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Distance education :
Principles and modalities of implementation

Latest update : April 23rd, 2020

Principles

The introduction of distance education responds to the need to ensure the continuation of learning during the suspension of classes in Maternelle, Elementary and High School.

The objective is to allow the pedagogical progress to continue, but in a distance implementation that translates into:

- A specific organization and communication
- The construction of adapted and coherent pedagogical activities
- The introduction of different evaluation procedures

Distance learning is implemented in a **flexible and progressive way and is organised around two specific timeframes:**

a) **Synchronous time takes place live with the class on the platform Zoom, in fixed time slots from one week to the next.**

Depending on class levels, subjects and teaching objectives, these "live" moments are used in different ways: virtual class, Q&A sessions, inverted class, transmission of instructions, learning of new concepts...
The number and duration of the sessions vary and are adapted to the age of the students and the nature of the suggested activities.

In Primary, the teacher presents two virtual class sessions per day, either in large groups or with smaller groups of students for more effective learning, particularly in reading and oral language. English teachers also take part regularly.

b) **Asynchronous times are moments when the students are working autonomously**

In Primary, the teachers provide families with a detailed weekly schedule on Pronote and by e-mail, to which a daily and complementary work schedule can be attached depending on the level. Learning activities are organized in a hierarchy (essential or mandatory activities; optional or complimentary activities) in order to avoid overwork.

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In high school, teachers provide students with a detailed weekly work schedule on Pronote, and indicate deadlines for assignments to be completed in the "Work to be done" and "Course content" sections. They also provide a time during their regular class hours (excluding live classes) to answer students' questions.

Communication tools

Pronote is the reference tool for students, families and teaching team. The planning of the sessions, their content, and all the information relating to the work to be done is centralized there and is therefore always available.

In addition to these tools, the ZOOM platform is also used to implement synchronous times. All the security functionalities required to ensure the smooth running of the sessions are enabled.

The use of this tool is also based on the responsible behavior of the students, which is part of Zoom's charter of good practices.

These communication platforms are combined, when necessary, with all the teaching tools typically used in the classroom and with which students are familiar.

Workloads

Distance learning cannot result in a workload similar to a regular week's class. Students' ability to concentrate is limited in such a context. The amount of work required of students must therefore meet the main objective of maintaining their motivation over time.

The references normally accepted are the following (these are daily averages):

At the Maternelle, it is difficult to determine a specific time frame; it depends on the child's motivation and the parents' availability. What is essential is to stimulate the young child's interest (through a variety of short activities often based on everyday life and the family environment) without forcing him/her. **The child's well-being must come first.**

In elementary
For students in cycle 2 (CP; CE1; CE2): **1 hour and 30 minutes of work per day (excluding virtual class time)** is the preferred duration, which means 3 learning sessions of 30 minutes each.
For students in cycle 3 (CM1; CM2): **2 hours 15 of work per day (excluding virtual class time)** is the desirable duration, which means 3 learning sessions of approximately 45 minutes each.

In high school
For junior high: **3 to 4 hours per day** is recommended
For senior high: **4 to 5 hours per day** is recommended

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The main teacher plays an important coordinating role in this matter. Every week, he or she reviews the situation with the class and communicates the information gathered to the other teachers on the team.

Evaluation

Distance learnings still take place and, as such, are evaluated.

The spirit and purpose of "distance" assessments
To evaluate is to realize and report:

- **To be aware** of the progress and possible difficulties of the student and thus to regulate the help to be given to him or her.
- **Reporting back** to the student, family, and school

In this context, **a relationship based on trust and sincerity** is essential.

In Primary, evaluations - whatever their form from one class level to another - are simplified and adapted. They should in no way be a source of stress. **These evaluations are positive and formative**: above all, **progress and success** are highlighted. Any difficulties can be pointed out so that they can be taken into account and addressed.

It is possible that the teacher reach out to the parents (interview, questionnaire...) to better understand the context in which evaluations were achieved.

It is fundamental to specify that there will be no issue for the child in terms of continuity of schooling: they will continue next year in the upper class. However, these distance assessments will allow the student's current teacher as well as the teacher for the coming school year to have a full understanding of the child's abilities and needs **in order to accompany him/her effectively in his/her progress and success.**

Moreover, it is important to remember that the curriculum is designed to be taught over several years: concepts still not fully mastered by the students or not addressed in the context of distance education will be (re)explored and consolidated the following year.

In high school, the evaluations are discussed within disciplinary teams, each subject responding to specific needs.

The modalities can vary: oral, written, in synchronous or asynchronous time, individual or group evaluations. Attendance, involvement, participation and meeting deadlines are also promoted. These evaluations are essentially formative, which means that they aim to identify what has been learned, weaknesses, points to be improved, etc. in order to target the assistance to be provided, with the sole aim of making progress.

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However, in order to motivate students, they may still result in grades, which are taken into account in the average for the discipline only if they improve it.

To ensure that, in this context, evaluation preserves its primary purpose, it is essential for students to show honesty and responsibility by following carefully the instructions given by the teachers.

Otherwise, it is their work as much as the work of the teachers that would be misrepresented and devalued.

For the 2020 exams, the French Ministry of Education provides specific instructions. They can be consulted at the following address: https://www.claudel.org/en/pedagogy/covid-19-continuity-of-services/

Parents' role

At Primary level, in distance education, the role of parents is essential: it is a matter of co-education. According to their availability, parents assist their child, especially the youngest, so that the child continues to discover, learn and progress in good conditions. It's a question of finding a good balance.

Some parents will be tempted to help their child or even to do it for them, especially during the evaluations. While this reaction is understandable, it is counterproductive. For a child to progress, the teacher needs to "know where he is at" in order to help him better. **It is therefore essential that the work done is the child's own work.**

From CM1 onwards and throughout high school, the age of the students allows them, to various degrees, greater autonomy, an essential skill to be developed in middle school and practiced in high school.

In the context of distance learning, parents must therefore, depending on their child's profile, find the right balance: support the organization, encourage, stay on the lookout for possible alerts sent by teachers, follow up on them, **while not doing the work for their child and not participating in live lessons.** This last point is essential. **The relationship between teachers and students during the class must be preserved and respected in its different aspects and the presence of a parent even in the background can only disrupt this crucial relationship.**

Students with special educational needs

In Primary, individual and differentiated support from the support teacher and if necessary from the class teacher is regularly offered to students with special educational needs or, more generally, to students who require occasional help.

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At High School level, schooling arrangements for students with special educational needs (Individual Support Plan (PAP) provisions) continue at a distance and are implemented by the classroom teachers.

In addition, a distance support system is offered to volunteer middle school students benefiting from a PAP.

The purpose of this enhanced support is, notably, to provide organisational assistance, to ensure that motivation is maintained, and to review, as required, certain skills worked on in class.

Tutoring between students

Le dispositif de tutorat entre élèves est maintenu et transposé à distance.

The tutoring system between students is maintained and transposed remotely. The students to transmit their request for support use the address tutorat@claudel.org. "Relay" students are responsible for connecting with the tutors, under the supervision of the Pôle Vie de l'Elève.

Référence(s) :G:\Drive partagés\1-Direction\Covid-19\Principes et modalités de mise en oeuvre de l'enseignement à distance - EN.docx

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