



HOME-BASED LEARNING HANDBOOK

International French School (Singapore)
19/11/2021 Update

INTRODUCTION

The purpose of this document is to guide and assist students and their parents 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 students, following the different phases of home-based learning within the school. It shall apply as of 3 consecutive days of home-based learning.

The target objectives are to:

- Keep the pace and effectiveness of learning as close as possible to in-person learning, with reference to the programs,
- Enable students to engage in participatory and productive work in order to ensure that their progress can be measured,
- Foster the best possible contact between students and their teachers, to keep students engaged and prevent individual isolation and dropping out,
- Achieve a balance in performing school work by rotating synchronous and asynchronous times, virtual and independent sessions, group and personal work.

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.

They also take into account the student's age, the constraints and circumstances associated with the conditions of virtual schooling specific to each student and family.

The IFS leadership team



OVERVIEW

OVERVIEW



STRUCTURE

Teachers offer independent activities and live virtual sessions throughout the day. These activities are laid out on the weekly calendar, which provides an overview of the work planned over several days.



ATTENDANCE

Teachers record student attendance at mandatory virtual sessions. Students' activity can also be assessed through documents, pictures, and worksheets submitted.



FLEXIBILITY

Due to the young age of Kindergarten students and the absolute need for an adult to be by their side, some flexibility is extended to families regarding virtual session participation and homework deadlines. However, student and family involvement is appreciated.



SYNCHRONOUS/ASYNCHRONOUS TIMES

The school day includes a mix of synchronous time slots (live, interactive virtual sessions) and asynchronous times (based on independent personal work). These times may vary significantly and are adapted to the activities offered and the students' ages.



WORKLOAD

The focus is continuity of learning and helping students. The length of the (synchronous and asynchronous) activities is adapted to the students' ages and corresponding lower attention span.



UNDERSTANDING TOWARDS STUDENTS

The teaching teams consider the various family situations and potential technical issues to guarantee continuity of learning.



SPECIAL SITUATIONS

Needs-based, individualized support is provided for students with special needs or learning disabilities, with the involvement of the entire staff.

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



PREFERRED DIDACTIC AND PEDAGOGICAL APPROACHES

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SCREEN TIME

The length of the virtual classes varies (from 15 to 30 minutes maximum) based on the students' ages, the number of children present, and the activity offered. A daily Zoom meeting is provided.

Since an adult must be present and young children have difficulty remaining attentive, screen time will be limited.

Video modules will be offered to students daily and will include reading and other activities.



PEDAGOGICAL CONTINUITY

(progressing through the programs and building skills)

Primary objective: maintain work practices while moving forward through the programs.

All of the areas of learning, as well as the different subjects, will be worked on.

For families who will undoubtedly take over and follow up on the activity time, the work instructions and organisation of the different activities are designed respecting the constraints of the languages or the accessibility of the teaching materials, etc.

The work instructions are given primarily in audio and video modules so that the student can listen to the instructions repeatedly, as many times as needed, and spread the work out over time if required.

Teachers will offer two or three "mandatory" activities every day. Optional activities (videos, educational websites, etc.) will also be offered.

The worksheets to be done independently will be adapted to the student's attention span and academic skills.

PREFERRED DIDACTIC AND PEDAGOGICAL APPROACHES



MAINTAINING REGULAR CONTACT

among students and between students and teachers

Virtual sessions: the teachers' instructional schedules will be defined over the week at the rate of one Zoom session per day according to a set schedule.

All IFS rules shall apply during virtual sessions (proper attire, no food or drink, appropriate turn-taking, working environments, etc.). The GDPR guarantees students and teachers image protection rights under penalty of sanctions. Screenshots can be taken only with the person's (or family's) prior consent.

Objects, posters, flashcards, and games will be used during the Zoom sessions to foster student interaction in class.

The classroom teachers and assistants will be present together during the Zoom sessions.

The teacher will be available by email during independent instructional time off Zoom.



KEEPING STUDENTS MOTIVATED

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

Every morning, one motivational video module will be offered to students to help them prepare for their school day.

Feedback on the required homework will be given to students in order to keep them motivated to learn.

PREFERED DIDACTIC AND PEDAGOGICAL APPROACHES

SPECIFIC CASE: week of January 10 thru 14, 2022

- One Zoom session per day will be offered to students (in small groups). The teacher and the assistant will lead it.
- A motivation module will be offered every morning.
- Two videos will be given every day: a reading passage read aloud by Vanessa (librarian) and a video by the class assistant.
- The Mandarin teachers will offer a video module as well as an activity to complete.
- Physical activities and sports will be offered to students through video modules.
- The teachers will give all worksheets to be completed during the week before Christmas vacation.
- Instructions for the activities will be given in French and translated into English to make monitoring students' work easier.
- Each student will be given a “packet” containing the main supplies (glue, pencil, scissors, etc.) and materials (stickers, coloured paper, etc.) necessary to do the activities.



TOOLS AND MATERIALS

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HANDOUTS AND WORKSHEETS

The reference tool currently used in class is preferred. This may be Seesaw, Google Drive, a classroom blog, etc. Both teachers (French and English) will agree upon and use the same tool.

Teachers are asked to avoid using new platforms.



VIRTUAL SESSIONS

Instructional time will be offered via Zoom. Students will be organized into groups to promote interaction among students and between the students and the teacher.



COMMUNICATION

Parents may contact the teachers at their IFS email address "1st letter of first name+last name@ifs.edu.sg". They can also contact the office if necessary.

TOOLS AND MATERIALS



WEEKLY CALENDAR: REFERENCE TOOLS

IFS PLANIFICATION DU TRAVAIL À LA MAISON Semaine du 10 au 14 janvier 2022

	OBLIGATOIRE					FACULTATIF
	LUNDI	MARDI	MERCREDI	JEUDI	VENDREDI	
EN FRANÇAIS	• •	•	•	•	•	•
IN ENGLISH	•	•	•	•	•	•
MANDARIN ET AUTRES	•					



TRACKING STUDENTS

The 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 weekly communication (by phone, Zoom, or email) between the leadership and teachers to discuss student attendance and provide feedback on the work expected.



PEDAGOGICAL SUPPORT

- Families' main contact persons are the classroom teachers: the French and English teachers.
- The teachers are available all day long (from 8:30 am to 3:30 pm except for lunch break) to respond to parents' requests.
- The teachers track activities using different formats: written comments, audio modules, reports during Zoom sessions, etc.
- For students who speak little or no French who usually benefit from instruction in the "French as the language of instruction" (*Français Langue de Scolarisation (FLSco)*) program, the teacher will provide such assistance.



APPENDICES

New student orientation during home-based learning



Individual orientation

- In-person orientation at the IFS on the student's first day.
- Orientation by the director and secretary for an introduction to and tour of the school.
- Distribution of materials, worksheets, school supplies, etc.
- Brief explanation of the guidelines



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 capsules, Seesaw, etc.)



Specific case: opening a new class

- First day: staggered orientation, by small groups, offered to new families. The orientation will be at the IFS by the teacher, the ASEM and the leadership.
- A packet with several worksheets.
- An introductory Zoom meeting of the students in the class is held during the first few days.