

THE INTERNATIONAL SCHOOL OF BEIJING



Elementary School

2021-22 Learning Models

Online Learning



ISB is committed to providing challenging and joyful learning opportunities regardless of the scenario.

The online learning model has been designed to ensure students are presented with similar learning outcomes, experiences and expectations as on campus learning. The online learning model has been developed to ensure uninterrupted quality learning experiences, flexibility, and seamless integration in the likely event that we need to respond to different circumstances over the course of the school year. The Elementary School will be able to move fluidly between online and on campus learning at any given time within the school year given the policies and regulations of the local authorities.

This document provides an overview of the **Online Learning Model**.

ISB's Online Teaching Model

Adapted from ISB's 7Cs Teaching Framework

Clarify

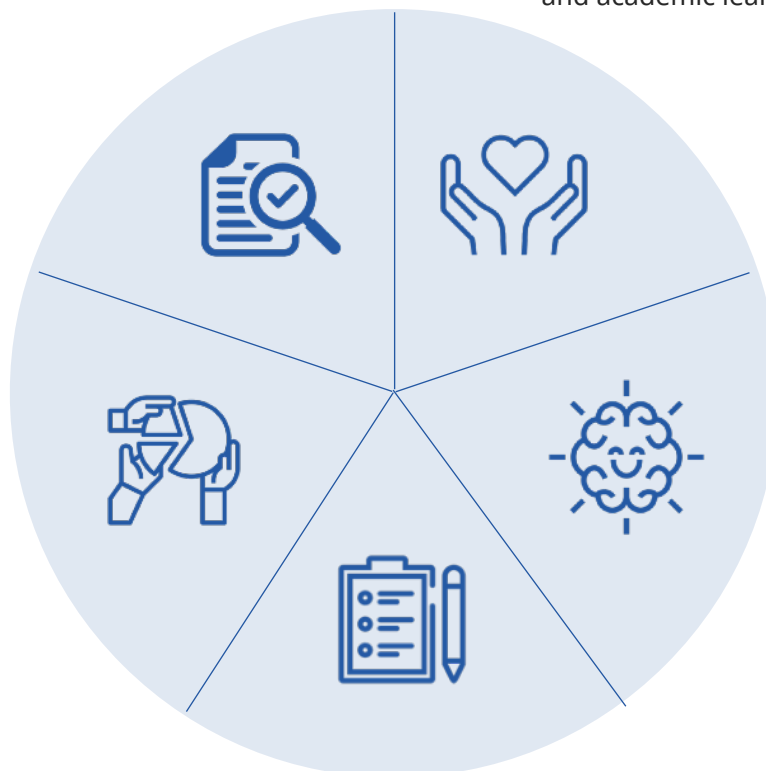
Teachers who clarify help students understand content and resolve confusion. They explain ideas and concepts in a variety of ways, check frequently for understanding, address misconceptions, and provide useful feedback.

Care

Teachers who care show concern for students' emotional and academic well-being. They develop supportive, personalized relationships with students, cultivate an emotionally safe environment, and respond consistently to students' social, emotional, and academic learning needs.

Collaborate

Teachers who collaborate work together to plan challenging and joyful learning experiences for our students.



Captivate

Teachers who captivate, spark and maintain student interest in learning. They stimulate and engage students by cultivating curiosity and inquiry and by making lessons interesting, relevant, and enjoyable.

Classroom Management

Teachers who manage their classrooms foster orderly, respectful, and on-task classroom behavior. They create conditions that enable learning, including establishing a positive classroom climate, teaching self-management skills, monitoring student conduct, and redirecting unproductive behavior.

Mission directed in a time of uncertainty



We are an inspiring international community in Beijing, where thinkers and leaders find their place in the world and serve others. So that our learning is at its best, we build strong relationships and set high expectations together. We are committed to challenging and joyful learning with the freedom to explore.

Learning at **ISB**

The Covid-19 pandemic presents the most serious public health crisis the world has experienced in generations. This crisis has challenged ISB to be more resilient and flexible, and evolve as an institution for the delivery of learning beyond the traditional face-to-face approach. Our online learning model is evidence-based and will ensure that ISB is well positioned to support students to be successful in their learning now and in the future. ISB is committed to providing an outstanding educational program, one that is both challenging and joyful. All models focus on the delivery of our core purpose as expressed in the ISB vision:

Empowered with purpose and compassion

Setting your child up for success

All students are expected to participate in online learning. In exceptional circumstances or illness, parents of students that are unable to participate should notify the school.



To be successful, your child will need:



Access to a reliable internet connected computer or iPad

Parents should contact the teacher and school principal in the eventuality that there is no device available for student use at home. Alternative arrangements can be made to provide student access to their iPad.



A responsible adult to facilitate the learning

Students may need varying degrees of support in accessing and approaching the learning tasks. The younger the student, more adult support will be necessary to fulfil learning tasks.



A dedicated place for learning

Students need a space dedicated to learning where they can focus on their learning tasks.



Breaks

Ensure your child has opportunities for breaks, exercise, creativity, family time and fun, as would happen in school! We recommend setting up a “home schedule” for online learning.



To understand expectations for participation and work completion

Allow for time to reflect at the end of the day on what worked and what were the challenges.



To communicate questions or challenges directly to teachers and specialists

It is not expected that parents have the knowledge of teaching strategies, so please direct all questions to the teachers.

As a parent supporting your learner:

- ✔ Ensure your child(ren) read a *just right* book for at least 30 minutes a day. Students should also have frequent opportunities to hear stories or texts read aloud. Check your Seesaw family announcements daily.
- ✔ Support your children. Mistakes will be made and that is okay! Provide positive feedback and remember, they need breaks and play.
- ✔ Contact the teacher when you need clarification, have a concern, or feel like the work is too much for your child.
- ✔ Ensure your child is following the teacher's instructions.
- ✔ Monitor screen time - you will have more than usual because of online learning, so ensure your child is taking a break from screens where possible.
- ✔ Spend time engaging with your child: play board games, card games, or word games; do puzzles; build things with Lego, blocks or similar construction materials; cook recipes. Be creative and resourceful; the possibilities are endless!



Norms for Online Meetings

Ensure your child understands and adheres to the following the norms for online



Be on time

I sign into the online meeting on time for my lesson



Sit in a quiet place

I sit in a quiet place where there is no noise or distractions around me



Be prepared

I have everything I need for my lesson during the meeting



Raise your hand

I raise my virtual hand to answer questions and wait for the teacher to call on me



Switch your camera on

I switch on my camera so I can fully participate



Be presentable

I dress appropriately and took care of my appearance



Be identifiable

I use an appropriate name that tells others who I am



Mute the microphone

I leave the microphone off until the teacher tells me to switch it on.

Overview:

Online Learning

Conditions: The authorities mandate that the campus must close and students and teachers are unable to attend classes on campus.



Despite campus closure, the school remains open and learning will be conducted through virtual approaches. Students attend school with focus on face-to-face learning experiences and collaborate online.



A focus on social and emotional support and well-being.



Daily interaction with teachers and peers virtually using video-conferencing and online learning platforms.



More focus will be placed on structured and live face-to-face lessons, as well as increased opportunities for online teacher and peer interaction, collaboration and support.



Organization of Learning

In the Online Learning Model, students will follow their regular on-campus schedule with Day A through F.

The school day will begin at 8:15 am with Morning Meeting and end at 3:25 pm with students engaging in a range of face-to-face and independent learning experiences throughout the day. There is a strong focus on small group sessions to meet the needs of individual learners.



Wednesday will continue to be an early release day. Early Years students will finish at 11:30am and students in Kindergarten to Grade 5 will finish at 2:25 pm.



Seesaw

At the beginning of each week, teachers will use Seesaw to communicate to students the learning expectations for that week, with links to necessary resources.

On Seesaw, parents and students will find a plan with clear expectations about learning from core subjects as well as specialist classes. As part of this process, students may be asked to share their learning using the journal feature. Teachers will give feedback on journal entries when necessary.

Learning Platforms:

- Seesaw will be the primary online learning platform for sharing independent learning.
- Big Blue Button (BBB) will be the primary platform for face-to-face online meetings.

What will Learning look like?



Posts for parents (all homeroom teachers EY-5)

The post for parents will be prepared weekly and will include an overview of the learning for the week and what students will engage in. It will also include:

- A general overview with major learning goals and materials
- A weekly schedule outlining live lessons and small group meetings
- Objectives for each subject for the week
- Reminder for daily reading
- Any other relevant information



Face-to-face learning

The Online Learning Model offers opportunities for synchronous, face-to-face learning and aims to mirror the on-campus schedule.

A typical day will include:

Early Years 3 & 4	KG to Grade 5
<ul style="list-style-type: none">• Circle time• Read alouds• Guided play• Exploratory play• Closing circle <p>Pre-literacy and math will be embedded into guided and exploratory play</p>	<ul style="list-style-type: none">• Daily morning meeting with the homeroom teacher• Whole class mini-lessons for content areas, inclusive of Chinese and specialist classes (PE, PA, and Art)• Multiple small group or individual interactions which follow whole-class mini-lessons



Instruction

Content will be delivered by the teacher through the following modes:

- Face-to-face online meetings
- Off-screen tasks related to mini-lessons
- Choice boards

Additional resources may include:

- Screencasts and video mini-lessons
- Self-created or third-party videos (modeling, demonstrating skills, lesson and activities – eg. Khan Academy, etc.)
- Animations and other multimedia resources
- Text and visuals (PDF, website links, etc.)
- Online simulation and animations
- Website resources

Student Schedule

The specific details of the weekly schedule will be shared with parents in the Seesaw post at the beginning of each week. The following are sample schedules:

Grades KG-1

Sample Student Schedule

Time	Day A	Day B	Day C	Day D	Day E	Day F
8:15-8:45	Morning Meeting					
8:45-9:30	PE	Live Lessons & Small Groups	Visual Arts	Live Lessons & Small Groups	Performing Arts	Live Lessons & Small Groups
9:30-9:45						
9:45-10:15	Break					
10:15-11:00	Live Lessons & Small Groups	Chinese	Live Lessons & Small Groups	Chinese	Live Lessons & Small Groups	Chinese
11:00-11:45		Live Lessons & Small Groups		Live Lessons & Small Groups		Live Lessons & Small Groups
11:45-12:35	Lunch					
12:35-13:20	Chinese	Performing Arts	Chinese	PE	Chinese	Visual Arts
13:20-14:05	Live Lessons & Small Groups					
14:05-14:50	Live Lessons & Small Groups					PE
14:50-15:25						Live Lessons & Small Groups

Grades 2-3

Sample Student Schedule

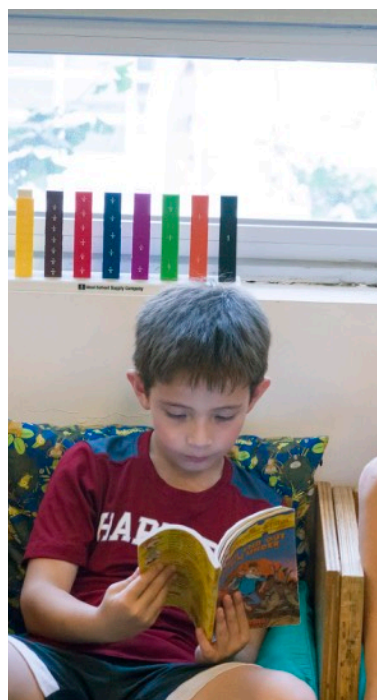
Time	Day A	Day B	Day C	Day D	Day E	Day F
8:15-8:45	Morning Meeting					
8:45-9:15	Live Lessons & Small Groups	Live Lessons & Small Groups	Live Lessons & Small Groups	Live Lessons & Small Groups	Live Lessons & Small Groups	Live Lessons & Small Groups
9:15-10:00				PE		Performing Arts
10:00-10:30						
10:30-11:00	Break					
11:00-11:45	Chinese	PE	Chinese	Visual Arts	Chinese	Live Lessons & Small Groups
11:45-12:35	Lunch					
12:35-13:20	Live Lessons & Small Groups					
13:20-14:05	Live Lessons & Small Groups					
14:05-14:50	Visual Arts	Chinese	Performing Arts	Chinese	PE	Chinese
14:50-15:25	Live Lessons & Small Groups					

Grades 4-5

Sample Student Schedule

Time	Day A	Day B	Day C	Day D	Day E	Day F
8:15-8:45	Morning Meeting					
8:45-9:15	Live Lessons & Small Groups	Chinese	PE	Chinese	Live Lessons & Small Groups	Live Lessons & Small Groups
9:15-10:00	Performing Arts	Live Lessons & Small Groups			Visual Arts	
10:00-10:45	Live Lessons & Small Groups	Live Lessons & Small Groups			Live Lessons & Small Groups	
10:45-11:15	Live Lessons & Small Groups	Live Lessons & Small Groups			Live Lessons & Small Groups	
11:15-11:45	Break					
11:45-12:30	Chinese	PE	Chinese	Live Lessons & Small Groups	Chinese	Live Lessons & Small Groups
12:30-13:20	Lunch					
13:20-14:05	Live Lessons & Small Groups	Visual Arts	Live Lessons & Small Groups	Performing Arts	Live Lessons & Small Groups	PE
14:05-14:50	Live Lessons & Small Groups					
14:50-15:25	Live Lessons & Small Groups					

While optional extensions may be offered, they are not required for completion. If the parent feels like the workload is inappropriate for your child, please contact your child's teacher. Additional homework will not be provided.



The specific details of the weekly schedule will be shared with parents in the Seesaw post at the beginning of each week.

The following is an example of what an EY student's day might look like:

Time	Schedule
8:15 - 8:45 am	Circle Time
8:45 - 10:00 am	Community Time (集会), Guided Play/ Small Group Meetings
10:00 - 10:20 am	Snack
10:20 am - 10:55 am	Recess (Encourage Outdoor & Exploratory Play)
11:00 - 11:30 am	Specials (PA, VA, or PE*)
11:30 - 1:00 pm	Lunch Break & Choice Boards
1:00 - 1:30 pm	Chinese
1:30 - 2:00 pm	Recess/Choice Boards (Encourage Outdoor & Exploratory Play)
2:00 - 3:15 pm	Community Time (集会), Guided Play/ Small Group Meetings
3:15 - 3:25 pm	Closing Circle

*VA - Visual Arts PA - Performing Arts PE - Physical Education

- Music, creativity, movement, and brain breaks will be intentionally embedded during live sessions.
- Families who wish to do so can participate in learning choices outside of the allotted time at their own convenience.
- Guided play and small group learning embeds pre-literacy and math skills.
- Read alouds will emphasize pre-emergent reading skills.

Specifics of this Learning Model

Dedicated Face-to-Face Learning:

Teaching and learning, as well as social interactions, occur in real-time. The teacher is present online at the same time as the students. face-to-face lessons, meetings and sessions will occur through online meetings (see **Norms for Online Meetings** on Page 6).

- All teachers will teach students virtually (Beijing time zone).
- Students will participate in live synchronous learning including whole class and small group instruction, following the on-campus class schedule.
- A balance of instruction will be provided in reading, writing, mathematics and interdisciplinary learning.
- Specialist and Chinese classes will offer live lessons and small group instruction.

Independent Learning:

Building from the live, face-to-face mini lessons and small groups, students will have time to review and apply skills independently. Students will engage in these materials and work at their own pace. Teachers will use a variety of ways to address student needs and personalize student learning.

Independent learning opportunities are powerful in that they support:



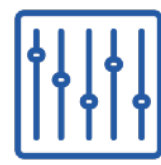
Flexibility & Convenience

Learners can complete activities in their own time, at their own pace, and from anywhere in the world!



Consolidation of Learning

Learners can review topics or explore areas of interest in more depth.



Learner Control

Learners have full responsibility to complete their work. They decide the pace and when to work.

Feedback

Feedback is an essential part of the learning process. Students will receive feedback during live, whole-class, small group, and individual meetings. Additional feedback may be provided on teacher identified tasks through Seesaw.

Time Parameters for Online Learning

Given the developmental needs of children, online learning will follow appropriate parameters to guide the time that students are expected to stay online. We recognize that students need breaks and alternating times of being online as well as working independently. We also know that it is critical for students to have a schedule and connections with teachers and peers. The amount of work a student receives should not be more than a normal school day.

Student Support



Social and Emotional Learning:

The well-being of our students is paramount to all we do. The Elementary School recognizes that a large focus of learning is about the social and emotional development of a child and the relationships that they make in school. Social and emotional development will be supported through:

- Morning meeting and community events
- Classroom connection time
- Counselors classroom lessons
- Parent education on parenting and other social-emotional topics
- Individual counseling sessions as needed

Student Support Services:

Students who receive individualized support from English as an Additional Language (EAL) or Learning Support (LS) teachers will continue to do so through the regular on-campus schedule. Support for students includes (but is not limited to) the following:

- Online meetings with their LS or EAL teacher as per the regular schedule
- Face-to-face, individualized, and personalized learning opportunities.
- Individual and small group lessons via online meetings
- Twice-a-month check-ins with parents to reflect on workload, time spent on learning, assignment completion, engagement etc.
- Making revisions to the student's online learning experience as needed

Child Safeguarding:

A parent, guardian or another trusted adult must be available and in the room for all online student lessons, meetings or communications.

Additional Information

Assessment and Reporting:

Assessment of Learning will be ongoing and will use a variety of tools including observations, anecdotal notes and self-reflection. Students will be assessed based on the school's adopted learning outcomes. Feedback will be ongoing throughout the learning process and based on evidence of learning. Parents can reach out to teachers if they need further information regarding student learning and progress.

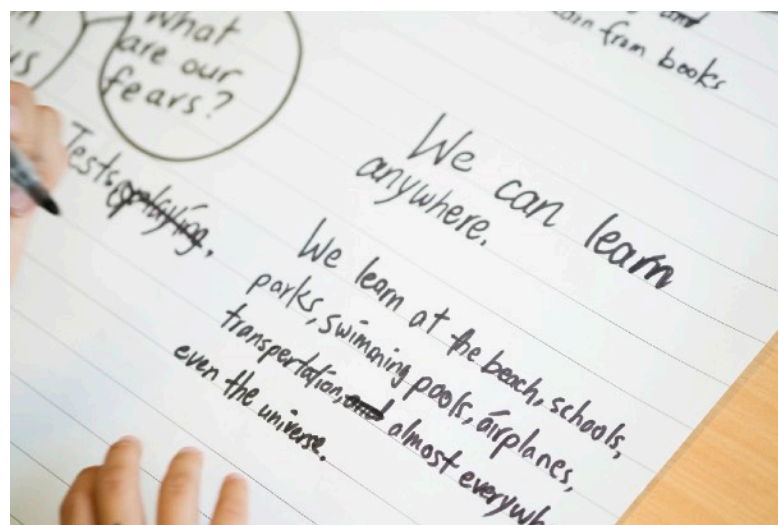
Attendance:

Attendance is expected each day and will be recorded by 9:00 am. If your child will be absent, please contact the ES office and inform their homeroom teacher.

Use of School Devices at Home:

During extended periods of online learning, students will have their school-owned device sent home to facilitate learning. This is to ensure that all students have easy and equitable access to platforms and tools that we use at school, such as Seesaw, Clever, IXL, and Microsoft Teams. Families will be provided all necessary login information (student username and password; Clever QR code) and students should already be logged in to accounts on their device where needed.

While away from school, these devices do not have the same internet filtering protections that are normally provided on our ISB network. It is important that parents and families are aware of when and where their children are accessing the internet and what content they are viewing on their home network.



Acknowledgements:

ISB would like to thank the American School in Japan (ASIJ), Jakarta Intercultural School (JIS) and the American International School of Guangzhou (AISG) for generously sharing their online learning plans and ideas and examples, that were used and adapted in the compilation of this publication.