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I. Aim and principles

The aim of the European Schools is to provide pupils with quality teaching and learning

e teaching and learning have been at the centre of the activities of the European Schools over recent months[1] and will continue to be a strategic area in the coming years, irrespective of the question of under which scenario the schools will have to operate.

In exceptional cases and based on the decision of the Director, distance teaching may be organised in order to educate children in the public interest, as stated by Article 26a of the General Rules (see Annex).

The European Schools envision three potential scenarios[2]:

> Scenario 1: Teaching *in-situ* in all schools as a rule, but with restrictions for vulnerable and quarantined staff (including inspectors) and pupils.
> Scenario 2: Temporary continuation of measures of confinement which allow only parts of the school population to participate in teaching *in-situ*, leading to hybrid teaching and learning.
> Scenario 3: Temporary suspension of teaching *in-situ* for the complete school, complete cycles, complete class or course (e.g., quarantine), leading to distance teaching and learning.

The present policy supports the **learning continuity plans** devised by the schools and contains **requirements** that apply to hybrid and distance learning. This policy aims to:

> Ensure fair and equal treatment, wellbeing, health/safety and academic progress for all pupils[3].
> Set out requirements for management, educational staff and inspectors with regard to practices and tools.
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The requirement levels are expressed using specific words:

MUST	the element is an **absolute requirement** or **obligation** (or
SHOULD	there may be valid reasons in particular circumstances for ignoring a particular element and be flexible, but all **implications must be understood** and **carefully weighed** before choosing a different path
MAY	the element is **truly optional** (ort the
SHOULD NOT	there may be valid reasons in particular circumstances where a particular behaviour is acceptable or even useful, but **all implications should be understood**, **and the case carefully weighed** before implementing any behaviour described with this notation (o
MUST NOT	the element MUST NOT

II. General arrangements

A. Timetables and live online lessons

1. General principles for scenarios 2 and 3

Timetables **must** be examined cycle by cycle and if necessary, adapted by the management to fit learning scenarios, and to ensure the best balance between the achievement of learning objectives with the well-being of pupils in each year and educational staff.

Timetables **should** moderate the time devoted to screens, for well-being and health reasons. Off-screen and on-screen activities **should** therefore be balanced, and breaks **must** be enforced between online classes.

Timetables **should**, especially in the Nursery and Primary cycles, take account of the role of families in accompanying pupils.

A live **online lesson** is a lesson where teachers and pupils are present in a meeting together

At least one structured daily live online lesson by the class teacher with all his or her pupils, whether in the whole class, in groups or individually. The duration of the online lesson and/or sessions **should** -regulation skills.

In Secondary, the following **must** apply:

At least one live online lesson (1 period) with all pupils per week for 1- or 2-period/week courses.

At least two live online lessons (2 periods) with all pupils per week for 3- or 4-period/week courses.

At least three live online lessons (3 periods) with all pupils per week for 5- or 6-period/week courses.

B. **Vulnerable or quarantined pupils**

Pupils obliged to stay home due to vulnerability or quarantine (with a due medical certificate or

Must provide a daily or weekly (for Nursery) work plan for the pupils, with clear

evening before, or communicated at the beginning of the week (in the European Schools: SMS and/or Microsoft Teams). Also, a weekly work plan **must** be provided by all other teachers.

As part of daily interactions, teachers **should** present material; give feedback on work submitted; explain new homework assignments and clarify learning objectives; monitor attendance, participation and general well-being; and answer general questions.

L2 teachers **must** organise live online lessons at least twice each week for P1-3 and three times each week for P4-P5, and each child **should** be assured of at least 75% of regular in situ hours of live online lessons. Other subject teachers (HE, morale/religion, art/music/PE) **should** organise lessons at least once a week for all levels.

Role of parents and legal representatives

Nursery and Primary P1: due to their very low level of autonomy, pupils need someone else for almost all educational activities. The highest level to be expected is when parents or legal representatives connect their child to the videoconference, and the child can switch the microphone on/off and end the call. Similarly, parents should start online educational activity (video, game, presentation, etc.) even if the child can manage independently afterwards.

Primary P2-P5: parents and legal representatives should help children set up the equipment and connect to video conferencing for the first time. As soon as children are sufficiently independent, parents and legal representatives should let them participate in online activities on their own (unless they are invited by the teacher to participate).

3. Specific duties in Secondary

During scenarios 2 and 3, and in compliance with the General Rules and the official teaching standards, and in addition with the previous general duties, Secondary teachers, including educational support teachers:

Must attend all the timetabled lessons of each course.

Must communicate instruction, homework and assignments to their pupils via the digital mean(s) decided by the school for each cycle (in the European Schools: SMS and/or Microsoft Teams).

o S1-S3: Communication.

Must maintain and foster online contact with pupils, to listen to their needs and ensure their well-being.

Must c   -streaming sessions.

When applicable, **must** organise/supervise the smooth running of the B Tests and exams of his/her cycle, possibly with alternative tasks and online modalities.

When necessary, **must** visit online classes and help the teachers with proper management of the class. In doing so, education advisers **should** coordinate with the care team and the psychologists.

With the cycle coordinator, **must** investigate cases of online disrespect among

Should collaborate with other educational advisers in School and at system-level and share good digital practices and tools.

J. Cycle coordinators in the Secondary

During any of the three scenarios, and alongside their regular tasks, cycle coordinators:

Must coordinate common approaches in teaching and learning within the cycle.

Must monitor the follow up of pupils of his/her cycle with difficulties (learning, attendance, behaviour or other), in collaboration with the educational advisor.

Must maintain and foster online collaboration among teachers of the cycle.

Must ensure and monitor assessment procedures: organising/supervising the smooth running of the B Tests and exams of his/her cycle, possibly with alternative tasks and online modalities.

Must organise online modalities for the class councils of his/her cycle.

Should communicate with   parents/legal representatives whenever necessary.

Should collaborate with other cycle coordinators at school-level and system-level.

K.

1. Option 1: assessment can be done on site

a) Adaptation of the location

When *in-situ* teaching and learning is suspended, the school management **must** do its outmost to organise the examinations leading to the B marks on-site, if necessary, applying different arrangements respecting hygienic and safety measures imposed by the authorities of the Member State hosting the school. Even if in a Member State it is forbidden to teach *in situ*, it could be possible that examinations are allowed to take place *in situ* under specific conditions.

Therefore, the school management **may** decide to utilise the school building (spreading pupils in several rooms) for examination purposes or may organise the examinations in an external venue. In any case it is advisable to consult the local authorities before such a decision is taken.

b) Adaptation of the calendar

A school **may** also decide to adapt the examinations calendar to make it possible to organise the examinations *in situ* at a later date until the end of the first semester.

2. Option 2: assessment must be done remotely

a) General principles

Remote assessment **must** be carried out in such a way that the assessment principles of the European Schools are respected, as defined in the following documents:

Relevant sections of the General Rules (2014-03-D-14);
Assessment Policy in the European Schools (2011-01-D-61);
Relevant sections of the Educational Support Policy (2012-05-D-14) and the Procedural document (2012- 05-D-15-12);
Marking system of the European Schools: Guidelines for use(2017-05-D-29) and Annexes;
Structure for all syllabuses in the system of the European Schools (2019-09-D-27 - principles and Attainment Descriptors);

based on the content covered and the competences developed during previous teaching and learning;

in line with the principles of the New Marking System;

harmonised, if relevant and whenever possible;

in line with the conditions established in the Individual Learning Plan of the pupils receiving Intensive Support and the special arrangements for assessment authorised for the pupils by the Directors and/or the Joint Board of Inspectors.

Moreover, when assessing remotely, the school management (with cycle and subject coordinators) **must** also ensure a well-balanced workload for all students. This **should** be achieved by communicating to pupils in which subjects written assessments (e.g., examinations) are to be taken and in which subjects alternative tasks are requested. A general decision **should** be taken for each year level, across language sections.

The following sections present some modalities of alternative tasks. Each school **may** adapt to these modalities according to its needs.

As mentioned previously in this document, more practical and updated guidance is also to be found on the Pedagogical Development intranet (access is currently limited to the European Schools).

b) Possible assessment tasks

i) Open-book or take-home examination formats

Open-book and take-home examinations allow students to access supplementary information (from peers or external resources).

In open-book examinations, students **may** use any material (notes, books, texts or other resources, including online material) during examinations, but **must not** make any plagiarism or receive help from another person. Questions on facts as well as knowledge- and content-based questions are easy for students to look-up during a remote exam. Therefore, teachers **should not** ask for factual knowledge or remember level questions but **should** aim at more complex questions that prompt students to show understanding, apply, analyse, evaluate and create. Conceptual, procedural and metacognitive knowledge **should** be preferred to factual knowledge. Similarly, teachers **may** adjust the weighting of the grading criteria so that higher order thinking questions have more value.

ii) Remote oral examinations

ranges from open discussions and presentations to formal interviews.

Remote oral examinations guarantee sufficient academic integrity in many subjects. Therefore, teachers **may** organise stand-alone oral examinations with students using a videoconferencing tool (e.g., Microsoft Teams). In this case, no recording is foreseen.

iii) Short-term or Long-term works or projects

Students have a short or long preparation time (several days / several weeks) around an imposed or chosen theme. Teachers **may** also consider problem-based learning (PBL) or inquiry-based learning (IBL) projects.

iv) Long-term digital portfolios

examples to include that characterize their growth and accomplishment over the term. Students select their papers (documents and products) and present them in a structured format, accompanied by personal reflection. This task would presume that the teacher has given instructions to students on how to make a well-structured digital portfolio

Subject coordinators and subject referents **should** facilitate professional discussions on how to best design such examinations and alternative tasks.

c) Process

i) Preparation

School management, in coordination with the subject and cycle coordinators **should** decide which type of examination and alternative tasks the pupils should undergo in the different subjects and the different cycles. A planning **should** be established.

Teachers **must** develop the examinations/alternative under the responsibility of the subject coordinators and subject referents. Whenever possible a harmonized approach **should** be chosen, where relevant and where appropriate. Equal treatment **must** be ensured at least on class/subject group level.

ii) Testing

Teachers **must** communicate to students the purpose and nature of such examinations, along with explicit instructions such as time management, length, academic integrity, timelines, and due dates.

iii) Grading and marking

The assessment criteria **must** be communicated in advance to the pupils. The examinations and alternative tasks **must** be assessed in accordance with the different levels mentioned in the attainment descriptors of each Syllabus. A weighting of competencies assessed **might** be established in advance/F4 12 Tf1 0 0 1 126.02 296.24 Tm0 g0 G

The marking and grading **could** be done according to a well-established matrix within a subject department.

e) Fostering academic integrity and fraud prevention measures

The European Schools aim to foster a climate for academic integrity and trust and to focus on supporting learning rather than on punishment and surveillance. The following strategies **should** be used to nurture academic integrity:

Teachers **should** discuss with students the concept of academic integrity in the context of their subject and explain why it is important.

Schools and teachers **must** inform students of the consequences of committing fraud (plagiarism, being helped by others), and of the measures the school has taken.

Teachers **may** build in opportunities for students to demonstrate the thinking process informing their work, such as through multi-stage assignments, where students submit components of the assignment at staggered due dates.

In addition to fraud prevention measures, schools and teachers **may** take procedural steps:

Teachers **may** check the exam work with an anti-plagiarism application, when

Data Protection Officer and approval by the Director as data controller.

Teachers **may** check the originality of the exam work by following up with short oral interviews.

F. Short and long written examinations in year S7

The short and long written examinations in the year S7 (the Pre-Baccalaureate examinations) are covered by a separate Memorandum based on the [20].

V. Glossary of the main terms

In general, one **should** refer to the updated digital terminology for the European

-01-D-37-en-fr-de, available on the intranet of the Pedagogical Development). Hereafter are the definitions of some essential terms used in this document.

Asynchronous/synchronous:

- o **Asynchronous**: a form of interaction that allows pupils to work at their own pace to meet regular deadlines; interaction with peers is through online written communication.
- o **Synchronous**: a form of interaction that involves live communication either through sitting in a classroom, chatting online, or videoconferencing.

Contact: contact with the pupils can be with the whole class, in groups or individual, and is either:

- o a live online lesson (when possible),

- o a call (if possible, especially for Nursery pupils) or written communication (upper Primary and Secondary) for pedagogical guidance.

Distance (or remote): a modality in which some or all pupils and/or educational staff are not physically present in the same place at the same time, and which takes place at a distance, usually online, synchronously or not.

Hybrid: an approach that combines or alternates in school with distance/online activities (synchronous or asynchronous).

Live online lesson: a lesson where teachers and pupils interact with one another for the whole period (via video, audio or chat).

Streaming (live-streaming): continuous transmission of video and/or audio data over a network such as the Internet (e.g. from a classroom), so that they can be played back immediately in real-time.

Videoconference: a live discussion between persons in remote locations via digital means of communications (video, audio, and chat). Despite the term, a videoconference does not imply that the camera is continuously activated.

VI. Decision of the Board of Governors

While taking into consideration the opinions expressed by the BIP, BIS and JTC at their respective meetings, the members of the Board of Governors approved by means of written procedure No 2021/8 on 29 March 2021 the document ref. 2021-01-D-34-en-23 and particularly:

1. the minor correction also made by the IT PEDA strategy group, so as to clarify the educational continuity obligations in scenarios 2 and 3 (section III, D, 2 and 3).
2. the document "Revision of document 2020-09-D-10-en-3 - Distance Learning Policy for the European Schools" (2021-01-D-34-en-2) and its Annex 1, and their approval by written procedure, with immediate entry into force.

Annex 1 of the document bears the reference 2020-09-D-10-en-5 which cancels and replaces document 2020-09-D-10-en-3. The memorandum "Distance Teaching and Learning Policy for the European Schools" (ref. 2021-01-M-3) and all other related documents will be adapted accordingly.

VII. Annex - Amendments to the General Rules of the European Schools

On 31 August 2020 the Board of Governors approved several amendments of the General Rules with entry into force on 1 September 2020, as follows[21]:

A. Article 26a

Distance Teaching

1.

provided that it is necessary in order to educate children in the public interest, as defined in Article 1 of the Convention defining the Statute of the European Schools and in accordance with Article 6.1.(e) of the General Data Protection Regulation.

C. Article 30

Regular attendance at classes

1. Without prejudice to the Regulations concerning Educational Support, attendance at classes shall be organised as follows:

   a) [...]

   b) Without prejudice to Article 26a.3 of the General Rules, attending all courses of instruction shall mean regular and punctual attendance at the classes indicated in a calendar and timetable produced and given to pupils at the beginning of the year.

D. Article 59.5 and 59.6

On 20 October 2020, the Board of Governors approved the amendment of the General Rules with entry into force, as follows:

Article 59. 5.- In years 4-6, the semester mark shall comprise two numerical components: A mark and B mark.

skills and attitude) and performance gained within the subject, which are not taken into account in the B mark of the subject. The ongoing observations require the recording

The B mark is based on the marks obtained in examination(s) or through other forms
eriod
of time in certain subjects.

In accordance with Article 26a, the assessment system described in Article 59. 1-5. is also applicable in a distance teaching and learning situation. In such a situation, where