

# ELEMENTARY SCHOOL DISTANCE LEARNING PLAN



## INTRODUCTION

Over the past year many parents will have experienced the Distance Learning Plan and understand the challenges and successes of learning remotely. At AISK we appreciate and understand the hard work and dedication shown by many of our families. Our teachers have become more experienced with remote teaching and distance learning. They too understand the challenges young learners and parents face.

With this in mind, we have redesigned our Distance Learning Plan (DLP). We have considered different distance learning models and the needs of our AISK community, both in terms of our students and working families. As an Elementary School we feel confident in offering a new style Elementary Distance Learning Plan, which includes a similar schedule and a unified approach across the Elementary School - ensuring easier access and improved levels of organization and presentation.

## ORGANIZATION

### Being prepared

Working at home is challenging for most students and families. Our experience shows that it is best if a child and their family, builds up their online skills and confidence first, rather than being overwhelmed by work tasks, technology and schedules. To meet this challenge all our students would have practiced regularly at school, ensuring they can access their DLP, with their teachers.

Teachers will initially phase in work, giving time for families to adjust their home schedules and feel supported rather than overwhelmed. As the class and grade level gains confidence in the DLP, more live lessons will be introduced. We will ensure that students will be sent all the necessary materials and work packets that will allow them to follow these lessons and continue studying at home.

### Organization

**Schoology** is the online and home communication platform.

Here is where your child can access their learning tasks, schedules and post their work. It also serves as the portal your child can use to access other on-line tools like *See-saw* and *Google Doc*.

The homeroom teachers page will have folders for each unit/subject and specialist tasks, making it clear for students and parents to follow. Older tasks or folders will be archived but can still be accessed. Keeping everything on Schoology will make it easier for the IT department to support teachers and parents whilst we continue to upgrade the system.

### Daily live lessons

From EYP to Grade 5 there will be daily live lessons. There will be four days of academic work with “Specialist Fridays”. There will be daily virtual conferences for the whole class and during the week individual times for learning review and assessment to support students in their learning.

Art, Music, PE and Spanish Specialist lessons will have their own day – “Specialist Friday”. This gives students the important time to participate in the specialist lessons. Homeroom teachers will use this time to work together in their grades to plan more interesting and engaging learning. Additionally, there will be activities designed to promote social awareness and well-being, with emphasis on staying fit and healthy by looking after ourselves and each other.

Learning support and EAL will also continue in the DLP.

Weekday		Type of activity as appropriate to age
Monday to Thursday	8:15am Gr. 5 8:30 am Kinder to Gr. 4 9:00 am EYP	<b>Start of the Day</b>  <b>Daily Meeting</b>
KG to G5	Live lesson 1	<b>Literacy activities</b> – from KG to Grade 5 includes: games and challenges focused on language development, comprehension, vocabulary and early phonetic awareness with younger children. We have two on-line reading schemes, RAZ Kids and MYON, which most students know how to access, Much of our writing is based on Language frameworks, in particular, 6+ 1 traits of writing, and using graphic organizers to initiate thinking. For older students there is a program we use called ‘Word-work’ that helps enrich student’s vocabulary and ability to spell.
	Live Lesson 2	<b>Math activities</b> – from KG to Grade 5 includes: games and challenges focused on mathematical development. The activities chosen may come from our ‘Go Maths’ scheme or from investigations set by the homeroom teacher. These activities and investigations include: counting, sorting, identifying simple shapes, number sequences, patterns and arrays, units of measure distance, volume, weight and time (metric & US), graphs and collecting statistics, simple algebra and problem solving. As the child gets older the investigations get more challenging and complex.
	Live lesson 3	<b>Social Studies</b> - Across elementary social studies is a critical school subject that allows students to gain knowledge, skills and understandings, that will enable them to better understand the world as it was and currently is. It provides students with the opportunity and tools to become critical and creative thinkers that can solve complex world problems now and in the future.

		<p><b>Science/STEM</b> - Our Next Generation Science Standards curriculum states that students should examine what scientists do to investigate the natural world and what engineers do to design and build systems. STEM expands the “inquiry” in science and through a range of processes (which can be done on-line) encourages students to engage in practices to build, deepen, and apply their knowledge of core ideas in Science, Maths and Technology whilst developing cross-cutting transdisciplinary skills such as Thinking, Social, Communication, Self-Management and Research skills.</p>
	Individual	<p><b>Learning review &amp; planning the next steps in learning</b> Neurophysiological studies show that one of the most important components of learning is repetition or practice, which helps to stimulate and strengthen the connections of the wiring in the brain. Revisiting key concepts helps to retain information and reinforces connections in learning. It helps to remind students of what they learned and develops a concrete base for their future learning. In particular, it is very important in distance learning as knowledge, skills and understanding can be reinforced in this way. It also provides teachers with an opportunity to assess students in their learning from the previous week.</p>
Friday	<p><b>Specialist Day</b> starts 9:00 am</p> <p><b>PE LIVE</b> Grade 3, 4 &amp; 5 9:00 - 9:30 Grade 1&amp;2 1&amp;2 9:50 -10:20 Grade EYP &amp; KG 10:40 - 11:00</p> <p><b>SPANISH LIVE</b></p> <p>Grade KG 9:00 - 9:30 Grade 3, 4 &amp; 5 9:50 -10:20 Grade 1&amp;2 10:40 - 11:00</p> <p><b>ART &amp; MUSIC</b></p> <p>Grade EYP &amp; KG 20minutes Grade 1&amp;2 30 minutes Grade 3, 4 &amp; 5 40 minutes</p>	<p><b>PE , Spanish, Art and Music</b> live &amp; recorded activities</p> <p><b>PE</b> The teacher will lead a workout session with students. 3 sets of 8 exercises. Each exercise will last for 20seconds with 10 seconds intervals between exercise and 1 minute between sets. Teacher will decide the first 2 sets of exercises and allow the students to choose exercises for the final set.</p> <p><b>Spanish EYP, KG, Grade 1 to 5 Los saludos y las despedidas en español.</b> Starts with greetings and farewells in Spanish.</p> <ul style="list-style-type: none"> <li>• Practice listening and speaking skills. (Oral)</li> <li>• Play interactive games (Oral) <ul style="list-style-type: none"> <li>◦ Simon says / <b>Simón Dice</b></li> <li>◦ <b>Manzanita del Peru</b> ( A counting rhyme game</li> </ul> </li> </ul> <p><b>Art EYP, KG, Grade 1 &amp; 2</b> will review the Alphabet of Art’ Line, Shape, Color, Texture, Value, Space and FormThey have completed Line and have started with Shape.</p> <p><b>Grade 2</b> Still life study, Guided visual instruction to draw a Teapot, Bottle and Vase. They will color these with markers/color crayon and then paint the background and include squares of colors.</p> <p><b>Grade 3, 4 &amp; 5</b> will review The Elements of Art- Line, Shape, Color, Texture, Value, Space and Form. They have reached the second Element of SHAPE. They have done the mini exercises and now each Grade is at a different stage of completing their drawing of transforming an Image with Organic Shapes to become an image of Geometric Shapes. The next stage is to color the main image in the drawing with Hot or Cold colors using pencil crayons, and color the background shapes using the opposite of what their main image is colored. -Hot or Cold colors using pencil crayons The next Lesson in this Sequence is still exploring Shapes- Negative and Positive Shapes.</p>
Monday to Friday	Learning support & EAL	<p><b>EAL</b> - students enrolled in EAL will engage in a variety of activities based on the grade and proficiency levels of the students to develop their skills in speaking, listening, reading and writing in the English language. The EAL teacher will schedule the class meeting times for each grade level.</p>

		The <b>learning support</b> sessions are developed specifically for each individual child to provide the scaffolding or remediation they need to support their academic development. Face-to-face conferences are scheduled by the learning support teacher with each student based on their intervention plans.
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## ATTENDANCE

- 1.) **All students are expected to participate in the Distance Learning Plan.**
- 2.) Connecting virtually – students must communicate on a daily basis to their homeroom or specialist teacher (attendance in live specialist lessons will be recorded.)
- 3.) Students must be dressed appropriately in school uniform/PE kit
- 4.) Attendance will be based on these measures:
  - i. Daily attendance taken during the daily meeting /class conference period, at the start of all four days. Students’ attendance in these sessions will be checked on Schoology and a record kept.
  - ii. Weekly completion of classwork or proof of engagement with the learning as requested by the teacher\*.

\*Students not completing work or providing proof of engagement each week, as requested by the teacher, will be marked absent for any periods during the week which the student was expected to be working independently.
- 5.) In the case of student illness, please follow the regular procedure by communicating this to the [Elementary Administration Assistant](#) Katie Edwards . Students are expected to catch up on missed work upon return to the DLP.
- 6.) In cases where a student has limited or no internet connectivity a parent must contact the [Elementary Administration Assistant](#), Katie Edwards or [Mr Manley](#) who will inform the teachers, and students must catch up on work missed when connectivity returns.

Ms Edwards: Tel 876-355-4860

Mr. Manley: Tel 876- 553-9241

## ELEMENTARY CONTENT AND PARENTAL INVOLVEMENT

- Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Schoology with links to Google Docs (if used).
- Schoology pages will be updated daily and lesson updates will be ready for access by 8:00 a.m. (Jamaica time) and include the lesson template. This will include
  - a written guide of the work tasks for each lesson.
  - A link to any digital/scanned resources and other sources.
- Teachers will respond to student and parent emails/questions within 24 hours on weekdays.
- No sites requiring VPN will be used as a resource and no large files will be used.
- **Parental Involvement**
  - Parents are a child’s first and most important teacher. Research shows that family engagement is one of the best tools to help a student succeed in school and distance learning programs.
  - Our AISK feedback shows that ES students who succeeded in the DLP had parental supervision every day. Those students who had no adult supervision struggled to access the DLP.
  - Therefore, all ES learners will require a parental or adult supervisor, who reminds children to complete tasks, collect learning resources, set up breaks and gives them support to post work and upload video clips.

- o **LAW** Parents please be aware that many sites and web tools are for children aged 13+. This includes Goggle, Facebook, Tik-Tok, Zoom and What's App (hence why we use Schoology.) Most require adult permission and an adult to be present when using. Most images and work online is protected by copyright. **Please be responsible.**

## **ASSESSMENT**

It is very important for teachers to be able to assess students' abilities and plan the next steps in their learning. Generally, this is part of a continuous process with teachers in the homeroom making judgements through listening and marking work, on the student's comprehension and mastery of skills throughout the day. In the DLP this can be tricky, so we have built in times throughout the week when teachers can make these judgements and give feedback to students.

Assessment will be carried out by listening to a child's oral contributions in conferences, tracking a child's progress on checklists, setting presentation tasks for students, examining their work and checking through regular tests and summative assessment tasks. We are anticipating that live sessions will allow teachers to gather more assessment data on individual students. Teachers will plan ahead for assessment.

During the week, there will be daily virtual conferences for the whole class and individual times for checking students' understanding, giving feedback on work tasks and reviewing work to support students in the next steps of their learning.

## **ONLINE CONTENT & SAFETY**

All students are expected to adhere to AISK's Acceptable Use Policy and rules and expectations for behavior in class.

In the event students are behaving inappropriately, the school will follow the protocol below:

- 1.) The teacher will communicate with the student directly to inform them of the inappropriate behavior and ask them to stop.
- 2.) If the behavior does not improve, the teacher will again contact the student and copy the Divisional Principal, who will then contact the student.
- 3.) Should the inappropriate behavior continue, the student will be told to exit the class and the Principal will inform the parents. The student will be considered absent from the class and expected to make up any work missed.

### **In addition:**

- Teachers can, at their discretion, contact the Principal right away should the misbehavior warrant immediate intervention.
- The school reserves the right to block students from accessing our online platforms if they are not used appropriately and therefore suspend the student from participating in Distance Learning.

The school reserves the right to apply further disciplinary sanctions when normal school resumes

## **STAY SAFE**

Please find a link below to a student guide with tips to stay safe on the internet. Please read and follow the advice.: [\*\*Stay Safe on the Internet\*\*](#)

## Elementary School: Approximate Time frames for learning

SPECIALIST SUBJECTS - All Elementary Students	
<p><b>Approximately 20 minutes once every two weeks.</b></p>	<p>Art, Music, Drama, Spanish teachers will provide a range of activities and virtual experiences that continue to support the current ES program.</p> <p>Spanish, although set over two weeks, will include daily speaking and listening practice activities.</p> <p>Specialists teachers will post for students video clips or photos on their specialist subject page or as directed by the homeroom teacher.</p>
<p><b>PE twice weekly approx. 20 minutes a session</b></p>	<p><b>PE</b></p> <p>The PE teacher will focus on two main aspects; keeping active and healthy, and using sport for enjoyment, challenge, self-expression and socializing.</p> <p>The PE teacher will post a demonstration video or conference call with a physical exercise activity/activities - giving students the possibility to extend or repeat.</p> <p>Live PE sessions are possible and can occur with Grades 5 and 4 and students will be given advanced warning.</p> <p>Completed tasks can be shared on the homeroom teacher's page.</p>
<i>For those students who have EAL and Learning Support</i>	
<p><b>30 minutes per class twice a week</b></p>	<p>EAL classes will continue to focus on developing the student's proficiency in the English language through a variety of activities. The EAL teacher will hold regular conferences with students to assist them in their learning and may provide activities to be completed independently.</p>
<p><b>30 - 40 minute sessions 3 times per week</b></p>	<p>During learning support the focus is on achieving the individual child's learning targets based on their identified learning needs. Teaching will take place through individual conferences and may include activities to be completed independently.</p>
<p><b>School counseling</b></p>	<p>Marie Reynolds, <b>School Counselor</b>, will offer support for students with social and emotional needs, which may include discussing strategies with parents to help their children navigate the distance learning programme. The Counselor can also provide opportunities for individual or group sessions or friendship groups to chat i.e. helping overseas students to connect socially to their classmates.</p>

### IT TECHNICAL SUPPORT

The AISK IT Department staff are available for remote support during normal school hours 7:45am - 1:30pm.

**Schoology** If you have an issue or problem, especially with loading or operating *Schoology* and require technical support please contact the IT help desk [helpdesk@aisk.com](mailto:helpdesk@aisk.com)

Mr. Lionel Allen ([lallen@aisk.com](mailto:lallen@aisk.com))      Mr. Nathaniel McIntosh ([nmcintosh@aisk.com](mailto:nmcintosh@aisk.com))  
 Ms. Pat Watkins ([pwatkins@aisk.com](mailto:pwatkins@aisk.com))