SKAGERAK
INTERNATIONAL SCHOOL

DIGITAL HOME LEARNING PLAN

S kagerak International School delivers a high-quality education and we will strive be able to continue to do so under these exceptional circumstances which may require partial or full school closure. Under such circumstances, our commitment is to provide an alternative means of education in the form of digital home learning.

The purpose of this document is to inform the school community of procedures on how we will conduct school remotely until normal operations resume. In addition, it will outline expectations required of both teachers and families for the successful continuation of student learning and family communication. This document will be continually monitored during the duration of its implementation so that improvements can be made to better facilitate student learning.

The school monitors guidance given by both the local organizations and the IB to see to it that appropriate measures are taken to ensure the health and safety of our community. The decision to close schools temporarily as a result of a health concern rests with the public health authorities.

The following d*igital home learning plan* is designed to address the following:

- A scenario where a flexible timeline for digital home learning is required due to a prolonged school closure.

The tools used for monitoring may include:

- **Our digital learning platforms**
  Seesaw, ManageBac Office 365 and Microsoft Teams will provide the main platforms for interactions between our teachers and students.
- **Feedback from students, parents, and teachers**
  To help us understand how the plan is impacting student, family and teacher experiences by providing data on what improvements we will make going forward.

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DIGITAL LEARNING PLATFORMS

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SKAGERAK INTERNATIONAL SCHOOL

The following *online platforms* are integral components of this digital home learning plan to be used by our staff, students and their families to ensure a quality student learning experience while planning and delivering education remotely:

1. **_Email_** is the communication tool used to contact and communicate with SIS families, Kdg-DP2.
2. **_Seesaw and Microsoft Teams_** are the online digital learning platforms used in the KG and Primary School (KG-PY6).
3. **_Microsoft Teams and ManageBac_** are the online digital learning platforms used in the Middle School and High School (MY1-DP2).
4. **_Microsoft Office 365 tools_** (e.g., email, shared docs, OneNote, Microsoft Teams) are faculty online collaboration platforms for remote instructional planning.

THE SCHOOL'S ROLES AND RESPONSIBILITIES

Pedagogical Leadership Team:	▪ Communicate with staff and parents. ▪ Support staff and parents with remote home learning. ▪ Ensure effective implementation of this digital home learning plan and accountability to student learning.
Subject/Contact Teachers:	▪ Collaborate with colleagues to design digital home learning experiences for students in accordance with plans. ▪ Develop high-quality student learning experiences. ▪ Communicate with and provide timely feedback to students. ▪ Communicate with parents, as necessary.
EAL Teachers:	▪ Support co-teachers in the development of high-quality student learning experiences in accordance with applicable units of inquiry. ▪ Curate and/or develop resources to support EAL students. ▪ Communicate with and provide timely feedback to students. ▪ Communicate with parents, as needed.
Learning Support Teachers:	▪ Partner with classroom teachers to accommodate the online learning curriculum they are providing to the learning support students on their caseload. ▪ Recommend to parents and teachers other online learning platforms learning support students might be able to access at this time.
Coordinators:	▪ Remain in contact with the IB ▪ Communicate information from the IB to teachers, parents and students, as it becomes available.
Teaching Assistants:	▪ Provide support and assistance to assigned grade level and/or subject area teachers as requested.

THE STUDENTS' ROLE AND RESPONSIBILITIES

Students
- Dedicate appropriate time to learning, comparable to a school day.
- Check appropriate online platforms for information on courses, assignments, resources daily.
- Identify a comfortable and quiet space to study/learn.
- Engage in all learning posted with academic honesty.
- Submit all assignments in accordance with provided timeline and/or due dates.
- Ensure own social and emotional balance by keeping healthy habits

- If a student has questions related to the following topic areas, then contact should be made to the appropriate source of information:

Questions related to:	Source of Information:
A course, an assignment, a resource	▪ Relevant contact or subject teacher
A technology issue/request	▪ it@skagerak.org
Any other issue related to digital home learning	▪ Curriculum Coordinator

THE PARENTS' ROLE AND RESPONSIBILITIES

Parents
- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime).
- Engaging in conversations on posted materials, assignments.
- Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening).
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.

- If a parent has questions related to the following topic area, then contact should be made to the appropriate source of information:

Questions related to:	Source of Information:
A course, an assignment, a resource	▪ Relevant contact or subject teacher
A technology issue/request	▪ it@skagerak.org
Any other issue related to digital home learning	▪ Curriculum Coordinator

GENERAL GUIDELINES FOR DIGITAL HOME LEARNING (STAFF)

When designing your online lessons and learning experiences, please consider the following:

Feedback:
- Timely feedback is essential to student learning; this is especially so in online learning environments when/where students are unable to ask questions as they normally would in a classroom setting.
- Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines (email, Seesaw, ManageBac, Microsoft Teams)
- Active monitoring of your email for questions and communications from students/families.

Offline work:
- Avoid requiring printing. All tasks must be completed on a device or uploaded as a picture.
- Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video.

Work time:
- Consider varying the activities you normally plan in a graduated way, from very different to slightly modified.
- Offer alternative opportunities for reading, research, online discussions/peer-feedback, and producing written work.
- Consider opportunities for students to learn in both synchronous (students learn at the same time via video conferencing, live chats/streamed videos) and asynchronous lessons (students learn at different times via screencasts, video reflections, blog post and comments etc.).

Deadlines:
- Provide students ample time to complete assignments. More time than you would usually provide in class may be necessary for students.
- Keep tasks simple and directions clear to make sure students understand what they are required to do.

DIGITAL HOME LEARNING: PRIMARY SCHOOL OVERVIEW

Role of Parents

As Primary School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in digital home learning tasks and to access on- line resources. The designed learning tasks and activities will provide direction and support to families with the understanding that task completion depends on each individual families' circumstances. We recognize that parents may have more than one child to guide, therefore we have framed the support for the learning experience to have limited amounts of computer time; time that will both inform and help prepare the student to engage in the learning tasks that the teacher has designed on that given day.

We ask parents for the following support:
- Read the Seesaw updates from your child's teachers.
- Increase your familiarity with Seesaw as our primary instructional tool: Seesaw is our primary platform for home learning during the campus closure. The Seesaw Class app and the Seesaw Family app are two platform applications our students and their families will rely on and will learn to appreciate. Your child's contact teacher will provide detailed instructions regarding how students/parents can download the Seesaw Class app (or how to access Seesaw through a web browser, if using a PC) and retrieve the class QR code to scan and then download the Seesaw class app.
- View the Monday morning message on Seesaw with your child where their teacher will welcome you to a new week of learning and introduce the topics for the week.
- Read home learning tasks and activities posted on Seesaw with your child.
- Designate a place in your home or where you are temporarily located so your child can work independently on his/her assigned tasks and complete independent reading each day.
  - Email your child's contact teacher if you or your child has questions and/or if your child needs extra help and support.
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Primary School Digital Home Learning Plan
Content and Timing

The first day of digital home learning will focus on skill review and practice, along with developing new online learning routines.

- All the learning tasks for the day will be posted via Seesaw 09:00 a.m. and additional tasks may be added throughout the week.
- Learning tasks for the first day will focus on giving students the opportunity to develop their online learning skills and will be posted in both student and family announcements in Seesaw.

The following weeks of digital home learning will focus on developing new skills, knowledge, understandings, and concepts, as well as on review and practice.

- All learning tasks for each day will be posted on Seesaw on the Monday at 9:00 a.m.
- Learning task overviews will be posted in both student and family announcements in Seesaw.
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Primary School Digital Home Learning Plan Assessment & Progress Monitoring

Teachers will monitor student progress through the activities that students engage in on Seesaw and other digital platforms. Teachers will adjust lessons as needed to meet the learning needs of their students. Formative assessments administered will be included in the daily time guidelines for each subject area. Upon return to school, a more formal formative assessment will be administered to redesign units as needed and to provide more concrete data for reporting.

Kindergarten

The digital home learning plan in kindergarten will include a list of home learning activities, engagements or invitations parents can facilitate for their children.

Learning Experience: At the beginning of each week, contact teachers connect with their students and parents via Seesaw about the upcoming digital home learning experience and will briefly explain the learning approach and focus for the week.

Kindergarten students and their families will participate in literacy, math and optional activities from Art, Music, PE and/or Library each day.

Learning Timeframe: Students are encouraged to engage in digital home learning in the designed and described to take place within approximately one hour, with the understanding that activities that take place throughout the day are extensions of this hour (e.g., reading aloud, pretend play, investigations, writing, drawing). It is important to keep in mind that the quality of this experience is most closely associated with how deeply the child is connecting to the experience. This level of engagement need not take a lot of time; it does, however, take care and intent.

Learning Specifics: This purpose of this document is to provide an overview of the experience.

Approximate time per Day	Subject Area
20 minutes	Literacy: Reading and/or Writing (with connections to Unit of Inquiry content as appropriate)
20 minutes	Math Activities
Limitless– Art, Music and PE Ideas from your Specialist Teachers	Looking at books and reading aloud to your child is something we would always suggest, and below is a list of limitless ideas that will serve as resources to help keep your child's mind engaged these next few weeks. We encourage you to spend time as a family in learning that often feels like play. For example, play a game the requires math/strategy/critical thinking. Something as simple as a Tic-Tac-Toe game turned into a graph of wins/losses/draws is one such simple idea. Many more ideas from contact and specialist teachers will be shared and updated.

PY1-3

The digital home learning plan in lower primary will include home learning engagements and/or activities that parents can assist their child in completing.

Learning Experience: At the beginning of each week, contact teachers connect with their students and parents via Seesaw about the upcoming digital home learning experience and will briefly explain the learning approach and focus for the week.

Lower primary will participate in literacy (reading/writing), math and optional activities from Art, Music and PE each day. A variety of tasks will be included, and some learning tasks may be offline activities or include other online platforms. If another online platform is required, teachers will share specific instructions or links for parents to access the platform.

Learning Timeframe: The described learning is designed to take approximately one and a half hours/day. It is important to observe your child as he/she engages in the task and to use this observation to help guide your support. We also and always encourage you to explore familiar experiences and activities like that of reading for pleasure, journal writing, and play to extend and enhance your child's learning.

Learning Specifics: This purpose of this document is to provide an overview of the student learning experience.

Approximate Time per Day	Subject Area
20-25 minutes	Literacy: Reading and/or Writing (with connections to Unit of Inquiry content as appropriate)
20-25 minutes	Math
Limitless – Art, Music and PE and Library Ideas from your Specialist Teachers	Looking at books and reading aloud to your child is something we always recommend and below is a list of ideas that will serve as resources to engage your child and encourage progress. We encourage you to spend as much family time as possible engaged in activities that bring meaning and joy together. For example, play a game the requires math/strategy/critical thinking or engage in role play. A shop or restaurant game can include language skills (writing a signs/price tags/menus) and math skills (adding up purchases and making change). More ideas from contact and specialist teachers will be shared and updated.

PY4-6

The digital home learning plan for upper primary will include home learning engagements and/or activities that parents can assist their child in understanding for independent completion.

Learning Experience: At the beginning of each week, contact teachers connect with their students and parents via Seesaw about the upcoming digital home learning experience and will briefly explain the learning approach and focus for the week.

Upper primary students will participate in reading, writing, math and optional activities from Art, Music and PE each day. Students will have the opportunity to integrate content areas in meaningful ways. A variety of tasks will be included, some may be offline activities, and some may include other online platforms. If another platform is used as part of an activity, teachers will share specific instructions and links for parents to access the platform.

Learning Timeframe: Students are encouraged to engage in digital home learning in the designed and described ways for approximately two hours/day. The quality of this experience is most closely associated with how deeply the child is connecting to the experience. Over the course of this timeframe, students will engage with varying degrees of independence. The more challenging the task, the more support that might be required. Encourage your child to seek support while allowing your child to accept responsibility and take on challenges with increasing independence.

Learning Specifics: The purpose of this document is to provide an overview of the student learning experience.

Approximate Time per Day	Subject Area
25-30 minutes	Reading (with connections to Unit of Inquiry content as appropriate)
25-30 minutes	Writing (with connections to Unit of Inquiry content as appropriate)
25-30 minutes	Math
Limitless – Art, Music and PE and Library Ideas from your Specialist Teachers	Being immersed into a good book is something we always value and is something we encourage you and your child engage in frequently over the next few weeks. We encourage you to help keep your child's mind remain engaged these next few weeks by working with them on assigned tasks when you have the opportunity, watching a documentary and engaging in discussion or even playing a card or board game. Playing with cards and dice can easily turn into an activity in graphing frequency/probability. Changing a cookie recipe to make one and half batches becomes an opportunity to learn about ratios. More ideas from our contact and specialist teachers will be shared and updated.

DIGITAL HOME LEARNING MIDDLE SCHOOL OVERVIEW

We know that learning takes on many different forms and can take place in many different settings. The digital home learning experience is the very type of experience that our middle school students are prepared to take on and to grow from, independently, with their peers, and even with their families.

In case of a school closure, students will be invited to engage in learning experiences that will stretch their thinking and will encourage new ways of doing in each of their classes, even though they will not be physically present on campus. Students will learn through a blended learning model on a digital platform. Each of these learning experiences may be followed up with appropriate homework or a formative/summative assessment to confirm that the students have engaged appropriately with the content and that their understanding of the content supports their progress towards the identified target standards.

The clear goal for these days is to be analogous to the students' experiences on typical days at school: to interact, to engage, to grow, and, ultimately, to learn.

Role of Parents

As Middle School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in digital home learning tasks and, in some cases, to access on-line resources. The learning tasks and activities provide direction and support to families. We recognize that parents may have more than one child to guide, therefore we have framed the learning experience to require minimal parent involvement.

As a parent of Middle School students, we ask you for the following support:
- Monitor Managebac updates and be sure to check in with your child daily about the digital home learning tasks, activities and assessments they are working on.
- Designate a place where your child will work independently on his/her assigned tasks.
- Look together at your child's Microsoft Teams class space and ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure his/her understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Monitor your child's study plan on ManageBac and support them in submitting assignments according to the established deadlines.
- Remind your child to message his/her teachers if your child or you have questions or if you need extra help and support.

Middle School Digital Home Learning Plan

Content and Timing:
The digital home learning plan in Middle School will include experiences for each scheduled class students have on their regular school schedule for that day. With several classes to engage in each day, teachers will account for the increased demand that will be required of students as they are engaging in this type of independent digital home learning.

Students will have multiple activities within the timeframe of a regular class. Teachers will provide guidance specific to the amount of time activities/assignments might require. This will include time spent on accessing content, as well as completing work. Students will also have off-screen tasks that are designed to engage the middle school learner and attend to middle school needs. Follow

up homework relevant to the learning engagements may be assigned or clear targets with longer term performance tasks will be outlined. Class work assigned may require students to fully and actively engage in the content independently and then reflect, summarize, and/or demonstrate newfound understandings of the content within a more collaborative online setting.

Digital Interactions:

- Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through ManageBac and Microsoft Teams.
- Students will have daily learning target(s) in each subject area for their scheduled day.
- Microsoft Teams sites will be updated for every lesson.
- Lesson updates will be ready for access by 9:00AM the day of the lesson. When a learning experience includes a project or extended application of learning over multiple days, lesson updates will be posted for multiple upcoming sessions. Lessons will include:
  - A brief update referencing the daily learning target(s) for the lesson and directing students to the materials page to access resources/assignments, etc. This brief update will ensure:
  - students know what learning they need to accomplish for that day.
  - continuity of learning that is clearly connected to their learning in the prior class and will connect to the learning in the upcoming class.
  - A written explanation and/or recorded video/screencast (5 min. max. per lesson) to introduce, explain tasks, or provide instruction for each lesson.
- A method of interaction such as:
  - Online discussion within the Microsoft Teams space for the class
  - Managebac or Microsoft Teams to provide feedback on student work
  - Digital resources, relevant links and stimulus, etc.
- The ManageBac study plan will also be updated with any tasks or relevant homework for an easier overview of what students are responsible for.
- Teachers will respond to student and parent e-mails/questions within 24 hours.

Assessment for Learning and Progress:

- All assessment for learning will follow the school's assessment policy
- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement.
- Teachers will give opportunities to students to further develop good choices related to issues of integrity.
- This could include:
  - Using an assessment monitoring system like Turnitin.com
  - Establishing clear expectations and guidelines for use of sources and collaboration and including them as part of the assessment task.
  - Post-assessment authentication through student reflection or teacher: student dialogue etc.

Non-graded formative and practice tasks:

- Students must complete assigned non-graded assessments that provide a check for understanding.
- Teachers monitor student progress with ongoing and regular feedback.
- Teachers will determine when summative assessments are administered based on the data collected from formative assessments.
- Late submissions of formative assessments may not always receive feedback or comparably thorough feedback.

Graded summative tasks:

- Graded summative tasks that are performance-based will include a task sheet with relevant IB published criteria and will be shared with students as part of the task overview.
- Clear instructions on where/how to turn in assignments will be provided to students.

DIGITAL HOME LEARNING HIGH SCHOOL OVERVIEW

During campus closure, students will participate in meaningful learning experiences in each of their classes, even though they will not be physically present on campus.
Digital home learning will follow the timetable.

Role of Parents

As a parent of High School students, we ask you for the following support:

- Monitor ManageBac and Microsoft Teams updates and be sure to check in with your child daily about the digital home learning tasks, activities and assessments they are working on.
- Designate a place where your child will work independently on his/her assigned tasks.
- Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Ask your child about their deadline calendar and support them, as needed, in submitting assignments according to the established deadlines.
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support.

High School Digital Home Learning Plan

Content and Timing:

- Students will be provided with a clear daily learning target for each class to ensure they know what learning they need to accomplish each day. The daily learning target will ensure continuity of learning that is clearly connected to their learning in prior classes and the classes following.
- For courses with multiple sections, students will have the same Daily Learning Target and comparable learning experiences as students who have other teachers.
- Total time for engagement in learning for each class, including reading, homework, and work towards long term assignments, should not exceed 75 minutes

Digital Interactions:

- Daily learning targets, lessons, and materials will be posted by 09:00AM.
- Teachers will design learning in multiple tasks that complement each other in the development of understanding.
- Teachers will provide a video and/or screencast to introduce the lesson and/or to provide instructions.
- Teachers will provide an estimated duration for all learning activities.
- Students may be expected to participate in discussion posts.
- Teachers will clarify in advance how students should contact them if they need assistance and will respond within 24 hours to all student inquiries on weekdays.

Assessment for Learning and Progress:
- All assessment for learning will follow the school's assessment policy
- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement.
- Teachers will design assessment instruments and create environments that assist students in making good choices related to issues of integrity.
- This could include:
    - Using an assessment monitoring system like Turnitin.com
    - Establishing clear expectations and guidelines for use of sources and collaboration and including them as part of the assessment task.
    - Post-assessment authentication through student reflection or teacher: student dialogue etc.

Non-graded formative and practice tasks:
- Students must complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) discussions, forms, polls, reflections in digital class Teams OneNote Notebooks.
- Teachers monitor student progress with ongoing and regular feedback.
- Teachers will determine when summative assessments are administered based on the data collected from formative assessments.
- Late submissions of formative assessments may not always receive feedback or comparably thorough feedback if additional opportunities for feedback related to the unit objectives are available, students are best served to focus on current assignments to move forward in the learning process, or the submission of late work is not in direct relation to the current unit of study or the nearest upcoming summative assessment.

Graded summative tasks:
- Graded summative tasks that are performance-based will include a rubric and/or other forms of scoring criteria shared with students as part of the task overview.
- Clear instructions on where/how to turn in assignments will be provided to students.
- Special arrangements may be made for specific types of assessments (e.g. oral exams, performance assessments, IB internal assessments, various aspects of course selection). Students will be informed if they must participate in such an assessment.

Works Consulted in the creation of this document:

International Baccalaureate Organization. March 2020. Online learning, teaching and education continuity planning for schools.

Shanghai American School. March 2020. Shanghai American School Distance Learning Plan.

Norwegian Ministry of Education (UDIR)