

IFS HOME-BASED TEACHING & LEARNING PROGRAMME 2020

INTRODUCTION

The International French School (Singapore) has designed a home-based learning continuity plan for your child to continue his schooling at home during this period of isolation caused by the global COVID-19 pandemic. The IFS home-based learning program is aligned with IFS teaching and learning practices and principles, in accordance with AEFE recommendations, drawing on feedback from institutions within the network.

The purpose of this document is to describe the actions, tools and approaches that IFS has adopted to ensure the continuity of education for our students.

We strive to provide a flexible home-based learning framework with guidelines that can be implemented quickly but also modified and adapted to suit changing circumstances and the adaptation of our students to their new learning environment. Not a copy of what is done face-to-face.

The objectives of the home-based learning program are to continue schooling under the best conditions, to maintain ties, to engage each student in their learning and to build an educational rhythm that helps students and families. This change in teaching methods imposed on us is possible thanks to the investment of all the teachers, their ability to adapt and that of the whole community.

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Maternelle (TPS, PS, MS, GS)

Our approach takes into account the recommendations of the AEFÉ inspectorate and the directors of other French schools in the Asia Pacific region who have been teaching home-based education for weeks or even months.

<u>What Tools?</u>	<u>To Do What?</u>	<u>In What Way?</u>
A weekly calendar: sent to families on Sunday afternoon.	Parents and children find all the activities (compulsory and optional) for their child for each day of the week	About 2 to 3 hours of activities per day, 5 days per week.
Weekly program of activities and learning.	The activity program aims to strengthen the major of learning areas: mathematics and language (French and English). The fields of artistic, scientific, sports and Chinese exploration are also offered in addition. Emphasis is placed on manipulation, oral and play-based activities	The activities are to be carried out alone by the student, or with the support of parents. Activities are carried out at home in a flexible manner to better adapt to the schedule and family constraints
Daily teacher videos	Teachers create them. The student discovers them every morning of the week. They aim to motivate the students to carry out the activities proposed for the day. To maintain the emotional bond with the teacher, and for the	These short videos can be viewed at any time.

	student to independently access the instructions for certain activities.	
The Google Drive	Children, with the help of parents, can share photos and videos of their activities at home with the teacher and sometimes their classmates. They receive delayed feedback from the teacher.	Each student has a personal folder in the class's Google Drive. Its access is secure and limited exclusively to teachers and parents of the child.
Emails	It is the means of communication for regular exchanges between teachers and parents.	Teachers are available to interact with families from 10 a.m. to 1 p.m., then from 2 p.m. to 4 p.m.
Video Conference Meetings	Video conference meetings are not one of the preferred tools for home-based learning in kindergarten. Its use remains limited for the moment to limit the time spent in front of the screen, but also because children cannot use computers independently and need the help and active supervision of their parents. Special cases: Grande Section students supported by the FLSCO programme have such meetings, in small groups, with their specialist teacher.	The details for connections to the Video conference meetings are communicated in a secure way to the families via the weekly calendar.
The parent guide for home-based learning in kindergarten: click here >>	It aims to help families. Kindergarten children need individual support and guidance	The guide is available on the school website and is shared with each family.

	from their parents with home-based education.	
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Elementaire (CP, CE1, CE2, CM1, CM2)

<u>What Tools:</u>	<u>To Do What?</u>	<u>Usage Details:</u>
<p>The weekly Calendar:</p> <ul style="list-style-type: none"> - parents find all the activities (compulsory and optional) for their child for each day of the week. - sent no later than Sunday evening 	<p>All areas are present in this schedule, although most of the activities focus on mathematics, French and English. The contents are linked to the progress of the teachers.</p> <p>Mandatory activities represent approximately 2 to 3 hours of work per day, five days a week. For families wishing to do more, optional activities are offered by teachers.</p>	<p>The weekly calendar is the primary support for home-based learning. It allows families to organize daily work. A duration estimate is given for each activity.</p> <p>The weekly calendar contains all the links to working materials, audio resources, videos and video conference meetings.</p> <p>The weekly schedule also allows families to learn about the working methods of each teacher.</p>
<p>Links in the weekly calendar to:</p> <ul style="list-style-type: none"> - miscellaneous documents - videos - audio resources - software 	<ul style="list-style-type: none"> - Tutorials for students on the use of Google Drive and other digital applications for distance education. - Video reminder of a lesson, correction of an exercise, documentation, discovery, but also sports or artistic practices. - Audio resources to give instructions, do a dictation exercise, offer independent reading. 	<p>Students are encouraged to produce written and oral work (audio / video).</p>

	- Self-correcting activities via software such as Razkids, IXL, Seesaw, Flipgrid, calcul @ tice,...	
Google Drive	The students (or their parents) deposit files shared with the teacher, photographs or scans of activities carried out.	In CP and CE1, documents shared in the Google Drive by parents. From CE2, students have an ifs.edu.sg address and learn how to use the Drive.
Motivational video (link in the weekly calendar)	To motivate students and give them some tips for the day. To maintain contact with the student. This video can also be an opportunity to set up a morning routine.	This short video can be viewed at any time and allows students to keep a visual contact with the teacher. One video per day (unless a video conference meeting is scheduled by the teacher in the morning)
Video conference meetings (link in the weekly calendar) The frequency varies depending on the class level of the student.	Maintain contact between the student and the teacher, Specify some content points Do some remediation Introduce new content The video conference sessions are organized by: - the lead teacher(s) of the class - the English teacher (note: some use Flipgrid instead of Zoom) - the Mandarin teacher (every other week, from CE2)	The setup of the video conference meetings vary according to needs: whole class, half-group, small groups, even individual support for allophone students and with special educational needs. French Pâquerette or FLSCO: their teacher prepares activities.

	<ul style="list-style-type: none"> - module teachers (every other week) - specialized teachers (FLSCO, ESL and GAIN) with the students they supervise 	
<p>Class emails and sites <u>Note:</u> Whatsapp is not a preferred communication tool in the context of EAD</p>	<p>Teachers are available between 10 a.m. and 1 p.m., then between 2 p.m. and 4 p.m., Monday to Friday, to respond to families' requests and provide details on the activities given.</p>	<p>Professors can be contacted at their professional address (@ifs.edu.sg).</p>
<p>Others: The website of <i>vie scolaire</i> BCD (library) resources</p>	<p>The <i>vie scolaire</i> website offers ideas for fun activities (practical activities: origami, chess recipes,... / tutorials: how to tie your laces? ... / challenges) so that students stay in touch with each other with others and to complement the activities given by the teachers.</p> <p>Students have access to stories read by the librarian for the youngest, or to free books online.</p>	
<p>Long-term strategy: Home-based Learning (HBL) currently allows for the reinforcement of content already discussed in class. This first phase is an opportunity to establish new work habits, to regulate the pace, time and methods of learning. Students, parents and teachers adapt to the new learning environment. Once a routine is established, HBL will evolve according to needs towards other forms of interactions between the student and the teacher. Little by little, new content will be introduced. We are and will remain</p>		

vigilant to limit the time spent in front of the screen and to work on the manipulation, the experimentation, the handwriting, etc...

We will also continue to take into account large families whose children share digital tools and for whom there are many work instructions and important video conference meetings.

Collège & Lycée (6E, 5E, 4E, 3E, 2NDE, 1ERE, TERM)

The home-based learning continuity program is based on the following general principles:

- Recommendations from our supervisory bodies (AEFE, National Education, etc.)
- Feedback from AEFE schools in the region
- Integration of online work in the annual progression of teaching
- Screen exposure is taken into account (2 to 4 video lessons per day maximum).
- Maintain continued use of digital tools used in the school.

<u>What Tools:</u>	<u>To Do What?</u>	<u>Usage Details:</u>
Pronotes: "Timetable "	<p>Students find the schedule of work on their usual timetable with some adjustments taking into account the situation (meal times, PSE slots, the addition of class life ...)</p> <p>Hours of work by video mediation between class and teachers (synchronous sequences) alternate with individual work sequences (asynchronous work sequences)</p>	<p>The timetable is up to date and can be viewed on PC, tablet or laptop</p> <p>Courses modified within the framework of home-based learning appear directly on the usual Pronote interface.</p> <p>The timetable allows students to have a rhythm to their day.</p>
Pronote: "Textbook"	<p>Details of work to be carried out and assessments for each subject.</p>	<p>Availability of work the previous evening to allow good personal organization and promote autonomy.</p>

	<p>Work sessions in all of the periods.</p> <p>Connection information for video-mediations</p>	
Pronote: “filing documents”	<p>Pronote is also used to file documents based on requests from teachers</p> <p>Teachers can also file corrections</p>	<p>Use of different supports: pdf, qcm, video ... with precise dates and times for teacher feedback.</p>
Video mediations	<p>The video tool is used to provide video mediation. It maintains the social bond, allows exchanges and explanations. It is a remediation and support tool.</p> <p>Live video is also a motivational tool needed in this time of isolation.</p>	<p>Video slots can last up to 40 minutes. The number of visits on average is 15 per week.</p> <p>The videos are distributed over the timetable.</p> <p>A customization of the sequences can also be proposed according to needs.</p>
Google Suite: (drive, forms, documents...)	<p>Allows students to deposit and share large files</p> <p>Strengthen sharing and collaboration of work</p> <p>Access explanatory documents and courses to allow students to understand new concepts.</p>	<p>The documents can be audio, video, powerpoint.</p> <p>Resources can be shared and built in collaboration with classmates or teachers</p>

Gmail	Means of communication by students with teachers, the school or their cohort in order to obtain clarifications or additional information.	The email exchange hours correspond to the opening hours of the school.
<u>Home-based learning continuity website</u>	Information concerning news and resources made available during this period of home-based education	Access to organizational boards Access to computer tutorials Access to a digital resource platform Access to online manuals