, learning specialist(s) (EAL or Learning Support Teachers) and Head of Upper School to support students who are not producing evidence of learning during a unit of study.

- Clear instructions on where/how to submit learning activities and assignments will be provided to students.

- Students in Grades 11 and 12 will continue to work on their Internal Assessments and Coursework as appropriate and required for each subject.

- Special arrangements may be made for specificity of assessments (e.g. IB oral exams, IB performance assessments). Students will be informed if they must participate in such an assessment.

## Acknowledgements

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International Baccalaureate Organization. (2020). Online Learning, Teaching and Education Continuity Planning for Schools. Cardiff, UK.

Shanghai American School (2020). SAS Distance Learning Plan. Shanghai, CN.

United Nations Educational, Scientific, and Cultural Organization. (2020). *How to Plan Distance Learning During Temporary School Closures*. Paris, FR.

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**Please see the "Learning Continuity" page of our website for more information.**