DISTANCE TEACHING & LEARNING IN PRIMARY SCHOOL

Dear Students & Parents,

Contained herein are details of the way in which ongoing teaching and learning has taken place from Wednesday 18th March. Please read carefully.

The principle of this document is to inform and summarise straightforwardly. You will not be directed towards links within links.

There is no shortage of resources out there, but by far the most important thing is to know how to organise yourself, to think carefully about your work and to do it as well as you can … from a distance… without getting lost.

The idea is to really engage with your work, not to simply fill a virtual filing cabinet with resources never to be touched again.

It is important that the work proposed to the students allows the installation of reassuring routines, promoting autonomy and that this proposed distance learning framework can be maintained by the children over time.

Your teacher is your guide, teaching according to the needs of each class and student in the way that they normally do.

Teachers keep in contact with students and maintain the **teaching and learning process, offline (setting and marking work to be done independently).** This is what has been developed for each primary class since Wednesday 18th March. The choice was made not to multiply the new tools and the teams work with the students using Google tools (mail, drive, questionnaire, etc.) and Padlet.

Gradually, teachers will offer **online (live) teaching**, using Google Meet.

Work activities could take several forms :

- Lessons in video/audio format, referring to the text book, PDF document.
- Written activities to complete and submit to the teacher.
- Video conferences with whole/partial classes. The teacher will stipulate the time, sending an invitation (link) via email or the Padlet. These virtual meetings serve to maintain a link with the students and to respond to questions.

Teachers are careful not to overload students in order to allow them to adapt to this new way of working in this **unique context, one which will inevitably have an impact on the usual pace of the teaching and learning process**.

Assessment will carried out by online questionnaires or by work submitted.

LYCÉE FRANÇAIS CHARLES DE GAULLE DE LONDRES

ETABLISSEMENT DE GESTION DIRECTE

aefe
Agence
l'enseignement français
à l'étranger

THE PRINCIPLE TOOLS TO BE USED

We have focussed on the electronic tools usually used by teachers and students.

HOW WILL THE TEACHER TRANSMIT WORK AND RESOURCES TO THE STUDENTS?	
TOOLS	**METHOD**
Padlet	The teacher posts resources onto this virtual wall.
Email	The student receives resources via parent's email address.
Google Drive	The teacher could transmit resources via Google Drive.
Google Form	The teacher could transmit questionnaires in order to ascertain comprehension or assess the student.

LYCÉE FRANÇAIS CHARLES DE GAULLE DE LONDRES

ETABLISSEMENT EN GESTION DIRECTE

aefe
Agence
l'enseignement français
à l'étranger

THE PRINCIPLE TOOLS TO BE USED

HOW WILL THE TEACHER ORGANISE A VIDEO-CONFERENCE ?		
TOOLS	**METHOD**	**TUTORIAL**
Google Meet	The student will receive an invitation to join a pre-arranged video-conference, and does so by clicking on the link.	Tutorial

Google Meet rules:

1. Find the link on the class padlet or the email sent by the teacher to join the class discussion.
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. Do not disconnect until the teacher has said that you can do so.

It goes without saying that normal school rules apply during video-conferences : 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 screen shot the image of someone without their permission.

ADVICE

- Limit screen time.

- Be sure to assist your child during their connection times.

- Create a quiet environment during 'lesson' time (no music, TV, raised voices).Using a headphone can be a solution.

- Follow your child's academic progress, and be on hand for technical support : sending emails, attaching/downloading documents…

- Allow your child to do the work themself.