Distance Learning 2.0 Overview - Covid 19 Planning

August 2020

ESF 英基 PEAK SCHOOL 山頂小學

INSPIRING FUTURES
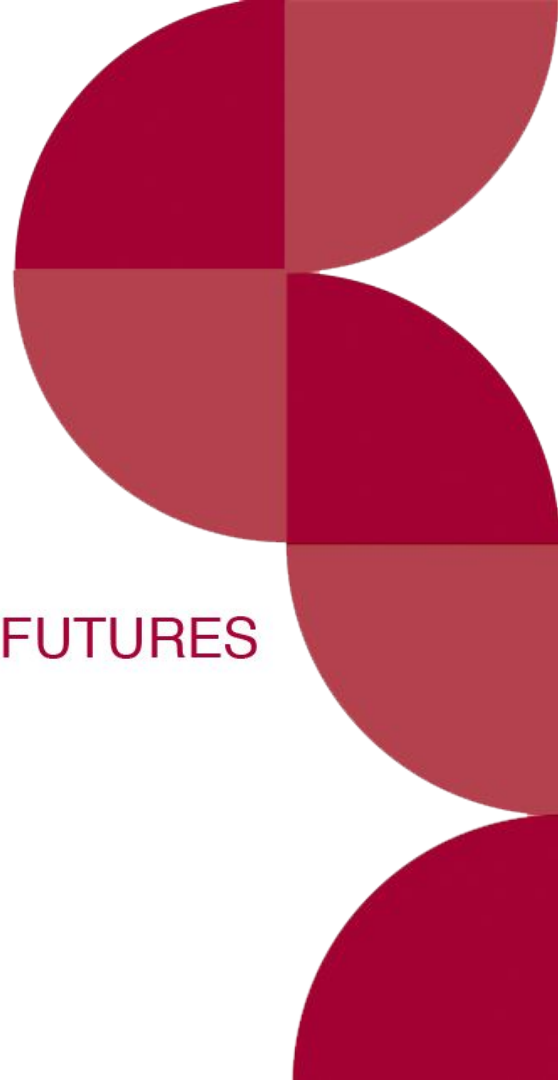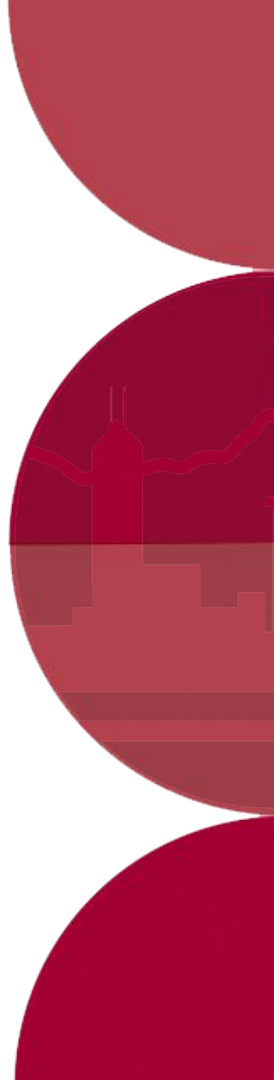
Our Vision

At Peak School we aim to become effective communicators, confident critical thinkers and enthusiastic life long-learners. In partnership with our community, we strive to have integrity and be socially responsible global citizens.

Guiding Principles - Distance Learning Plan

1. Ensure safety above all else
2. Deliver the very best educational experience for our students
3. Ensure that we are aligned with the other ESF Schools

Overview

In February 2020, all schools in Hong Kong, owing to the Covid 19 Pandemic, were required to suspend classes in school and revert to distance learning.

Peak School was committed to providing quality learning during this period and quickly established a distance learning plan that was put into place immediately following the suspension of classes. For 12 weeks the school community worked extremely hard to support our children via distance learning.

Throughout the Distance Learning experience spanning from February to May 2020, we surveyed the parents as well as spoke to staff and children about the experience. This enabled us to make a number of enhancements and refinements throughout this period.

In May 2020, Peak School was allowed to reopen and we moved to a model known as "100% learning, 50% in school" which meant the children were able to return to school and did so every second day. Every alternate day the children experienced distance learning via online learning.

Overview Continued

Unfortunately, in July 2020, the Covid 19 situation deteriorated in Hong Kong and the HK Government announced that schools cannot reopen until at least August 17.

Peak School, along with other ESF Schools, will start their distance learning program week beginning August 10. PS will start online lessons from Wednesday August 12.

In June 2020, the Peak School parents were surveyed and along with this data and our own experiences we have developed the following Distance Learning Plan that will start in August and run until the children are allowed to return to the school premises.

The challenge is that we found out about classes going online in mid July during the summer holiday. Teaching and Support Staff returned to work August 10 as per their contract.

The following plan provides a summary of the enhancements we are planning to make in the coming weeks.

Lines of Communication

Any school wide or class wide communication will be sent out via the ESF App. Please make sure you have downloaded this from either the Apple or Google Store.

Please click HERE to access the App User Guide. It has all the information you need regarding how to download the App to how to access and use the App.

Bill Garnett - Principal	• bill.garnett@peakschool.edu.hk
Chiqui Colet - Vice Principal	• chiqui.colet@peakschool.edu.hk
Craig Hollingsworth - Acting Vice Principal	• craig.hollingsworth@peakschool.edu.hk
Chrissy Etchells-Bailey - PYP Coordinator (Curriculum)	• chrissy.bailey@peakschool.edu.hk

Lines of Communication

For Questions About...	Contact
Social/Emotional Issue	● Classroom Teacher
Learning and Teaching	● Classroom or Specialist Teacher
Technology Issues	● ictsupport@peakschool.edu.hk
Any other Issue	● LMT Members or office@peakschool.edu.hk

All staff email addresses are in the ESF App - See "School Info" Tab

Communication Commitment

Peak School prides itself on open, timely and clear communication.

Bill Garnett (Principal) will send out a weekly communications piece to the Peak School Community with important and timely updates regarding distance learning, the Covid 19 situation and how it is impacting school operations. This will always be sent out via the ESF App.

Peak School teaching teams (year groups) **will send out a weekly timetable** covering the learning for the following week. This will either be sent out on a Friday late afternoon. There will be as much detail as practically possible for the week but we never plan a full week ahead in terms of learning experiences as we need to adjust to the responses and make changes during the week accordingly. However, at least the next day detailed learning tasks, expectations and outcomes will always be available the evening before e.g. Wednesday's learning will be available in detail from Tuesday afternoon onwards, as a minimum.

Technological Tools, Digital Resources and Platforms

PLATFORM	USERS	DESCRIPTION
ESF App	Teachers Staff Parent/Guardian	ESF Communication App is a communication mobile application. It is used for announcements, notices, events and other updates from the school. All school wide and class wide communications will be via the App. Parents are requested to download the ESF Communication App and install to their mobile devices. It is available for both iOS and Android devices, just search for ESF App in the App Store or Google Play Store.
Planet Peak	Teachers Staff Students Parent/Guardian	The Planet Peak is a Virtual Learning Environment (VLE) platform that enables parents and students to access home learning activities and the Google G Suite. Parents may use their child's username and password to access the Planet Peak. https://ps.lg.esf.edu.hk
ESF Gateway	Teachers Staff Parent/Guardian	The Gateway is an information system for staff and families. This is used to maintain the student's record such as personal and health information. https://ps.tg.esf.edu.hk

Technological Tools, Digital Resources and Platforms

Email	Teachers Staff Students Parent/Guardian	Email is a communication tool between the school community. Students and parents use the email to directly communicate with the teachers. Peak School uses Gmail platform for email service. https://ps.lg.esf.edu.hk or mail.peakschool.edu.hk
Google G Suite	Teachers Staff Students Parent/Guardian	The Google Classroom is used to streamline the students lessons and home learning activities. Google Docs is used for writing collaboration, the Google Slides for presentation and Gmail for communication. All student's works are stored and shared via Google Drive. The G Suite can be access through Planet Peak https://ps.lg.esf.edu.hk
Zoom	Teachers Staff Students Parent/Guardian	The school is using Zoom conferencing for virtual lesson parent consultation during distance-learning. https://zoom.us/
Mathletics	Teachers Students	Mathletics is an online interactive platform designed to support the students' mathematics learning in the classroom and at home. https://www.mathletics.com/asia/

Technological Tools, Digital Resources and Platforms

Epic Online Books	Teachers Students	Teachers and students use Epic to read eBooks at their instructional and independent reading level. https://www.getepic.com/students
BrainPop	Teachers Students	BrainPop is an educational website with short animated movies for students, together with quizzes and related materials, covering the subjects of science, social studies, English, math, engineering and technology, health, and arts and music. Access the BrainPop through Planet Peak. It will automatically log in to the school account once the icon is clicked.
Britannica Kids and Images	Teachers Students	The Britannica Kids and Britannica Images are online encyclopedia and image search resources for children providing safe and age-appropriate contents. These resources can be accessed on the Planet Peak through the Library page.
Padlet	Teachers Students	The Padlet is a collaboration web app designed for teachers and students to collaborate, gather and share ideas. It is digital sticky notes where students can add links, images and videos. https://peakschool.padlet.org/auth/login

Roles and Responsibilities

Leadership Team
- Maintain clear communication across all stakeholders
- Provide regular updates to the Peak School Community
- Ensure the school maintains high quality learning during distance learning
- Listen and be open to feedback from all stakeholders
- Support learning and teaching online

Teaching Staff including Support Staff Members
- Collaborate with staff across the school to provide a rigorous and differentiated learning experience for our children
- Foster a classroom community and develop daily connections with students
- Communicate with families about learning experiences (including weekly timetable)
- Provide feedback on student performance (academic and social/emotional)
- Listen and be open to feedback from all stakeholders

Roles and Responsibilities

Students
- Create a daily routine
- Find a quiet (where possible), well-lit learning area
- Check Google Classrooms each morning and throughout the day to complete learning tasks
- Complete and submit learning on time and with care including attending online lessons
- Ask for help when required

Family Roles and Responsibilities
- Establish routines and expectations for your child/ren
- Where possible, help your child find a quiet, distraction free place to learn
- Ensure your child is following the timetable as provided by the teaching team
- Monitor communication from Peak School and read it carefully
- Encourage your child to seek help from their teachers should they need it
- Contact appropriate staff members if and when you have any questions or concerns
- Find time for your child to be physically active each day
- Monitor your child's screen time

Distance Learning Structure

Attendance

Attendance will be taken daily but not reported on in the formal school report.

Assessment and reporting

Assessment data used for planning and reporting will be collected via student's learning responses to the learning tasks. Students who do not engage and fail to submit work will have "not assessed" when it comes time to report on the outcomes taught.

Teachers will monitor student progress through the activities that students engage in via the digital platforms we use. Teachers will adjust learning experiences (lessons) as needed to meet the learning needs of their students.

Upon the reopening of our school campus, a more formal one-on-one assessment will be administered to redesign units as needed and to provide more concrete data for reporting.

Distance Learning Structure

Based on the feedback we have received and as a result of our own internal review we have focused on enhancing four areas of our distance learning experience.

Focus Area 1 - Connect Times - also known as live lessons/online lessons.
This relates to the quantity and quality of our Zoom calls with children.

Focus Area 2 - Accessibility to Learning Tasks
This relates to how and where our children access their learning for the day/week

Focus Area 3 - Submission of Learning
This relates to how and where our children submit their work and responses

Focus Area 4 - Feedback to Students
This relates to how, where and when our students receive feedback.

Distance Learning Structure

Focus Area 1 - Connect Times - also known as live lessons/online lessons.
This covers the area of the quantity and the quality of our Zoom calls with children.

This involves finding the balance of ensuring our students (and staff) are not online for long periods of time each day, which research shows is not the right approach to take for primary aged children, but still have regular access to online adult support.

The next two slides provides a sample daily timetable for Year 1-2 and then Year 3-6. **Your classroom teacher will send out a more detailed timetable each Friday afternoon.**

We are now implementing an online Zoom lesson at the start of the day (somewhere between 8.30am and 10am) and at the end of each day (somewhere between 1.30pm and 3pm)

Your classroom teacher will share the weekly timetable with you and your children highlighting all the whole class and small group focus sessions that will be available that week. This will include specialist sessions, whole school assembly or buddy groups, drop in support sessions and where appropriate a weekly hang out session where the children can just chat and have supervised fun.

Yr 1-2 Sample Online Lessons

ESF 英基 PEAK SCHOOL 山頂小學

Block	Timings	Learning Experiences
Morning Block	8.30am - 10.40am	• Zoom - daily call with classroom teacher (check in, initially going over access to tasks and learning for the day, whole class teaching) - 25-30 mins • Zoom - small/large focus group learning (either in morning block or middle block)
Middle Block	11.00am - 12.30pm	• Zoom - small/large focus group learning (either in morning block or middle block) - 25-30 mins • Zoom - specialist lesson if timetabled
Afternoon Block	1.30pm - 3.00pm	• Zoom - specialist lesson if timetabled • Zoom - daily call with classroom teacher - reflect on learning, provide feedback, answer questions 20-30mins

Specialist lessons, also via Zoom, include weekly 1 x Music, 1 x PE and 2 x Chinese
There will also be a live weekly assembly or buddy groups each Friday as well as a
weekly LMT supported "drop in" session for Year 2 children.

Yr 3-6 Sample Online Lessons

ESF 英基 — PEAK SCHOOL 山頂小學

Block	Timings	Learning Experiences
Morning Block	8.30am - 10.40am	● Zoom - daily call with classroom teacher (check in, initially going over access to tasks and learning for the day, whole class teaching) - 30-45 mins ● Zoom - small/large focus group learning (either in morning block or middle block)
Middle Block	11.00am - 12.30pm	● Zoom - small/large focus group learning (either in morning block or middle block) - 30-45 mins ● Zoom - specialist lesson if timetabled
Afternoon Block	1.30pm - 3.00pm	● Zoom - specialist lesson if timetabled ● Zoom - daily call with classroom teacher - reflect on learning, provide feedback, answer questions 30mins

Specialist lessons, also via Zoom, include weekly 1 x Music, 1 x PE and 2 x Chinese
There will also be a weekly live assembly or buddy groups each Friday, an LMT supported drop in session and moving forward a weekly lunchtime, or equivalent, "hang out" club.

Distance Learning Structure

Focus Area 2 - Accessibility to Learning Tasks

This relates to how and where our children access their learning for the day/week

We have looked at the digital tools we have been using and the digital tools that are available to us and **have made the decision to move to Seesaw for Years 1-4**.

Seesaw is a purpose built, off the shelf product, designed for school communities. **It will ensure all our Year 1-4 teachers and specialist teachers upload all the learning tasks, that the children have to complete in, one platform**. Year 5 and 6 will continue to use Google Classrooms as this approach is consistent with all the schools we spoke to over the summer period who currently use Seesaw.

Whilst it will take the Year 1-4 School community a week or two to get used to a new platform, we know it will be of real benefit in the long term. We will spend the first week (August 12-14) supporting the Year 1-4 students and their families on how to successfully interact with Seesaw

Distance Learning Structure

Focus Area 3 - Submission of Learning

This relates to how and where our children submit their work and responses

With the introduction of Seesaw at Year 1-4 we also solve the challenge children, staff and parents were having in regards to submitting learning responses (student's work) in a number of different locations.

Year 1-4 children will submit all their work (learning responses) into the one central platform meaning it is easy for everyone involved.

Year 5 and 6 children will continue to use Google Classrooms, as their main way of submitting work, as it is important they develop the skills and knowledge of this platform as they get closer to secondary school where Google Classroom is heavily used. This decision also reflects the fact that our Year 5-6 children are more tech "savvy" and have/need the ability to make the most of what Google Classrooms has to offer.

Focus Area 4 - Feedback to Students

This relates to how, where and when our students receive feedback.

We provided copious amounts of feedback to our students last academic year, via the different platforms we used, but it was clear from the parent and staff survey responses that not all the children (or parents) were able to locate it and as a result were unable to engage with it.

This appeared to be more of an issue for our younger children so the introduction of Seesaw across Year 1-4 will strengthen this area for us as it means that all the feedback (both by teachers and their peers) will be in one central location. There are also a wider range of options in terms of how to give feedback including the opportunity for parents to provide feedback as well.

Next Steps

- Read through the classroom timetable for this Wednesday to Friday's learning, that your classroom teacher will have shared by 5pm Monday afternoon. Use the weekend to go through next week's timetable, with your child should you wish, that will be shared this Friday

- Year 1-4 Parents - feel free to explore the Seesaw resources that we have shared in a separate communication piece. We will initially be focusing on supporting our children to use Seesaw during the Zoom calls. The timetable and learning tasks set this week will not require children or parents to access Seesaw. When appropriate we will send you the relevant details regarding downloading the app and logging in. This is likely to be next week.

- In 3-4 weeks we will be looking to survey our staff, children and parents to seek feedback on the enhancements we have made.