Neev
Online Learning Policy

Objective:

This policy is designed to describe the procedures followed by Neev during online learning. We endeavour in this Online Learning (OL) to provide a flexible learning framework with guidelines that can be implemented in a variety of circumstances.

Situations will vary when Neev might close its campus and implement OL. For example, in the event of a sudden closure of campus due to various circumstances.

If Neev's campuses are closed and the OL is implemented, the communication team will communicate to both parents and faculty/staff. An exact date will be designated when OL will begin for Neev students. Neev's faculty and staff will be expected to be on duty, either physically on campus or remotely, depending on circumstances and safety conditions. Students will not attend school or be required to begin OL until the date is communicated to them or their parents.

The Neev School team will prepare to share more specific information and guidelines with parents, while teachers will arrange to relaunch their classes on Technology and Learning Management Systems (LMS).

The communication team will periodically send email updates to parents and faculty/staff apprising them of any pertinent information about when Neev might reopen for regular classes.

Online Learning at Neev

Neev's approach to OL begins with the assertion that the learning experiences teachers design when school is in regular session cannot be simply replicated through OL. In particular, the invaluable social interactions and mediation that occurs naturally among students and between teachers and students cannot be recreated in the same way. Additionally, teachers must find new methods for providing timely and specific feedback to support student growth and learning.

Strategies for OL when School is Closed
- We believe in the power of physical schools as places of learning seated in personal growth through accessing varied learning opportunities, making connections and building relationships
- We also believe that through well-designed learning experiences, the underlying pedagogies - inquiry, collaboration, connection - have to and will to some extent transcend the physical space to connect people
- We have outlined strategies to help guide our communities thinking in creating OL environments for students when the physical school building is closed
    1. Keeping parents informed (Recognizing that parents are trying to support their students and may need advice for helping students manage online learning.)
    2. Encouraging and supporting teachers for OL. (It's important to help students connect to a sense of purpose, express autonomy, and work towards mastery even in online spaces. Consider their own role as a facilitator of learning rather than a holder of knowledge.)
    3. Connecting with colleagues and sharing strategies that work. (meeting as a team to reflect on and contribute to the school's OL plans)
    4. Leveraging digital platforms to provide learning experiences rich in engagement, social interaction, and feedback
    5. Helping students manage the worry, fear, or isolation they may be experiencing as a result of this emergency or crisis.
    6. Designing learning experiences that address the needs of different types of learners who need different kinds of support and guidance
    7. Assessing student learning in meaningful ways
    8. Reflecting on the needs for making OL successful for each age group of learners that we serve

Systems and Process to Support Online Learning

Neev sought recommendations from several options and developed this OL. School leaders have also carefully studied the OL of other leading international schools. With regard to the school's core technological and communications systems, Neev offers the following FAQs to describe how we will communicate and manage learning in the event this OL is implemented.

1. **How will Neev communicate with parents, students, and faculty/staff in the event of a campus closure?**
   Neev will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible and will function in an emergency situation.

Channel	Audience	Description & Access
Email	faculty, staff, parents, students	Email will be used for all major communications and announcements, including those from the head of school and division principals. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well.
Google GSuite	students across all divisions	Google GSuite – Google site to access day wise schedule will be used by teachers.
Zoom	students across all divisions	For video conferencing in small or large groups, we will use ZOOM
Veracross	Parents and Students of Early years and PYP	Veracross will be used as a portal for uploading learning lessons.
ManageBac	Parents and Students of MYP & DP	ManageBac will be used as a portal for uploading learning documents.

2. **Are the learning management systems (LMS) employed in this plan the same as those used during normal school operations?**
   Neev's systems are already built on cloud-based systems, including Email, Google GSuite, ManageBac and Veracross. That means these systems will continue to work from anywhere in the world, even during OL. Additional platforms like ZOOM are employed in our teacher collaborations regularly and will be employed now for students as well - tutorials for this are shared in this policy document as well.

3. **How will Neev ensure that students have access to these systems from off-campus?**
   Minimum systems and internet requirements details are shared as follows:
   a. **Minimum Systems Requirements (PC, Mac, and Linux):**

- A good internet connection – broadband wired or wireless (4G/LTE). Faster Internet connection is recommended. Please ensure you get minimum 10Mbps speed
- Speakers and a microphone – built-in or USB plug-in or wireless Bluetooth.
- A webcam or HD webcam - built-in or USB plug-in – While using Zoom.
- Or, a HD cam or HD camcorder with video capture card.

b. **Processor and RAM requirements of the Laptop/Desktop**

	Minimum	**Recommended**
Processor	Single Core 1Ghz or Higher	Dual Core 2Ghz or Higher (i3/i5/i7 or AMD equivalent)
RAM	1GB	4GB or higher

Notes:
- Dual and single core laptops have a reduced frame rate when screen sharing (around 5 frames per second). For optimum screen sharing performance on laptops we recommend a quad core processor or higher.
- Linux requires a processor or graphics card that can support OpenGL 2.0 or higher.

c. **Operating System:**
Windows 7, 8 or 10
MacOs X with MacOs 10.7 or later

d. **Browser Details**:

Windows	Windows: IE 11+, Edge 12+, Firefox 27+, Chrome 30+
Mac	Mac: Safari 7+, Firefox 27+, Chrome 30+
Linux	Linux: Firefox 27+, Chrome 30+

4. Why do we need a balance between Synchronous and Asynchronous learning?
Synchronous learning is easy to implement, but not always effective for younger students. Hence our OL programme will be in a ratio of Asynchronous and Synchronous learning depending on the grade level

SYNCHRONOUS	**ASYNCHRONOUS**
Students learn at the same time ● Communication happens at real-time ● Possibly more engaging and effective ● Allows for instant feedback and clarification ● Learning happens collaboratively through live discussions ● Examples: Video conferencing, live chats	**Students learn at different times** ● Communication is not live ● Possible more convenient and flexible ● Allows students to work at their own pace ● Learning is self-paced and self-regulated Examples: Recorded videos, blog posts/comments, Veracross, Managebac, Google classroom /emails, Padlet, Flipgrid, etc

New Platforms for accessing OL at Neev

1. **ZOOM**

   Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, chat, and webinars, and is used in organisations globally during emergencies and even normal time for communication, inetrviews, WFH, etc. Schools and universities globally are using ZOOM for synchronous learning, but it is a system that students are not accustomed to. Shared below are tutorials that can help parents and students set up and be prepared

   How to use Zoom

   Step 1. To download Zoom for Window, Mac - https://zoom.us/download
   Step 2. Download the Chrome extension and sign into the google account by clicking on Zoom button on the toolbar of the browser. This will automatically integrate with Google calendar and you will see the option 'Make it a Zoom meeting' on the bottom right for every calendar request.
   Step 3. Familiarise yourself with the platforms capabilities
   > **Videos:** https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials
   > **User**
   > **Guide:** https://support.zoom.us/hc/en-us?_ga=2.32495037.2090412145.1584351084-1278218141.1584068802

2. **Google Site where the OL plans will be shared :**
   a. Early years: https://sites.google.com/neevschools.com/neev-onlinelearning/home?authuser=1
   b. Academy - Grade 1 – 12:
      https://sites.google.com/neevschools.com/neevacademy-online-learning/home?authuser=0

Neev Community: Roles & Responsibilities for OL success

All the stakeholders will contribute to the effective implementation of OL. The roles and responsibilities of school personnel, students, and parents, are delineated below, and more detailed guideline follow:

School Leadership
Defining the OL policy for all teachers and students in an age appropriate manner
Communicating with the school community, especially teachers, IT team and parents regularly
Providing and implementing platforms that allow OL to be successful
Reflecting on each OL experience to learn and improve

Homeroom Teachers / Learning Support Teachers
Communicate frequently with your students and, as needed, with their parents. Provide timely feedback to support your students' learning
Communicate regularly with students on your caseload and/or their parents to ensure they have success with Online Learning. Provide supplementary learning activities for students on your caseload who may benefit from additional practice to close academic and curricular gaps

Librarians
Collaborate with colleagues to find resources for high-quality Online Learning experiences and research
Regularly check in with subject and classroom teachers to identify ways to support their design of Online Learning experiences. Maintain and update online library site for obtaining resources
Be available for teachers and students as needed for support

Learning Support:
Implement the IEP's of students in their care in sync with the other timetables
Be available for online consultation with parents or students if needed

Tech Support Team:
Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed.
Team is available in person or remotely to provide on-demand tech support help. Please raise ticket for immediate support – itsupport@neevschools.com or call us at **080 71101700**

Guidelines for the Neev Community:

Guidelines for Teachers:

The transition to OL will not be simple or easy. Teachers need to think differently about how to communicate, give instruction, assess learning, and provide feedback; designing lessons and assignments that are authentic and meaningful, and ensuring that students continue to collaborate and communicate with others. The guidelines provided below are intended to help teachers across all divisions reflect on challenges they'll confront in shifting to OL.

The success of OL is based on a partnership and is dependent on careful planning by 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. 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, Schoology, document, ...).
- Active monitoring of the OL platforms (email, veracross, managebac) you are using, for questions and communications 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 as a picture or completed in google docs/sheets/slides (and any other online applications you define)
- 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 Timeframe, expectations and schedule for your programme in this policy or as shared by your Programme head
- 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 OL experiences

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

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

Files:
- Try to post only PDF or Office 365 documents as they are universal and are often easier to convert.
- Avoid email submissions. Consider requiring all submissions to take place through Schoology or as a shared document

New developments:
- New OL strategies emerge fast, to take advantage of this you must have a growth mindset and explore more. Here are some links:
  - https://docs.google.com/document/d/14zlS5yUB7YelqBq2TTRL2G7MstTYYZ11RpzHZdF00lE/edit?ts=5e783df7#heading=h.g0liy82zbn6j
  - https://alisonyang.weebly.com/blog
- Consider your students Technological capabilities before implementing new strategies

Guidelines For Students (who are independent online learners; Grade 5 - 12):

Student Roles & Responsibilities
- Establish daily routines for engaging in the learning experiences (e.g. 8:00am start)   - Identify a comfortable, quiet space in your home where you can work effectively and successfully   - Regularly monitor online platforms (Google Site, ManageBac, Veracross, email, etc.) to check for announcements and feedback from your teachers   - Complete assignments with integrity and academic honesty, doing your best work   - Do your best to meet timelines, commitments, and due dates   - Communicate proactively with your teachers if you cannot meet deadlines or require additional support   - Collaborate and support your Neev peers in their learning   - Proactively seek out and communicate with other adults at Neev as different needs arise (see below)

For queries about ...	Contact
a course, assignment, or resource	your branch
a technology-related problem or issue	the tech assistant in your division or through Neev's email-based support ticketing system – itsupport@neevschools.com
a personal, academic or social-emotional concern	your or an assigned counselor, if you have one
other issues related to Online Learning	the principal from your division

Guidelines For Parents of all students, but especially Early years and Grades 1-4:

Parent/Guardian Roles & Responsibilities
Provide support for your children by adhering to the Guidelines for Neev's Parents as well as you can: ● Establish routines and expectations ● Define the physical space for your child's study ● Monitor communications from your children's teachers ● Begin and end each day with a check-in ● Take an active role in helping your children process their learning ● Establish times for quiet and reflection ● Encourage physical activity and/or exercise ● Remain mindful of your child's stress or worry ● Monitor how much time your child is spending online ● Keep your children social, but set rules around their social media interactions

For queries about ...	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	the tech assistant in your child's division or through Neev's email-based support ticketing system itsupport@neevschools.com
a personal, academic or social-emotional concern	your child's class teacher or an assigned counselor, if existing
other issues related to Online Learning	the principal from your child's division

Time Frame:

In this section, we examine some basic daily schedules used in a variety of PYP, MYP, and DP settings and look at ways to use this scheduled time to maximize instructional time. Time management is critical to student achievement and attitudes toward Online learning.

Effective time management is one of the skills necessary for success in school as well as in everyday life. Students need time to practice, rehearse, review, apply, and connect new learning and relate it to their everyday lives. Teachers who effectively manage time give their students the best opportunity to learn and to develop personal habits that lead to wise use of time.

- **Allocated time.** The total time for teacher instruction and student learning
- **Instructional time.** The time teachers are actively teaching
- **Engaged time.** The time student involved in a task
- **Academic learning time.** The time teachers can prove that students learned the content or mastered the skill

Early Years: Approximate Time Frames for Learning

Approximate Time per Day	Subject Area
15 - 20 minutes	**Emergent Literacy Activities, Games & Challenges** focused on language development, vocabulary, comprehension, and phonological awareness.
15 - 20 minutes	**Emergent Numeracy Activities, Games & Challenges** focused on counting, sorting, and patterning.
15 – 20 minutes	**Holistically-Focused Activities, Games & Challenges** to support cognitive, physical, and social emotional development.
Flex Learning	Extended time offers opportunities to explore and develop new skills or pursue sustained or extended projects. ● Learning new board game or skill ● Practicing mindfulness/yoga/breathing exercises ● Exploring a new interest or passion

Primary years: Approximate Time Frames for Online Learning

PYP - First and Second Grade	
25-30 minutes	Reading/Writing (Mentor text or UOI connections as appropriate)
25-30 minutes	Mathematics
25-30 minutes	UOI related experiences and/or integrated projects
25-30 minutes	2nd Language (Hindi, Spanish, French)
PYP - Third to Fifth Grade	
30 minutes	Reading (Mentor text or UOI connections as appropriate)
30-40 minutes	Writing (UOI connections as appropriate)
30-40 minutes	Mathematics
30-40 minutes	UOI related experiences and/or integrated projects
30 minutes	2nd Language (Hindi, Spanish, French)
All PYP Students	
Approx. 30 minutes weekly 2 or 3 days	Art, Music, Drama, PE and Library teachers will provide a range of activities that continue to support the current program
Flex Learning	● Reading aloud and independent reading: reading times are: Gr 1-5 - around 60 minutes of independent reading per day ● Independent learning time: itime, Design Thinking, Passion Projects ● Board games & challenges with math/strategic/critical thinking

Middle School: Approximate Time Frames for Online Learning & Resources

MYP & ICSE	
10 minutes	Morning Message
40 minute	Asynchronous/ Synchronous session per class (**6 classes per day**)
Flex Learning ● Independent & self-directed ● For the sake of learning ● No time limit/requirement ● Learning will be shared in advisory	● Read for pleasure ● Be active ● Explore personal interests/passions ● If safe… ○ Explore local sights ○ Seek out social interaction

Diploma programme: Approximate Time Frames for Online Learning & Resources

DP	Grade Level
60 - 90 minutes	Grade 11
60 - 90 minutes	Grade 12
Flex Learning ● Independent & self-directed ● For the sake of learning ● No time limit/requirement ● Learning will be shared in advisory	● Read for pleasure ● Be active ● Explore personal interests/passions, if it is safe… ○ Explore local sights ○ Seek out social interaction