# Guide for good use of distance education and learning

## A word from the teaching team: why a charter for distance learning?

Within a classroom, teachers generally establish a few simple rules that help to create a favourable working climate, which will greatly facilitate the learning processes for pupils.

Based on the experience of April, May and June of this year, the teaching team has identified specific rules for the distance learning period ahead of us.

These rules aim to facilitate the relationship between teachers and their students, but also with parents who are given a very important role in the system.

We have identified, for both primary and secondary education, four areas in which we felt it was important to have precise and easy-to-follow rules. These areas are as follows:

- Communication (teachers/pupils/parents)
- The parts of the course that will run synchronously (via Zoom for example)
- The parts of the course that will be dedicated to activities carried out independently by the student
- Monitoring student participation and engagement

The teaching team is convinced that these rules will significantly improve the experience of distance learning for all. Each week, a time will be set aside for discussion with the teachers in primary school, and with the form teachers in secondary school. This time will be an opportunity to take stock of what is working well and what could be further improved.

The teaching team

# Primary school

## 1) Communication

**Toutemonannée**

As was the case during the months of April to June, we will mainly use the Toutemonannée platform, which many parents and students already know. Toutemonannée is an easily accessible website at the following address: https://www.toutemonannee.com/

There is also an application that we recommend that parents install on their mobile phone, if they have not already done so.

As a reminder, Toutemonannée works with a "parent" access and a "student" access, the parent account being able to "control" the student account. Parents with several children in primary school can therefore have access to their different children's "To do" and "Correspondence" books more easily. The access codes for the parent account and the student account will be communicated to parents.

In general, it is preferable that students log in to Toutemonannée directly with their student account, and not through their parents' account. This will facilitate homework assignments and direct communication between students and their teacher. Please note, however, that children in Kindergarten and CP, who will be most in need of being accompanied in the various tasks by an adult at home, will not have student access. They will have to go through the parent account to access Toutemonannée.

Toutemonannée has several tools to help teachers, students and parents communicate. In order to simplify and harmonise practices, we propose that each tool is reserved for a very specific type of communication:

- **The "to do" book (Cahier de texte):** The teacher indicates the organisation of the day, as well as the lessons and activities to be carried out.
- **The "Correspondence book" (Cahier de liaison):** It will be used to communicate with parents, especially to transmit important information (to be signed).
- **The messaging platform**: This will be used for individual exchanges between families and teachers that do not require a signature, as well as for the handing in of work by students.
- **Publications:** These will be reserved for class life, i.e. to share pupils' work and achievements. Other information useful to the class will also be shared, the advantage of Publications being that they are the first information visible when logging on to Toutemonannée.
- **The media library**: This is where the pupil will be able to find all the resources used for the lessons (lessons, videos, links to websites, etc.).

Thanks to the improvements made by the Toutemonannée team, students and parents will be able to easily see if they have received a new message when the application is open. A small number will indicate the number of newly received messages on the notifications and messaging icons at the top right of your screen, as shown in the following picture:

In general, teachers will ensure that they follow some good practices that will facilitate the organisation of class time among families, in particular:

- Communicate sufficiently in advance the information related to the synchronous class calendar for the following week (connection codes, days and times...).
- Posting in advance the materials and activities to be carried out, as foreseen in the daily timetable.
- Keep a record of work completed and report overdue work at weekends.
- Provide an individual assessment of work received.

This new period of distance learning will help students to become familiar with computer tools and the digital world. Pupils will be able to improve their ability to communicate online by better understanding what a message is, what it consists of (a recipient, content, possibly attached files), and what are the few simple rules to be observed (greeting, being clear and concise, respecting the norms of politeness).

With the help of their parents, or on their own for those who are more independent, pupils will make sure that they return the work in a suitable format (for example by scanning a document, a pdf file, or a word document) using the means of communication indicated by the teacher. They should make sure that the content of the documents they send in is clearly legible.

**Concerning the use of WhatsApp**

Teachers may use WhatsApp to make it easier for them to receive audio or video files, or to communicate more quickly with parents. However, the use of WhatsApp will remain a personal choice for each teacher. Therefore, WhatsApp can only be used to support Toutemonanée. Its use will not be compulsory for students or for parents.

In all cases, the use of WhatsApp will be limited to working days and administrative hours (between 8am and 5pm), and to the transmission of simple information, without reviews or unhelpful judgements.

## 2) Parts of the course by videoconference

### Zoom

Teachers will regularly use Zoom, the videoconferencing tool with which pupils have already become familiar between April and June.

Zoom meetings will be held mostly in small groups, which will allow for better participation from pupils. Teachers will offer two Zoom sessions per day, including language lessons. The teaching organisation (class group, small groups, support) will be defined by the teacher. The teacher will check that pupils who have been invited are present.

### To connect to Zoom

Zoom meetings will be called by the teacher who will send a clickable link to join the videoconference. Pupils will also be able to join the videoconference using the specific Zoom code available to each teacher. Zoom saves the different codes used by pupils, so they will not have to enter this code each time, just select it from the list.

The password for the session will always be the same for each teacher.
Class+zoom for french teachers
Examples: CP A - password: CPAZOOM        CM2 B - password: CM2BZOOM

Language teachers will communicate their password to students via the toutemonannée platform.

### Some rules to better "Zoom" together

- It is important that students activate their webcam to appear on the screen. This will enable the teacher to interact with students more effectively.

- They will use their real first name to identify themselves and not any funny names.

- Students should avoid participating in the videoconference in their pyjamas, lying on their beds, or eating breakfast. Student engagement is part of learning.

- Students should try, as far as possible, to settle down in a quiet place that is conducive to work. They can be more attentive if they sit at a desk or table. A sofa should be avoided.

- Pupils should also be careful not to use the Zoom chat to chat with their classmates while the teacher is talking, or to have a smileys competition. For pupils with a mobile phone, it is best that this remains switched off and kept away so as not to risk becoming a distraction.

- Wearing headphones can help reduce noise in the room where the student is. It can also help the student to hear and understand the teacher better.

- Pupils will raise their fingers, as in class, to ask to speak.

- Punctuality is important in distance learning too. If pupils have technical problems connecting, it will be important to contact the teacher as soon as possible to explain the problem.

### 3) Autonomous activities

#### The different activities

The pedagogical team identified, among available digital work tools, those that best adapt to students so that they can continue to work independently.

The teachers will be particularly attentive to supporting pupils in the use of the proposed tools and to ritualising their use. Tutorials may be shared with the class and parents to facilitate the use of new tools.

Scans of textbooks or activity files can also be made available to students on Toutemonannée. Teachers should take care to avoid printing documents as much as possible. When necessary, they will make paper versions of working documents available to students who do not have a printer, and these will be collected from the school reception desk.

Finally, distance learning does not necessarily mean going digital. Teachers will therefore ensure that pen and paper are still used for certain activities.

#### Submitting tasks

The activities requested by the teachers should be returned, as much as possible, by the end of every day. Of course, for families who cannot follow a daily rhythm, a weekly return will be possible in agreement with the teacher. Daily reporting is nevertheless desirable as it will allow teachers to better follow the progress of their students.

Work will be submitted exclusively on Toutemonannée using the Messaging tool and sometimes possibly the Publications tool for work to be shared with the whole class.

### 4) Pupils' participation and commitment

#### Monitoring of students

The teaching team is well aware that distance learning is a very heavy constraint to manage for many families. Taking into account particular situations, teachers will regularly monitor student participation and commitment. This will make it possible, for example, to draw parents' attention to the difficulties encountered by a pupil. Attendance at videoconferences and the behaviour of the pupil during these will be taken into account, as will the regularity and care taken in the work given.

#### Class life

Times in the week will be set aside for a discussion between students and teachers to discuss the pace of work, the technical difficulties encountered, or simply to exchange and thus rediscover the interactions that are so particular to the group that each class represents.

# Secondary

To help students better master the tools used for distance learning, a series of tutorials will be available for students on Moodle. The tutorials are grouped together in the course "ABC to distance learning" available on the Moodle home page, once the student has logged in.

The tutorials are available on the following link:
http://www.lyceemaputo.org/moodle/course/view.php?id=96

Students will be informed of how to access Moodle by email.

## 1) Communication

### Communication of the work to be done

The organisation of the working session and the homework to be done will be communicated to students on the Pronote textbook (Cahier de texte) only.

### Communication between students and teachers

An email address has been created by the school for all students and teachers in secondary school. Communications can therefore be done by email, but also by Pronote or Moodle. However, even if messages are sent by the teacher via Pronote or Moodle, students will receive notifications of these messages by email. To simplify communication, the following rules will be applied:

- Individual communication (one teacher / one student): by email or Pronote

- Communication concerning the whole class (mainly the textbook (Cahier de texte)): Pronote

- Whole class communication on Moodle activities: Moodle

The school email address can be used from the following webmail: https://mail.ovh.net/

### Communication between parents and teachers

Teachers and parents will be able to communicate by email or Pronote.

On a regular basis, the form teacher will organise a one-hour videoconference meeting to review the state of distance learning with parents and answer their questions.

## 2) Parts of the course by videoconference

### To connect to Zoom

Invitations to videoconferences on Zoom are announced on the Pronote textbook. All the student has to do is click on the link sent with the invitation to join the videoconference.

If for any reason the link does not work, it is also possible to join the videoconference using the teacher's Zoom ID, which is also sent with the invitation to the Pronote meeting.

In all cases, a password will be required. It will invariably consist of the current date, followed by the name of the class. Days 1 to 9 will be preceded by a 0. For example: 286G1 or 08 5G2, etc. (please be careful to use capital letters).

For teachers using Moodle, the Zoom platform will be available directly via the teacher's lesson.

A tutorial on how to use Zoom is available on Moodle.

### Some rules to better "Zoom" together

- All students will have to activate their webcam. This will be important for the teacher and students to be truly together during the videoconference.
- Punctuality is a virtue.
- Students will use their real first name to identify themselves.
- They will avoid appearing in their pyjamas, lying on their bed, or eating.
- Just as students do not have access to their mobile phones during class, they will turn off their phones during videoconferences, unless they are using the phone to participate in the videoconference, which is not recommended.

### For synchronous courses using Pronote's "Discussion" tool

Teachers may be able to give lessons synchronously without using videoconferencing, but using Pronote's "Discussion" tool. In this case, a few rules must also be respected to avoid dozens of messages being posted, which makes the course more complicated to follow.

**The rules to be followed are as follows:**

- Pupils should be careful not to send messages before the course starts.
- The course is opened by the teacher. Pupils will only be able to post messages after a first message from the teacher.
- There is no need for students to say that they are present.
- There is no need for pupils to answer "yes sir" or "yes madam" every time the teacher gives an instruction.
- Students should avoid "bickering" or communicating with each other as they might do on WhatsApp (e.g., "ouaich", "tanice", "mdr/lol", etc.).

# 3) Autonomous activities

## Activities on Moodle

For teachers who use Moodle, a series of activities will be offered directly on the platform (quizzes, forums, collaborative writing, writing individual texts, etc.). These activities will be done directly in Moodle. There will be no files to upload. Exceptionally, students who encounter technical problems will be able to send scans and deposit them in Moodle as well.

## Activities via Pronote

Certain activities (MCQs) will be proposed directly on Pronote.

Finally, for teachers who do not use Moodle, submission of activities or assignments will be done via the Work Submission workspace (dépôt de copie) on Pronote.

A tutorial will also be available on Moodle.

## Paper-based activities

Teachers should avoid giving activities that require printing out documents. However, in the event that some pupils have technical difficulties using a digital document and do not have a printer at home, the teacher will make a paper copy of the documents concerned available to pupils at the lycée reception desk. Pupils who are in this situation should request this beforehand.

# 4) Verification of student participation

## Monitoring of students

Classes will mix synchronous parts (e.g. videoconferencing) and parts during which students will do independent activities. Students who have not logged in to the video conferences or activities on Moodle five minutes after the class starts will be marked as absent, or late if they join the video conference after the five-minute tolerance period.

In the event of a technical problem (computer failure or connection problem), students should notify the teacher by email. If the technical problems do not allow the student to send a message, the student will be marked absent and their parents will subsequently have to justify their absence.

The regularity and punctuality of the submission of work will also be monitored by the teachers and the school administration. A regular update will be communicated to parents.

## Class life

Each week, one hour will be set aside for a class discussion. During this time, students and form teachers will take stock of the lessons and activities carried out during the week in order to identify together what has worked well and what needs to be improved.