

## Secondary School - Distance Learning at DIS

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**Last updated January 2021. Please read as if new.**

Guidelines for teaching and learning in Google classrooms

Online learning pedagogy - please think of the learning as 'distance' rather than simply online. We are going to use the phrase 'distance learning' because this places the emphasis on all aspects of learning during a school closure rather than just working online and emphasises the potential of online learning as a tool requiring new pedagogies. The computer is a tool to deliver instructions and content, and to receive tasks back from students. It is the way in which teachers and students can communicate. Working online facing a screen should not always be the main mode of learning engagement, and teachers should think about structuring activities that allow for active movement and other modes of learning.

Start to shift your pedagogy away from replacing the physical classroom with the virtual to embracing the [tools available to you](#) and your students can really boost learning. Remember that [students need differentiation](#), which does not need to add to your workload. There are [many resources available to teachers](#) to help you plan for distance learning. Time was set aside at the start of the year and the Global Online Academy courses were offered to all for self study. These are still available and further time was set aside in the November PD days.

#### Child Protection during continuous learning

Teachers need to ensure that they maintain a high standard of professional behaviour while facilitating learning online. Teachers need to ensure that they are wearing appropriate clothing, not obviously sitting on a bed, being aware of what's in the background, doing your best to ensure that family members or visitors aren't listening in on students during video conferences. [The full guidance on child safeguarding during online learning is here.](#)

#### Maintaining DIS expectations of being safe, being fair, and being respectful during continuous learning

Teachers need to ensure that they maintain DIS's code of behaviour (see staff handbook) and that students adhere to [DIS's Technology Acceptable Use Policy](#)

#### Support during distance learning

If you have any tech issues whilst working online from home, please contact Kierstyn directly as she will be our online support person: [kolson@dresden-is.de](mailto:kolson@dresden-is.de)

#### Planning for teaching and learning.

Google classroom is the main platform for delivery of teaching and learning. [The Hub](#) is the student Dashboard - please email Kierstyn if you want anything adding to it.

Where possible, distance learning units should be set up in advance, ready to be taught online if the situation arises. It is fully understood that this is not practical, and teachers may wish to quickly move their current face to face into the following structure:

#### Checklist for distance ready units - both for MYP and DP

- A unit overview, in a student friendly format, should state clear outcomes and expectations, with check-in points clearly outlined for students.  
Google classroom and/or ManageBac should provide students with access to:
- The assessment criteria (modified and/or task specific) and clear learning outcomes related to the statement of inquiry, global context and key and related concepts (MYP).
- Information on the nature of the summative assessment tasks, including the due dates and method of submission;
- Milestones for checking in (this might be submitting draft work, a formative assessment or just 1-1 check in points) and giving feedback.

- ❑ A statement of methods of communication (team emails, FAQ shared document, questions on the stream etc.)

### Communication with students

Use of **email** is at the discretion of the teacher but it is recommended to explore ways of communicating with students that minimizes excessive email correspondence between individuals and rather shares information with the broader group.

Teachers are not obliged to answer emails outside of working hours. It is usual to respond within 24 hours. If a student has an urgent issue they should mark their email URGENT or attempt to contact their teacher via the Meet.

**ManageBac** is to be used for setting the dates of summative and other assessments on the calendar, for the submission of summative tasks where appropriate, and for the recording of summative grades.

[Further guidance on online learning can be found here.](#)

### Distance learning scheduling/timetable

If one grade level is quarantining then all lessons are expected to be synchronous.

If the whole campus closes, the regular schedule may be followed in the short term, and then the [alternative schedule](#) will be followed on a longer term basis.

Lessons are a mix of synchronous and asynchronous. Class teachers will determine ahead of time which classes within the two week cycle are synchronous and which are asynchronous. This will be communicated in writing in advance of the two week cycle on the Google classroom so that students and partnered adults know what to expect ahead of time. All designated synchronous periods should feature at least one 30 minute block of 'office hours' for students to check in.

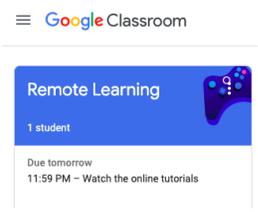
### Advisory and lesson attendance

Advisors should use the ten minutes at the start of the day to check in with their students and get feedback on online learning (this can then be shared with WBC/ZH). Please email Berit Großer with details of any missing student. Berit will then email a list of absentees to teachers by 9am. Teachers please use the ManageBac button to record non attendance, only for the record until it becomes a pattern, at which point liaise with the advisor - if it's just your subject you contact parents if it's a general pattern, advisor or AP should. Advisors - if a student is registered present for the day but then misses all or most of their classes that day, please follow up right away!

## ManageBac Notifications

**ManageBac notifications** have been updated and are ready for use. Please follow the guidance in the behaviour policy, but where the current policy says 'email' use the MBac notifications. Advisors should collate notifications in the first instance and contact parents as patterns emerge, including non-attendance in online classes.

## The virtual school

	<p>Google Classrooms is your virtual classroom. Think of it as the room you usually teach in. You will need to set up a classroom for each of your classes. Please include regular Learning Support teachers, Head of Department and Curriculum Coordinators in your classes.</p>
	<p>Be very clear and give step by step instructions for completing tasks. State clearly the amount of time you expect a student to spend on each portion of learning. Where possible, milestone deadlines in units of study should be fully communicated ahead of time on Google classrooms.</p> <p>What do you expect of the student in terms of learning and how will you mark or monitor this? Set clear expectations and targets that are manageable for both the student and you. Try to set tasks or encourage learning that takes place away from the screen for a good portion of the time.</p> <p>All instructions, check ins and assignments should be recorded on Google classroom. Set interim deadlines for draft work so that academic authenticity can be supported.</p> <p>Summative tasks must be recorded on the ManageBac calendar at the <b>start</b> of the unit of study.</p> <p>Some classes are synchronous and others are asynchronous. These should be clearly indicated on your classroom schedule. Clarifying questions and 1-1 conversations can be dealt with through Meet at times set by the teacher during office hours or voluntarily in out of office hours.</p> <p><b>Note: We are following a synchronous learning schedule until 11 January.</b></p> <p>For DP classes, two out of the four 90 minute blocks are synchronous.</p>

	<p>For MYP classes, one of the two 90 minute blocks, or two 45 minute blocks, are synchronous.</p> <p>All 90 minute lessons, whether synchronous or asynchronous, should have an exit activity. This could be all students submitting work in an individual google doc, or all students completing a google form exit ticket/reflection activity. There must be some evidence that makes a student engage throughout the lesson rather than simply signing in and then disengaging for the length of the lesson.</p> <p>In <b>synchronous learning</b>, teachers and students meet online in real time to discuss, question, inform and engage. Synchronous lessons will be taught as if the teacher is in the classroom. This means that the lesson will begin with an open Meet and some kind of teacher introduction. All students will be expected to 'check in'. The teacher does not need to be on screen for the duration of the lesson but must be present at the start, indicate clear expectations for the outcomes of the lesson and set up a closure activity. For all of the lesson the teacher should have their Meet open (mic and camera can be off) in case a student has a clarifying question.</p> <p>In <b>asynchronous learning</b>, teachers create learning experiences that students engage with at their own pace, individually or in groups. Or students work independently. During asynchronous classes, direct delivery is not expected but teachers will have the Meet open for the first 15 minutes of designated 'office hours' and be available should students wish to drop in and ask questions or seek feedback.</p> <p>Don't forget to use advisors and parents (and ManageBac) to celebrate and support student engagement in online learning. Ask students to let you know how the learning is going, ask specific questions about learning preferences, pace and workload. Use small group chats and surveys.</p>
<p>Before the lesson:</p>	<p>Have your teaching materials ready within the classroom - assignments sent out with due times and dates, screencasts uploaded for viewing. Use <a href="#">the resources</a> that have been shared with you on planning for online learning to help you structure your online classes.</p>
<p>Start of lesson:</p>	<p>Open Google classroom. Set an assignment for students to check in, timed to be submitted 6 minutes after the start of the lesson. There is a button on ManageBac to report to parents if students are not signing in</p>

	<p>to class on time. This can be done at the end of the day and you do not have to write a comment. SLT and advisors will use this data and follow up. Unless you have been interacting with students throughout the lesson, set a checkout time for submission of work or just an exit card. Use this part of the lesson to deliver content, share instructions and/or check for questions for the work set, using Google Meet in small groups or 1-1. Be clear with your expectations for the end of each lesson - what needs to be submitted, what work should have been produced/target, checkin-ins etc.</p>
During the lesson:	<p>Once direct instruction has ended, students work independently, accessing the assignments and screencasts through Classroom. Teachers can drop in and out of open Google docs to check on writing progress, and/or call individuals/groups via Meet as they wish.</p> <p>Assignments set online and worked on independently often take twice as long as those completed in class. Please be realistic with the amount of work assigned in any given time period.</p>
Submission of work:	<p>ManageBac should be used as normal for uploading summative assessment tasks. Anything assessed summatively during the online learning process needs to have been set up so that you are clear the work is genuine (i.e. you have evidence of a draft or you watch students type live into a g-doc, complete a viva voce, use turnitin etc.).</p>
End of class:	<p>As clearly determined by the teacher - state from the start what you expect from students - evidence of work submitted in Classroom, visual goodbye through Meet, and/or upload of task or exit card on ManageBac.</p>
Teacher admin:	<p>Keep a record of student 'attendance' and use ManageBac buttons for recording students who do not sign in or who do not meet deadlines.</p>
Screen time:	<p>The amount of online screen time necessary for effective teaching and learning depends on the type of lesson being delivered. Even for the first 30 minutes (or 90) of a lesson when you are in the Google Meet, you can just talk to the students, without needing to look at the screen constantly. Tip: to avoid tired eyes, every 20 minutes, take a 20 second break by looking at something 20 feet away.</p>
Extended Advisory:	<p>Advisors should use this time to check in with students about how their continuous learning is going. This can be as simple as small group Meets, or a group document where students share positives and challenges. Grade level advisors should collaborate on this session. There may also be specific lessons to deliver, as per the schedule.</p>

Home learning:	<p>For MYP: do not set homework during online learning and do not ask students to 'finish off work' outside of designated class times. If students are not completing work within the times set, please solve this another way.</p> <p>For DP: you may need to set homework and completion of classwork, as necessary. Please ensure that you monitor how long distance learning activities are taking students and adjust/reduce expectations accordingly.</p>
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### Assessment during distance learning

All teachers are recommended to undertake the GOA course [Designing for Online Learning - Assessment](#)

Assessments should be posted in advance onto ManageBac so students are aware of upcoming deadlines.

If there is suspected academic malpractice for an assessment completed fully at home, then the next step should be a viva voce. This is a verbal counterpart to a written assessment. Set up a Google meet with the student, cc the parents in, and prepare a few questions about the assessment you have read. The aim of the viva is to give the student the chance to show their understanding by explaining the themes and concepts in the work. Students should be able to articulate their ideas and explain vocabulary used in their own words, not read from the assessment.

The best way to ensure academic honesty is through [authentic](#) assessment. See the excellent notes from the [GOA course](#) that provide a lot of detail, ideas and step by step guides. Voice and choice help with academic honesty and authenticity as students are working towards the same goal in different ways. [Principles into Practice](#) (p79+) confirms that MYP assessments should use a range of tasks to assess and that student understanding is through authentic performance not simply the recall of factual knowledge. DP assessment should be rigorous, varied, authentic and provide useful preparation for the final examinations.

[Google Drive shared folder for online learning \(includes FAQ and resources\)](#)

### Teacher illness and distance learning

If you are ill, please email Jen before the start of the school day. Set work on each classroom and an administrator will check into your classes for you during the day.