SCHOOL OF THE NATIONS
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DISTANCE LEARNING PLAN

The School of the Nations distance learning plan provides teachers, students and parents with the information and guidelines regarding distance teaching and learning, in the case of necessary full or partial school closure due to exceptional circumstances.

This document draws upon information from several different sources including distance learning guidelines provided by the International Baccalaureate Organization and SAS China.

Last Revised- 06 November 2020

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1. INTRODUCTION

This document is intended to provide the School community; Parents, Students, Teachers and Administrators with an outline of the roles, expectations, processes and outcomes during this unprecedented time of the enforced school closure. The goal is to ensure that the entire school community has a unified vision about this process and each member of the School community is able to support the others for the ultimate benefit of our students without compromising the quality and rigor of the School's programs.

It is also important to note that while there are significant changes to the learning process when moving from a face-to-face situation to one that is at a distance, it also provides unique opportunities to develop certain key lifelong learning skills that are central to the school curriculum. These include but are not limited to developing a degree of independence when approaching new or unfamiliar tasks, developing key skills of research and analysis and problem solving, to name just a few. Success with these skills is highly reliant on appropriate design of activities and scaffolding instruction to develop independence. The nature, frequency, and timeliness of appropriate feedback from teachers is also critical to ensuring that these skills are developed.

In order to be successful with this process, we must acknowledge that it is unrealistic to expect parents to completely step into the role of the teacher. Teachers are trained professionals and have honed their skills through training, along with years of work and feedback from senior administrators and colleagues and are able to think about the varied needs of their students and design targeted activities that address specific skills. During distance learning, students will continue to receive quality education and parents will continue to provide a supportive role of their children. These responsibilities would naturally change during distance learning depending on the age group of their children.

The School will use a combination of two kinds of online teaching and learning strategies in order to create the necessary balance under the circumstances. These include the *synchronous* method, where teaching and learning happens collaboratively and at the same time with a group of online learners and a teacher; and the *asynchronous* method where teaching and learning is happening at any time, not necessarily in a group, but with teacher feedback. This form of blended learning provides opportunities for learners to work more independently, expand their abilities, and learn to use tools and strategies that they otherwise might not have; at the same time receiving the necessary support and feedback from their teachers. The School will seek to balance these methods to ensure that we are not overwhelming students or their families.

2. DISTANT LEARNING PLATFORMS AND MANAGEMENT TOOLS

The following online platforms are formally adopted by the School to support both Distance Learning as well as communication and collaboration between students, teachers, and parents in order to ensure quality student learning experience when planning, delivering and receiving remotely:

Edmodo is used as the primary and official Learning Management Tool by the School of the Nations School Community. Other services, such as Accelerated Reader, MyOn, Office 365, Google Classroom, and ManageBac, are also in use in specific sections of the school. During distance learning, additional platforms may be required. For platforms other than Edmodo, Teachers will inform individual classes on Edmodo of the need to use such services.

Edmodo and the SON email system are used as the primary communication tools between the School, staff, students, and parents.

For video conferencing, students and teachers are expected to use the designated video conferencing platform, for *synchronous* teaching and learning, in line with DSEJ recommendations. Currently this is Zoom across the school. Notably, some classes that use Google Classroom and are familiar with its videoconference tool called Meet, which may also be used. Parents should ensure that they have sufficient devices to be used at home and are able to use the designated software.

3. OVERVIEW OF ROLES AND RESPONSIBILITIES

3.1. School

3.1.1. Administration:
- Review and refine school wide and departmental specific plans and guidelines for distance learning
- Communicate plans and procedures to the School Community
- Support the School Community during distance learning
- Ensure a comprehensive and effective implementation of the Distance Learning Plan
- Ensure accountability towards implementation of the Distance Learning Plan
- Keep the School Community informed and updated with regards to changes to circumstances
- Coordinate use of available resources
- Monitor and participate in video conferencing lessons

3.1.2. Curriculum Department:
- Provide access to the Curriculum and supporting documents for teaching and learning
- Provide curricular related online resources to teachers as requested or as necessary
- Support level administrators and teachers as necessary

3.1.3. IT Department:
- Provide teachers with access to the Curriculum and planning documents
- Provide teachers with means to upload planning documents
- Receive and promptly respond (within 24 hours) to any IT related questions from staff, students and parents during distance learning.
  Contact information: itsupport@schoolofthenations.com

3.1.4. Career Guidance Counsellors
- Continue to support to secondary students and all parents of the School regarding questions, deadlines and documents related to external examinations, subject choices University applications and correspondence with university admission offices
- Communicate with educational institutions regarding student transfer and admissions
- Manage and support students in the UniFrog platform
  Contact information: careerguidance@schoolthenations.com

3.2. Teachers

3.2.1. Homeroom / Subject Teachers:
- Deliver online lessons from Macau during scheduled school days
- Collaborate with colleagues to design Distance Learning experiences for students in accordance with departmental guidelines
- Continue to use Unit Plans, clearly highlighting distance learning adjustments
- Attend and participate in all scheduled meetings
- Ensure that online lessons are covering the skills outlined in the Curriculum
- Continue to teach and assess new skills and content
- Develop high-quality and varied student learning experiences
- Record student attendance during daily online sessions
- Communicate with and provide regular and timely feedback to students and parents
- Proactively initiate communication with parents
- Maintain regular communication with colleagues and the administration

3.2.2. Resource Teachers (Inclusive):

- Maintain regular contact with classroom teachers and level administrator
- Maintain regular contact with students and parents in their caseload
- Arrange for one-to-one support where necessary
- Attend online group session with students in their caseload in consultation with the level administrator and classroom teacher
- Conduct individual support to students in consultation with the level administrator and classroom teacher

3.2.3. Special Education Teachers:

- Conduct individualized video conferencing sessions for the students you teach (the number of lessons per week will be decided in conjunction with the parent and administrator)
- Carry out weekly check-in with parents on current support and academic needs of individual students
- Discuss with parents during check-in sessions what support is required – worksheets, lesson design, instructional strategy, and other resources
- Create instructional videos or record your online sessions to guide students/parents on IEP goals currently being worked on (the number of videos is decided in conjunction with the parent and administrator)
- Record student attendance during every video conferencing session
- Track student progress and use the data to plan future lessons
- Monitor, record and share with parents their child's progress on a weekly basis
- Conduct a whole class video conferencing session for 15-20 minutes once in two weeks. This session can be informal in nature. It may include storytelling, singing a song together, show and tell, etc. Parents can be informed in advance about what this session would involve. The purpose of this session is not to teach academic content but for the teachers and students to interact with each other.
- The video conferencing schedule will be reviewed and adjusted as necessary
- Maintain regular contact with the administrator

3.2.4. Speech Therapist:

- Conduct online video conferencing session of 45 minutes, 1-2 times per week as needed
- Carry out weekly check-in with parents on current support
- Provide weekly practice or work as needed
- Record student attendance during every online video conferencing session
- Monitor, record and share with parents their child's progress on a weekly basis
- Maintain regular contact with the administrator

3.3. Students

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by their teacher(s)
- Check Edmodo and other appropriate online platforms for information on courses, assignments, resources on a daily basis
- Attend all scheduled online sessions offered by each of their teacher(s); attendance is expected
- Identify a comfortable and quiet space to study/learn
- Engage in assessments and tasks with academic honesty
- Follow all expected online etiquette
- Submit all assignments in accordance with due dates
- Ensure own social and emotional balance by keeping healthy habits
- Approach teacher(s) promptly when unsure and require support. Please note, teachers will respond during school working hours.

- Students who are outside of Macau will be expected to follow the online schedule as stipulated by the School

3.4. Parents

Parents are asked to support their child/ren's learning by:

- providing an environment conducive to learning (access to technology, safe and quiet space during daytime)
- engaging in conversations relating to school work
- monitoring time spent engaged in learning and balancing this with healthy habits
- making time/arranging support for younger children (P3 and younger) with online sessions or tasks as necessary
- ensuring attendance to all scheduled lessons video conferencing
- supporting emotional balance through encouragement and love, avoiding undue pressure on the child
- responding to teachers when informed of student's inability to attend or complete assigned tasks
- communicating openly with teachers about challenges or difficulties faced, as well as successes in their children's learning. Please note, teachers will respond during school working hours.
- Responding, in a timely manner, to survey requests or providing feedback to the school administration directly

3.5. Questions, Queries and Concerns

For course, assignment or resource related questions or concerns please contact the relevant teacher using email or Edmodo message. For any other issues related to distance learning please contact the **appropriate** level administrator.

- Kindergarten and Special Education: preschool@schoolofthenations.com
- Primary: primary@schoolofthenations.com
- Middle School: midschool@schoolofthenations.com
- Secondary and IB: ib@schoolofthenations.com

The school parent liaison officer is also available during this time to receive your communication

Ms Sow Fun Wong
Email: sfwong@schoolofthenations.com
Tel: 6686 5568

4. GENERAL GUIDELINES FOR DISTANCE LEARNING

4.1. Schedules

The learning schedules vary greatly across the School from Kindergarten to Form 6 and are dependent on specific needs of students, teaching methodologies applied and with an eye to moderation. These schedules will be posted individually to each class on Edmodo.

4.2. Work time

- Teachers should follow and be available during normal working hours
- Teachers should follow the department guidelines for time and schedule
- Where appropriate and necessary teachers should offer additional support for students

4.3. Online Learning Strategies

There are two kinds of teaching and learning modes for online education:

- Synchronous (happening collaboratively and at the same time with a group of online learners and usually a teacher)

- Asynchronous (happening at any time, not necessarily in a group, but with teacher feedback)

It is important to maintain a balance between these two kinds of online teaching and learning to ensure the quality of education for our students at this time. The goal is not to try to recreate face-to-face classrooms, which is impossible to do. Online and blended learning provide opportunities for learners to work more independently, expand their involvement, and learn to use tools and strategies that they otherwise might not have. During this time, innovation, creativity, adaptability and resilience are required to ensure that quality is maintained.

The chart below provided from the IB offers strategies that are commonly used in online and blended learning, presented in alphabetical order:

Activity	Synchronous	Asynchronous
Blogging and vlogging (creating video blogs)		X
Collaborative writing or story-making	X	X
Content production (word processing, spreadsheets, etc)	X	X
Discussion forums or text-based chats*	X	X
E-portfolios		X
Games/gamification*	X	X
Intelligent tutoring (online teaching and assessment tools, often subject-specific)		X
Live video chats*	X	
Mapping (mind-mapping, using interactive maps and charts, etc)	X	X
Multimedia presentations	X	X
Online drawing and drafting		X
Plagiarism checking (using anti-plagiarism tools that provide feedback to writers)		X
Quizzes and surveys*		X
Video chatting and conferencing*	X	
Video creation and sharing*		X
Virtual gallery walks (there are special sites and software for these)	X	X
Virtual reality scenarios (sometimes requires special software)	X	X
Wiki building		X

An asterisk (*) denotes activities that can be easily conducted using mobile devices. All activities are *possible* on mobile devices, but some may prove very difficult to do.

4.4. Feedback, Assessment and Progress Monitoring

- Teachers will assess and provide feedback to students using a variety of methods, as outlined in the School Assessment Policy
- Teachers will monitor and record student progress against skills as outlined in the Curriculum, in accordance with the School Assessment Policy
- The data collected by teachers must be in line with requirements for SONIS entry
- Timely feedback from teachers is essential to student learning; this is especially applicable to online learning environments when/where students are unable to ask questions as they normally would in a classroom setting
- Clear instructions from teachers must be given on Edmodo regarding where/how students can ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines
- Teacher feedback must be specific to the task and provide guidance on clear actions to improve and enhance further learning, there should also be supportive recognition of specific strengths in the task
- Teachers will respond to student inquiries immediately unless engaged in a video conferencing session and by 9.00 am the following day if contacted after school hours
- Reports will be provided to students and parents reflecting student learning, the specific format will be clarified in a timely manner
- In order to provide accurate and effective feedback to students and parents, and to analyse the degree of support required for individual students, teachers will use a range of methods to assess and analyse student learning. The purpose of assessment is to provide support based each students learning needs
- Areas such as attendance, performance against standards, formative assessment, effort made towards completing tasks and meeting deadlines will be monitored and appropriately assessed by the teacher

4.5. Planning and Delivery

- Teachers should follow the unit plan, outlining where adjustments for online learning are to be implemented, and submit these plans as designated by the School
- Students should be provided with clear learning objectives for each lesson
- Lesson objectives should ensure continuity of learning that is clearly connected to previous and future classes
- Teachers should check for understanding consistently throughout each lesson (synchronous or asynchronous)

4.6. Offline work

- Teachers should be mindful of student access restrictions to printers and electronic media devices etc.
- Teachers should consider including varied and age appropriate offline activities in lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video

4.7. Deadlines

- A clear deadline for completion of all tasks must be provided at the time of task assignment
- Students must be provided ample time to complete assignments taking into account the online learning circumstances
- Directions must be clear to make sure students understand what they are required to do
- Follow-up with all students who do not complete assignments on time is required, in order to assess challenges and enable students to complete work to the best of their ability
- If work is not submitted on time, teachers must ascertain the reasons why the task was not completed

4.8. Bandwidth

- Consider the size of the files to be downloaded by students; students' WIFI access may have limited bandwidth
- If you embed videos, keep the size of the files small and avoid HD quality

4.9. Files

- Try to post only PDF or Office 365 documents as they are universal and are often easier to convert
- Avoid email submissions where possible. Consider requiring all submissions to take place through Edmodo or on other approved platform

5.   DEPARTMENTAL PROTOCOLS AND GUIDELINES

5.1 KINDERGARTEN

5.1.1.   Kindergarten Teachers

5.1.1.1.   *Guidelines for Online Teaching and Learning*

- Post the task/s for the week every Monday by 9:00 am
- Be available to answer questions from parents
- Ensure that lessons are not merely busy work and that tasks are not less than 1 hour or more than 2 hours each day
- Work set for students should be clear and easy for them to follow
- Do not set more than 1.5 hours of screen time per day (including video conferencing session) and be creative in setting work
- Ensure that lessons address the skills in the curriculum
- Work for our inclusive students' needs to be at their own level; collaborate with the inclusive teachers and ensure that they prepare and send work for those students
- Be mindful of any printing needs such as worksheets, and suggest alternatives if it seems that a document does need printing as many families might not have access to printers
- Introduce new concepts gradually but at the same time help students to revise and reinforce the learnt knowledge

5.1.1.2.   *Video Conferencing Session Expectations*

- Teachers should contact every parent and share with them the schedule for their child's video conferencing session
- The teacher will arrange the grouping of children for small group instruction. Parents are requested to refrain from asking to modify the schedule or for specific time slots as there are multiple considerations that are taken into account when designing the schedule
- The video conferencing sessions should be planned for small groups
- We should strive to have no more than 2-3 video conferencing sessions each day for every child
- Each child should have 2 English, 2 Chinese, 2 Maths and 1 Science video conferencing session each week
- For Music, Drama and Art there will be no video conferencing sessions
- Once in three weeks the homeroom teacher along with the Chinese teacher should have a whole class video conferencing session for 15 -20 minutes. This session can be informal in nature. It may include storytelling, singing a song together, show and tell etc. Parents can be informed in advance about what this session would involve. The purpose of this session is not to teach academic content but for the teachers and students to interact with each other.
- Use different methods for student engagement during the video conferencing sessions to encourage active participation in the discussions (Q/A, group work, discussions, student led activities, and other activities)
- Record student attendance during every online lesson
- Record student progress and use the data to plan future lessons
- Provide feedback to students during the lesson
- Regularly provide feedback to parents about student progress via email or Edmodo message
- The video conferencing schedule will be reviewed and adjusted as necessary
- Maintain regular contact with the level administrator

5.1.2. Parents of Kindergarten Students

Parents are asked to support their child/ren's learning by:

- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime)
- Ensuring that their camera is always ON during the video conferencing session
- Parents should have their child dressed and ready for their video conferencing session. They should not be in their nightclothes or eating meals during this time
- Engaging in conversations on posted materials and assignments with their child
- Making time/arrangement to support your children with online sessions or tasks as necessary
- Encouraging attendance, as much as possible, to the regular synchronous engagements (online activities including video conferencing sessions) offered by each of their child's teacher(s)
- Supporting emotional balance by encouragement and love, avoiding undue pressure on the child
- Responding to teachers when informed of student's inability to attend or complete assigned tasks
- Communicating openly with the teachers about challenges or difficulties faced, as well as successes in their children's learning
- Uploading or emailing assignments/tasks/photos

5.2.1   Primary Teachers

5.2.1.1   Guidelines for Online Teaching and Learning

- Post subject information and assignments according to the schedule by the agreed time
- Use the 'Post Assignment tab' and not 'Post messages tab' on Edmodo to post a task or project. This adds the task /project to the planner which allows parents and students to keep track of tasks and due dates
- Students should be able to complete tasks with ongoing teacher support
- Scaffold work as necessary to ensure all students can access the learning
- Respond to any questions related to tasks by parents/ students during the working day
- Do not assign due dates for tasks on the same day that they have been posted or on weekends
- Not all students are able to pace themselves; pay attention to due dates of all assignments and collaborate with colleagues to ensure assignments are not all due on the same day
- Provide step by steps instructions and all necessary information or rubrics together with the task in one post
- Ensure that students are not overburdened by assignments for each subject
- Ensure that lessons address the skills in the curriculum
- Tasks set per subject should not be more than 1 hour per day in addition to video conferencing classes or online instruction
- Work for our inclusive students' needs to be at their own level; collaborate with the inclusive teachers and ensure that they prepare and send work for those students
- Follow up with any students who have not submitted their assignments according to the standard protocol
- Be mindful of any printing needs such as worksheets, and suggest alternatives if it seems that a document does need printing as many families might not have access to printers
- Provide explicit and qualitative feedback to the students relevant to the task/assignment in a timely manner (see Section 4.4)

5.2.1.2   Video conferencing Session Expectations

- Teachers should share with parents information about their child's video conferencing session on Edmodo
- The video conferencing session should be planned for small group
- The teacher will arrange the grouping of children for small group instruction. Parents are requested to refrain from asking to modify the schedule or for specific time slots as there are multiple considerations that are taken into account when designing the schedule
- We should strive to have 2-3 periods of video conferencing each day
- Each lower primary (P1-P3) child should have 3 English, 2 Chinese, 3 Maths, 1 Science and 1 Social Studies video conferencing session each week
- Each upper primary (P4-P5) child should have 3 English, 2 Chinese, 2 Maths, 2 Science and 2 Social Studies video conferencing session each week
- Students will have video conferencing sessions for the specialist subjects (Music, Art, Drama, PE, and ICT) spread over two weeks
- Each video conferencing session for lower primary (P1-P3) should have 30 minutes and for upper primary (P4-P5) should have 40 minutes
- Introduce new concepts gradually but at the same time help students to revise and reinforce the learnt knowledge

- Use a variety of methods for student engagement during the video conferencing sessions to encourage active participation in the discussions (Q/A, group work, discussions, student led activities, and other activities)
- Collaborate with colleagues to provide at least 15 minutes of break time between sessions so students are not focusing on the screen for too long
- Attendance must be taken during these sessions
- Conduct extra individual or small group online sessions for students who are struggling with engagement, submission of work and/or understanding of the topics on a weekly basis

5.2.2   Primary Students

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by their teacher/s
- Check appropriate online platforms daily for assignments posted by the teacher/s
- Attend the scheduled video conferencing sessions
- Identify a comfortable and quiet space to study/learn
- Engage in all learning posted with academic honesty
- Submit all assignments in accordance with provided timeline and/or due dates
- Ensure own social and emotional balance by keeping healthy habits (exercising, sleeping, and eating well)
- Video must be turned ON during these video conferencing sessions and correct names used
- Show responsibility and respect at all times during video conferencing sessions

5.2.3   Parents of Primary Students

Parents are asked to support their child/ren's learning by:
- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime)
- Engaging in conversations on posted materials, assignments
- Monitoring time spent engaging in online and offline learning
- Encouraging attendance, to the regular video conferencing sessions offered by each of their child's teacher/s
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play
- Monitor and set limits for other online activities such as video games and use of social media

5.3.1   Middle School Teachers

5.3.1.1   Guidelines for Online Teaching and Learning

- Assign tasks which students can complete with teacher support
- Inform the level Administrator after repeated attempts to contact a student and if they continue to remain unresponsive
- Where lack of technology, or inability to use some online tools (like Google docs) is apparent, decide on alternative ways for the students to hand in the work (for example record these sessions and email them, have one-on-one sessions)
- Set tasks which are clear and easy to follow, with limited or no parental help needed
- Set tasks which do not exceed more than one hour to complete; setting smaller tasks and assignments are encouraged
- Reduce screen time where possible through creative means
- Scaffold work as necessary to ensure all students can access the learning
- Set realistic deadlines and communicate these along with the task so that students have a few days to work on each subject if needed
- Be mindful of any printing needs such as worksheets and suggest alternatives if it seems that a document does need printing, as some students may not have access to printers
- Allow students to write on paper and take a photo of that and post it to you
- Provide explicit feedback to students for the work/tasks assigned in a timely manner, usually two to three days after the due date of the work (see Section 4.4)
- Inclusive teachers will:
  - assist subject teachers with modifying work for inclusive students
  - will schedule video chats with the inclusive students to help them with the work where necessary

5.3.1.2   Video conferencing Session Expectations

- Subject schedules for video conferencing sessions will be posted on Edmodo, as there may be periodic changes applied. However, the following number of video conferencing sessions will be provided per week for each student in each subject:
  - English, Chinese and Math (3 sessions each)
  - Science and Social Studies (2 sessions each)
  - Visual Art, Music, Drama, ICT, METL and PE (1 session each)
- Each day will also begin with a brief period of homeroom time
- The video conferencing sessions will take place each day during fixed hours so as to maintain a regular routine for the students, comparable to that of a regular school day
- Use video conferencing sessions to teach and/or give feedback on the day scheduled for each subject, these sessions can be between 30 - 45 minutes long
- Use a variety of methods for student engagement during the video conferencing sessions so that students are active participants in the discussions (Q/A, grouping, chat rooms, student led activities)
- Collaborate with colleagues to provide at least 15 minutes of break between video conferencing sessions so students have a break from the screen
- Take attendance during each video conferencing session
- Follow up with students who have missed a video conferencing session and help them catch up with what has been missed
- Conduct extra individual or small group online sessions for students who are struggling with engagement, submission of work and/or understanding topics on a weekly basis
- Ensure all students have their videos ON during the video conferencing sessions, unless prior permission has been granted by level administrator

- Assign work on Edmodo following each video conferencing session

5.3.2 Middle School Students

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by their teachers
- Check Edmodo for information on courses, assignments, resources daily
- Attend the scheduled video conferencing sessions offered by each of the teachers, noting that attendance will be taken during these sessions
- Video must be turned ON during these Video conferencing sessions (unless previous permission has been obtained from the level administrator), and correct names used
- Show responsibility and respect at all times during video conferencing sessions
- Identify a comfortable and quiet space to study/learn
- Engage in all learning posted with academic honesty
- Submit all assignments in accordance with provided guidelines, timelines and/or due dates
- Ensure own social and emotional balance by keeping healthy habits (exercising, sleeping and eating well)

5.3.3 Parents of Middle School Students

Parents are asked to support their child/ren's learning by:

- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime)
- Engaging in conversations on posted materials, assignments
- Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening)
- Make time to support them with occasional online sessions as necessary
- Encouraging attendance, to the regular Video conferencing sessions offered by each of their child's teacher/s
- Support emotional balance by providing ample room
- Respond to teachers when informed of student's inability to attend or complete assigned tasks
- Communicate openly about challenges or difficulties faced and also share successes with the teachers
- Monitor and set limits for other online activities such as video games and use of social media

5.4 SECONDARY SCHOOL

5.4.1 Secondary Teachers

5.4.1.1 Guidelines for posting on Edmodo

- Set and announce clear expectations on participation, attendance, assessments for offline work, online sessions, online tasks, deadlines, etc.
- Set smaller assignments and tasks whenever possible to increase interaction and frequency of feedback online or offline
- Provide explicit and quality feedback on work/tasks assigned in a timely manner within three working days (Please also see section 4.4)
- Give periodic feedback for bigger scale assignments or other external exam assessment as expected by default
- Be familiar with latest updates on syllabus and adjust practice and/or plans according to the administration and exam boards (Cambridge International, International Baccalaureate Organisation)
- Manage a balanced amount of online or offline work assigned, be mindful that the Secondary students have quite a number of subjects in the programme
- Assign work that students are able to complete with ongoing teacher support
- Scaffold work as necessary to ensure all students can access the learning
- Respond to questions related to tasks by parents/students during the working day
- Ensure that lessons address the skills, concepts and content in the curriculum, subject guide and/or syllabus
- Collaborate with inclusive teachers to make sure support is in place
- Follow up with any students who have not submitted their assignment or attended compulsory online sessions according to set protocol

5.4.1.2 Video conferencing or Online lessons Guidelines and Schedule

- Subject schedules for video conferencing sessions will be posted on Edmodo, as there may be periodic changes applied. However, the following number of video sessions will be provided per week for each student in each subject:
    - English, Chinese, Math or IB subjects - 3 sessions each
    - Other Arts, Science, Humanities and ICT subjects - 2 sessions each
    - PE, PSA and TOK - 1 session each
- Each day will also begin with a brief period of homeroom time
- The video conferencing sessions will take place each day during fixed hours so as to maintain a regular routine for the students, comparable to that of a regular school day
- Conduct extra individual or small group sessions, on a weekly basis, to ensure learning gaps are managed, Keep a record of student progress and attendance of these sessions
- Take attendance and track student engagement during online sessions
- Require students to switch on audio and/or video whenever needed while being sensitive to students' privacy and needs
- Make use of grouping, chat rooms, student led activities in online sessions to create formative assessment opportunities
- Post online lesson information such as topic, duration, meeting code, password, necessary materials etc. at least 24 hours prior to the online session
- Be mindful of class starting and ending times in order to collaborate with colleagues to provide at least 15 minutes of screen break between scheduled online sessions

5.4.1.3 Expectation of Distance Teaching and Learning

- Uphold standards of academic honesty, e.g. authentication of student work, randomise online quiz questions, paper assessment done online in front of camera, etc.

- Track student participation and progress, communicate with students directly first, prior to reporting to the administrator
- Do not disclose individual students' grades, missing work, etc. in any way publicly
- Conduct extra individual or small group online sessions for students who are struggling with the engagement, submission of work and/or understanding on the topics on a weekly basis

5.4.2 Secondary Students

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by their teacher/s
- Check appropriate online platforms for information on courses, assignments, resources for each subject daily
- Attend the regular online teaching offered by each of their teacher/s
- Identify a comfortable and quiet space to study/learn
- Engage in all learning posted with academic honesty
- Submit all assignments in accordance with provided timeline and/or due dates
- Ensure own social and emotional balance by keeping healthy habits (exercising, sleeping and eating well)
- Be proactive in raising genuine questions and concerns with teachers about the lessons, assignment, mode of learning, etc.
- Be proactive in approaching counsellors, teachers and administrators for support for handling stress, motivation and emotions, etc.

5.4.3 Parents of Secondary Students

Parents are asked to support their child/ren's learning by:

- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime)
- Engaging in conversations on posted materials, assignments
- Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening)
- Encouraging attendance, to the regular Video conferencing sessions offered by each of their child's teacher/s
- Support emotional balance by providing ample room
- Respond to teachers when informed of student's inability to attend or complete assigned tasks
- Communicate openly about challenges or difficulties faced and also share successes with the teachers
- Monitor and set limits for other online activities such as video games and use of social media

6. GUIDELINES ON RETURNING TO SCHOOL

All members of the SON community and visitors MUST follow the government's guideline "Prevent Novel Coronavirus Infection - Advice to Nurseries, Schools and Similar Establishments". This information will be found at https://www.ssm.gov.mo/docs/16949/16949_8b869b596f614463bfd3e66a18765903_000.pdf

All individuals must strictly follow the guidelines below:

- Wear a mask at all times whilst on campus
- Be cooperative with temperature check at any time on campus
- Seek medical attention if fever or any symptom of respiratory infection is developed
- Should any symptoms of respiratory infection be present (coughing or sneezing) individuals should remain at home – School administration retains the authority to send individuals home for non-compliance
- Complete the government's health declaration form every day before starting work on campus
- Maintain a distance of at least one metre from others at all times
- Wash hands frequently with soap and rub hands with alcohol-based hand sanitiser
- No gathering at lunchtime and keep a distance of at least one metre from others, not sitting in a way facing each other
- Ensure all windows are opened, air-purifiers switched on
- Refrain from gathering in groups in confined spaces
- The class resumption date is to be announced
- Students and staff who are in physical contact with family members undergoing 14-day health monitoring period or compulsory quarantine should remain at home for the duration of the quarantine
- Additional support for students will be organised once school resumption date is confirmed and more information is available
- Upon resumption of face-to-face classes, the School will cease online instruction to all students