



GATEWAY
INTERNATIONAL SCHOOL
(IB CONTINUUM WORLD SCHOOL)



VIRTUAL ONLINE CLASSROOM POLICY

2020-2021

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IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and global organizations to offer challenging world class educational programmes and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Vision and Mission Statement of GIS

Vision

Creating responsible global citizens who realize their maximum intellectual and human potential.

Mission

GIS provides a whole education program that balances academic excellence with character building. We foster knowledgeable, unbiased, caring inquirers with an inclusive perspective by inspiring them to become lifelong learners, peace ambassadors and tomorrow's leaders in the local as well as the global context.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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****Gateway International School's Virtual Policy is a document which is reviewed by the Principal, the Coordinators, the Staff members, and the Special Needs Educator.***

Gateway International School incorporates distance learning to meet the needs of students through a virtual online learning environment. We believe the effective use of technology and successful teaching strategies will result in students gaining an excellent school experience and an appreciation of lifelong learning.

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.

A. Philosophy of virtual learning at GIS:

Gateway IB continuum school is committed to providing the learning opportunities to the learners during World pandemic situations, online. Always ready to access advanced technologies such as the Internet and World Wide Web is changing the nature of online learning processes.

A.1.Purposes of Virtual Learning

The purpose of GIS virtual learning is to set instructional principles for facilitating online learning.

A.2.The instructional principles for online learning are:

- Guide learners to prepare and maintain an effective workstation for accessing online materials
- Arrange instructional materials for easy online manipulation
- Implementing IB Approaches to teaching and learning in a virtual environment

A.3 Medium of virtual learning

- Deliberate strategies, skills, and attitudes that permeate the teaching and learning environment
- Intrinsically linked with the IB learner profile attributes
- Designed to enhance student Agency learning.

- Inextricably linked to the development of internationally-minded students, a central aim of all IB programs.

Approaches To Learning (ATL)-

Linked closely to the attitudes and dispositions highlighted in the IB Learner Profile, Approaches to Learning (ATL) are the skills deemed critical for success for IB students in school and in life, now and into the future.

- **Thinking Skills:** The ability to creatively and critically analyse, apply, evaluate, synthesize, conceptualize, contextualize, reason, and solve problems.
- **Communication Skills:** The ability to produce and interpret messages effectively.
- **Social Skills:** The ability to participate and collaborate with others whilst showing awareness and respect for other cultures, varying points of view, and individual differences.
- **Research Skills:** The ability to determine the extent of information needed, locate and access information, organize and evaluate information and use and share information effectively, efficiently, and ethically. The ability to give citations to the resources that they gather as reference.
- **Self-management Skills:** The ability to set goals and achieve towards reaching, to manage tasks effectively, and to be balanced with self-motivation, resilience, and mindfulness. The ability to take ownership and responsibility for their learning.

Approaches To Teaching (ATT)- Essential Strategies to the Approaches to Teaching embody the main pedagogical principles that underpin the delivery of the IB programs.

A.4 AIM

- Sensitive to learner needs (language, learning styles, cultural context, capacity for extension and remediation)
- Embedding ATL from every aspect of learning.
- Ensuring student access to a range of tools and strategies according to the standard operating procedure.
- Connects students with students and students with teachers
- Is initiated by Homeroom teachers and is student-centred.
- Offers a broad scale and frequency of connection opportunities through a variety of media according to the standard operating procedure.
- IB methodology of Assessing, Recording and Reporting implemented online
- To ensure that all Virtual learning is in line with the philosophy

- To ensure that learning is provided at a grade-appropriate level and that, taking into consideration cultural diversity, provision is made for appropriate enrichment and support
- To instil a lifelong interest in comprehending and learning

The Gateway IB International School prioritizes in-depth learning in these areas aligned with IB objectives to develop self-regulated learners.

As outlined by the IB, this includes teaching that is:

- Inquiry-based
- Focused on conceptual understanding
- Developed in local and global contexts
- Motivated on effective collaboration
- Differentiated to meet the needs of all learners
- Informed by 3 Formative and Summative Assessments at the end of the unit

RATIONALE

In this regard the school is;

- Offering flexible learning opportunities that students want.
- Providing structured teaching conditions that students need significantly and relevantly to the program.
- Develop communication skills (reading, writing, speaking, listening, viewing and presenting) essential for a global citizen
- Is scheduled in a time table.
- Complete the targeting learning outcomes.

B. Virtual Learning Tools:

GIS is committed to monitoring the GIS 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, Google forms, google docs, Hangout, Google classroom...
- 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 Google forms and ManageBac postings as a form of data collection to support teachers and students in aligning learning to the Distance Learning Plan.

This GIS Distance Learning Plan will define the following:

- Implementation Procedure to conduct school remotely until resumption of normal operations;
- Details the Expectations required of both teachers and families for the successful continuation of student learning and family communication
- Divisional Plans that address developmentally appropriate and meaningful student learning experiences.

B.1.Distance Learning Platforms at GIS

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:

- *GIS email* and *Managebac* are the communication tools used to contact and communicate with GIS families.
- *Google hangout, Google meet, Zoom* are the online Distance Learning platform

In addition to the above resources, we encourage faculty, students, and parents to contact the respective coordinators through email/ WhatsApp for any queries. It will be answered immediately.

Mediums of operating system

1. **Google classroom-** Helps classes connect remotely, communicate, and stay organized. Also, tools to support instruction, learning, grading, and assessment.
2. **Administration team-** To arrange collaboration of administration, management and facilitators to set common purposes and goals for learners.
3. **WhatsApp-** Connects facilitator with learners and parents to build classroom communities.
4. **Hangouts meet-** Video calls integrated with other Google's G-Suite tools. To conduct the virtual meeting of learners and facilitators.
5. **Blogger-** Sharing the daily learning practices in the classroom and home inquiry with the community.
6. **Zoom-** Cloud a platform for video and audio conferencing with collaborators.
7. **Skype-** Video and audio call with other international schools in local and global aspects.

B.2.Strategies & tools used to teach the operating systems of virtual learning

1. **BrainPOP-** Learners are enrolling themselves in different quizzes on Science, Social Studies, English, Math, Arts & Music, Health, and Technology.

2. **Quizlet**- Quizlet makes simple learning tools with flashcards, games, and learning tools.
3. **Padlets**- Padlet is an online virtual “bulletin” board, where learners and teachers can collaborate, reflect, and share links and pictures, in a secure location. Padlet allows users to create a hidden wall with a custom URL. Padlet creators can also moderate posts, remove posts, and manage their board on a daily basis.
4. **Google Form**- Google form will be used to take Assessments. Learners conduct real life surveys so facilitators will use it to take multiple questions for the Assessments.
5. **Spreadsheet**: Learners are using spreadsheets to gather information. Facilitators are using spreadsheets to teach data handling in math.
6. **Kahoot**: Facilitators are using Kahoot to take the formative assessment. It is used to conduct game-based lessons and interactive sessions
7. **Google Slide**: For presenting a topic, learners are using Google slide. Teachers are using it as a teaching tool.

C.1.Roles and Responsibilities School

C.1.1. 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.

C.1.2. Subject/Homeroom Teachers:

- Collaborate with colleagues to design Distance Learning experiences for students in accordance with divisional plans.
- Develop high-quality student learning experiences.
- Communicate with and provide timely feedback to students.
- Communicate with parents, as necessary.
- Marking attendance of the students every day in the ManageBac.
- Communicating the assignments/ Videos/Resources through ManageBac/Google docs/Google Drive
- 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 (email, ManageBac, Hangout, document, ...).
- Active monitoring of your email for questions and communications from students/families.
- 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.

- 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 ManageBac or Google drive.
- Resources Research Coordinator will share the digital resources with the students.

C.1.3. Learning Support Teachers:

- Partner with classroom teachers to accommodate the online learning curriculum they are providing to the learning support students on 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
- Tracking the alignment of the child in the online classes and every week feedback will be send to Principal, Coordinator and Parents.

C.1.4. Counsellor:

- Conducting classes regarding self-regulation, anxiety and/or wellness strategies that students can practice during this time of Distance Learning.
- Respond to counseling needs of students, as needed.
- Ensure continuity of the processing of student files for college applications.
- Support school advocacy with colleges, College Board, IB and other external bodies to ensure campus closure and its effects are understood. Coaches and Librarians:
- Create resources for students/teachers to support the development of high- quality online learning experiences for students.

Principal will be the school counsellor. Students are encouraged to contact **919994033229/** principalib@gatewaytheschool.in for any counselling issues.

C.1.5. Virtual Meetings

- EYP and PYP unit introductory session will be conducted week prior to the beginning of the unit. Parents will be invited to attend and brainstorm on the transdisciplinary theme and central idea.
- **PTM:** Every Friday 3:30 PM to 4:30 PM parents can virtually meet the teachers. Prior appointment needs to be obtained through WhatsApp class group.
- Induction Programme for all the three programmes
- Assessment workshop for MYP and DP.
- Webinars for career counselling

C.2. Roles and Responsibilities-Students

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s.
- Check ManageBac/Google drive 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.
- Keep your videos on. Mute your audios and unmute it when it's required

C.3 Roles and Responsibilities -Parents

- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime).
- Engaging in conversations on posted materials, assignments.
- Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening).
- Encouraging attendance, as much as possible, to the regular synchronous engagements offered by each of their child's teacher/s.
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
- Communicating the absence of their ward to Principal, Coordinator and homeroom teacher through email.

D. VIRTUAL CLASS PLAN

The virtual classes planned 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, teachers will account for the increased demand that will be required of students as they are engaging in this type of independent distance learning. Students will have multiple activities within the timeframe of a regular class. Teachers will provide guidance specific to the amount of time activities/assignments might require. This will include time spent on accessing content, as well as completing work. Students will also have off-screen tasks that are designed to engage the students and attend to requirements of the programme. 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.

The virtual classroom plan will be shared by the school through email/ManageBac.

E. Virtual Classroom Conduct

In order for a virtual classroom session to be educationally effective for students, all students should abide by a standard set of rules. The following rules govern student conduct in the virtual classroom:

- Students must log in at 9:45 AM during school days for the online morning assembly.
- Students' written and oral communications must be free of offensive language.
- Students must abide by the rules, policies, and procedures established by the facilitator.
- Students must keep their video on and mute their mike during class hours. They can unmute their mike when it required.
- Students must attend the classes in modest dress.
- Students should sit in proper posture during the class hours (students must not lie-down or run around during the class hours)
- Students must not use mobile phones during class hours

F. Attendance:

Attendance is mandatory, students are required to attend all the classes.

Notification of Absence:

We realize there may be times when an occasional illness may prevent students from attending classes. If this situation arises, the school office must be notified.

For a **PARTIAL/ ONE FULL** Day absence, parents are expected to notify through an email to the Principal, Coordinator and the homeroom facilitator.

For **MORE THAN A Day** absence, parents are expected to send an email to the Principal,

G. Academic Honesty

GIS follows academic honesty very strictly. All the assignment and summative should have proper reference/ citation and zero plagiarism. If a student is subjected to academic misconduct, action will be taken as guided in the GIS Academic honesty policy.

TIME SCHEDULE FOR ONLINE CLASSES

Primary Year Programme (PYP)

EYP K1& K2

- Two class per day. Each class is thirty minutes long. Twenty minutes break in between classes
- Total of five hours for each grade in a week

EYP K3

- Two class in the morning session and one class in the afternoon session. Each class is thirty minutes long. Twenty minutes break in between morning session classes
- Total of seven and half hours for each grade in a week

PYP 1&2

- Two classes per day. Each class is sixty minutes long.
- Ten hours for each grade in a week inclusive of Additional Language

PYP3, 4 &5

- Three classes per day. Each class is sixty minutes long.
- Fifteen hours for each grade in a week inclusive of Additional Language

Specific Requirements

- At the end of every unit, each grade level must have addressed all of the learning outcomes outlined in the unit planners.
- All subject strands from the scope and sequence are taken into consideration.

Assessment:

- Formative assessment through google forms/orals/quiz/peer feedback/silent polls/exit tickets
- Summative assessment can be presented as videos/ Written work/Presentation.

Middle Years Programme (MYP)

MYP 1 to MYP 5:

- Four classes per day. Each class is sixty minutes long.
- Twenty hours for each grade in a week.

Assessment and Feedback:

Non-graded formative and practice tasks:

1. Students will provide evidence of learning for each subject and lesson as a check for understanding.
2. Students will have the opportunity to provide feedback to each other.
3. Formative assessment through google forms/orals/quiz/peer feedback/silent polls/exit tickets
4. Students should submit their works through ManageBac.

Graded summative tasks:

1. Students will participate in graded summative tasks at the end of the unit and term examination at the end of each term.
2. Students should submit their works through ManageBac
3. Summative tasks will be given based on the subject Assessment Criteria and strands; summative tasks will be graded based on the assessment descriptors.
4. Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple lessons.
5. The written exams will be conducted through digital platform like exam.net/Google docs

Diploma Programme (DP)

DP 1 to DP 2:

- Four classes per day. Each class is sixty minutes long.
- Twenty hours for each grade in a week.

Assessment and Feedback:

Non-graded formative and practice tasks:

1. Students will provide evidence of learning for each subject and lesson as a check for understanding.
2. Students will have the opportunity to provide feedback to each other.
3. Formative assessment through google forms/orals/quiz/peer feedback/silent polls/exit tickets
4. Students should submit their works through ManageBac.

Graded summative tasks:

- Students will participate in graded summative tasks at the end of the unit and term examination at the end of each term.

- Students should submit their works through ManageBac
- Summative tasks will be assessed based on the IB assessment descriptors.
- Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple lessons.
- Pen and Paper exams will be conducted. Students will scan and send their response to the examiner.

Reference:

<https://www.ibo.org/globalassets/what-is-an-ib-education-2017-en.pdf>

https://resources.ibo.org/data/g_0_iboxx_amo_2003_2_e.pdf

<https://www.iforwardwisconsin.com/sites/default/files/files/pdf/640-470-iforward-student-handbook-19-20.pdf>

https://www.saschina.org/uploaded/SAS_Distance_Learning_Plan.pdf