

# QSI INTERNATIONAL SCHOOL OF MALTA



QSI



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INTERNATIONAL

QSI INTERNATIONAL SCHOOL OF MALTA  
Triq Durumblat, Mosta, Malta 4815  
+356-9942-3067  
malta@qsi.org

## Distance Learning Plan

QSI is committed to providing an alternative means of education in the form of Distance Learning during full or partial closing of the school. Distance Learning designates the experience students will have when school remains in session, but when students are unable to physically attend school because of campus closure. While Distance Learning cannot replicate onsite learning, our teachers can deliver powerful instruction that allows students to meet expected standards in an online environment.

The success of our Distance Learning endeavor is a partnership and is dependent on careful planning by our dedicated faculty, appropriate student motivation and engagement, and strong parent support for this alternative mode of instruction. The result of such learning experiences will expand student academic progress and attend to student social and emotional well-being.

While this is a time of uncertainty and challenge, it is also a time that provides us with unlimited opportunities to connect with ideas and with classmates who are scattered all over the world.

The purpose of this document is to outline how QSI will continue to offer an effective education through Distance Learning in the event of school closure.

## Distance Learning Platforms at QSI

The following *Online Platforms* support both Distance Learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

1. QSI email is the communication tool used to contact and communicate with QSI families, PreK-Secondary IV.
2. Edmodo is the online Distance Learning platform used in classes
3. QSI Office 365 tools including Teams can also be utilized as online Distance Learning platforms.

## Roles and Responsibilities (School)

Leadership Team:

- Develop divisional plans for distance learning.
- Communicate with faculty/staff and parents.
- Support faculty/staff and parents during Distance Learning.
- Ensure effective implementation of Distance Learning plan and accountability to student learning.

Subject/Homeroom Teachers:

- Collaborate with colleagues to design Distance Learning experiences for students in accordance with grade level plans.
- Develop high-quality student learning experiences.

- Communicate with and provide timely feedback to students.
- Communicate with parents, as necessary.

#### IE Teachers:

- Support co-teachers in the development of high-quality student learning experiences in accordance with grade level plans.
- Curate and/or develop resources to support IE students.
- Communicate with and provide timely feedback to students.
- Communicate with parents, as needed.

#### Learning Support Teacher:

- Partner with classroom teachers to accommodate the online learning curriculum they are providing to the learning support students in their caseload.
- Communicate with all parents of students on their caseload the first week regarding the online learning plan and how they will co-plan with the teachers for the students to access the content of the distance learning lessons.
- Recommend to parents and teachers other online learning platforms learning support students might be able to access at this time (e.g., IXL, RAZ kids, etc.).

#### AP Coordinator:

- Remain in contact with the College Board (AP).
- Communicate information from the College Board to teachers, parents and students, as it becomes available.

#### Counselors:

- Create developmentally appropriate videos regarding self-regulation, anxiety and/or wellness strategies that students can practice during this time of Distance Learning.
- Create counseling lessons that students may complete “at home” based on the current curriculum.
- Provide developmentally appropriate “blog-type” statement/s that include resources regarding anxiety, isolation, health, and wellbeing particular to grade level(s).
- Respond to counseling needs of students.
- Support school advocacy with universities and the College Board.

#### **Roles and Responsibilities (Students)**

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher(s).
- 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.

#### **Roles and Responsibilities (Parents)**

Support their child(ren) in their learning by:

- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime hours).
- Engaging in conversations on posted materials and/or assignments.
- Monitoring time spent engaging in online and offline learning.
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play

## General Guidelines for Distance Learning (Faculty)

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 classroom setting.
- Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines
- Active monitoring of your email for questions and communication from students/families.
- Avoiding, unless carefully scheduled and limited, real-time chats as “help” sessions for students as they are in different time zones.

### Offline work:

- Avoid requiring printing. All tasks must be completed on a device or uploaded.
- 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:

- Strictly follow the divisional guidelines for time and schedule.
- 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.
- Seek the support of colleagues and others who have specific interest and/or expertise in delivering online Distance Learning experiences.

### Deadlines:

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

### Bandwidth:

- Consider the size of the files to be downloaded by students; students’ WIFI access may have limited bandwidth.
- If you embed videos, keep the size of the files small and avoid HD quality whenever possible.

## Distance Learning Elementary School Overview

Schooling is always a partnership. In an online Distance Learning environment, especially so at the elementary level, this partnership becomes the champion of learning. Over the course of this Distance Learning time period, our faculty will partner with parents to engage students in experiences that stretch their understanding and expand how they approach new learning. Teachers will continue to carry forward their instrumental role in guiding, supporting, and challenging students to take on new responsibilities and to become excited about new learning. Our families will have options and sources for flexibility that will give them choice and ownership as the Distance Learning experience progresses.

Teachers will communicate with parents through Edmodo or email, along with other online subscriptions, to engage students in rich learning tasks.

### **Role of Parents**

As Elementary School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Distance 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 within one day not exceed one hour 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.

- Read the updates from your child's teachers.
- Increase your familiarity with Edmodo. Edmodo is our primary platform for home learning during the campus closure. Your child's homeroom teacher will provide detailed instructions regarding how students/parents can access the Edmodo.
- Read home learning tasks and activities posted on Edmodo 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 classroom teacher if you or your child has questions and/or if your child needs extra help and support. Expect responses in a timely manner.

### **Secondary School Distance Learning Plan**

#### **Content and Timing:**

The Distance Learning Plan in Secondary School will include engaging experiences for each scheduled class students have on their regular school schedule for that day.

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 may also have off-screen tasks that are designed to engage the secondary school learner.

#### **Interaction Types:**

- Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Office 365 and/or Edmodo.
- Students will have daily Learning Target(s) in each subject area for their scheduled day.
- Lesson updates will be ready for access by 9:00 am the day of the lesson and 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.
  - An explanation is given in written and/or recorded video/screencast format to introduce, explain tasks, or provide instruction for each lesson.
  - A method of interaction such as:

- Discussion module
- Office 365/Edmodo tools to provide feedback on student work
  - If students are required to engage in a project or extended application of learning, the project will be broken down into smaller actions/outcomes with deliverables/check-ins for each lesson.
- Teachers will respond to student and parent e-mails/questions within 24 hours.
- No sites requiring VPN will be used as a resource.

### **Assessment Types:**

- Students will participate in one short, non-graded formative assessment per subject and lesson as a check for understanding.
- Students will participate in no more than one graded assessment per subject per week. These may include, but are not limited to:
  - Office 365/Edmodo docs or forms - quizzes, tests, or assignments
  - Any department or collaborative team specific assessment platform
  - A performance task illustrating mastery of concepts

## **Distance Learning Secondary 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.

### **AP Specific Information:**

All members of our secondary school community connected with externally-assessed courses are aware of the additional pressures related to this unexpected transformation of in-school instructional time to distance learning.

### **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 for non-AP courses.

### **Interaction Types:**

- Daily learning targets, lessons, and materials will be posted by 9:00 am
- Teachers will design learning in multiple tasks that complement each other in the development of understanding. Students should not engage in the same task for 75- 100 minutes continuously.
- Teachers will provide an estimated duration for all learning activities.
- Students may be expected to participate in discussion posts, but not in live chats.
- Deadlines will be flexible to accommodate student location and travel.

- Resources needed will not require the use of VPN or streaming/download of files that are excessively large.
- 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 Types:**

- 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.
- Students must complete assigned graded assessments (no more than once each week per class) to measure progress against learning targets. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, writing assignments.
- Clear instructions on where/how to turn in assignments will be provided to students.

**Role of Parents**

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

- Monitor updates and be sure to check in with your child daily about the distance learning tasks and activities 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.
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our faculty will be on hand to help and support within 24 hours.

Distance Learning

| <b>Distance Learning Expectations</b>      |   |
|--|---|
| <b>Middle School and Secondary Classes</b> |   |
| Schedule                                   | The closure day will follow the schedule outlined below.  |
| Attendance                                 | Attendance will be taken in a variety of ways but may not need to be taken daily for each class. This is dependent on the nature of the class.  |
| Assessments & Tests                        | Teachers will give assessments in line with the pacing of each class. Different methods of assessment may be necessary during this time. <ul style="list-style-type: none"> <li>• Students will participate in one short, non-graded formative assessment per subject and lesson as a check for understanding. These may include, but are not limited to: <ul style="list-style-type: none"> <li>▪ Edmodo/ Office 365 docs or forms - quizzes, tests, or assignments</li> </ul> </li> </ul> |

|                                  |  |
|----------------------------------|--|
|                                  | <ul style="list-style-type: none"> <li>▪ Any department or collaborative team specific assessment platform</li> <li>▪ A performance task illustrating mastery of concepts</li> </ul>   |
| Grading & Feedback               | Feedback should be given in a timely manner and may be done in a variety of ways but should be documented.   |
| Student Expectations             | <ul style="list-style-type: none"> <li>• Students will check teacher communication daily to keep track of learning activities, assignments, and assessments.</li> <li>• Students will share what is expected and the tasks for the day with their parents.</li> <li>• Students will complete all assigned formative and summative assessments which may be used to determine mastery and understanding of the topic.</li> <li>• Students will abide by the normal academic expectations and policies.</li> </ul>   |
| Teacher Expectations             | <p>Teachers should post all assignments and specific course material by 9:00 am, beginning with the first class. For longer closures, weekly plans and expectations should be posted and communicated and will include:</p> <ul style="list-style-type: none"> <li>• 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: <ul style="list-style-type: none"> <li>○ students know what learning they need to accomplish for that day.</li> <li>○ continuity of learning that is clearly connected to their learning in the prior class and will connect to the learning in the upcoming class.</li> <li>○ An explanation is given in written and/or recorded video/screencast form to introduce, explain tasks, or provide instruction for each lesson.</li> </ul> </li> <li>• Teachers will communicate with parents and students as much as needed.</li> <li>• Teachers will give regular feedback in a timely manner, keeping in line with regular practice.</li> <li>• When needed and if feasible, the teacher will organize class instruction via real time platforms.</li> <li>• Teachers will be available for video chat conversations and support when needed.</li> <li>• The amount of learning should replicate what would normally happen during class.</li> <li>• Activities should be meaningful and connected to the current pace of the class.</li> <li>• Follow the online learning procedures. Teachers should may be more strict concerning deadlines, but remain sensitive to the purpose of closure and how it impacts families.</li> </ul> |
| <b>Pre School and Elementary</b> |  |

|                             |  |
|-----------------------------|--|
| PreK-Elementary<br>(3-4 yo) | <p>Homeroom teachers will keep in regular contact with parents during this time. Teachers will need to communicate more with parents concerning the themes they are studying and share different activities and links to activities for students to do.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b> - Students will be able to access the online platform to do teacher given assignments and should continue to read each day.</li> <li>• <b>Mathematics</b> – Students will be able to access the online platform to do teacher given assignments, or the teacher will email an assignment to the parent.</li> <li>• Teachers should limit the number of activities and be flexible regarding deadlines, sensitive to the purpose of closure.</li> </ul> |
| Elementary<br>(5-10 yo)     | <p>Homeroom teachers will keep in regular contact with parents during this time.</p> <p>Classes may be recorded and shared with parents who may have missed.</p>   |
| LOE, PE, Art, Music         | <p>Specials teachers will follow the below schedule to provide lessons and activities to specific age levels on each day of the week. They will use the same online platforms and communication tools as the homeroom teachers.</p>  |

### Preschool and Elementary

Preschool and elementary students will receive course instruction during the first half of the school day via virtual conferencing, discussions, or specific instructions posted on an online platform (Edmodo/Office 365/email). Course instruction will take place between 9:00 and 11:30 according to the schedule below.

Individual student sessions and further instruction are scheduled between 11:30-12:30 depending on student need. Independent work can be completed from 11:30-4:00. This may include daily assignments, classwork, practice, readings, online forum posts, etc.

### Middle and Secondary

Middle and secondary students will receive course instruction during the first half of the school day via virtual conferencing, discussions, or specific instructions posted on an online platform (Edmodo/Office 365/email). Course instruction will take place between 9:00 and 11:00 according to the schedule below. Middle and secondary students will receive instruction on an alternating schedule. However, they will be expected to complete daily assignments for each class.

Individual student sessions and further instruction are scheduled between 11:00-12:30 depending on student need. Independent work can be completed from 11:00-4:00. This may include daily assignments, classwork, practice, readings, online forum posts, etc.

### Schedule

Teachers should post all assignments and specific course material by 9:00am.

Below is a daily schedule for students and teachers. Students should check in with their teacher daily (if possible). Any virtual classes will be recorded and shared with all students. The time is reduced to a daily 2 – 2.5-hour time frame which allows students to only dedicate a couple hours each day to face-to-face interaction and instructions. The rest of the day can be used to complete assignments or contact teachers for support.



| <b>Preschool and Elementary (3-11 yoc) Schedule for School Closure</b> |   |          |           |          |          |
|--|---|----------|-----------|----------|----------|
| 9:00   | Reading and Writing (Conference/Virtual Class/ Or Specific Instruction)           |          |           |          |          |
| 10:00  | Mathematics (Conference/Virtual Class/ Or Specific Instruction)                   |          |           |          |          |
| 10:30  | Cultural Studies/Science (Conference/Virtual Class/ Or Specific Instruction)      |          |           |          |          |
| 11:00  | Specials (see schedule below) (Conference/Virtual Class/ Or Specific Instruction) |          |           |          |          |
| 11:30-12:30  | Work time, safety netting, and individual meetings (when needed)                  |          |           |          |          |
| 11:30-12:30  | Teacher Office Hours of Contact   |          |           |          |          |
| 11:30-4:00   | Independent work time   |          |           |          |          |
| <b>Elementary Specials Schedule</b>                                    |   |          |           |          |          |
| Class  | Monday  | Tuesday  | Wednesday | Thursday | Friday   |
| PE   | 5-6 yo  | 3-4 yo   | 7-8 yo    | 9 yo     | 10-11 yo |
| Music  | 10-11 yo  | 5-6 yo   | 3-4 yo    | 7 yo     | 9 yo     |
| Art  | 9 yo  | 10-11 yo | 5-6 yo    | 3-4 yo   | 7-8 yo   |
| Italian  | 7 yo  | 8-9 yo   | 11 yo     | 10 yo    | 6 yo     |

| <b>Middle School and Secondary Schedule for Closure Days</b>  |  |          |           |          |            |            |
|---|--|----------|-----------|----------|------------|------------|
| Middle and secondary students will receive instruction on an alternating schedule. However, they will be expected to complete daily assignments for each class. |  |          |           |          |            |            |
| 9:00 – 9:25   | Period 1 or 2 (Conference/Virtual Class/ Or Specific Instruction)              |          |           |          |            |            |
| 9:30 – 9:55   | Period 3 or 5 (Conference/Virtual Class/ Or Specific Instruction)              |          |           |          |            |            |
| 10:00 -10:25  | Period 4 or 6 (Conference/Virtual Class/ Or Specific Instruction)              |          |           |          |            |            |
| 10:30 -10:55  | Period 7 or 8 (Conference/Virtual Class/ Or Specific Instruction)              |          |           |          |            |            |
| 11:00-12:30   | Work time, safety netting, and individual meetings with teachers (when needed) |          |           |          |            |            |
| 11:00-12:30   | Teacher Office Hours of Contact  |          |           |          |            |            |
| 11:00-4:00  | Independent work time  |          |           |          |            |            |
| <b>Middle School and Secondary Schedule</b>   |  |          |           |          |            |            |
|   | Monday   | Tuesday  | Wednesday | Thursday | Friday (A) | Friday (B) |
| 9:00 – 9:25   | Period 1   | Period 2 | Period 1  | Period 2 | Period 1   | Period 2   |
| 9:30 – 9:55   | Period 3   | Period 5 | Period 3  | Period 5 | Period 3   | Period 5   |
| 10:00 -10:25  | Period 4   | Period 6 | Period 4  | Period 6 | Period 4   | Period 6   |
| 10:30 -10:55  | Period 7   | Period 8 | Period 7  | Period 8 | Period 7   | Period 8   |