REMOTE LEARNING POLICY

Created based on the need due to pandemic we shifted on remote learning since March 2020 till further notice from the Education department.

IBO AND RGS Mission Statement

We at RGS have aligned our mission statements with the IBO which reflects in our remote learning philosophy directly relates to both the mission statements mentioned below

As advocated by IBO we at RGS ensure that the remote learning is implemented, understood and supported by the entire school community. Parents are informed about the policy through virtual parents meetings .

Connection with the other policies: The language policy to be read in conjunction with the schools Collaborative meeting policy, Admission policy, ICT policy and Special Needs Policy.

RGS Statement of remote learning

learning together and growing together.

Objective of the remote learning policy

During this period of long term closure Ryan Global School stays committed and continues to engage our students through learning opportunities that are challenging , significant , relevant and engaging . During this period of long term closure, staff at Ryan Global School will continue to engage students with the education and support of our children using remote learning in asynchronous and synchronous learning opportunities.

Hybrid Learning Model : Include a blend of both **asynchronous** and **synchronous** online **learning**

Kind of learning / collaboration	understanding	Platform used - PYP	Platform used - IGCSE
Asynchronous Learning	occurs through online channels without real-time interaction	TODDLE PLATFORM	Google classroom
Synchronous Learning	online or distance **education** that happens in real time	Zoom for online learning through TODDLE PLATFORM	Zoom for online learning

This will allow staff to keep in daily contact in a professional and confidential manner with their class. Teachers are able to schedule learning in a manner that does not overwhelm our children. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. In all communications we will prioritise the wellbeing of our children.

Objectives
To ensure that we minimise the effects of school closure on students' learning and maximise the quality of education provided.
- To ensure consistent provision for online learning across subjects and sections
- To ensure we support students well-being
- To ensure we maintain appropriate safe-guarding.
- To ensure quality teaching and learning can continue.
- Device strategies that will aid in balancing the impact of Covid -19 at RGS.
- To adapt to the new norms while managing and stabilising the futuristic needs of the institution.
- To utilise the potential of the school community in streamlining the school operations in an effective manner.

Purpose
The purposes of this policy are threefold:

1. To outline procedures and practice for pupils in self-isolation who are otherwise fit and healthy to continue with their academic program.
2. To outline procedures and practice for staff in self isolation who are otherwise fit and healthy to continue with teaching, and setting, marking and feeding back on pupil work as part of a normal academic program.
3. To outline procedures and practice for staff, pupils and their parents to continue with the academic program if the School has to close due to advice from the Government and or / education department.

Flexibility of Learning

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility suiting the requirements of the time , resources of all the stakeholders.

1. Parents may be trying to work from home so access to technology as a family may be limited
2. Parents may have two or more children trying to access technology and need to prioritise the needs.
3. Teachers may be trying to manage their home situation and the learning of their own children.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success every stakeholders demonstrates attributed of being principled and commited to make entire efforts effective and engaging and sound virtual learning environment.

MANAGEMENT will demonstrate the following attributes to support remote learning

ATTRIBUTES	
PRINCIPLED	We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, students will be provided 3 days time as turnover time on learning assignments however assessments need to be submitted in given time . The work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.
CARING	Caring towards the school community by supporting all stakeholders during these challenging times.

TEACHING STAFF will demonstrate the following attribute to support the remote learning

ATTRIBUTES	
COMMUNICATOR	● Committed in engaging students using online platforms respectively decided for the section effectively to connect , communicate and create learning engagements with students and parents. ● Keep in contact with children through the TODDLE only ● Reply to messages, set work and give feedback on activities during the normal teaching hours 8.00 am - 4.00pm ● Follow up of messages on the Toddle apps with parents ● Giving feedback and feedback with the students on Toddle based on the assignments submitted by them.
PRINCIPLED	● Continue teaching in line with current, extensive planning that is already in place throughout the school. ● Accept the fact that learning remotely will need patience , effective communication and step wise instruction so tasks will be set in smaller steps. ● Teachers will upload engagement for Asynchronous online learning by 8.00am on working day (Monday to Friday) ● Teachers will be committed towards planning effectively based on the learning outcomes and guiding to inquire and learn.

INQUIRER	● Teachers will connect with professional learning network (PLN) to learn best practices supporting students learning ● Teachers will commit to inquire , research , plan , design the learning engagement and assessments to support students to inquire ,present , and grow on their understanding.
OPEN MINDED	● Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways. ● Teachers will work towards feedback from parents and students to create a conducive virtual learning environment.
CARING	● If unwell themselves, be covered by another staff member for the sharing of activities. ● Teachers will be caring towards students' social , emotional and learning needs supporting them during the sessions and plan engagements to support their physical , emotional , social development and needs.
BALANCED	● Assuring that wellbeing is at forefront and plan and design the engagements balancing all the areas and requirements.

STUDENTS will demonstrate the following attribute to support remote learning.

ATTRIBUTES	
COMMUNICATOR	● Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly. ● Asking right questions to inquire and contributing in discussions.
PRINCIPLED	● Potentially work on daily basis and accomplish task shared through the Toddle app ● Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that. ● Read daily, either independently or with an adult. ● Set the schedule and learning setup at home based on the availability of resources. ● Commitment towards submission of work in a timely manner. ● Modeling academic honesty during accomplishing tasks , assignments and assessments in remote learning ● Attending all the sessions in asynchronous and synchronous online learning religiously
INQUIRER	● Not restricting to the inquiry promoted by teachers and looking forward to exploring interest . passions and lead it further in form of personal inquiry which will be supported by parents and teachers.
OPEN MINDED	● Being open minded to teachers feedback , parents suggestions and peer feedback and taking it all to design feedforward attributing towards growth and development.
CARING	● Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
BALANCED	● Balancing online and offline screen time.

COURAGEOUS	● Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

PARENTS will demonstrate the following attribute to support the remote learning

ATTRIBUTES	
COMMUNICATOR	● Encourage their child to access and engage with Toddle or posts from their teacher; ● Know they can continue to contact their class teacher as normal through the Toddle and myclassboard if they require support of any kind;
PRINCIPLED	● Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the Toddle app. ● For ensuring that their children have appropriate internet access in order to participate in online learning ● Encouraging students to make their schedules involving all engagements for their development physical (games and exercises) , emotional (self talk , sharing time, circle time with family members) , cognitive (remote learning engagements and assignments), social (connect time with family , extended family time and friends) , reading time (drop everything and read) ● Checking regularly work assigned and communication sent by teachers.
OPEN MINDED	● Check their child's completed work each day and encourage the progress that is being made ● Celebrate students every achievement to encourage them to learn and take up their personal inquiries . ● Are prepared, depending on the age of their children, to act as an additional 'teacher' during this time and help their child be engaged with available materials
CARING	● Support their child's learning to the best of their ability ● Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax; ● Play an active role in their child's/children's learning regardless of their age

REMOTE LEARNING SYSTEM AND ACCESS INFORMATION

PRIOR TO CLOSURE
TEACHERS   - Teachers are trained and are equipped to conduct remote learning sessions.   - Resource support like technology , learning materials , curriculum guidelines to enhance the scope and process of remote learning.   - Remote learning schedules are prepared adhering to the learning schedule   - To meet learning goals to minimise the effect of school closure on students learning and maximise the quality of education provided.   - To ensure consistent provision of online learning across all subjects and sections maintaining quality of learning.   - To ensure we support students wellbeing   - To ensure we maintain all online safety and security measures while remote teaching and learning sessions.
SETTING MEANINGFUL LEARNING ENGAGEMENTS
- Ensure that all work sets can be completed by students without parental help – other than for reading instructions for younger students, and that it is clear that any parental involvement is both voluntary and not a requisite for learning.   - Work is uploaded at the start of the day for students for students to plan their day and sequence of submission by 4.00pm   - Teachers are available online and offline to clear doubts one on one .   - Teachers to ensure that there is enough offline work so that students are not overwhelmed by too much screen time.   - Students will be encouraged to read by a recommended reading list by teachers for varied purposes like connecting to their learning intentions , growing on their reading levels , keeping in touch with current situations around the world , reading as engagement and many more.   - Engagements assigned to be balanced in nature .   - Balancing between synchronous and Asynchronous learning opportunities.   - Individual and collaborative work   - Self paced work to class learning goals to provide opportunity for differentiation.
SUBJECT DELIVERED
Lessons will continue with a selection of activities led by the teacher to include the key areas of the Developmental Matters framework for Foundation Stage.
HOMEWORK
Sufficient work is posted to ensure learning takes place beyond the lesson time in line with normal home learning expectations for a week: Grade 3 - 5 - : 20 min per subject resulting into total of 1 hr of work

ASSESSMENT AND ONLINE LEARNING

Assessment in remote learning focuses more on Assessment AS learning, Assessment OF learning and Assessment FOR learning
IB PYP SECTION

Nature of Assessment	Details	Credits / weightage/ reporting
Assessment AS learning	Regular ongoing assessment as learning happens in synchronous and Asynchronous mode to be conducted using various tools like quiz , exit , tickets ,regular feedback from teachers on work submitted by students , asking reflective questions and many more subjective to the subject and age group.	**Will be recording using assessment tools on Toddle**
Assessment FOR learning	Assessment to be scheduled to inform teachers about further planning will help teachers to set the pace , nature of learning of the class . This involves the scope of planning for students in need for differentiation in learning (by needs or by style). Nature of assessment can be ranging from paper pencil , process focused , skills test , collaborative assessments , individual assessments ….etc.	**Will be recording using assessment tools on Toddle**
Assessment OF learning	Students to be assessed at regular intervals of the learning outcomes met. This assessment is conducted to evaluate students' understanding of the particular concept subjective to grade and subject. Nature of assessment can be ranging from paper pencil ,project based , performance based …. etc	**To be recorded and reported to parents at the end of the unit**

All the 4 key elements of assessment will be done virtually through TODDLE
ASSESSING
RECORDING
MONITORING
REPORTING : Parents teachers conference / open house to be conducted remotely to give parents and students feedback , review and reflect on the term leading to goal setting for upcoming term.
Virtual assessments and open houses will be conducted only based on the situation (lockdown).

SAFEGUARDING

- All one on one lessons, personal tutoring sessions and counselling sessions must be recorded to ensure protection for both parties. The teacher keeps the recording in their drive but must share with
- the Safeguarding Lead or Principal on request. They are accessible to the School Leadership as the Drive is part of the school Domain.
- Teachers must be vigilant for signs of social,emotional or other forms of abuse such as neglect or student distress. They must raise concerns with the school safeguarding leads.

- Online safety and conduct expectations remain those outlined in the school policies and handbooks: Responsible Behaviour Policy.
- Students are expected to have their cameras on when requested by the teacher - especially during physical activities where the teacher is monitoring both participation and also safe action.
- Only students of respective class will be allowed to enter the meeting
- Attendance will be conducted at the start of the meeting with camera on if the students .
- After attendance is taken, the meeting will be locked.
- Only students with their name will be allowed to enter the meeting.No renaming or fancy names will be accepted in the meeting.
- Teachers will have complete authority to put students in the waiting room or exempt the child from the meeting who is not following the security measures.

CONDUCT

- Teachers conform to professional standards of language, dress and conduct in line with the school code of conduct.
- A teacher should ask a student to leave a lesson or stop the lesson where a student's behaviour or dress is inappropriate.
- Students may not attend lessons in bed except when bed-ridden due to injury.
- Students create their schedules and learning stations to meet the outcome of remote learning effectively.

MONITORING TEACHING AND LEARNING

- Monitoring of the quality of teaching and learning continues during online learning by respective coordinators
- The Students / parents questionnaire will be released to evaluate the remote learning.

DIFFERENTIATION / STUDENTS SUPPORT (REMEDIAL)

We commit to continue to support students in remote learning. Engagements in class will be planned to support students meeting differentiation (learning needs) by needs and by style. Students will be encouraged to pursue personal inquiries supporting the student agency.
- **Learning support by Style :** Students will be supported with lower phase level learning engagements through open ended strategies / choice boards / padlet / jam board etc.
- **Learning by Mode** : Students will be encouraged and given the choice to respond to assignments and class engagements in a variety of modes using technology (voice note , illustration , video , writing , notes, pictures , file , PPT , reference links etc…….
- **Learning by Need :** Students will be supported with remedial sessions to explore / support in meeting learning engagements one on one by remedial specialists in any area of learning.

COLLABORATION AND CONNECT

- Collaborative opportunities for planning , self study , policy making , curriculum review , documentation to continue for teachers through various platforms of their choice and convenience. Remote learning schedules for learning and teaching will also give scope for teachers to collaborate for varied purposes.

- Documentation and students engagements and feedback , recording , reporting to be used on TODDLE PLATFORM
- Teachers virtual collaborative meetings for planning , curriculum review , collaborative meetings , professional development , parents collaboration , students collaboration to be accomplished using GOOGLE HANGOUT , ZOOM etc.
- Administrative staff , leadership team too connect amongst the team and also with parents , students, teachers using emails, telephonic class, SMS's , E Mails for administrative purposes and to connect to check on the well being of the family of all the stakeholders.
- **Community connect :** Remote learning will be positively used as an opportunity to transcend constraints of the physical learning environment. Opportunity to connect with people from the industry , virtual tours/ field trips , connecting with the students from IB community to explore , inquire , inspire , aspire , learn , connect , collaborate for a purpose.

ADMIN WORK DURING SCHOOL CLOSURES

- Administrative staff collate attendance data to support Senior Management in following up on persistent non attendance.
- Weekly grade level newsletters continue to be sent out from Primary staff.
- Weekly grade level newsletters will be uploaded on TODDLE by every Friday @4.00pm
- The teaching staff will collate resources to support online teaching and to enable optional additional learning activities for periods outside lesson including weekends and holidays.
- Leaving families will have online exit interviews;
- New families will have online admissions interviews and online procedures.
- Non-teaching staff will continue to support staff and school activities online such as sending out updates and processing admissions enquiries.
- The heads of section will continue regular meetings with the Accountant, Marketing Manager, Head of Admin and the Facilities Manager.

ATTENDANCE

- Parents must inform the front office if their son/daughter is unwell so teachers do not expect them to log in.
- Attendance will be shared daily around 9 am by the front desk as usual.
- Attendance for the day will be marked at the end of the day based on the following expectations for the day met by the students .
  - Sign in and sign out procedures by students in the designated time
  - Submission of work : Students work for the day is completed
  - Attendance in online face to face session and classroom discussion.
  - Incase student is unwell or unable to attend the sessions for the day or complete the work parents to send leave application (E - mail) to school on rgs.andheri@ryanglobal.org or send message to teacher on TODDLE

IN ABSENCE OF ANY ONE OF THE ABOVE REQUIREMENTS STUDENTS WILL BE MARKED ABSENT FOR THE DAY

** 2 consequent absenteeism needs to be reported to admin staff to connect with parents

LOG IN INSTRUCTIONS

STUDENTS :
- ● Log in details provided to the students
    - ○ Early Years and Primary section - Toddle and Zoom
    - ○ Lower secondary and Secondary section students - Google Classroom
- ● Instruction manual for logging in to accessing the assignments, submission of work is communicated to students and parents on myclassboard (school ERP).
- ● Parents are advised by respective communication portals of expectations and responsibility and summary of this policy document .Which will be revisited in a timely manner based on the situation.

TEACHERS :
Teachers will be signing in and signing out on a daily basis for remote teaching / planning / collaborating / engagements / curriculum mapping.

SCHEDULE FOR LEARNING

- ● Remote learning schedules are made for students to continue learning routines.
- ● Remote learning schedules are mindfully designed to balance between online and offline work keeping in mind the screen time for students balancing time between academic time (involving core subjects of UOI / English / math / languages (Hindi / French) / creative time and physical activity time (Dance , Drama , Music , sports , physical fitness , mindful activity) and passion projects and personal inquiry (exploring interest / hobbies and growing on their skills and talents)/ personal reading and reflection time .

	SYNCHRONOUS LEARNING	ASYNCHRONOUS LEARNING
EARLY YEARS	5 HRS IN A WEEK	3 HOURS IN A WEEK
PRIMARY (2, 3 ,4 AND 5)	10 HOURS IN A WEEK	5- 8 HOURS IN A WEEK
LOWER SECONDARY (GR 6,7,8)	10 HOURS IN A WEEK	10 HOURS IN A WEEK
UPPER SECONDARY (GR 9,10,11,12)	10 HOURS IN A WEEK	10 HOURS IN A WEEK

** These might get revised based on the directives from the Education department and SOP

Following table summarises the complete approach towards remote learning

Attributes of our learning model

ATTRIBUTES	PRACTICE AT RGS
MODALITY	Blended
PACING	Class - Paced with some self paced

Student - Instructor Ratio	10 - 1
PEDAGOGY	Collaborative and Exploratory
ROLE OF ONLINE ASSESSMENTS	● Determine if student is ready for new content ● Tell system how to support the student (adaptive instruction) ● Provide students or teachers with information about learning state
INSTRUCTOR ROLE ONLINE	Active instructions online
STUDENTS ROLE ONLINE	● Listen or read ● Complete problems or answer questions ● Explore simulation and resources ● Collaborate with peers
ONLINE COMMUNICATION SYNCHRONY	Blend of both
SOURCE OF FEEDBACK	Complete school community

This policy to be read in conjunction with (kindly click on the hyperlinks to view the documents)

1. **Remote learning students schedules**

2. **Remote learning teachers schedules**

3. **Parents and students log in procedures**

4. **PARENTS REFLECTION FORM ON REMOTE LEARNING (MARCH / APRIL 2020 -Responses)**

5. **REMOTE LEARNING REFLECTION (MAY / JUNE 2020 (Responses)**

6. **PARENTS REQUEST TO RESUME ONLINE CLASSES**

Resources from MY IB
● Parent guide to personal inquiries in the PYP
● Inquiry through play
● Online learning, teaching and education continuity planning for schools
● Personal inquiries in the PYP Supporting PYP educators
● IBO Website : Supporting PYP learning during the Covid - 19 (Coronavirus Pandemic)
● The Difference Between Emergency Remote Teaching and Online Learning **:**
  https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning