

# Aarhus International School



AARHUS  
INTERNATIONAL  
SCHOOL

## Distance Learning Guide for Primary Years Programme 4-8 Students, Parents/Families & Teachers

*Effective from 4 January 2021*

*During periods of distance learning or remote learning, all teaching and learning is conducted online. Online learning includes a mix of live virtual instruction, as well as learning experiences being provided for students in the PYP. AIS PYP teachers will strive to create a coherent and developmentally appropriate experience to support students during their time away from school. The live component of the virtual lessons will vary in length and content, taking into consideration the needs of the particular age group and subject area. Regular, in-person lessons often include a structure that contains (1) an instructional component, (2) independent or collaborative work to solidify skills and knowledge, (3) and sharing/feedback/reflection. Live lessons at the PYP level will likely mirror this approach and provide direct access for students to teachers, but will rarely be a full 45-minute live lecture.*

*All regular school activities and events are postponed, cancelled or will be held as virtual events if possible and relevant. Depending on the unique nature of the situation and the specific circumstances, remote learning may be implemented for a class, a grade level, a programme, or the whole school. This could be as a result of the local situation, or as a part of a nationwide mandate.*

*Teachers who are well are expected to participate in the teaching and learning, and if they are sick they are required to inform the school, as per usual practices. In this case, teachers are expected to cancel any live lessons for the day and instead of setting a cover plan, should ensure that independent learning experiences are provided for students.*

*Students who are well, from PYP4 and upwards, are expected to participate in remote learning activities, just as they would be expected to attend school. If a student is sick, the parent/guardian should record this on Managebac, as per usual procedure. Should a child test positive for COVID-19, families are asked to please inform the school immediately, as per current procedures, in order to assist AIS in ensuring the appropriate response. Thank you!*

## Primary Years Programme PYP4-8

### Daily Routines for PYP4-8 Students

- **Live Check-In During Lesson 1:** The teacher scheduled to teach the first lesson each morning will briefly check-in with the class and help you start the day, Monday through Friday at 8:15 via Microsoft Teams where you will join your first lesson of the day. The purpose is to start the day together, establish a healthy learning routine, and review the planned lessons for the day. Once the morning check in is completed, you will move directly into your first lesson of the day, which may be a live online lesson or may be working independently on tasks shared with you by your teacher.
- **Follow the Schedule - Complete Daily Learning Engagements shared with you on Managebac, Seesaw or Teams:** independent learning experiences and assignments will be posted on Managebac by your teachers or shared via SeeSaw or Microsoft Teams. **The learning activities shared for the day should follow the lessons on your class schedule/timetable.**
- **Live Help Clinic:** 3 time slots will be offered over the course of the week (30 minutes each) by the Homeroom teacher, for students to 'drop-in' to an informal Teams Meeting, to check-in, say hello, and ask any questions they may have. Two of these sessions will be focused for "Student Drop-Ins" and one will be opened as a "Parent Drop-In" to provide an opportunity for parents to ask questions. The homeroom teacher will let you know what time the help clinic is being offered throughout the week and this should also be reflected on the weekly schedule/Microsoft Teams calendar.

### PYP4-8 Parent/Guardian Expectations

Families play an important role in helping students make the most of their learning at home. Here are some ways to support your child's learning during remote learning:

- Create a schedule, and shared agreements for what learning at home looks like
- Find a suitable space for the child to learn

- Maintain communication between home and school and keep a close eye on Managebac messages from the homeroom teacher and relevant single subject teachers
- Monitor technology use at home and try to give students breaks from screens, as appropriate
- Support your child through conversations and guidance about their thoughts, feelings, and how they are coping during this time
- Take breaks as needed and communicate with teachers if you do not have the opportunity to complete all of the learning experiences shared with you
- Drop into the Parent Drop-In session if you feel that you have general questions about the work, the platforms, or just need some guidance from the homeroom teacher
- Remember that this is a unique situation- some days will run smoothly and some days will likely be more challenging; do the best you can and trust that your child's teachers are trying to do the same

### **PYP4-8 Student Expectations**

We are **principled** learners:

- We remain responsible, caring and respectful in all of our interactions - even from home!
- We check appropriate online platforms on a daily basis and ask for help from a parent or caregiver
- We submit all learning experiences or assessment tasks by the due dates, if they need to be returned to the teachers
- We engage in all learning with appropriate academic honesty and integrity

We are **balanced** learners:

- We establish healthy daily routines for engaging in the learning experiences
- We identify a comfortable, quiet space at home to learn effectively
- We ensure our own social and emotional balance by maintaining healthy habits

As effective **communicators**, we:

- We communicate proactively with our teachers
- We seek support if we need it
- We collaborate with our classmates as much as possible to enrich our learning

### **PYP4-8 Teacher Expectations - Homeroom Teachers & Specialist Subject Teachers**

- The teacher who is regularly scheduled to teach lesson 1, will meet with students for a brief live morning meeting every day at 8:15am, via Microsoft Teams. During this time, this teacher should welcome students, briefly review the schedule with the class and ensure that students get off to a good start. **Thereafter, the regular Monday through Friday schedule of lessons should be followed, including in all PYP specialist subject areas: Danish, PSPE, Visual Arts and Performing Arts.** Extension lessons are

not mandatory and this time can be used for the help clinic sessions, although Danish A must follow through with normally scheduled lessons during extension.

- A priority is placed on Homeroom teachers having contact with their students via a live lesson at least one time each day. Homeroom teachers should take attendance and record this on Managebac each day when you have a regularly scheduled live lesson with your homeroom students.
- At the start of the day, teachers should walkthrough the regular schedule. The learning plan should roughly follow the lessons on the regular classroom schedule, with a focus on learning experiences across all subject areas, as well as relevant social/emotional learning to support their wellbeing during this time.
- If the period of remote learning is lengthy and you have not had contact with a family and the child is not engaging in online learning, reach out personally and see how the family/child are doing and if there is anything you can do to support. If you have a child who is not engaging at all in remote learning and you cannot get into contact with them, please keep in touch with the administration about this so that further support can be offered.
- Danish, Performing Arts, Visual Arts, and PSPE lessons and learning experiences should be included during this time, according to the regular schedule. Specialist subject teachers may consider using pre-recorded videos during their regularly scheduled lesson time and using the "live" time as an opportunity for students to drop in and ask questions.
- The amount of learning experiences offered in each subject area is to be decided by the homeroom teacher and relevant specialist subject teacher, but should take into account the developmental needs and stage of the class and the individual learners. Learning experiences should be **relevant and manageable** for students and families alike. A choice board can be used to provide a wide range of opportunities for students across subject areas during the weekly lessons that do not contain a live component. Students should be encouraged to share their learning and work with teachers for teacher and peer feedback, as appropriate. Assessment tasks should be given a clear deadline and students should be aware of how they can share their assessment task with you for feedback.
- Goal of time distribution for live sessions, per grade level:

| <b>Subject Area</b>            | <b>Expectations</b>   |
|--------------------------------|---|
| <b>PSPE, VA &amp; PA</b>       | one live session per week, provide learning experiences and/or choice board for other lessons           |
| <b>Danish B &amp; Danish C</b> | one to two live sessions per week, provide learning experiences and/or choice board for other lessons   |
| <b>Danish A</b>                | two to three live sessions per week, provide learning experiences and/or choice board for other lessons |
| <b>Language (English)</b>      | two to three live sessions per week, provide learning experiences and/or choice board for other lessons |

|                        |  |
|------------------------|--|
| <b>Maths</b>           | two to three live sessions per week, provide learning experiences and/or choice board for other lessons  |
| <b>Unit Of Inquiry</b> | three to four live sessions per week, provide learning experiences and/or choice board for other lessons   |
| <b>Homeroom</b>        | Homeroom time has been reorganised to include the Help Clinics; teachers are asked to include social/emotional and wellbeing check-ins during their regular contact with the class, as appropriate |
| <b>Extension</b>       | Extension lessons are temporarily cancelled while we are on the distance learning schedule. Danish A lessons falling during extension will still continue as normally scheduled, however.          |

- **\*\*Note:** Live sessions can and will also include collaborative group work using small group breakout rooms, etc., for older PYP students. These lessons may not need to be a full 45-minute online session. The younger the students, the shorter the live instructional component is likely to be. For younger students, teachers are asked to consider a structure where you start together, provide some instruction or engage in an activity together, then give an independent task for students to work on, and finish the lesson with a sharing component where students return to the live session to ask questions, share out and give/receive feedback.
- No additional homework should be set on top of the online learning experiences.
- Homeroom teacher to setup **Help Clinic:** 3 time slots to be offered over the course of the week (30 minutes each). Two sessions should be aimed for students, and one for parents to 'drop-in' to a Teams Meeting: check-in, say hello, and ask any questions they may have - these should be scheduled during the breaks in the schedule - morning break (9:45-10:15), midday during the lunch hour (11:45-12:45) or end of day during the extension lesson (14:15-15:00) if a Danish A lesson is not already scheduled or during after school hours (15:00-17:00). A Monday/Wednesday/Friday setup could provide a balanced approach, but the homeroom teacher can determine this on an individual basis.
- Managebac, Microsoft Teams and/or Seesaw will be used to upload learning plans/choice boards & relevant learning experiences, materials and instructions/information for students and parents in good time. ***Please try to focus on streamlining or reducing the amount of posts on Managebac to help support students and families. This can be done by posting the weekly plan or specialist teachers communicating in unison with the homeroom teacher. Likewise, as we adjust to the use of Microsoft Teams, this platform can facilitate sharing of files directly with the relevant group in the relevant subject area.***
- Teachers are expected to attend online collaboration meetings with the PYP4-8 Team, subject group, PYP Coordinator & Pedagogical Leadership Team, as appropriate.

### **Student Support: EAL & Learning Support/Inclusion**

The EAL & Learning Support/Inclusion schedules were in the process of being adjusted for the new term in January 2021. These are currently under review and these schedules are on

hold during the current period of online learning. EAL & Learning support teachers will be asked to collaborate with teachers for differentiation and planning purposes.

One-to-one support teachers are encouraged to make direct contact with the family and homeroom teacher, and to reach an agreement about whether any live sessions should be set via Microsoft Teams or whether they should join already scheduled sessions within the whole class. Teachers are encouraged to have explicit parental permission for individual sessions with one teacher and one student only where no other adults are joining in.

*Teaching Assistants and ASA staff who are healthy and not engaging in a quarantine may be needed to provide emergency care for PYP students and should remain available and informed in the case that they may be called in to work.*

| <b>Online Learning Management Systems</b>  |   |
|--|---|
| PYP 4-8  | Managebac, Seesaw, Microsoft Teams  |
| <b>Online Resources Used</b>   |   |
| PYP 4-8  | Matific (PYP4-5), Mathletics, Epic, Reading A-Z, Writing A-Z, RazKids, PebbleGo, BrainPop, Quizlet, Stavonline, Microsoft Teams                         |
| <b>Schedules/Mode of Learning</b>  |   |
| PYP 4-8  | Live Check-In during lesson 1 at 8:15; daily Learning engagements or live lessons according to the schedule; help clinic available three times per week |
| <b>Resources Needed / IT Support</b>   |   |
| PYP 4-8  | iPad/Android device or Laptop, WiFi, home learning space  |
| <b>How will families be notified of remote learning and other important announcements?</b> |   |
| Message from the Administration, Head of School and/or IB PYP Coordinator via ManageBac    |   |

## Suggestions & Considerations for PYP Teachers

- Re-post class schedule at the beginning of the online learning period as a reminder for students and parents.
- Use one of the initial sessions to set expectations for online learning - work through the above student-focused chart for concrete examples and talk about being principled, balanced learners who use their skills as communicators. Reset expectations for online behaviours - muting microphones, sharing screens, etc. via essential agreements focused on the specific online learning situation.
- Monitor student engagement and try to focus on a **balanced workload** for the students.
- Very clearly identify which lessons are "live" and which lessons are work or learning experiences that the students are completing independently. This can be done through a streamlined schedule for parents/students which includes the class timetable and information for all subject areas. In the Microsoft Teams in the upper PYP sections, students can be guided to keep track of their calendar to help them remember when they need to join live sessions.
- Additional homework should not be provided during times of remote learning, if at all possible.
- Consider a balanced of screen-based learning experiences and non screen-based activities.
- Focus on providing specific information about how students should return completed work to you and how they will get feedback from you.
- If a family is struggling, help them prioritise the workload and make decisions about what things they should focus on.
- Respond to parent emails promptly (within 24 hours) and forward any challenges on to Megan/Margaret/Chris.
- PYP team planning collaborations will take place to address any practical and organisational issues - please prioritise these for shared planning purposes and to address questions and answers together.
- Please be aware of GDPR and child safeguarding guidelines. Ask if you have any questions or concerns!

*Please Note: The situation is ever-changing and these guidelines will be updated on an ongoing basis to reflect the current situation and guidance from the Education Ministry, the Danish Private Schools Association and the International Baccalaureate.*