



## DL 2.0 in The Primary School: Guidelines and information for parents



### DL2.0 IN PRIMARY



### Introduction

Education is a partnership between home and school. In Distance Learning this partnership is increasingly important, as parents provide critical support and guidance at home, to help their children effectively engage in the activities and experiences provided by teachers. This “DL 2.0 Guide,” provides an overview of our approach to DL in the Primary school, which may be in place for the whole school at once, or in a blended scenario, which involves a mix of in class and home-based instruction.

Our program is developed in alignment with our school-wide guiding principles for DL which are:

- Ensuring health and safety of all community members
- Maintaining quality and continuity of learning
- Minimizing disruption to existing programs & routines
- Commitment to community wellbeing and relationships

### Our Goals for Distance Learning

1. **Continue academic, social and emotional growth:** All children will learn and grow, making progress in their academic and social development.
2. **Support parents and families:** Families will be well supported with enough guidance to keep children engaged and learning, but not overwhelmed with too much information.
3. **Facilitate community wellbeing:** IICS students, staff and families will remain well connected in a safe, supportive and healthy learning and work environment.

## General Expectations for Distance Learning

- DL is planned and delivered to align with our beliefs about student learning and wellbeing
- Flexibility is provided to meet the diverse needs and circumstances of students and families
- Students have an appropriate mix off- and on-screen learning activities, according to age/stage
- Teachers provide clear schedules and learning tasks, including whole-class and small group instruction, with optional 1-on-1 check-ins during scheduled teacher contact time
- The Weekly Overviews provided in distance and blended learning provide a general outline of the week; teachers may adjust lessons and activities according to student needs and responses
- Grade level teams plan collaboratively for consistency and efficiency
- Specialist lessons are scheduled within the weekly program, and not optional for students
- Students will interact with homeroom teachers daily, and specialists weekly
- Parents actively support student learning and organization, particularly for younger students
- The school provides iPads and laptops for DL-related use at home, with apps and other programs that are routinely used in the classroom
- Students provide evidence for engagement and learning on a regular basis (written posts, video, images, voice recordings etc)
- Assessment and feedback are provided regularly and in a variety of ways, to support learning

## IICS Approach to Distance Learning

In designing our Distance Learning Program we bear in mind our commitment to the International Baccalaureate Primary Years Program (IB PYP), which believes that children learn best when engaged in collaborative, transdisciplinary inquiry that inspires curiosity, connection, and action. Our approach to teaching is based on an understanding that students need to feel connected to the material, to each other, and, perhaps most importantly, to their teacher. We also believe that in order for children to thrive and grow in our program, our school community must support parents and families. It is our hope that as you engage and familiarize yourselves with our DL program, you will see that we have put our hearts into ensuring that we are not merely delivering material and activities to you, but maintaining the essence of what it means to be a student at IICS.

## Scenarios for Distance Learning

The school will provide our educational program as appropriate to the current public health regulations and governmental guidelines. The options for program delivery fit into 3 possible scenarios:

**Scenario A is Full Distance Learning**, with all students and staff working from home. Technology devices are supplied by the school for the DL program from EY5-Gr6. Home printing may be needed.

**Scenario B is Blended learning**, with a mix of pre-scheduled on-campus and home-based learning. School-issued devices will stay at home as much as possible.

**Scenario C is On Campus Learning**, with all students at school. Students who are not able to attend will be provided a limited online program (details below).

Further details on each of these programs are included below. It is possible that we may need to move or transition between these scenarios during the school year, according to the pandemic and governmental guidelines. Our models have been developed with this in mind, to ensure the smoothest transition possible for students, should that need occur.

## Supporting distance learning at home, and managing daily “work time”

The following approaches have proven to be effective in helping students thrive in a DL environment:

- Establish a dedicated student workspace
- Follow the teacher-provided daily and weekly schedule
- Reduce noise and other distractions
- Support student focus and attention as needed, especially at key times during the day
- Ensure regular “body breaks” and time away from focussed school work
- Manage screentime as appropriate to age and stage (see below)
- Protect social and emotional wellbeing, ensuring students stay connected to peers and teachers
- Encourage development of independence and self-management skills
- Extend student curiosity, inquiry and personal interests

The chart below lists the approximate amount of time per day that students should focus on academic school work in a full DL environment, in order to make steady progress and maintain a balanced daily life:

Grade Level	Approximate amount of academic learning per day	Suggested amount of “screen time” per day <small>*American Academy of Pediatrics, IBO2020</small>
EY34 & EY5	1-2 hours	1 hour, in sessions of not more than 30 minutes
Grades 1-3	2-3 hours	No specific screen time limits, but screen time should not affect physical activity and face-to-face interactions at home and school. Consistent limits on screen time and regular breaks are very important.
Grades 4-6	3-5 hours	



### Roles and Responsibilities for DL 2.0

Our shared goal in blended and full DL is to ensure that students, teachers and parents remain connected and engaged in meaningful, worthwhile activities that promote student learning and growth. The following roles and responsibilities are intended to clarify the expectations for all involved, and facilitate effective teamwork and partnerships in support of this common endeavour.

## **Role of Teachers**

- Maintain daily contact with all students
- Plan and deliver daily lessons, offering whole-class and small-group instruction
- Ensure a positive balance of independent and teacher/parent-supported learning tasks
- Offer optional 1-on-1 check-ins through allocated “teacher contact time” during the week
- Provide feedback on student progress to support learning
- Provide a weekly schedule of activities and learning engagements, with learning objectives
- Include instructions for home-based learning
- Ensure the learning program is clearly communicated and shared

## **Role of Teaching Assistants**

- Support student learning and engagement
- Maintain daily contact with students
- Facilitate learning through small-group instruction, as designed by the classroom teacher
- Remain familiar with daily lessons and activities in order to offer appropriate support
- Provide information and contact to students at home through online dialogue
- Support teacher planning and content creation when/as possible

## **Role of Parents**

- Support your child in managing their time, appropriate to their age and level of independence
- Encourage a solid effort and pride in student work, but ensure they do the work themselves
- Provide a dedicated workspace for your children to manage and organize
- Encourage independence and student agency in their learning
- Monitor and limit screen time per day as per the guidelines provided
- Reach out to your child’s teacher with questions or thoughts through email as needed
- Use your own home and area as a place of inquiry and education. Use materials you have in your home to extend the learning activities
- Contact your child’s teacher if DL is causing ongoing anxiety or difficulty for your child, or s/he is unable to participate due to illness or other circumstances as per normal schooling.

## **Role of Students**

- Maintain your learning space at home
- Refer to teacher communications every morning, and manage your time effectively
- Participate in all scheduled virtual lessons and complete work provided by your teacher(s)
- Engage in real-time video class meetings with your teacher and classmates, following the essential classroom agreements in virtual meetings
- Contact your teacher or TA with questions when you have them!
- Work to be balanced and keep healthy habits
- Ensure our Acceptable Use Policy for technology is followed at all times, both on and offline

## Role of the Primary Leadership Team:

- Support students, teachers and families
- Provide parent information and feedback sessions as needed
- Monitor student progress and achievement
- Support DL program improvement through staff PD and resource acquisition

## Expectations for Virtual Meetings and notice of “no recording”

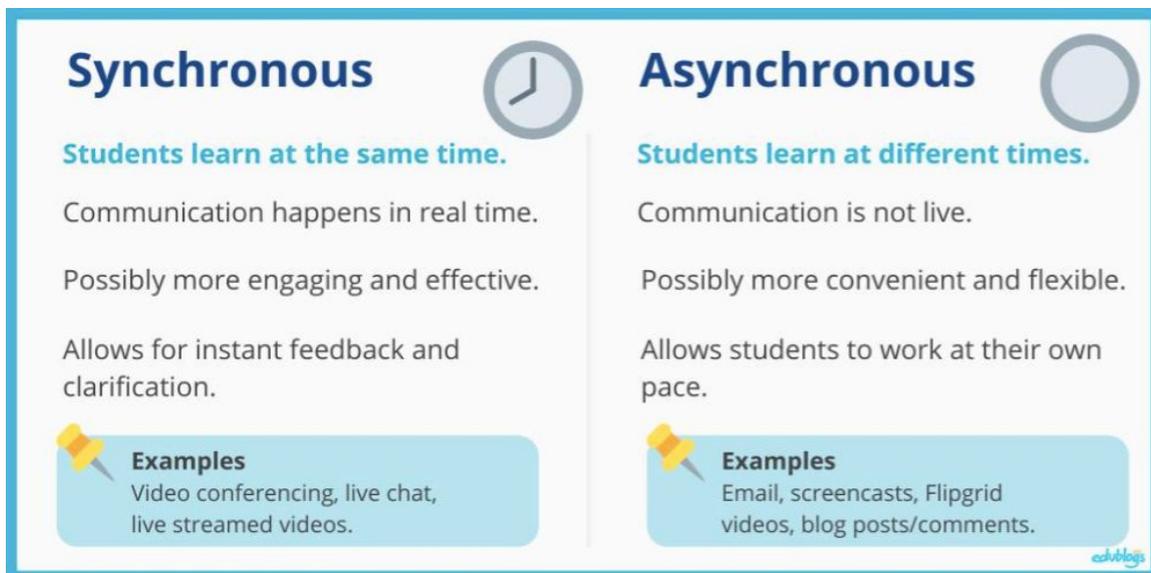
It is essential that students understand that a virtual classroom is identical in behavior expectations to a school classroom. Students engage positively in a virtual meeting by:

- Logging in promptly and on time, via teacher invitation
- Being well prepared for the lesson or meeting with books, paper, writing utensil, or any other materials requested by the teacher
- Entering the virtual meeting space at a table or desk, in the center of the screen, and following all class agreements such as muted mics, hands raised to speak, etc
- Google Hangouts [Protocol](#) for students
- No portions or content from the IICS DL program is to be recorded or shared through any form of social media or other sites by students or parents

## Meaningful screen time

Meaningful screen time will be balanced with synchronous and asynchronous learning. Connection with our students and relationships will remain key.

<b>Synchronous</b>	<b>Asynchronous</b>
<p><b>Students learn at the same time.</b></p> <p>Communication happens in real time.</p> <p>Possibly more engaging and effective.</p> <p>Allows for instant feedback and clarification.</p>	<p><b>Students learn at different times.</b></p> <p>Communication is not live.</p> <p>Possibly more convenient and flexible.</p> <p>Allows students to work at their own pace.</p>
<p><b>Examples</b> Video conferencing, live chat, live streamed videos.</p>	<p><b>Examples</b> Email, screencasts, Flipgrid videos, blog posts/comments.</p>



# Three Scenarios for delivery of our educational program

## Scenario A: Full Distance Learning (School Campuses are Closed)

The key features of our full DL2.0 learning program include:

- All students work from home
- Students participate in daily online class interactions, in a range of group sizes from whole-class to small group, varied across grade levels as appropriate
- Minimum of two online instructional lessons per day
- Blend of online and independent learning and activity
- Single subject instructional lessons are scheduled and not optional
- Teacher assistants provide added support for student learning
- Learning program is scheduled and provided to parents on a weekly basis, with clear learning objectives included

In Distance Learning, teachers will provide a **DL Weekly Overview** that will help families to:

- Organize and manage daily lessons during remote learning
- Prepare and print anything that may need printing ahead of time
- Support your child with their daily timetable for calls with the teacher or teaching assistant
- Help your child/ren to plan out their week and stay on task
- Clarify the learning objectives so parents can best support their children and their learning

Sample of a [DL Weekly overview](#) for an Upper Primary class

### Note: Distance Learning in the Early Years

Distance learning for Early Years children will remain holistically focused on broad language, cognitive, physical and social-emotional development, and may be conducted in English *or the family's home language*. These activities will require minimal technology or specialized materials. Parents or guardians will need to supervise younger learners in their play and learning activities—the school will provide basic guidelines on what to observe. The school will set up video conferencing with learners and guardians to discuss the children's development.

Remember that learning at this age should feel like play. Our priority as a school is to support your child's social-emotional wellbeing in these unprecedented times as well to help maintain and grow your child's curiosity and sense of excitement about wondering, exploring and discovering. The activities that our teachers will be providing will start with that framework, but will also provide your children with opportunities to develop their literacy and mathematics skills. We hope that as you engage with them, you can support that sense of fun and "flow." If your child is resistant or losing interest, it is perfectly ok and even advisable to switch to something different and try again later. Finally, please remember that productive struggle is essential to learning; allow your child to problem-solve on their own, stepping in only if necessary. If your child becomes discouraged or overwhelmed, encourage them to communicate with their teacher, or contact the teacher directly yourself. Teachers will be eager to help.

## Expectations and program components for DL in EY 3-4

GOAL = Maximum of 1.5 hours of academic work per day, **and** 1 hour of play and or creative projects

Subject Area	Required Daily Tasks	Approximate Time
<b>Unit of Inquiry Personal Social Education</b>	<input type="checkbox"/> <u>Join the live whole class Morning Meeting</u>	15 min session
<b>Literacy</b>	<input type="checkbox"/> <u>Join the daily instructional literacy lesson</u> <input type="checkbox"/> Mark making response to the literacy lesson	15 min lesson 15 min follow-up
<b>Mathematics</b>	<input type="checkbox"/> <u>Join the daily instructional mathematics lesson</u> <input type="checkbox"/> Daily math problem for follow up on the math lesson	15 min lesson 15 min follow-up
<b>Single Subject Lesson</b>	<input type="checkbox"/> <u>Join the daily Single Subject Lesson</u>	15 min lesson
<b>Play/Wonder/ Discover/Connect:</b> <i>Essential ATL development</i> -communication -social -thinking -research -self-management	<input type="checkbox"/> Weekly Projects: Playful engagements and creative project time to inspire curiosity and exploration  <input type="checkbox"/> Physical Activity and Play (Free Play, nature walk, chores as age appropriate)	30-60 minutes  30 min +
<b>Individual Teacher Support</b>		
Teacher office hours for individual support, as needed (including Single Subject Teachers). Please email your teacher to schedule support.		

## Expectations and program components for DL in EY5

GOAL = Maximum of 2 hours of academic work per day

Subject Area	Required Daily Tasks	Approximate Time
<b>Unit of Inquiry Personal Social Education</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Join the live whole class Morning Meeting</u></li> </ul>	15 min session
<b>Literacy</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Join the daily instructional literacy lesson</u></li> <li><input type="checkbox"/> Writing task in response to the literacy lesson</li> <li><input type="checkbox"/> Word study independent work on phonics, spelling or vocabulary</li> <li><input type="checkbox"/> Daily reading or listening to “just right” books</li> </ul>	15 min lesson 15 min follow- up
<b>Mathematics</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Join the daily instructional mathematics lesson</u></li> <li><input type="checkbox"/> Complete the related math assignment</li> <li><input type="checkbox"/> Complete a student chosen math fluency game from the math game menu</li> </ul>	15 min lesson 15 min follow-up
<b>Single Subject Lesson</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Join the daily Single Subject Lesson</u></li> <li><input type="checkbox"/> Complete follow up work</li> </ul>	20 min lesson 10 min follow-up
<b>Other</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily Handwriting practice (in handwriting book)</li> <li><input type="checkbox"/> Physical Activity and Play (Free Play, nature walk, chores as age appropriate, creative project time)</li> </ul>	10 min <i>Flexible (60 min +)</i>
<b>Individual Teacher Support</b>		
Teacher office hours for individual support, as needed (including Single Subject Teachers). Please email your teacher to schedule support.		
The student support team will also work with each family to set up a schedule of support up to three times per week. EAL will continue sessions via videoconferencing up to three times per week. The student support team has access to Seesaw and will be modifying children’s assignments in alignment with their Student Support Plans if necessary.		

## Expectations and program components for DL in Lower Primary (Grades 1-3)

GOAL = 2-3 hours of academic work per day

Subject Area	Required Daily Tasks	Approximate Time
<b>Unit of Inquiry Personal Social Education</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Join the live whole class Morning Meeting</u></li> <li><input type="checkbox"/> Review goals/assignments for the day</li> </ul>	20 min session
<b>Literacy</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Join the daily instructional literacy lesson</u></li> <li><input type="checkbox"/> RAZ Kids or assigned book club reading: Includes unit of inquiry content</li> </ul>	20 min lesson  15-30 min assigned reading
<b>Writing</b> <i>Goal: one finished piece of writing each week, uploaded for teacher feedback</i>	<p>Note: Instruction woven between morning meeting and literacy lessons</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Word Work: ie phonics/spelling/vocabulary</li> <li><input type="checkbox"/> Handwriting in handwriting books daily</li> <li><input type="checkbox"/> Writing</li> </ul>	20 min
<b>Mathematics</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Join the daily instructional mathematics lesson</u></li> <li><input type="checkbox"/> Complete a Math Problem in their Math Journal</li> <li><input type="checkbox"/> Independent Math Fluency Games (Student-chosen, working at their own pace from a Math Game Menu)</li> </ul>	20 min lesson 15-30 min follow up
<b>Single Subject Lesson</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Join the daily Single Subject Lesson</u></li> <li><input type="checkbox"/> Complete follow up work</li> </ul>	20 min lesson 10 min follow-up
<b>Other</b>	<p><b>Other:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Aloud, Novel Studies</li> <li><input type="checkbox"/> Move to learn Body Breaks resource as needed</li> <li><input type="checkbox"/> Grade 1: Physical Activity and Play (Free Play, nature walk, chores as age appropriate, creative project time)</li> </ul>	<i>Flexible</i>
<b>Individual Teacher Support</b>		
Teacher office hours for individual support, as needed (including Single Subject Teachers)		
The student support team will also work with each family to set up a schedule of support up to three times per week. EAL will continue sessions via videoconferencing up to three times per week. The student support team has access to Seesaw and will be modifying children's assignments in alignment with their Student Support Plans if necessary.		

## Expectations and program components for DL in Upper Primary (Grades 4-6)

GOAL = 3-5 hours of academic work per day

Subject Area	Required Daily Tasks	Approximate Time
<b>Unit of Inquiry Personal Social Education</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Join the live whole class Morning Meeting</u></li> <li><input type="checkbox"/> Review goals/assignments for the day</li> <li><input type="checkbox"/> Students will work towards a weekly focus with their unit of inquiry, as outlined by the teacher driven by the lines of inquiry and the inquiry cycle</li> <li><input type="checkbox"/> Review Seesaw</li> </ul>	30-40 min session
<b>Literacy</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Join the daily instructional literacy lesson</u></li> <li><input type="checkbox"/> Complete related activities or assignments i.e. Nessy, Lalilo, Follow up Comprehension or Book Club Work</li> <li><input type="checkbox"/> RAZ Kids or assigned book club reading: Includes unit of inquiry content</li> </ul>	20 min lesson 30 min follow up  20-40 min assigned reading
<b>Writing</b> <i>Goal: one finished piece of writing each week, uploaded for teacher feedback</i>	<p>Note: Instruction woven between morning meeting and literacy lessons</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Word Work</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Practice touch typing</li> </ul>	30 min
<b>Mathematics</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Join the daily instructional mathematics lesson</u></li> <li><input type="checkbox"/> Complete a Math Problem in their Math Journal</li> <li><input type="checkbox"/> Independent Math Fluency Games</li> </ul>	20 min lesson 30-60 min follow up
<b>Single Subject Lesson</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Join the daily Single Subject Lesson</u></li> <li><input type="checkbox"/> Complete follow up work</li> </ul>	20 min lesson 20 min follow-up
<b>Other</b>	<p><b>Other:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Aloud, Novel Studies</li> <li><input type="checkbox"/> Move to learn Body Breaks resource as needed</li> </ul>	<i>Flexible</i>
	<b>Individual Teacher Support</b>	
Teacher Office Hours for individual support, as needed (including Single Subject Teachers)		
The student support team will also work with each family to set up a schedule of support up to three times per week. EAL will continue sessions via videoconferencing up to three times per week. The student support team has access to Seesaw and will be modifying children's assignments in alignment with their Student Support Plans if necessary.		

## Scenario B: Blended Learning

Blended learning allows the school to function with open campuses, but social distancing requirements limit us to smaller class sizes in order to ensure a safe learning and work environment for everyone. This poses opportunities and challenges for students, staff, and families, but careful planning and a consistent approach across all grades will lead to notable benefits over full DL. With two full days per week on campus for each student, a strong teacher and class connection can be maintained. By emphasizing hands-on inquiry work at school and independent skills development at home, a purposeful balance of learning can be achieved across the week, with Teaching Assistants providing steady support on home-based days. And our schedule provides for regular, consistent at-home days for parents to manage and plan around. The key features of our Blended Learning program will include:

- Classes split into Cohorts A & B, each attending two days on campus (M/Th or T,Fr)
- All students participate in DL from home on Wednesdays
- Curriculum planned and delivered on a weekly basis by teacher teams
- Emphasis on teacher-led, inquiry-oriented activities when students are on campus
- Emphasis on independent, skills-based learning activities focussing on Literacy and Numeracy when students are at home, supported through online TA contact
- Single Subject lessons delivered on home-based days (as schedule allows), and not optional for students
- Early Years 3, 4 and 5 would attending half day programmes (am or pm) 4 days per week (Wednesdays off), with virtual single subject lessons
- IT devices remain at home as much as possible
- COVID-19 Health & Safety Protocols in effect on campus

A Weekly Overview will be provided to outline the lessons and activities for the home-based days of blended learning. The **Blended Program Weekly Overview** will help families to:

- Organize and manage lessons during home-based learning days (three days per week)
- Prepare and print anything that may need printing ahead of time
- Support your child with home-based support through the teaching assistant
- Help your child/ren to plan out their home-based days to be efficient and effective
- Share weekly learning objectives, so parents can best support student learning

Sample of a [Blended Learning Weekly Overview](#)

## Scenario C: On Campus Learning

When a student is unable to participate in regular, on-campus learning due to circumstances of personal or family medical issues, or quarantine requirements, the school will provide a **limited program** while the student is at home. Parents should be aware this is not a replacement for DL. The limited program will be provided on a weekly basis, but given that all teachers and TAs are managing a regular in-class program every day, it will consist primarily of independent, parent-supported activities and independent engagements. Some limited live-streaming will be incorporated, but the research is clear that extensive online and screen time in this context is not conducive to student learning in the Primary years. The key features of the limited learning program will include:

- A weekly package of at-home work will be sent home by the homeroom teacher
- Online participation with the classroom twice per day (minimum), through morning meetings and appropriate activities, such as literacy read-alouds (as and when scheduled by the teacher)
- Suggestions for optional at-home ideas and links to online resources
- Support and general questions provided by the TA; minimal 1-on-1 contact with classroom teacher, unless circumstances require it

## Support provided in all three scenarios:

### **STUDENT SUPPORT Social, Emotional, and Spiritual Support**

IICS prioritizes our students' and families' social and emotional health, and we are committed to providing support for both you and your children as you guide your family through this time. Our counselor, Seda Olmez, is available to support you and your children. If you are in need of conversation or resources to support your family, please reach out, she is here to help.

There will also be a variety of community supports available. We will be offering counselor sessions to participate from home. Furthermore, our counseling team will be sharing resources through Seesaw for families.

Again, our student support team is here to help your family navigate the challenges of this time. Please reach out to Seda Olmez ([solmez@iics.k12.tr](mailto:solmez@iics.k12.tr)) with any questions or concerns you may have.

### **Learning Support**

Our student support team is here to help your family navigate the challenges of this time if your child has been identified for a learning support plan. Please reach out to Amber Romero, our Student Support Coordinator ([aromero@iics.k12.tr](mailto:aromero@iics.k12.tr)), Meral Soguksu at Hisar ([msoguksu@iics.k12.tr](mailto:msoguksu@iics.k12.tr)), or Monique Sweep ([msweep@iics.k12.tr](mailto:msweep@iics.k12.tr)) with any questions or concerns you may have. We value the importance of differentiating our online learning to meet the needs of all students. Teachers are your child's first resource if students are experiencing difficulties accessing the instruction. Teachers will make themselves available to speak with students and parents directly. Additionally, our student support team will be working closely with the teachers and providing direct support for students through Google Meet.

## **Student Wellbeing**

Wherever they are, students are learning informally every day. Teachers value feedback on how the students are feeling; this provides opportunities for multiple perspectives in learning that might not happen if students were all physically together.

Idea to support student wellbeing include:

- Independent learning time: itime, Design Thinking, Passion / Maker Projects, STEAM inquiries
- Board games & challenges with math/strategy/critical thinking
- Wellbeing and personal health: time dedicated daily for physical activity, outdoor time, family time, social connecting as available (limits of total screen time; this is a caution!)
- Promote learner agency and help support the development of self-management skills
- Wellness Wednesday afternoons in Blended Learning and full Distance Learning

Wednesday afternoons will continue as “Wellness Wednesdays” from 2:00pm - 3:30pm. This aligns with our previous early dismissal process at both campuses, to allow a sustained time for teacher collaboration, program planning and professional development while students engage in wellness activities. We encourage all families to use the time for more prolonged family events of choice that are offline, active and healthy. This is particularly important in DL, with the students being more sedentary and physically removed from their peers. As these will not be teacher-directed times, families can spend the time as they choose. Here is a list of suggested activities that can work well, with a range of ideas and options. [Wellness Wednesday Guide](#)

## **Technology**

Our Distance Learning Plan relies heavily on the use of technology. The educational apps we have chosen generally have a track-record of benefiting children. Several of them enable our teachers to specify particular learning objectives from afar, while others adapt to children’s individual levels and help them make the most efficient and effective progress. Using educational apps will free up our teachers to focus on the most important work:

1. directly supporting children
2. checking in with children and families about how they are doing
3. Developing content and collaborating with colleagues
4. monitoring student progress and providing feedback

We also believe that the use of technology during the “Academic Time” of the schedule enables parents and guardians to focus more on their children during the less academic and offline parts of the day, such as getting physical activity together, preparing meals together, reading or coloring together, etc.

## **Feedback and Assessment**

Assessment and Feedback in DL 2.0 will be purposeful and ongoing. Teachers and Teacher Assistants will conference regularly regarding student progress made by students during their online instructional times. Additionally, some assignments will be submitted for teacher feedback. Single subject assessment will be largely, anecdotal focusing on participation and attitude. Assessment of the IB ATL skills in self-management and organization etc, will figure prominently in DL as well.

## QUESTIONS AND CONTACTS

For Questions About . . . Contact . . .

The distance learning program generally.	Please contact the Primary Leadership team: <a href="mailto:rgrantham@iics.k12.tr">rgrantham@iics.k12.tr</a> Principal, Rob Grantham <a href="mailto:ghazlett@iics.k12.tr">ghazlett@iics.k12.tr</a> VP, Greta Hazlett <a href="mailto:mhoge@iics.k12.tr">mhoge@iics.k12.tr</a> Curriculum Co., Monika Hoge
The lesson, an assignment, or the instructions for the task.	Please contact the Teacher or the teaching assistant
Technology problems.	Please contact our IT department <a href="mailto:rkochar@iics.k12.tr">rkochar@iics.k12.tr</a> Riki Kochar <a href="mailto:gdzideczek@iics.k12.tr">gdzideczek@iics.k12.tr</a> Greg Dzideczek
Illnesses or absences or reasons for not being able to attend to lessons.	Please contact the Teacher and the teaching assistant.
Something that is not listed here, and I don't know where to go.	If your question is not answered here, please start with the Primary Leadership Team who will know where to get the information you need.

## Parent FAQs

### FAQs:

#### **What are the general expectations of students in DL?**

Our reminder on this is that "While the school building is temporarily closed, we will still have school, every day." Students should be ready for school by 9:00 am every day. They will be expected to complete and submit work through Seesaw, including single subject tasks, keep up with their work, and ask questions when they need to. Students will be expected to participate in video conferences and lessons.

#### **What if we have never used video conferencing and Google Hangouts?**

Students are very capable and can trouble-shoot well, but please email the teacher if you are having difficulties accessing lessons. There are good tutorials available online.

#### **What will my child's schedule look like?**

The regular weekly schedule and Weekly Overviews are new elements of our DL2.0 program. These are intended to facilitate organization and support from home, as well as efficient planning and lesson design. Ensuring the students set aside time for personal wellness, physical activity, non-screen and creative time will also be important for their overall wellbeing.

#### **How much time will my child be expected to work each day?**

This of course varies by age and grade level. The research is clear, as evidenced as well in our DL1.0 experience, that to maintain quality learning and not over-burden families, young learners should complete focused work for approximately 1-2 hours per day. This increases across the grades to a maximum of 3-5 hours per day in Gr 6. We will monitor the workload, aiming for a productive and healthy balance for the students.

### **What should my child do when they have questions about what to do?**

Students can directly email teachers, parents can email if they have questions, and video conferences will provide the opportunity to ask questions as well. The "workday" will largely take place between 9am-3:30 pm, and while our response time for email is 24 hours, during these unique circumstances teachers will monitor their email and respond in a timely way while ensuring they maintain their own work/life schedule and balance as well. General questions from parents can be sent to the PLT.Spi

### **Should we limit "screen time" at home?**

Absolutely. Teachers will provide tasks that do require iPad and laptop work, but also off-screen tasks. With the increase of screen time in some DL approaches, we strongly encourage parents to limit other access to devices for gaming, movies, etc to a reasonable amount each day, to ensure the kids are active and also engaged in other activities.

### **What else should we do at home to support our children and their learning?**

- Help your son or daughter set up their own functional, dedicated workspace.
- Support their "getting into routines" with schedules and activities.
- Help them through difficulties and uncertainties by modeling a positive mindset about DL
- Remind them they are developing important lifelong learning skills in this new way of participating in a learning community.
- Build in enhanced at-home responsibilities (chores, cooking, etc) as part of their day, as age-appropriate
- Help them pursue individual or personal learning on topics of personal interest
- We encourage you to spend as much family time as possible engaged in activities that bring meaning and joy together through family togetherness and interaction
- Create a resource box of supplies (ie scissors, glue, paper, markers, crayons, etc.) to support art and creativity off-screen, as well as personal independence
- Ensure your children stay active, and maintain communication with their friends while practicing appropriate social distancing
- Remember, being immersed in a good book is something we always value and is something we encourage you and your child to engage in frequently over the next few weeks.

### **Other reminders:**

#### **Working in partnership**

A strong teacher-parent partnership is important for Primary students to engage in DL, since they are still developing their independence and responsibility. The learning tasks provided will give direction and support to families, with the understanding that task completion will depend on each families' circumstances. As we did in June, the PLT will develop opportunities, once the year is settled and underway, for parent feedback and input to DL2.0, so we can remain well connected and responsive to your needs.

#### **IICS-owned iPads and laptops**

The devices sent home are provided for school-related purposes only. In addition to the care and responsibility information that was sent home, please ensure that students are not using these devices for any purposes beyond what their teachers request of them. The devices should not be used for online social calls; this should be organized by parents on their own personal devices.

### **Links to helpful IICS reminders for Distance Learning . . .**

[Top Tech Tips at Home](#)

[Daily Checklist](#)