



**Brookes Education Group:
Brookes Moscow & Saint Petersburg**

Coronavirus (COVID-19)

DISTANCE LEARNING PLAN

15/03/2020

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Introduction

At Brookes, we are proud to deliver our high-quality education and fulfill our mission in the context of our two Russian campuses - Moscow & Saint Petersburg. We are also proud that we will be able to do so under exceptional circumstances that may require partial or full campus closure. In such circumstances, our commitment is to provide an alternative means of education in the form of the Brookes Distance Learning Plan. 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 does not replicate onsite learning, our teachers can deliver powerful instruction that allows students to meet expected standards in an online environment.

The Brookes Distance Learning experience aligns with our Brookes guiding pillars:

- **Building Character** - Character must be cultivated with care especially in this current situation that we are in. The Brookes Distance Learning Programme strongly encourages our students to be principled and independent.
- **Connecting Minds** - Connecting is a vital tool for understanding, which is the first step to inspiring change. In this time of change and challenge, we are in need to connect in an innovative way.
- **Encouraging Creativity** - A creative mind can understand, adapt and innovate, and is a valuable asset. With Distance Learning, students are encouraged to be innovative and creative with their assignments and tasks alongside developing a depth and breadth to their learning.

Our students will be empowered to make choices about how they reach clearly defined learning goals; be engaged in [online] collaboration to solve authentic problems; feel safe to take intellectual risks while persevering through challenges; be supported with modeling, differentiation, specific feedback, and opportunities for reflection and revision; and, will continue to be passionate, intrinsically motivated, and inspired to action.

The success of our Distance Learning endeavor is a partnership and is dependent on careful planning by our dedicated academic staff, 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. Our academic staff is prepared for this challenge. Our students are prepared for this challenge. Our parents are prepared for this challenge. Brookes is prepared for this challenge.

The purpose of this document is to outline how Brookes will continue to offer a *Blended Learning* model, which includes both an *Asynchronous Learning Environment* as well as *Synchronous*, real-time engagements via scheduled conference calls using [Google Meet](#) with your child's school email account only. An *Asynchronous Learning Environment* is a learning environment that does not require participants, teachers, and students to be online at the same time. *Synchronous*, real-time engagements are opportunities for students to participate in engagements with their teachers and classmates at an established time to allow for interactions in real time.

The following *Brookes Distance Learning Plan* is designed to address the following scenario:

- Asynchronous learning to ensure the opportunity to learn for all students;
- Synchronous engagements to support learning and socio-emotional well-being of students through real-time engagements in a group setting only via Google Meet;
- Limited and/or variable online access to technology and internet for some students;
- A commitment to monitoring and improvement of this plan and the student experience during the time of its implementation.

Brookes is committed to monitoring the *Brookes Distance Learning Plan* and student experience. The tools used for monitoring may include, but are not limited to:

- Data on student engagement from digital learning platforms (ManageBac, GSuite (except Google Classroom) and other online subscriptions) provide tremendous data on student engagement.

- Feedback from students, parents, and teachers to help us understand how the plan is impacting student, family and teacher experiences, and to provide data on what improvements we might make going forward.
- Review of ManageBac postings and uploading of tasks as a form of data collection and assessment to support teachers and students in aligning learning to the Distance Learning Plan.

Distance Learning Platforms at Brookes

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

1. **Brookes email** and **ManageBac** are the communication tools used to contact and communicate with Brookes families.
2. **ManageBac** is the online Distance Learning platform used in the School where all tasks are uploaded and assessed.
3. **G-Suite** is the online Distance Learning and remote instructional platform used in the Lower and Upper Schools.
4. **Online Subscriptions** are educational tools for learning and assessment.

Roles and Responsibilities (School)

Academic Leadership Team:	<ul style="list-style-type: none"> • Develop effective school plans for Distance Learning. • Communicate with all staff and parents. • Support academic staff and parents during Distance Learning. • Ensure effective implementation of the Distance Learning Plan and accountability to student learning. • Follow up with parents and students if tasks are not consistently submitted on time.
Subject / Homeroom / EAL Teachers:	<ul style="list-style-type: none"> • Collaborate with colleagues in Moscow and Saint Petersburg to design Distance Learning Plans that provide high-quality learning experiences for students. • Add all home learning tasks to be uploaded and assessed on ManageBac. • Assess assignments by providing feedback on ManageBac in a timely manner • Communicate with and provide timely feedback to students, during the hours of 08:30 and 16:30 weekdays. • Available to contact via Google Meet during the times of your lesson for that specific class (Years 2 - 13). • Communicate with parents, as necessary, endeavouring to be as prompt as possible. • Arrange cover with support from SL if you are absent due to illness. Inform parents of your classes that you are absent (PN-Y6 only). No Google Meet sessions need to occur. However, it is appreciated if you still answer emails from students, staff and parents if you are in a position to do so. If in self-isolation (not ill), planning and delivery of lessons is to still occur. • Follow up with parents and students if tasks are not submitted on time. • Be available Google Meet conference calls with students daily (Years 2-13) at the current scheduled slots according to the timetable. • Additional appointments via Google Meet can be made by teachers with specific students when needed. All conversations must be recorded on Google Meet. • If students do not attend Google Meet conference calls, this is to be followed up with parents and marked absent in attendance.

Learning Assistants:	<ul style="list-style-type: none"> Partner with Homeroom Teachers to accommodate the online learning curriculum and the above responsibilities. Provide support for students by ensuring that assignments and tasks are uploaded onto ManageBac. Follow up with parents and students if tasks are not submitted on time. Search for excellent online resources that will support the development of weekly LS & EY Home Learning Plans.
IB/AP Coordinators:	<ul style="list-style-type: none"> Remain in contact with the IBO and the College Board (AP). Communicate information from the IBO and the College Board to teachers, parents and students, as it becomes available. Support teachers in the development of Distance Learning experiences, as needed. Ensure subject and homeroom teachers develop and deliver high quality student learning experiences; monitor and evaluate. Follow up with parents and students if tasks are not consistently submitted on time.
Librarian:	<ul style="list-style-type: none"> Curate resources for teachers to support the development of high-quality online learning experiences for students. Create screencasts, videos, podcasts or other how-to resources for teachers and students. Oversee and promote home reading for students.
Online Tech Support Team:	<ul style="list-style-type: none"> Provide timely response to student, family, and academic staff requests regarding technology issues.

Roles and Responsibilities (Students)

Students:	<ul style="list-style-type: none"> 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 via ManageBac (where possible) in accordance with provided timeline and/or due dates. Ensure your own social and emotional balance by keeping healthy habits - eating, sleeping patterns, exercise. Appear professional and appropriate when attending scheduled video conferencing via Google Meet (Year 2 - 11) To be present online via Google Meet at the scheduled time slot according to the timetable. Similar standard of behaviour when attending online classes (Year 2 - 11) Ensure that all videos uploaded to ManageBac are not shared or uploaded on any other online platform including social media. Additional appointments via Google Meet can be requested with teachers to address any questions.
Questions related to:	Contact:
A course, an assignment, a resource	Relevant teacher – use email or ManageBac message

A technology issue/request/ManageBac	helpdesk@moscow.brookes.org and rlewis@moscow.brookes.org
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Roles and Responsibilities (Parents)

Parents:	<p>Support their child/ren in their learning by:</p> <ul style="list-style-type: none"> • Providing an environment conducive to learning (access to technology, safe and quiet space during daytime). • Engaging in conversations on posted materials and assignments via ManageBac. • Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening) and encouraging your child not to access an electronic device or games console during free time. • Supporting emotional balance by providing ample room and time for reflection, physical activity, conversation and creative play (not on a device or games console) • Supporting your child to access Google Meet conference calls with teachers at the scheduled time. • Allowing your child to engage in a Google Meet conference call independently and strictly without parent input. If you as a parent have a question about the learning, send an email to the appropriate teacher. • Contacting the Homeroom Teacher or Specialist/Subject Teacher via email with regards to any clarification on tasks and expectations if needed. • Fully committing, following and valuing the Distance Learning Plan provided by adhering strictly to the guidelines and expectations.
Questions related to:	Contact:
A course, an assignment, a resource	Relevant teacher – use email or ManageBac message
A technology issue/request/ManageBac	helpdesk@moscow.brookes.org and rlewis@moscow.brookes.org

Planning Afternoon
<p>On Friday 20th March from 12.30pm until 16.30, staff will be engaged in a planning afternoon in order to start a full programme of Distance Learning on Monday 23rd March. As a result there will be no tasks posted for lessons that occur on Friday afternoon and teachers will not be available to contact via Google Meet.</p>

General Guidelines for Distance Learning (academic staff)

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

Feedback:

- Timely feedback is essential to student learning; this is especially so in online learning environments when/where students may be 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, ManageBac/ Managebac Messages)
- Active monitoring of your email and Managebac for questions and communications from students/families especially during working hours (08:00 - 16:30)
- Avoid contacting students or parents via any other communication except for ManageBac and school email.

Synchronous Engagement:

- At designated/scheduled times for Years 3-11 only, Homeroom Teachers, Specialist/Subject Teachers and Learning Assistants will be available from 08:30 - 16:30 via [Google Meet](#). These meetings need to be scheduled in Google Calendar and all related students invited with their school email. All conversations must be [recorded](#).
- Students and academic staff must use their work email account to log into Google Meet.

Asynchronous Engagement:

- Tasks will be posted to ManageBac whereby students are expected to be able to access tasks and work at their own pace and level under the guidance and instruction of teachers.
- Homeroom Teachers (PN - Y6) will send a Home Learning Plan with a Timetable weekly linking to the current Unit of Inquiry where all activities will be included.

Offline work:

- Avoid the requirement for printing assignments/tasks. All tasks must be completed either on a school device (preferably) or in workbooks to then be uploaded as a picture, document or video onto ManageBac. **Reception - Year 13 students** are to submit assignments on ManageBac with parental support (if necessary). For Pre-Nursery **and Nursery** students, the parents must email the relevant teacher so they can upload this onto ManageBac correctly.
- 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 working hours of 08:30 - 16:30 with respect to breaks. Students and parents are encouraged to contact **teachers** via email for support and you will be asked to answer these **in a timely manner (if received between 08:00 and 16:30)**. If staff do not know the answer to a specific question from a parents or student, then a holding email is to be sent.
- Consider varying the activities you normally plan in a graduated way, from very different to slightly modified. Keep tasks simple and straightforward.
- Offer alternative opportunities for reading, research 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 students.* However, it is essential that you remind students of these deadlines and follow up with parents and the student if they are not met.
- Keep tasks simple and directions clear to make sure students understand what they are required to do.
- **Provide students with lesson by lesson deadlines to make work more manageable. Avoid large amounts of work with distant deadlines to help the students to manage their time more effectively.**

Bandwidth:

- Consider the size of the files to be downloaded by students; students' WIFI access may have limited bandwidth. Resources are to be uploaded to ManageBac.
- If you embed videos, keep the size of the files small and avoid HD quality.

Files:

- Try to post documents as they are universal and are often easier to convert. Using GSuite links (docs, slides etc) and Office 365 documents is the best format for accessing tasks online via ManageBac.
- **Reception - 13** are to submit assignments on ManageBac with parental support. For Pre-Nursery and **Nursery** students, the parents must email the relevant teacher so they can upload this onto ManageBac directly.

Distance Learning Early Years & Lower School Overview

Schooling is always a partnership. In an online Distance Learning environment, especially at the age of the Early Years & Lower School students, this partnership becomes more important than ever during the need for Distance learning. Over the course of this Distance Learning time period, our academic staff will partner with parents to engage students in experiences that stretch their understanding and expand how they approach new learning.

Homeroom Teachers and Specialist/Subject 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.

Homeroom Teachers and Specialist/Subject Teachers will communicate with parents and students through ManageBac and GSuite (email and other applications except for Google Classroom), along with other online subscriptions, to engage students in rich learning tasks.

Role of Parents

As Early Years & Lower 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 recognise that parents may have more than one child to guide, therefore we have framed the support for the learning **experience to minimise computer/screen time where possible**; 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/week.

We expect parents/carers for the following support:

- Read ManageBac and email updates from your child's Homeroom and Specialist/Subject Teachers.
- Log into and access ManageBac and know how to navigate the platform. Increase your familiarity with ManageBac as our primary instructional tool: ManageBac is our primary platform for home learning during the campus closure. The ManageBac Application can be downloaded to your personal devices: <https://www.ManageBac.com/mobile>
- **Inform the Homeroom Teacher if your child is ill and therefore, unable to access the Distance Learning fully.**
- Read and understand the home learning tasks and activities on the weekly year group Home Learning Plan posted on ManageBac and sent by email 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.
- Ensure that your child completes the assignments under supervision of an adult and at the expectations set by the Homeroom Teacher and/or Specialist/Subject Teacher.
- Ensure that you and your child value the Home Learning expectations set by the school by setting the same expectations at home.
- Support your child in evidencing their learning through taking a photo or video, and uploading it to ManageBac (Years 3-6) or emailing it to the relevant teacher to upload to ManageBac (Pre-Nursery to Year 2)
- Email your child's Homeroom Teacher if you or your child has questions and/or if your child needs extra help and support. All academic staff will be present on-line to help and support within 48 hours. However, if communication is sent by the parent or student between 08:00 and 16:30 weekdays, then a reply should be expected within a reasonable timeframe that day.
- **Support your child to access Google Meet conference calls with teachers and their peers at the scheduled times, and allow them to engage in the conference call independently and strictly without parent input. If you have a question about the learning, send an email to the appropriate teacher. Parents are to refrain from asking questions during online sessions with other students present.**

Early Years & Lower School Distance Learning Plan Content and Timing

Distance Learning will focus on developing new skills, knowledge, understandings, and concepts, as well as on review and practice.

- The weekly Learning Plan will be posted via ManageBac on the Wednesday of each week at 09:00 and these tasks will be added to the 'Gradebook' on ManageBac throughout the week to share due dates and provide feedback.
- For Years 2 - 6, at least three one hour sessions per day are to be scheduled (preferably in the mornings) for Google Meet conference calls with the Homeroom Teacher. Specialist/subject teachers will be available via Google Meet during the scheduled lessons as indicated on the year group's weekly Distance Learning Plan.
- A video or podcast made by the teacher will be posted on ManageBac for students when new concepts or content are being introduced.
- Year 3 - 6 students are to submit assignments on ManageBac with parental support. For Pre-Nursery to Year 2 students, the parents must email the relevant teacher so they can upload this onto ManageBac directly.

Early Years (Pre-Nursery - Year 2)

These are the minimum expectations of duration of learning per day. Homeroom Teachers will send a Home Learning Plan (weekly) linking to the current Unit of Inquiry where all activities will be included.

Approximate Time per Day	Subject Area
180 minutes (3 x 1 hour sessions)	Google Meet conference call with Homeroom Teacher (Year 2 only)
As per the timetable	Google Meet conference call with Specialist/Subject Teacher (Year 2 only)
30 minutes (in total)	Watch the pre-recorded teaching sessions or tutorials from your teachers
30 minutes (in total)	Literacy: Shared Reading - Reading aloud and adult reading to children (record in Student Planner)
15 minutes	Writing - Write or draw a journal/diary entry
20 minutes	Maths - Mental Maths and Times Table practice (Year 2)
15 minutes	Spelling practice (if applicable)
10 minutes	Phonics activity
30 minutes - Art, Music, French/Mandarin and PE activities from your Specialist Teachers	Complete activities on the Weekly Plan as instructed by your Homeroom & Specialist/Subject teachers.

Commented [1]: +tkrasilnikova@moscow.brookes.org one more added - sorry! Assigned to Tatiana Krasilnikova_

Commented [2]: Dear Mark!

I'll try to make the necessary changes today during the day or tomorrow morning.
Kind regards,
Tatiana

c6, 21 марта 2020 г. в 08:02, Mark Broom (Google Docs) <

60 minutes - Choice Board activities	Complete one of the choice board activities on the Home Learning Plan for the week.
60 minutes - Creative Play (not on an electronic device or games console)	Creative play is a vital part of childhood and child development. Through creative and imaginative play children can grow emotionally, socially, intellectually, and even physically.
15 minutes (every Wednesday morning) - Reflection of the Week	A reflection of the learning that week as instructed by the Homeroom Teacher

Lower School (Year 3 - Year 6)

These are the minimum expectations of duration of learning per day. Homeroom Teachers will send a Home Learning Plan (weekly) linking to the current Unit of Inquiry where all activities will be included.

Approximate Time per Day	Subject Area
180 minutes (3 x 1 hour sessions)	Google Meet conference call with Homeroom Teacher
As per the timetable	Google Meet conference call with Specialist/Subject Teacher
45 minutes (in total)	Reading - home reader & library book (record in Student Planner)
30 minutes	Writing - Journal entry
30 minutes	Maths - Mental Maths and Times Table practice
15 minutes	Spelling practice
90 minutes - Art, Music, French/Mandarin and PE activities from your Specialist Teachers	Complete activities on the Weekly Plan as instructed by your Homeroom & Specialist/Subject teachers.
60 minutes - Choice Board activities	Complete two of the choice board activities on the Home Learning Plan for the week.
60 minutes - Creative Play (not on an electronic device or games console)	Creative play is a vital part of childhood and child development. Through creative and imaginative play children can grow emotionally, socially, intellectually, and even physically.
15 minutes (every Wednesday morning) - Reflection of the Week	A reflection of the learning that week as instructed by the Homeroom Teacher

Distance Learning Upper School Overview

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

Over the course of this campus 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, which includes asynchronous learning as well as synchronous, real-time interactive sessions with their teachers and classmates. 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 Upper School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Distance 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 Upper School students, we ask you for the following support:

- Ensure that students are available for Distance Learning from 08.30 - 16.15 every day as per their timetable.
- Monitor ManageBac updates and be sure to check in with your child daily about the distance 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 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 deadline calendar and support them in submitting assignments according to the established deadlines.
- Remind your child to Managebac message his/her teachers if your child or you have questions or if you need extra help and support.
- Ensure that students are adhering to behaviour expectations and online etiquette. This includes acting appropriately when online and ensuring that all photos and videos posted by staff are students are not shared with any third party or used on any social media.

Upper School Distance Learning Plan

Content and Timing:

The Distance Learning Plan in Upper School will include engaging experiences for each scheduled class students have on their regular school schedule for that day. With several lessons to engage in each day, students will be required to follow all teachers instructions and to organise themselves

accordingly. The students should pay attention to Managebac where all timetables, work expectations and teacher instruction will be.

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 Upper school learner and attend to Upper school needs. Follow up *homework* or *flipped classroom* work may be expected in addition to the dedicated learning time for each class. Flipped classroom work is work assigned that requires 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.

To maintain consistency with on-campus learning, academic staff who teach the same courses will plan Distance Learning collaboratively to ensure students have comparable experiences.

Asynchronous Interactions:

- Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through ManageBac.
- Students will have daily assigned work and completion targets based on the subjects that they would usually have that day..
- ManageBac will be updated for every lesson. Lesson updates will be ready for access by the beginning of the class on the day of the scheduled 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:
 - o An introduction of the lesson from the teacher which will include a brief update referencing the objective 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.
 - o A written explanation and/or recorded video/podcast (20 min. max. per lesson) to introduce, explain tasks, or provide instruction for each lesson.
 - o A method of interaction such as:
 - Discussion forums (ManageBac/Google Meet/ Google Docs)
 - ManageBac to provide feedback on student work
 - o Digital/scanned resources, assignments, etc.
- 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 endeavour to respond to student and parent emails/questions within a **timely manner**.
- No sites requiring VPN will be used as a resource.

Synchronous Interactions:

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using Google Meet **as per teaching schedule and in liaison with the teacher**.
- Teachers will engage in real-time with students in the following ways:
 - o **Individual:** The first point of contact should be an email to the teacher. Should students require more detailed feedback or answers then they can use the option of calling on Google Meet. This can take place on Google Meet only during the hours of 08.00 - 16.30. All conversations will be recorded.
 - o **Scheduled Lesson Times:** Students can ask questions or discuss learning with their teachers during the time in which the lesson would usually take place. In

order to communicate with classmates, students can avail of the teacher help during their scheduled lesson time through Google Meet (Years 2 - 13)

Assessment and Progress Monitoring:

- Non-graded formative and practice tasks:
 - o Students will provide evidence of learning for each subject and lesson as a check for understanding.
 - o Students will have the opportunity to provide feedback to each other.
 - o Teachers will provide students with ongoing and regular feedback on their evidence of learning.
- Graded summative tasks:
 - o Students will participate in graded summative tasks at the end of a learning sequence.
 - o Graded summative tasks that are performance-based will include a rubric and/or checklist shared with students as part of the task overview.
 - o Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple lessons.
 - o Students will have the opportunity to revise their tasks following a reflection and/or relearning task designed by the teachers when submitted work does not meet the Distance Learning Target.

Distance Learning Upper School Overview

Managebac - will be used by Year 7 - 11 in Moscow and Year 7 - 10 in Saint Petersburg
Google Classroom - will be used by Year 11 - 13 in Saint Petersburg

Distance Learning for our Year 7 to Year 13 students will continue as per the usual timetable. Classes will continue with the regular content teachers and distance learning activities will be posted on ManageBac for Year 7 to Year 11 (MOS) Year 7-10 (SPB), and on Google Classroom for Year 11-13. Students will be able to join the lessons as per their timetable using Google Meet and calendar invitations. Students need to use their school gmail account and instructions per lesson will be on Managebac.

Even if students are not online at the time of the lesson they should be able to complete the work and the objective from the ManageBac or Google Classroom. The due date of each activity will be assigned by the class teachers, and upon submission teachers will give feedback regarding meeting the standards or targets, and where appropriate will include suggestions to improve. This will be a wonderful opportunity for students to benefit from learning time management skills in meeting the deadlines.

IB & AP Specific Information:

Our coordinators have been receiving regular updates from the IB and the AP college boards. Already some countries have been granted extensions to assignment dates however Russia is not currently on that list of countries. At the moment we are working towards all deadlines for e-portfolios and e-assessments already set, however we will update you immediately if and when we receive information from the IB or from the AP college board.

We thank you once again for your consistent and unwavering support as we work together to deliver continuity of learning during this challenging time. Do not hesitate to reach out to our administration and academic staff if in need.

For inquiries regarding the Brookes Distance Learning Plan, please contact:

Laura Rennard - Saint Petersburg Principal (lrennard@saintpetersburg.brookes.org)
Mark Broom - Moscow Lower School & Early Years Principal (mbroom@moscow.brookes.org)
John Downey - Moscow Upper School Principal (jdowney@moscow.brookes.org)