

FACILITATING ONGOING TEACHING & LEARNING 2020-2021

Secondary school



ÉTABLISSEMENT
EN GESTION DIRECTE



aefe

Agence pour
l'enseignement français
à l'étranger



Dear pupils, dear parents,

Please find below useful information for the distance learning period started on 4th January 2021. The proposed learning methods follow the AEFÉ's recommendations and guarantee educational continuity remotely.

It is important that the work offered to pupils allows learning to continue by setting up reassuring routines, promoting autonomy and ensuring that the proposed distance learning setting can be maintained by pupils over time.



TEACHING METHODS

- Teachers will keep in contact with students and maintain the **teaching and learning process**, be that “live” online or offline (**setting and marking work to be done independently**). It has been decided to limit the number of new tools, so teams will work with pupils using Pronote, Google tools (mail, drive, forms, Classroom...) and Padlet.
- The usual timetable will remain in place. Teachers will make contact and set work via Pronote, student Lycée email addresses and Padlet.

PROPOSED ACTIVITIES

They can take several forms, in French and English:

- Lessons or explanations of activities, in the form of a video, an audio document, a text book reference, a PDF document... In this case, the teacher will send the resources to the pupils.
- Activities to be done independently by pupils such as exercises, written tasks, summaries, audio recordings... For these, pupils will send their work to their teacher according to teacher’s instructions.
- The teacher will also unite all or part of his/her class together during videoconferences. For this, the teacher will set an appointment with pupils during their usual timetable slots. These remote meetings will mainly help keeping in touch with pupils, and addressing the difficulties or concerns they may have.

PUPILS' WORK

- For offline work, ie. that which is to be done independently, students would be expected to engage with this at a time when they would normally have that lesson according to their timetable. For example, if a Mathematics teacher sets exercises, pupils will work at home during their usual timetable Mathematics lesson time.
- Teachers will be careful not to overload students in order to allow them to adapt to this new way of working in this unique context.
- Assessment will be carried out by online questionnaires or by work submitted.

KEY TOOLS



We have focused on the electronic tools normally used by teachers and students.
Teachers will inform pupils of their chosen communication tools.

HOW DOES THE TEACHER GIVE RESOURCES TO THE PUPIL?	
TOOLS	METHODS
Pronote	The student receives homework, documents, links via the <i>cahier de texte</i> on Pronote as usual.
Email	The student receives resources via his/her student Lycée email address.
Padlet	The teacher will post resources onto this virtual wall.
Google Drive	The teacher will transmit resources via Google Drive.
Google Form	The teacher can send questionnaires in order to ascertain comprehension or assess the student.
Google Classroom	The teacher can post documents, activities, exercises, links for videoconferences.

HOW WILL THE STUDENT TRANSMIT DOCUMENTS TO THE TEACHER ?		
TOOLS	METHODS	TUTORIAL
Pronote	The student (or their parents) receives an appointment for a videoconference. They click on the link.	<u>Tutorial</u>
Email	Student returns work via Lycée student email address.	-
Google Drive	Student saves work in the relevant class Drive.	<u>Tutorial</u>
Google Classroom	The student can submit their work.	

KEY TOOLS



HOW DOES THE TEACHER SET UP A VIDEO CONFERENCE?

TOOLS	METHODS	TUTORIAL
MEET Google	The student receives an invitation to join a videoconference. They click on the link.	Tutorial

Google Meet rules:

1. Check the inbox of your **@eleve.lyceefrançais.org.uk** account for the link to join.
2. Turn off your microphone and await teacher instructions.
3. Listen carefully to the teacher. Only speak when given permission to do so. There may be a delay in the sound.
4. If you have any questions, click on “chat” and write your question or write “.” to indicate that you would like to interject.
Wait for the teacher to give you permission to do so.
5. Do not disconnect until the teacher has said that you can do so.

It goes without saying that normal school rules apply during videoconferences: dress appropriately, do not eat, use appropriate language...

Image rights of teachers and of other students must be respected ; any breach of this will be sanctioned. It is forbidden to capture (screenshot) someone’s image without their permission.

TOOLS USAGE



LIVE ONLINE SESSIONS

- Teachers will make sure to adequately pace these sessions so that videoconferences are not too long and/or too numerous over the week.
- Pupils will make sure to “be on time” (and parents will continue to ensure their child has a positive, listening and focused behaviour).
- Teachers will take care to set meetings (via Google Meet) reasonably in advance so pupils can get organised.

OFFLINE SESSIONS

- Homework: teachers are invited to prioritise Pronote’s “work to be done” (emails should remain a secondary tool) and pupils will submit their work using Google Classroom.
- When setting exercises or homework, teachers will aim – as much as possible – to specify an “**estimated duration**” for the task to be done. This “**estimated duration**” is a precious indication for pupils and parents as it allows them to check the workload expected by the teacher. This estimate can vary depending on the pupil and on circumstances, such as energy, taste for the subject, acquired skills, motivation, bedtime, wake up time, time of the day, tiredness, time spent on social media etc. The pupil may sometimes not finish the task or tasks in the set “average time”. The indicated “estimated duration” should be reasonably used to measure the workload for each task, each subject, and each week so the pupil can organise their time as well as possible.
- Teachers will take care to set homework reasonably in advance so pupils can get organised according to how significant the task is.



PUPILS MONITORING



Distance education involves all aspects of teaching. **Professeurs principaux/Tutors along with CPE/Heads of Year** monitor fragile pupils to prevent them from dropping out.



TIPS



- Limit screen time.
- Create a quiet environment during "lesson" time (no music, TV, surrounding conversations).
- Follow your child's academic progress, and be available for technical support: sending emails, attaching/downloading documents...
- Let your child do the work themselves.

WELLBEING AT HOME



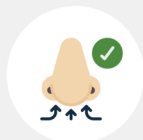
PAMPER



DRINK



STRETCH OUT



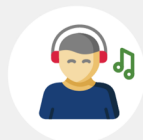
BREATHE



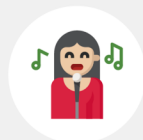
WORK OUT



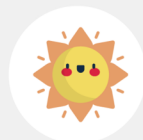
GET SOME FRESH AIR



LISTEN TO MUSIC



SING



PROTECT YOURSELF FROM ANXIETY-PROVOKING NEWS



ATTEND TO



HANDWORK



COOKING



GARDENING



ART



CLEANING

KEEP CONNECTED



KEEP IN TOUCH WITH RELATIVES BY PHONE



ORGANISE VIDEO CALLS WITH FAMILY AND FRIENDS

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