



HOME-BASED LEARNING HANDBOOK

International French School (Singapore)
22/11/2021 Update

INTRODUCTION

The purpose of this document is to guide and assist families in implementing a home-based learning program with IFS in today's unpredictable and ever-changing environment.

It has been prepared by the IFS teams, based on their experience and practice, and taking into account the various feedback from users, parents and teachers, following the different phases of home-based learning within the school. It shall apply to three consecutive days of home-based learning.

The target objectives are to:

- Maintain continuity of learning, with reference to the programs of the French national education system,
- Enable students to engage in participatory and productive work,
- Foster the best possible contact between students and their teachers, to keep students engaged and prevent individual isolation and dropping out,
- Offer a good mix of learning times by rotating synchronous and asynchronous times.

The following items should also enable students to commit to an appropriate individual daily and weekly routine, based on their level of study and degree of autonomy, and ensure a good balance between school and personal/family life.

The IFS leadership team



OVERVIEW



STRUCTURE

Families receive the weekly planner, the primary communication tool between the teachers and families, before each home-based learning week (see weekly sample planner in appendix).



ATTENDANCE

Teachers record student attendance at the Zoom classes and through the work submitted.



SYNCHRONOUS/ASYNCHRONOUS TIME SLOTS

Lessons are presented live (synchronous time slots), or students can follow home-based learning at their own pace and relatively independently (asynchronous times).

The school day includes a mix of synchronous time slots and asynchronous times. These times may vary and are adapted to the type of activities offered and the students' ages.

Synchronous time slots generally represent $\frac{1}{3}$ of the day and asynchronous times are the other $\frac{2}{3}$ of the day.



SCREEN TIME

The length of the Zoom classes varies, and these classes are split up throughout the day to prevent continuous screen time.

The use of textbooks, books, and handouts given to the student beforehand helps reduce screen time and provides a good mix of instructional time throughout the day.



BREAKS

Breaks are given in the morning and afternoon, as well as around Noon for lunch.



WORKLOAD

The focus is continuity of learning and helping students throughout the day. No homework is required outside of class time.



MAINTAINING REGULAR CONTACT

among students and between students and teachers

Live sessions promote regular contact between not only students and their teachers but also among the students themselves. Supervised recess time is set aside to that effect and spent working in small groups to encourage peer interaction.

All IFS rules shall apply during virtual sessions: proper attire, no food or drink, appropriate turn-taking and working environments, etc.

The GDPR guarantees students and teachers image protection rights under penalty of sanctions. Screenshots may be taken only with a family member's prior consent.

The teacher will be available by email during asynchronous instructional time.



UNDERSTANDING TOWARDS STUDENTS

The teaching teams take into account the various family situations and potential technical issues but are still demanding enough to maintain pedagogical continuity.



KEEPING STUDENTS MOTIVATED

Implementing daily **routines and practices** gives the school day structure and helps students **feel like they belong**.

To keep home-based learning meaningful and consistent, expectations are specified in students' assignment logs (specify the type and terms of activities planned). Then regular feedback is given on the activities offered.

Interactive activities will be an integral part of learning: review games, show-and-tell, arts and crafts, songs, etc.



TOOLS AND MATERIALS

TOOLS AND MATERIALS



WEEKLY PLANNER: REFERENCE TOOLS

IFS EXEMPLE DE SEMAINIER
Semaine du ...- Classe de ...

Légende (Cliquez sur l'icône dans la planification pour accéder au lien)

📅 = consignes ✓ = correction 📺 = vidéo 🎧 = audio 🧑 = quiz
🔗 = Zoom 📄 = document 🌐 = page web 🎮 = Seesaw 🗃️ = Voca

ACTIVITÉS OBLIGATOIRES					
	LUNDI 📺	MARDI 📺	MERCREDI 📺	JEUDI 📺	VENDREDI 📺
🇫🇷	FLSCO / MODULES • 30min. Zoom 9:00 📅 📺	•	•	•	•
	POUR TOUS: • 45min. Zoom Groupe 1 10:00 Groupe 2 10:45 📅 📺 • 30min. Dictée de mots 📅 ✓ 🎮	•	•	•	•
COMPULSORY ACTIVITIES					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY 📺
🇬🇧	EFL / MODULES • 30min. Zoom 8:30 📅 📺	•	•	•	•
	FOR ALL: • 30min. Zoom : Groupe 1 1300 Groupe 2 1345 📺 • 10min. Story Setting Task 1 📅 🎮	•	•	•	•
ACTIVITÉS OBLIGATOIRES (SUITE)			ACTIVITÉS FACULTATIVES		
🇨🇳 SITE DE MANDARIN • 30min. Zoom Wednesday 13:00 📅 📺			🎸 SITE DE MUSIQUE	🏊 SITE DE SPORT	• Site de bibliothèque 📖 • ... • ...

TOOLS AND MATERIALS



HANDOUTS AND WORKSHEETS

All activities and materials to complete them will be on the weekly planner.

Besides the use of the weekly planner, the reference tool currently used in class is preferred. This may be Seesaw, Google Drive, Google Classroom, etc.

Both teachers (French and English) will agree upon and use the same tool.

Teachers are asked to please avoid using platforms not used previously with the students in class.



VIRTUAL SESSIONS

Synchronous time slots will be offered via Zoom. Students will find the connection information in their weekly calendars.



COMMUNICATION

Parents may contact the teachers at their IFS email address "1stletteoffirstname+lastname@ifs.edu.sg". They can also contact the office if necessary.



CLASS TOOLS

The teachers use the customary tools:

- Writing tools: Quiz, video modules, Padlets, etc.
- Auto-correct tools
- Class portals
- Textbooks



TRACKING STUDENTS

Teachers and administrators monitor and track student performance to prevent dropping out and to foster returning to in-person learning.

TRACKING STUDENTS



COORDINATION

There will be regular communication between the leadership and the teachers to discuss student attendance and how well the home-based learning is running.



PEDAGOGICAL SUPPORT

Needs-based support is provided to students by teachers or existing programs for students with special needs (FLSco, GAIN, etc.).

The teachers are available all day long (Monday through Thursday 8:30 am to 3:30 pm, except lunch breaks, and until Noon on Fridays) to respond to families' requests.

The primary contact person for families are the classroom teachers: the French and English teachers.

You will also find in the appendix information regarding new student orientation during home-based learning.



APPENDICES



New student orientation during home-based learning



Individual orientation

- In-person orientation on the student's first day, or virtually at IFS on a home-based learning day or on the student's first day.

- Orientation by the director and secretary for an introduction to and tour of the school.
- Distribution of any applicable worksheets, textbooks, reading books, etc.



New parent/teacher meetings

- The classroom teachers will schedule a virtual meeting for new families.

- Brief introductions
- More detailed explanation of the home-based learning guidelines and the different tools used (weekly calendar, Zoom, video modules, Seesaw, etc.)