Distance education:
Principles and modalities of implementation

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 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.

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) to avoid overwork.

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.

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At the secondary school, in the event of a changeover of a class, several classes or the school to 100% distance education, the distribution of synchronous and asynchronous times differs according to the duration of the suspension of classes in the classroom.

- **Up to two weeks of isolation**

Organization for all high school classes, from January 4th to 8th.

Classes are held according to the normal schedule in synchronous mode. This means that all sessions on the schedule are live. **However, the duration of the sessions is shortened according to pedagogical needs by offering content adapted to the virtual modality.** In this configuration, the objective is to keep the pace as normal as possible while considering the fatigue inherent in this teaching format. Synchronous sessions can also integrate autonomous work moments during which students are active, without necessarily being in front of the screen.
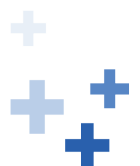
- **Over two weeks of distant teaching (or over a week if the situation allows it)**

Organization for all high school classes, from January 11th to 22nd.

For each level and each discipline, **the teachers define the number of live sessions per week and the duration of sessions is reduced.** At the same time, students receive a work plan for independent work on Pronote ("Work to be done").
Synchronous sessions are identified by the mention "Direct" on the timetable. The presence of students is mandatory in these specific slots.
The pedagogical objective is to maintain the students' motivation by ensuring a concerted balance between the frequency of live sessions and their duration.

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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 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 considered and addressed.

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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.

For evaluation to retain its primary purpose, it is essential for students to demonstrate honesty and responsibility by strictly adhering to the handover instructions established by the teachers.

Otherwise, it is their work as much as those of the teachers that would be distorted.

Please note: the evaluations carried out at a distance are normally counted in the students' periodic assessments (report cards).

Parents' role

In 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.
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.

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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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