

ONLINE LEARNING GUIDANCE



PRESCHOOL
PRIMARY 1- 4

ONLINE LEARNING GUIDANCE

(PRE-SCHOOL & PRIMARY 1-4)

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1.- INTRODUCTION

Welcome to the online learning protocol at Internacional Aravaca. Over these past days we have activated our telework plan to continue the educational work as we usually do at school. We have been a referent on technological education for years, and thanks to our training and experience, we have been able to organise a successful plan of work that will keep our pupil's learning agenda active.

The Management team and Teaching Staff is continuously working and getting in touch with families and pupils to grant the proper functioning of this procedure. Our target is helping and encouraging learning, both from an academic and emotional point of view, by the time this online learning takes place. We will be pleased to listen to your proposals and needs. Find below the contacts you may address, depending on your queries:

Management: School lockdown and protocols:	Marta Martínez. m.martinez@ia.edu.es
Technical support:	Miguel Asensio. m.asensio@ia.edu.es
Preschool & Primay:	Valme García / Laura Oran. v.garcia@ia.edu.es / l.oran@ia.edu.es
Secondary & Baccaureate:	Tatiana Calvo. t.calvo@ia.edu.es
Administration:	Marta García. m.garcia@ia.edu.es
Secretary:	Mónica Díaz de Mera. secretaria@ia.edu.es Susana Gaitán. s.gaitan@ia.edu.es
Academic Secretary: Admission:	Coro González. c.gonzalez@ia.edu.es Valle Ramos. v.ramos@ia.edu.es
You can get in touch with tutors and teachers via the usual mails and the school platform.	

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2.- OUR PUPILS

We would like to go into more detail regarding the plan of work we have designed for our pupils over the online learning .

2.1.- How will we do it?

We have revised criteria, objectives and learning standards, highlighting the most important ones in an online teaching.

PRESCHOOL:

We have organized Preschool following the learning areas, highlighting three subjects per day in the planning and offering pupils the possibility of development through:

- Daily routines and habits, personal autonomy.
- Oral and written expression through our synthetic phonics methodology.
- Fine and gross motor skills.
- Music: songs and percussion.
- Mathematics

PRIMARY 1-4:

Priority activities have been selected from those that were just voluntary. Those activities have been chosen by the teaching staff to meet the objectives.

In the planning, every teacher pinpoints:

1. The objective of that session
2. Its development
3. The necessary resources
4. The estimated time
5. The type of correction

Teachers will record circle time videos, storytelling, new concepts introduction, video tutorials, songs... Also videos, links and age-appropriate resources.

ORGANIZATION

Plannings and resources will be sent on the app "[seesaw](#)", where pupils will have to upload their assignments for teacher's revision.

There will be videoconferences with pupils on [Google Meet](#), according to courses. A daily videoconference for Preschool and Primary 1 & 2. Two videoconferences for Primary 3&4.

The objective is fostering teacher-pupil relationships, where the teacher will talk with them to see how they are doing and introduce the activities, ask them if they have any questions... Videoconferences are optional as every family has different priorities and needs, that is why the planning of activities will be done and filed on "[seesaw](#)".

This organization will be updated according to needs detected.

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2.2.- The necessary resources

- Internet access from home.
- Device to watch the videos and activities sent by teachers as well as to join the videoconference for some courses.
- Notebooks.
- Pencils, pens, coloured pencils, rulers, etc. Basically, all the material they use at school.

2.3.- How will the feedback be?

- Families will send the videos and work to the teachers on the platform "seesaw." Every subject will have its folder.
- Teachers/tutors will [contact the families weekly](#) to furnish each pupil's follow-up. At this meeting families will be informed about the pupil's development.
- Pupils will have an age-appropriate learning diary.

Should you have any question or problem from Preschool to Primary 4 , please refer to online@ia.edu.es

3.- OUR PARENTS

There is no doubt we are facing a unique challenge that is getting parents, teachers and pupils involved for the first time in such a new way, deep into the pupil's learning.

We understand and know that every family situation is unique and, in the present circumstances, we understand that parents are having an active and essential role at home, as this online learning period of time goes on.

Here are some issues we expect from our Ia parents over this period of crisis:

- Offer [technical support](#) to pupils for the proper functioning of tasks and classes. internet connection, materials...
- We urge you to [check the email](#) and the school's platform "[FAMILIAS GLOBALEDUCA](#)" [and web](#) to be up-to-date with announcements, updates and steps the school is taking during this educational model.
- Guarantee that [any concern pupils have may be communicated to the Coordinators](#).
- You may get in touch with the Principal and tutors when deemed appropriate. We will be delighted to receive proposals, questions or meet your needs and concerns.
- You may send videos to the teachers as online learning evidences.

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In case of videoconferencing:

- At all times, be **responsible of the physical environment of the pupil** during videoconferences, granting a safe and appropriate environment. As far as possible, in common areas.
- Guarantee **appropriate clothing** during online sessions (for example avoiding pyjamas).
- As far as possible, we would like you to join in some videoconferences together with the pupils and keep track of them.
- Be aware that, whenever possible, sessions will be recorded and revised by the Management team.

4.- OUR TEACHERS

Teachers are pillars upholding this online learning model. Continuous training and active methodology and technology specialization make the design of this work model so effective.

What do we expect from teachers?

- They will go on with their teaching routines from home, planning, creating resources and online teaching.
- Teachers will prepare online classes. Resources, tasks and projects will be adapted and assessed bearing in mind this work model.
- All tasks and assignments delivered by pupils will be evaluated and kept in mind for the final grade. Once delivered, Pupils will get a feedback within the following 3 working days.
- Teachers will attend **a weekly meeting with their Coordinator** to assess the online learning process, suggest improvements, concerns or doubts over the week. They will also revise pupils' follow-up, commenting on possible special needs material to improve teaching.
- Teachers will use the ordinary channel of communication with pupils and families (**FAMILIAS GLOBALEDUCA- mail**).
- We have to offer as much feedback as possible. Apps are very useful but a personalized feedback will keep pupils motivated and help them improve.
- Teachers will answer emails from the families, regarding questions and concern, on the same day, if possible. Never will it take to answer the emails later than a working day.

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In case of videoconferencing or recording:

- They will create a link on [GOOGLE MEET](#) for each course and will be sent to the families via email. These sessions could be recorded and members from the Management team could log on occasionally to assess the learning process and follow-up of students.
- In order to record videos and have videoconferences from home, please wear comfortable and adequate clothing as teachers. You have to make sure you choose a suitable place to record the videos.

What do we expect from tutors?

- Each TUTOR will phone parents at least once a week to get the family's feedback, gather possible difficulties or concerns, solve questions and give support. A call record will be kept on [DRIVE](#).
- They will revise the plannings and gather feedback from pupils and families for future improvements.
- They will keep the Coordinator or Management team informed about incidents or students' needs.

Management team and Heads of department

- They will get frequently in touch to communicate messages to teachers in their team and try to solve problems as they happen. They have to guarantee that the teaching staff may meet expectations.
- The stage Coordinators will send an email every day to the teaching staff, giving a feedback on protocols to be followed.
- The Principal will email a report every week.
- The Management team will meet every day to catch up with the overall functioning.
- They will facilitate collaboration between peers to organise activities and materials to be shared. All the courses should follow the same procedure.
- They will rethink the objectives of the subjects to be taught together with the teachers.
- They will hold meetings with teachers, departments, as they used to do, to evaluate online teaching and implement the necessary improvements.

Personal welfare

- Communication channels will be as usual, via email, telephone, stage WhatsApp. The Management team remain at your disposal at any time.
- If we have to work from home, it is important for us to be in touch with colleagues and friends as often as possible making use of the usual channels of communication

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5.- RECOMMENDATIONS FOR FAMILIES.

We want to support you from the school so that you can live this moment the best way possible.

There will be a lot of advice you will be receiving this next couple of days and the things you will be learning about this experience. We just want to help you with some suggestions and a message we deliver to you from your Internacional Aravaca School **"YOU ARE NOT ALONE"**

Even though you are focused on assisting your children and your regular job, we want you to remember that also as parents this is the first time you are finding yourself in a crisis situation like this, be kind with yourself if at any moment you believe that you cannot handle this situation as well as you would like to.

¡BE FLEXIBLE!



<https://www.youtube.com/watch?v=IXTuFeTdX8I>

In this fragment of the film Kung Fu Panda, We can learn about the importance of believing and having faith in the things that come up and will have a solution.

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1. INFORMING YOUR CHILDREN.

Explain to the child the situation according to their age and maturity level. You can find some suggestions about how to inform them through the Official College of Psychologists of Madrid Psychological [recommendations to explain to children the Coronavirus outbreak](#).

Protect them from misinformation and above all the lies or unjustified social alarm. Address their worries and make sure that they are not constantly receiving information about the state of the coronavirus by way of the news, hearing you talk on the phone...

Make sure that they understand that their health is not at risk, but that they have to take preventative measures and stay at home in order to take care of the elderly and those that are sick. Staying at home helps the people who work at the hospitals do their job, and that they are conscious of their important work. Remind them daily that thanks to staying at home there are less sick people.

In [RESOURCES](#), you can find stories and other materials to explain to your child the coronavirus outbreak. Hand in hand with science, we leave them this fun experiment that they can easily do with the smaller ones to become more aware of the importance of washing our hands:

<https://www.youtube.com/watch?v=pVevJ4WvXG8>



2. HELP THEM TO EXPRESS THEIR EMOTIONS

Adolescents and Preadolescents can express their discomfort in distinct ways: nervousness, anxiety, nightmares, mood swings... Ask them how they feel and maintain active listening and comprehensive attention, without taking away the importance of their worries. You can show them relaxation strategies.

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3. KEEP CALM!

Provide a calm and affectionate environment. Adolescents and Preadolescents learn from us how to deal with their emotions that disrupt them, and surely they need more than your attention, your time and your affection. To be able to show them emotionally available, you will need your own space as well, with which you will try and establish turns with your partner or other responsible if possible.



In stressful conditions and even more confined at home is it possible to appear more demanding, or that anger is harder to control. It is the time to be more tolerant with some behaviors that we normally don't allow without forgetting the norms and basic boundaries.

4. REDESIGN YOU HOME

If from the first hour of the morning we give freedom to the small ones so they can work and play all over the house, in the middle of the afternoon they'll already be tired and will require other spaces that we can't offer them right now. Agree on defining a work space, another for games, another for recess or lunch, Let them help you by being fantastic interior decorators.

Furthermore, In addition, if we can turn to these different spaces, it can be a way to find moments for ourselves when necessary, to calm down or work without being interrupted.

READING CORNER



GAME CORNER



RELAXATION CORNER



WORK CORNER



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5. HOUSE CHORES FOR EVERYONE

Working together and sharing goals is one of the best ways to establish and deepen family ties.

This, furthermore encourages your kids to take responsibility of daily chores that involve a common goal.

2 y 3 años	4 y 5 años	6 y 7 años	8 y 9 años	10 y 11 años	12 años y más
Guardar los juguetes en la caja	Alimentar a las mascotas	Recoger la basura	Cargar el lavavajillas	Limpiar los baños	Fregar el suelo
Poner los libros en su sitio	Limpiar los derrames	Doblar toallas	Cambiar bombillas	Aspirar las alfombras	Cambiar bombillas del techo
Poner la ropa sucia para lavar	Recoger los juguetes	Limpiar el suelo con la mopa	Poner la lavadora	Limpiar la encimera	Aspirar y lavar el coche
Tirar las cosas a la basura	Hacer la cama	Vaciar el lavavajillas	Doblar/Colgar ropa limpia	Limpiar la cocina a fondo	Podar los setos
Llevar la leña	Recoger la habitación	Juntar los calcetines limpios	Limpiar el polvo de los muebles	Preparar una comida simple	Pintar paredes
Doblar los trapos	Regar las plantas	Quitar las malas hierbas	Echar espray en el patio	Cortar el césped	Ir a comprar comida con una lista
Poner la mesa	Limpiar y ordenar los cubiertos	Recoger hojas secas	Guardar la compra	Recoger el correo	Cocinar una comida completa
Ir a buscar los pañales y toallitas	Preparar aperitivos sencillos	Pelar patatas y zanahorias	Hacer huevos revueltos	Hacer costura fácil (dobladillos, botones,...)	Hornear un pastel o bizcocho
Limpiar el polvo de los zócalos	Usar la aspiradora de mano	Hacer una ensalada	Hornear galletas	Barrer el garaje	Hacer reparaciones simples de casa
	Recoger la mesa de la cocina	Cambiar el rollo de papel del WC	Sacar al perro		Limpiar los cristales
	Limpiar y guardar los platos		Barrer el porche		Planchar ropa
	Limpiar los pomos de las puertas		Limpiar la mesa	Bebés y más	Vigilar a los hermanos menores

6. BE CREATIVE

Boredom is necessary and leads us to creativity! That is why moments of boredom are necessary to encourage the use of imagination. It is a good moment to color, write, dance, etc. Express your feelings together through art.

It's the moment to bring back all the games we can come up with, those that we liked more at different ages and those that we can share with our families. Ready to put your mind to work?

7. MAINTAIN THE CONTACT

Talk to family, friends, acquaintances, and colleagues is very beneficial, We can make video calls in these moments to facilitate contact and closeness. For this, there are different platforms like Google Meet, that we use at school, we have already sent you the manual on how to use it.

8. SCHEDULES AND ROUTINES



It is important to establish a schedule together from Monday to Friday and the weekend to prevent family conflicts.

We recommend dividing the daily time from Monday to Friday including school assignments, time for house chores, sports at home or other physical activity and free time to play, watch tv, or other activities. During the weekend, we recommend sharing time with family (movies, board games, arts and crafts, cooking with family, relaxation activities, yoga, etc

We cannot forget to maintain the habits we've had, getting ready in the morning, changing clothes, only wearing pajamas for bedtime, and maintaining a healthy and balanced diet as possible, etc.

Being at home continuously can lead us to stop paying attention to certain habits that we carried out before: washing up in the morning, changing your clothes, and only wearing pajamas to bed, work routines, exercise and rest.

9. TAKE CARE OF YOUR BODY AND MIND

In order to maintain your physical and mental health, it is important to make time in our routine to practice some physical activity, take breaks, take turns going shopping when necessary (if possible, on foot). For physical activity and relaxation, we've left some resources in the attached document.



10. JOIN THE BALCONY APPLAUSES TOGETHER AND THINK COLLECTIVELY.

Help children think in others from a place of love and generosity. Avoid information or attitudes that contribute to stigma, such as the virus having been brought from outside, etc. Show them the contrary positive examples from society (Health Professionals assisting the whole world, neighbors offering their help to the elderly...) examples of generosity and kindness and how other countries that have more experience with the infection are offering us their help.

Remember:
**There is always an opportunity,
to show yourself and others
that you can make the most of every moment.**

**"...today is a gift, that is why it is called the present" Kung Fu Panda
Movie**



<https://www.youtube.com/watch?v=JRyE7Cm302M>

¿IN WHAT SITUATIONS SHOULD ONE ASK FOR HELP?

Be aware of the behavior and signs of distress from your children. Although it is normal that they are somewhat more upset, above all in the face of confinement at home, there are certain behaviors that should not be overlooked:

- Verbalizations of not wanting to live or self harm.
- Drastic changes in their behavior that can turn out to be dangerous towards themselves or others.
- Decrease in appetite or anomalous behavior regarding diet (vomiting, compulsive working out).
- Hallucinations or strange thoughts. Excessive Obsession regarding the infection or other circumstances, with compulsive washing of hands and other irrational hygienic measures that are causing them distress. In any of these situations if you have any questions, contact your primary care pediatrician or a mental health professional.