RVIS Virtual School Guidelines

The goal of Virtual School is to ensure learning continues in the event of school closure. The goal is to carry on learning, but not necessarily replicate a traditional school day as per the timetable. Students should be able to independently extend their learning with the direction of the teacher. Please consider the following when planning:

Considerations

- Many families have more than one child attending school; children may have to share a computer particularly at the primary level; other families provide their younger children iPads.
- With the exception of EC, parents should not be placed in the role of teaching; students should be able to independently carry out the tasks assigned by teachers including access to the material.
- Learning is authentic and can occur online or offline (*e.g. reading, exercise, drawing, playing, constructing, writing, and etc. are perfectly acceptable virtual school day tasks that can be photographed, videoed or turned in upon return to school*).
- In addition to Google Classroom, assessments can be posted to student Learning Portfolios; the Learning Portfolio will serve as one of the primary summative assessments at all grade levels (*SeeSaw N-2, Google Sites 3-12*).

General Expectations N-12

- Work should be posted no later than 8 a.m. (Bahrain time) on the day(s) of Virtual School; preferably, work is posted the evening before; no new work may be posted after 8 a.m. on drill days.
- Teachers should be available to students online for four hours per day; this can be continuous or split into segments; in long-term situations, teachers should post consistent hours, which may be different by day to meet the needs of students in different timezones (*eg STTH 8-12 AM; MW 7-9 AM & 1-3 PM; we recognize that there will be days exceptions apply, but the goal is to provide as much consistency and clarity as we can for students*).
- We are continuing to offer a rigorous program of learning and assessment
  - provide a high level of detail for all learning experiences
  - specify formative and summative assessments submission procedures (*practice only, no submission; submission to Google Classroom; submission to Portfolio*)
  - continue to assess via projects and exams (*exams can be posted at a specific time with the expectation to complete within 90 minutes*)
- Assignments can also be assigned through our online subscriptions and textbooks and communicated through email, Google Classroom or Seesaw.
- Begin posts & emails with a warm and friendly introduction (*video greetings or flipped video lessons are encouraged*). Loss of face to face contact for an extended period can be an issue for some students.
- Be flexible, responsive and positive. Students will be affected by the closure in different ways. Expect to receive late submissions or responses at times.
- If a student has difficulty accessing your Google Classroom/Seesaw, the teacher will need to support the student/family via email.
- Where possible we encourage online group conversations (e.g., Hangouts, Zoom).
- Maintain regular communication with families (*eg Grade Level News, etc.*).

Early Childhood: Nursery - Kindergarten Expectations

- Seesaw will be the virtual platforms used to communicate work.
- Specialist teachers will also post work through SeeSaw using the homeroom account; there will only be one SeeSaw portfolio per student.
- Provide instructions for parents/caregivers to carry out learning tasks with child. Examples may include:
    - Read a book with your child (not language specific), reflect on pictorial reflection of story
    - Learning walk outside - connect classroom theme (unit) to learning walk experience
    - Physical activities
    - Create opportunity for students to engage in creative play - puppets, collage, puzzles
- Limit exposure to TV or device - see screen time recommendations.

Elementary: Grade 1-5 Expectations

- Seesaw (1-2) and Google Classroom (3-5) will be the virtual platforms used to communicate work.
- In grade 1-2 specialist teachers will post work through SeeSaw using the homeroom account; there will only be one SeeSaw portfolio per student. In grades 3-5, specialist teachers will have a google classroom set up for each class e.g., 5N Music
- Students do not need to be given a lesson for every subject presented each day; rather, how can we make connections between the learning to ensure they are extending essential skills? Over the course of the week, students should engage in deep learning in all subjects that would normally be taught.
- Students may be presented new material via a "flipped" video lesson or reading; in this case, teachers should plan for reflection, assessment, and review of the material.

Middle/High School; Secondary Expectations

- Students may be presented new material via a "flipped" video lesson or reading; in this case, teachers should plan for reflection, assessment, and review of the material; in a drill situation, no new material may be immediately quizzed/tested upon return to school.
- In the case of the block schedule, virtual school will be for the classes scheduled that day.

Leadership Support

- Continue regular communication with the community (*parents, students, staff*).
- Troubleshoot and problem-solve issues that arise; be available to support teachers, students and parents as needed.
- Oversee Virtual School implementation and participate in SeeSaw and Google Classroom platforms to ensure consistency and communication.

Support Staff Support

- IT will be available for support and will maintain the IT infrastructure of all platforms.
- IT will keep in regular contact with leadership team and support wherever necessary.
- In the case of extended Virtual School, admin assistants will be responsible for generating reports and sharing them with parents via email.