



SHANGHAI SINGAPORE INTERNATIONAL SCHOOL  
上海新加坡外籍人员子女学校

YOUR GUIDE TO OUR

# DISTANCE LEARNING PLAN

ENSURING CONTINUITY OF TEACHING AND LEARNING

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# INTRODUCTION

## SETTING UP FOR SUCCESS

# LEARNING CONTINUES

This guide is designed to describe the actions SSIS will take to ensure continuation of teaching and learning beyond the school campus.

The main objective of this SSIS Distance Learning Plan (DLP) is to ensure that the school community shares a clear understanding in terms of expectations, routines, responsibilities and educational outcomes of the distance learning procedure.

The SSIS guide to Distance Learning will help you understand:

- our pedagogical approach and rationale of the school's actions and decisions in terms of instruction and curriculum delivery from distance.
- the main channels for communication among school, faculty, students & parents.
- the online platforms employed by each division.
- main roles, responsibilities, expectations and guidelines for school leaders, faculty, students and parents.

## SETTING UP FOR SUCCESS

SSIS approach to distance learning is based on the admittance that the holistic learning experience provided at the SSIS campus cannot be replicated; We acknowledge the value of the regular school day experience and the student-student and student-teacher interaction that take place in the learning environment of the classroom. As such, our mission is to develop in our students a passion for life and for learning through a holistic and well-balanced education with either face-to-face or distance learning.

As life-long learners, we are excited to explore the possibilities that digital interaction can bring to our community.



## **WE STRONGLY BELIEVE THAT LEARNING CAN HAPPEN ANYWHERE, ANYTIME, ANYHOW.**

To achieve that, the school community will have to open-minded, positive and well prepared to embrace new routines and innovative methods to support teaching and learning.

Our goal is to engage our students in authentic learning experiences that seek a hands-on approach, mental and physical involvement. During any DLP implementation, SSIS teachers will always prioritise ubiquitous, experiential learning and students' wellness over simply covering the curriculum.

## ROLES AND RESPONSIBILITIES

Many stakeholders will contribute to the effective implementation of the SSIS DLP:

<b>SCHOOL PERSONNEL ROLES &amp; RESPONSIBILITIES</b>	
Core Leadership Team	<ul style="list-style-type: none"> <li>• Establish channels of communication between the school, students and parents</li> <li>• Reach decision on key aspects of distance learning implementation</li> <li>• Support faculty to shifting to a distance learning environment</li> <li>• Monitor distance learning procedure to ensure quality of teaching and learning</li> <li>• Provide ongoing updates to stakeholder groups</li> </ul>
HODs	<ul style="list-style-type: none"> <li>• Support teachers in the implementation of the DLP</li> <li>• Support teachers to design distance learning lessons and methods for effective assessment</li> <li>• Oversee the delivery of subject matter in their departments</li> <li>• Monitor the use of e-resources by the teachers and the students</li> </ul>
Programme Coordinators	<ul style="list-style-type: none"> <li>• Ensure smooth communication between the school and the Programme Organisations (Cambridge, IBO)</li> <li>• Serve as liaison for communication with students and families</li> <li>• Provide ongoing updates about the programme to stakeholder groups</li> <li>• Ensure smooth completion of work to be submitted to the Organisations</li> </ul>
Form teachers	<ul style="list-style-type: none"> <li>• Serve as liaison for communication with students and families</li> <li>• Be available for teachers and students as needed for support</li> <li>• Collaborate with teachers to monitor students' attendance and smooth participation to distance teaching and learning</li> </ul>

## SCHOOL PERSONNEL ROLES & RESPONSIBILITIES

Teachers	<ul style="list-style-type: none"> <li>• Teach and deliver class content based on the allocated timetable</li> <li>• Provide timely feedback to support learning</li> <li>• Design effective activities to assess students' learning</li> <li>• Differentiate their instruction to ensure equal access to learning for all students</li> </ul>
Counselors	<ul style="list-style-type: none"> <li>• Serve as a liaison for communication with students and families</li> <li>• Deliver pastoral care lessons</li> <li>• Provide social – emotional support to students</li> </ul>
Librarian	<ul style="list-style-type: none"> <li>• Collaborate with teachers to provide resources for distance learning and research</li> <li>• Be available for support to teachers and students</li> </ul>
IT Support Team	<ul style="list-style-type: none"> <li>• Monitor the IT needs of students, teachers and parents</li> <li>• Be available to troubleshoot IT challenges in connection to the school platforms</li> </ul>

For queries about ...	Contact
A course assignment, resource, task or feedback	Corresponding teacher
A personal or social-emotional concern	Corresponding Counselor
A technology - related problem or issue	IT Support: <a href="mailto:it-support@ssis.asia">it-support@ssis.asia</a> +86 21 6221 5075 (school hours)
Other issues related to distance learning	Divisional Principals / Director of Teaching & Learning

## STUDENT ROLES AND RESPONSIBILITIES

- Establish daily routines for learning
- Identify a comfortable space in home with internet access to be used as a 'study place' to study and participate in synchronous interactions
- Regularly check email or communication platforms in use by the school to check for announcements and feedback from teachers
- Attend all synchronous interactions via the indicated platform according to the class schedule
- Follow the etiquette as set by the school and the teachers
- Complete assignments with integrity and academic honesty
- Meet due dates, timelines and other commitments
- Communicate with the teachers in case there is lack of resources to participate in distance learning
- Communicate with the counselor in case of anxiety or if feeling overwhelmed
- Embrace good digital citizenship practices
- Include physical activity in the daily routine

## PARENT ROLES AND RESPONSIBILITIES

- Establish daily routines and expectations
- Identify a comfortable space with internet access in home where the child can work without distractions
- Regularly monitor communications from the school.
- Ensure good understanding and use of the school teaching and learning platforms
- Ensure that the child attends the synchronous interactions and understands expectations from school and teachers.
- Encourage/ model good digital citizenship practices
- Encourage physical activity
- Monitor how much time the child is spending online

## COMMUNICATION PROTOCOLS

After receiving notice from the Head of School about initiating the DLP, families will receive email from the Divisional Principals with division – specific information.

The primary tools for communication between the school, teachers and families will be **Email** and **ManageBac**. Regular updates will be also shared on the school website. Phone calls and texting might also be used in case there is need of immediate communication with the families.

## SCHOOL-HOME COMMUNICATIONS

**Email** and **ManageBac** will be the main form of communications during distance learning. Preschool teachers will also be using **ClassDojo** to be in contact with the parents.

Our teachers be available to provide support for both you and your child during the working day.

Please continue to check your email regularly for school-wide updates.

# ORGANIZATION OF DISTANCE LEARNING

One of the most common ways to think about learning online is to consider whether it might be synchronous, asynchronous, or a mixture of both.

- For the synchronous interactions, teachers will be providing online lessons using Microsoft Teams based on the divisional DLP timetables. During the online classes, students are expected to be involved with discussions about the studied content, interact with their peers, share and receive meaningful feedback.
- For the asynchronous interactions, teachers will be sharing resources (video, audio, presentations or worksheets) on ManageBac. Senior School teachers will be also using the school students' Moodle (iLearn) to share resources.
- The school will use a combination of synchronous and asynchronous interactions.

Synchronous	Asynchronous
<b>Students learn at the same time.</b>	<b>Students learn at different times.</b>
Communication happens in real time.	Communication is not live.
Possibly more engaging and effective.	Possibly more convenient and flexible.
Allows for instant feedback and clarification.	Allows students to work at their own pace.
<b>Examples</b> Video conferencing, live chat, live streamed videos.	<b>Examples</b> Email, screencasts, Flipgrid videos, blog posts/comments.

- A **DLP timetable** will be provided to all students and parents before the start of distance learning.
- Attendance will be taken for all online classes.

## PLANNING BY DIVISION

### PRESCHOOL

During Distance Learning, parents and caregivers can have a greater share of responsibility in the learning process. This is a time of deep learning, precious family time and authentic collaboration and our teachers will provide the best guidance and support.

In the case of distance learning, **printed instructional packages** will be distributed to students or picked up by parents to ensure that they have continual access to appropriate, high-quality learning materials that are suitable for their grade levels.

**Online meet ups** will also be provided by the Preschool teachers to support the students socially and emotionally. Students will be able to connect and interact with their classmates and their teachers.

- The focus for Preschool instructional packages is on different learning areas, interdisciplinary connections and extensions to maintain key concepts and skills in music, art, health and physical education.
- Instructional packages include fun and engaging activities, worksheets, and guidelines for parents on how to use the provided material.
- If the school closure occurs unexpectedly and the school campus is out of reach for the school community, families will be able to access digital versions of the packages.
- The Preschool team will be available to provide feedback, assist you in your child's learning at home and respond to any questions at the earliest possible.

## PRIMARY SCHOOL

All online classes will be conducted on **Microsoft Teams**. Links to the online classes on Teams, resources, classwork and homework will be available on the **ManageBac calendar**.

Classes will follow the normal timetable and be shortened to 30' so that students will **not spend more than 3 hours per day** at the screen. A sample of the timetable, comprising of online classes and asynchronous interactions (self-study) is shown below.

### SAMPLE TIMETABLE

Primary School – Sample Weekly Timetable					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
0830 -0930	Online class (30')				
	Self-Study	Self-Study	Self-Study	Self-Study	Self-Study
0930-1030	Online class (30')				
	Self-Study	Self-Study	Self-Study	Self-Study	Self-Study
Break					
1050-1150	Online class (30')				
	Self-Study	Self-Study	Self-Study	Self-Study	Self-Study
Lunch					
1230-1330	Online class (30')				
	Self-Study	Self-Study	Self-Study	Self-Study	Self-Study
1330-1430	Online class (30')				
	Self-Study	Self-Study	Self-Study	Self-Study	Self-Study
1430 – 1530	Online class (30')				
	Self-Study	Self-Study	Self-Study	Self-Study	Self-Study

## SENIOR SCHOOL

All online classes will be conducted on **Microsoft Teams**. Learning resources will be provided on the school students' Moodle (**iLearn**) and on **ManageBac**.

Classes will follow the normal timetable and **be shortened to 45'** to allow increased time break between lessons and time for a 'switch off' from technology. Although there might be some variance within subjects, teachers are expected to deliver a minimum of 50% of synchronous communication (whole class teaching) and ensure they are online and available during every lesson.

If an extended period of distance learning is necessary, form teacher check-in periods and assembly might also be included in the daily / weekly schedule.

A sample of the timetable, comprising of synchronous and asynchronous interactions, is shown below.

### SAMPLE TIMETABLE

Senior School - Sample Weekly Timetable					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
0835-0920	P1 -Online Class				
0935-1020	P2 -Online Class				
Break					
1040 -1125	P3 -Online Class				
1140-1225	P4 -Online Class				
Lunch					
1335 - 1420	P5 -Online Class				
1435-1520	P6 -Online Class	P5 -Online Class	P5 -Online Class	P5 -Online Class	P5 -Online Class

# STUDENT WELL-BEING

## PASTORAL CARE

In case of school closure, the SSIS Counselling Department will continue to provide Career, Academic, and Social/Emotional support to members of the school community by the following provided services:

- **Weekly engagement** with students/families of students who are identified as needing additional support before the school closure. The aim of this is both preventative and early interventional.
- **Daily provided** parent and/or child **counselling support** (by appointment) which can be conducted via a video conferencing tool or over the phone.
- Utilisation of **web-based Pastoral Care Curriculum** with additional posted instructional content.
- **Fortnightly distribution of the Student Wellness Survey** in order to receive self-reported feedback of how students feel they are doing.
- **Digital distribution of Parental/ Child Wellbeing Surveys**, which will provide an opportunity for parents to share what they observe in their child's social, emotional, academic, and physical behaviour. This can be extremely helpful for early identification and treatment of student distress.
- **Posting periodic videos and helpful resources** with encouraging parental strategies and recommendations on how to support children during the school closure.
- **Continued collaboration with subject teachers** in order to support students who may struggle (academically, socially, emotionally, physically) on account of the disruption.

The Counselling Department will also make social emotional support available to subject teachers should they require personal support.

## TIPS FOR WELL-BEING – B.A.C.E.

A helpful tip of how both students and staff can maintain physical and emotional health during a time of school closure, is to follow the acronym **B.A.C.E**

**BODY** - Daily, do at least two things to care for yourself physically. This can include eating a healthy meal, getting enough sleep, exercising.

**ACHIEVE** - Daily, make a list of at least two things that you want to achieve, and remind yourself why you want to accomplish them.

**CONNECT** – Daily, connect with at least two people for 20 mins a person. As much as possible, aim for face-to-face communication.

**ENJOYMENT** – Daily, aim to do at least two things that you enjoy. These do not have to be big or take a lot of time. They only have to be enjoyable and personal.

Other specific ideas for staying healthy during a school closure include the following:

- Set goals – reflect on your sense of purpose (large or small).
- Keep a routine.
- Limit your exposure to things which negatively impact you (cause sadness, fear, or an acute stress response).
- Unplug and Engage – as much as possible, get away from screens especially on weekends. However, don't just unplug, engage! Engage with something (the environment, a book), even better; take the time to connect with someone else.
- Look for opportunities to grow during this disruption.
- Help – be aware of when and who you can go to for help.



# SYNCHRONOUS INTERACTION ETIQUETTE FOR STUDENTS



## BE ON TIME

Punctuality is especially important for synchronous interaction as we are working in the absence of normal checks to ensure that everyone can start classes on time. Students will need to be extra responsible to schedule their day effectively and be ready to join their class before the scheduled lesson time. Students are expected to proactively contact their teachers if they are unsure of the online learning expectations.



## PROPER ATTIRE

In the case of a video conference and the use of a camera, students are not required to wear the school uniform. However, they are expected to dress in an appropriate and modest way and avoid any unnecessary distraction.



## GOOD LOCATION

As much as possible students should try to make sure that nothing from their location becomes a distraction to others in the class during the synchronous interaction. Students should also ensure that there is a professional background / screen on display.



## TURN ON YOUR CAMERA AND MUTE YOURSELF

When applicable, it is very important to have the video camera on during the lesson should the technology and the internet connection permits, so that teachers can take attendance and know who participates in class. Joining the lesson muted is also important in order to avoid unavoidable background noise. If it is impossible to find a quiet place, participants should be muted for the whole time, except when called on, and let their teachers know by a private chat message what the situation is.



## GIVE FULL ATTENTION AND TAKE NOTES

Giving eye contact to the screen is a good way for students to show the teachers that they are attending, unless of course they are taking notes. In many cases it will be beneficial for students to be able to jot down a note on the instructions the teacher is giving.



## KEEP UP WITH THE ASSIGNMENTS AND DEADLINES

Even though not physically at school, students have the exact same responsibilities in terms of schoolwork and keeping up with deadlines. It is important to adopt a mindset that will allow to put in a solid day's work on school and learning each day. Little breaks and micro-goals can also ensure keeping up the motivation.

## ADDITIONAL TIPS FOR PARENTS

Even it can initially look challenging to support distance learning as a parent, it can also be a great opportunity to better understand your child's learning, learn to adapt and grow and most importantly, spend quality time together.

Here are some extra tips for parents:

**Build a routine and keep trying:** Stick to a schedule and a routine that works for your family. Having a general “outline” for the day will help alleviate stress for you and help your child feel secure.

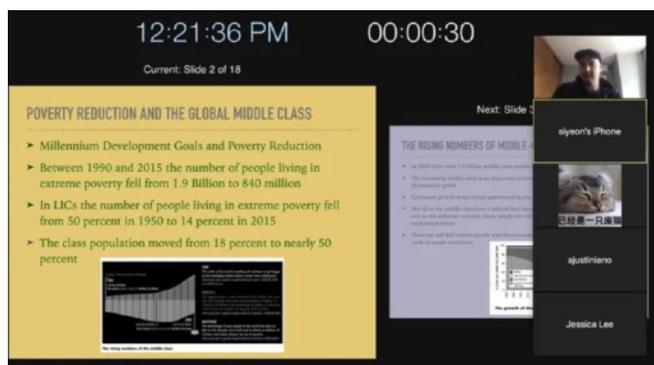
**Limit screen time:** During Distance Learning, screen time can be incorporated into a balanced activity diet and should be used strategically, such as when you need your child to have less of your attention (such as when you're preparing dinner, working or helping a sibling with schoolwork). Otherwise, we recommend limiting screen time for children.

**Relax and have fun:** Young children learn best through fun and play. Let down your hair, get messy and just have fun with your child. Through play, your child will learn coordination, language and social skills.

**Be kind to yourself:** We understand that distance learning can be challenging. Be patient with your child and enjoy the learning process.



## OTHER SUPPORT



## STEAM

STEAM distance learning will focus on practical project-based tasks that build cross-curricular connections. The activities will provide engaging hands-on experiences that explore design thinking. Literacy based connections, design principals, and engineering will be common threads used to tie STEAM activities to other content areas. Materials will be kept simple but, at times, may require unique items to be acquired before the lesson.

Primary activities will focus on hands-on problem-solving activities, and the senior school will focus on hands-on technology, multimedia and coding integrations.

## UNIVERSITY COUNSELLING

University counselling will continue to support students so that they are able to progress with university applications in a timely manner to meet relevant deadlines.

## LIBRARY

In the case of a mandated school closure the librarians will support the teachers and students in the moderation and administration of classes and the sourcing and maintenance of e-resources used by the student body.

## ADMISSIONS

In the case of a mandated school closure, the admission procedures and interviews will be conducted digitally using email, WeChat and video conferencing tools. For more information about our admissions process please contact the Admissions Team at [admission@ssis.asia](mailto:admission@ssis.asia) or using the SSIS Live Chat on the school's website.

## CHILD PROTECTION

During times of distance learning, student safety may be increasingly at risk on account of extended periods of non-interpersonal peer interaction as well as possible increased levels of stress at home, on account of changing home /economic factors. To minimise risk, students will be taught about cyber safety; which may include the following: social media etiquette, recognising and responding to on-line bullying, managing online addiction, helping a friend in trouble. Additionally, staff will be informed of indicators of child abuse, which they may look for during synchronous or asynchronous interactions.

## ACKNOWLEDGEMENTS

We want to acknowledge the following schools that have shared their plans publicly and that we have used (content and format) to adapt to our own version:

- American Embassy School Delhi
- International School of Beijing
- Chinese International School
- Shanghai American School
- The American School of Lima
- French Intl School HK
- Hangzhou International School

## DISTANCE LEARNING - PARENTAL CONSENT & BEHAVIOUR AGREEMENT

In order to support the school in maintaining continuity of education for our students in the event of force major resulting in school closure days (full or part), the school will activate our Distance Learning Plan for all students, unless otherwise directed by SEC requirements and stipulations. With Distance Learning in session they are deemed to be counted as school days.

The school will be using online platforms to conduct online classes and share essential learning resources and guidance. It is therefore vital that we ask parents/guardians to be mindful of the following points and to discuss them with their child:

1. All audio/video-conferencing will be held solely through Microsoft Teams.
2. Other than the teachers, staff indicated by the school and the school leadership, adults are not permitted to join the online classes. Parents and guardians should be made aware of the timing of online classes as per the school DLP timetable.
3. Students should dress appropriately during online classes.
4. Please make sure that there are no distracting or offensive materials in the background.
5. Students should take part in video conferencing somewhere near enough for you to monitor, yet private enough to concentrate on their work.
6. For safeguarding purposes, all audio/video conferences will be recorded. This means that they will be accessible later, so that all students have equality of access and opportunity, should they not be able to access the lesson/conference live. Recording all audio/video conferences protects everyone.
7. Participants will be made aware when the audio/video conference is being recorded for school's social media use.
8. The same rules of conduct and behaviour as per Student Code of Conduct will apply during Distance Learning and students should be polite and respectful at all times.
9. Students should join only their online classes and according to their DLP timetable. Uninvited participants will be immediately removed from the online classes.
10. Any breaches of the points above and in Student Code of Conduct may result in students being immediately removed from the audio/videoconference, banned from all future audio/video-conferencing and further actions will be taken in alignment to the school's behaviour policy.

Students will only be allowed to take part in Distance Learning if the consent form and behaviour agreement slip below has been completed and returned to your child's Form Tutor by Tuesday 15 March 2022 at the latest. If you have questions or concerns about your child's use of online tools, please contact us at [it-support@ssis.asia](mailto:it-support@ssis.asia) or [wellness@ssis.asia](mailto:wellness@ssis.asia)

**SETTING UP FOR SUCCESS**

I hereby consent to and agree to the expectations outlined above in **DISTANCE LEARNING - PARENTAL CONSENT & BEHAVIOUR AGREEMENT** (pg 19).

Student Name:
Form Class:
Parent Signature:
Print Parent Name (as in passport) :
Date: