



SWISS INTERNATIONAL SCHOOL
QATAR

PRIMARY ONLINE LEARNING PROTOCOL

Staff Incharge	Primary Principal
Latest revision	August 2025
Approved by	Head of School
Next Revision	August 2026



Our Vision

SISQ aims to develop learners who are
FULFILLED INSPIRED PREPARED

رؤيتنا

تهدف المدرسة السويسرية إلى تطوير متعلمين
يتصفون بأنهم

مُسْتَعِدُونَ مُلْهِمُونَ مُشَبَّعُونَ

Notre Vision

SISQ encourage les apprenants à devenir
ACCOMPLIS INSPIRÉS PRÊTS

Our Mission

Through learning that is fun, engaging, holistic, collaborative and caring, SISQ develops students who are:

- Intellectually fulfilled: they find joy in their own learning and the learning of others; they are curious, engaged and passionate about learning.
- Emotionally fulfilled: they are happy with themselves, healthy, balanced and confident.
- Socially fulfilled: they develop meaningful relationships; they are connected to others, the world around them and the environment.

Through learning that is inquiry-based, meaningful, challenging, authentic and innovative, SISQ develops students who are:

- Inspired to keep learning: they are inquisitive, questioning and willing to try new things; they take ownership of their learning and are self-motivated.
- Inspired to share and apply their learning: they can use their learning to improve their lives and the lives of others; they communicate their learning to inspire others.

Through learning that is focused on transferable skills, character, attitudes and dispositions, SISQ develops students who are:

- Prepared for the future: they embrace change and challenge; they adapt to new situations and think creatively to solve complex problems.
- Prepared to lead lives of integrity: they are principled and strong; they have a set of values that guide them when they make decisions.
- Prepared to be good global citizens: they are multilingual, open-minded and multicultural in their outlook; they are courageous, caring and prepared to take action to make their community and the world a better place.

رسالتنا

من خلال المتعة والمشاركة، والتعاون، والشمولية والاهتمام، تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مشبعون فكرياً، يجدون الفرح في تعلمهم وتعلم الآخرين؛ إنهم فضوليون ومشاركون ومتحمسون للتعليم.
- مشبعون عاطفياً إنهم سعداء بأنفسهم، يتمتعون بصحة جيدة، ومتوازنون، وواقفون من أنفسهم.
- مشبعون اجتماعياً: يطورون علاقات ذات مغزى؛ إنهم مرتبطون بالآخرين وبالعالم من حولهم وبالبيئة.

من خلال التعلم الهادف والقائم على الاستقصاء، والتحدى والابتكار، تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- ملهمون لمواصلة التعلم: فهم فضوليون ومتساثلون ومستعدون لتجربة أشياء جديدة؛ يتعلمون بدوافع ذاتية.
- ملهمون لمشاركة ما تعلموه وتطبيقه، يمكنهم استخدام ما تعلموه لتحسين حياتهم وحيات الآخرين؛ ينقلون تعلمهم لإلهام الآخرين.

من خلال التعلم الذي يركز على المهارات القابلة للنقل والمهارات الشخصية والمواقف والتصرفات تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مستعدون للمستقبل يتبنون التغيير والتحدى؛ يتكيفون مع المواقف الجديدة ويفكرون بشكل خلاق لحل المشكلات المعقدة.
- مستعدون لعيش حياة تنسم بالنزاهة: أصحاب مبادئ، أقوياء؛ لديهم مجموعة من القيم التي توجههم عند اتخاذ القرارات.
- مستعدون ليكونوا مواطنين عالميين صالحين: فهم متعددو اللغات ومفتحون ومتعددة الثقافات في نظرتهم؛ إنهم شجعان ومهتمون ومستعدون لاتخاذ إجراءات لجعل مجتمعهم والعالم مكاناً أفضل.

Notre Mission

Au travers d'expériences d'apprentissage amusantes, intéressantes, holistiques, collaboratives, positives, SISQ encourage les apprenants à devenir:

- Intellectuellement accomplis: ils prennent plaisir à apprendre individuellement et collectivement. Ils sont curieux, intéressés et passionnés par leur apprentissage.
- Emotionnellement aptes: ils savent s'apprécier, ils sont positifs, équilibrés et sûrs d'eux-mêmes.
- Socialement compétents: ils développent des relations significatives avec les autres, ils vivent en harmonie avec les autres, le monde et l'environnement.

Au travers d'un apprentissage centré sur la recherche, significatif, comportant des défis, authentique et innovant, SISQ encourage les apprenants à devenir:

- Toujours prêts à apprendre: ils sont curieux, ils posent des questions et sont prêts à innover, ils sont responsables de leur apprentissage et intrinsèquement motivés.
- Toujours prêts à partager et à appliquer leurs connaissances: capables d'utiliser leurs compétences pour transformer positivement leur existence et celle des autres, ils transfèrent leurs apprentissages pour inspirer autrui.

Grâce à un apprentissage orienté vers des compétences de transfert, l'édification du caractère, créant des attitudes et une disposition psychologique bénéfiques, SISQ encourage les étudiants à devenir:

- Prêts pour l'avenir: ils acceptent le changement et les défis, s'adaptent à de nouvelles situations et résolvent des questions complexes grâce à leur créativité.
- Déterminés à vivre de manière éthique, ils suivent leurs principes et sont intègres. Leur valeurs les guident dans la prise de décisions.
- En tant que citoyens du monde: ils parlent plusieurs langues, pratiquent l'ouverture d'esprit en se confrontant à de multiples perspectives. Ils sont courageux, attentionnés et prêts à l'action pour transformer positivement leur communauté et le monde.



Rationale

Events such as COVID-19 may restrict learners' ability to attend live classes. This means that some learners will attend live classes while others will attend virtually. Due to timezone restrictions, a third group of learners may not attend live classes but access classroom instructions, resources, and activities on their own through Toddle.

Blended learning maintains continuity of learning for all learners, as much as is realistic and possible.

Difference between Blended Learning and Online Learning:

Blended learning differs slightly from online learning because some learners access the lesson in school while others do so online. Teachers must divide their attention between on-site learners and at home. This will mean a slightly different experience for those at home. For example, learners may be asked to join a live class on Zoom, while it is happening in the classroom, rather than join a regular Zoom call where the teacher is solely focused on online instruction.

- We provide blended learning when we have learners in school and at home in the same class. Most teachers are in school. Some teachers may be home if quarantined or unable to enter the country yet.
- We provide online learning when the entire class or indeed the school is at home (for example, if a year bubble is quarantined or if the MoE decides to shut schools down). If schools are shut, teachers will follow Ministry guidelines and will either be in school or at home. If only some bubbles were quarantined, teachers would be in school.

Expectations related to resources and tools

It is important to keep online learning/blended learning as simple as possible so that learners are not overwhelmed with multiple new tools. Teachers should focus first on the tools they and their learners are familiar with. Some preferred tools have been recommended in our [technical resources document to keep new tools to a minimum](#).

- Teachers are encouraged to use the existing online tools
 - K - G5: RazKids
 - G2 - G5: IXL
 - PK1 - G5: Toddle (LMS)
- These tools are used yearly; they are not new tools that need to be explicitly introduced for Blended or Online learning.
- Teachers are expected to have a good working knowledge of the basic tools needed for online learning (e.g., Toddle, Raz-Kids, IXL, ISAMS) and to keep learning about more elaborate tools to prepare for online learning (e.g., screencasting, video conferencing, etc.).



Attendance

Attendance is taken at the beginning of each morning before 8 am during Zoom meetings. Learners will be marked present whether they attend in person or online. Learners who cannot attend due to timezone clashes will be marked based on the completion and submission of classwork. They will be marked as present if they cannot attend but submit their work. Individual approval from the Primary School Principal must be given for learners outside the timezone to be marked as present.

If a child fails to attend this first session, an automated email from School Life will be sent to parents asking why the child did not attend.

Suggested Lesson Structure

1. Before Lesson

Learning Experiences for each lesson are posted in the Toddle Calendar. These include lesson instructions, guiding questions, resources and activities. Components of the lesson plan must include the following:

- Guiding questions for the lesson (these are the lesson objectives framed as questions).
- Detailed instructions/requirements of the activity, inquiry, and assessment
 - Tasks should be designed in such a way that learners can complete them in person or virtually.
- Online links to resources, documents, and presentations needed
 - Ensure all links work and documents have permission enabled for sharing beforehand.
- A short video of key learning lessons, if appropriate.
- Please do not ask learners to complete tasks for which they are not given enough time in class to complete
- Teachers will need to schedule dedicated blocks of time for learners to ask questions or request feedback from the teacher.
- Teachers must schedule dedicated blocks of time to provide feedback and assess assignments and tasks submitted virtually.
- Focus on core subjects, specifically if online learning is prolonged.

Learners (and their families) are trained to use Toddle Calendar to access timing and information about all Zoom calls and tasks set for each teacher (Homeroom teachers and Specialist teachers).

- Teachers are to ensure learners have all the relevant Toddle information to join their accounts, already set up by our School Life department.
- Learners have one Toddle Student account, and their associated family members can keep track of their daily schedules, to-do lists and upcoming events.
- The School Life Officer and PYP Coordinator provides tech support for families.



2. During the Lesson

- All lessons for all learners start with a whole-class Zoom call: "Morning Meeting"
- Check in with all learners (Social and Emotional Wellbeing is essential)
 - Attendance is taken for all learners (virtual or when blended learning, in-person) in ISAMS
 - Explain instructions, activities, and reiterate guiding questions
 - Structure of a mini-lesson: (age-appropriate)
 - » 5-minute Introduction (Discuss Guiding questions, provocation, etc.)
 - » 20-minute lesson (10-15 minutes for our younger learners)
 - » 5-minute Reflection/Plenary/Exit tickets
- After the initial Zoom call, teachers continue to have learners work through lesson activities either online or in person.
- Zoom calls are left open for student group work, one-on-one support, or whole group activities.
- Teachers can mute all users so learner background noise is not distracting (shortcut key: command+control+m).
- The teacher interacts as usual with learners who are present in the class.
- At least once during the class, the teacher should connect directly with learners who are accessing online (e.g., after the lesson opening, the teacher may say, "I will meet you back online in 20 minutes."). Virtual learners will work mostly independently to complete tasks during blended learning.
- Zoom breakout rooms may be used for learners to do group activities or discussions, regardless of whether they are online or in-person.
- Breakout rooms are the preferred way to ensure that each learner gets the individualised attention they usually receive in school.
- Collaborative virtual learning tasks should be designed with resources and tools that learners are familiar with and can access.
- Specialist classes (on Zoom) will follow the specified timetable, and online learners will tune in according to these times and daily rotation.

3. Learner workload

- Blended classes will be more difficult for learners and teachers; be cautious of the number of home learning tasks assigned. It can be assigned, but try to give class time to do the bulk of the work. Quality is more important than quantity.
- **Learners who are in a timezone** that does not allow them to attend the lesson synchronously access learning instructions and resources through Toddle
 - Attendance for these learners will be based on completion of classwork.

Assessment

During prolonged periods of online learning and in some cases, Blended Learning, the teacher will need to measure the learners' progress and assess their understanding.

- Assessments continue as normally as possible. Use a variety of strategies to gather information about the learning taking place.
- Assessments need to be adapted to make them suitable for online learning.
- For primary students, formative and summative activities completed during online learning periods will count towards final grades and must be taken seriously. This is



particularly important if the online learning period becomes prolonged.

- Teachers must schedule dedicated blocks of time to provide feedback and assess assignments and tasks submitted virtually.
- Please indicate on official school data spreadsheets that the data was collected online.
- Teachers are asked to provide written or oral feedback on Toddle tasks
- If tasks are not completed, teachers are asked to check in with families and offer their support.

Expectations for adapting assessments to online learning

- All Assessment tasks are carefully designed based on the outcomes the teacher needs to assess.
- Learning objectives and assessment criteria (success criteria) are made explicit and shared with learners.

Formative Assessments include assignments that are a mix of individual and collaborative learning. Teachers work directly with the groups and monitor their work, and check their understanding. Assessments are designed to incorporate strands of inquiry-based learning and real-life links as these are embedded in the curriculum.

Creative multimedia assignments, including videos, are also incorporated in the assessments using specific rubrics.

Summative Assessments are conducted online during synchronous sessions with a time limit (Depending on the children's age).

Learners are requested to answer the questions assigned on Toddle Class Stream. The duration, maximum marks allotted, and the number of lessons assessed are modified to minimise students' pressure and anxiety.

For Upper Primary: Plagiarism checkers are used to check students' individual work as part of their various drafts of assignments before the final submissions.

Examples of digital assessments may include:

- online quizzes
- assessed discussion boards, websites, blogs
- individual or group presentations and reports using presentation software, videos and podcasts
- development of multimedia artefacts, simulations and models.

A few of the tools used are (This is not an exhaustive list):

- Google Forms
- Kahoot
- Padlet
- Jamboard
- Quizizz
- Animoto/Adobe Spark/Splice/Canva/Powtoon/iMovie/PicCollage (Creative)



- Bookcreator
- Exit Tickets

Practical steps for summative assessments (Upper Primary)

- Release the assessment only when all the learners are on Zoom. This will help avoid the temptation of looking at an assessment beforehand. (Post on Toddle Class Stream)
- Cameras on, sound muted
- The teacher will give clear, step-by-step instructions
- The Zoom call is left open for learners to work on their assessment while the teacher invigilates
- All attendees will be muted, so learners online will not be able to interact with each other

For ongoing formative assessment tasks

- Teachers will use a variety of ways to collect evidence about learning
 - One-on-one reading sessions, reading tasks set on the online reading platforms, one-on-one conferences, tasks posted on Toddle Class Stream, using whiteboards/a piece of paper to display answers during Zoom
 - Keeping track of their lessons in their notebooks (Upper Primary)
 - Using digital tools and online platforms such as Jamboard, Book-Creator or Padlet for online collaboration

Approaches to digital marking

- Create rubrics containing success criteria and outcomes to clarify marking criteria for learners.
- Check online submissions on Toddle and give oral or written feedback
- Encourage learners to share their reflections.
- Monitor progress using Progress Tracker Sheets (Reading, Maths, Spelling, Qatar History).
- Create customisable reports for the unit of inquiry.



Primary School Online Learning Protocol

1. Purpose of online learning

In case of emergency (such as contagious illness, natural disasters, social or political unrest, hazardous conditions), SISQ may need to close the school temporarily, with approval from the Ministry of Education. If this happens outside of school holidays, SISQ teachers will provide online learning for primary-aged children (Early Years: PK1 and 2, as well as Kindergarten-Grade 5) so they can continue with their schooling online.

2. Basic expectations

- All teachers are expected to provide quality online learning for their learners.
- According to the timetable, all teachers must post Video Call slots using Toddle Calendar.
- All learning experiences and video calls should be scheduled during the Toddle Calendar by the Thursday of the previous week.
- In some instances, the timetable may be collapsed, and each teacher will provide a virtual timetable.
- All primary students are expected to be available for synchronous sessions with their teachers and to complete the work set.
- All parents of primary students are expected to help their children participate in synchronous sessions, access the work set by their teachers and encourage them to complete it.
- All parents are expected to support their children by providing the resources needed for online learning (in particular, access to a computer or device and the Internet). Parents should also ensure students attend synchronous classes (see below) and follow the routines and schedules established by the school.
- Parent essential agreements can be viewed [here](#).

Expectations for quality online learning/blended learning

- The most common pitfall is a lack of inquiry-based activities. Teachers should strive to keep learning meaningful, authentic and child-centred. Repetitive and content-based activities such as answering narrow questions or completing worksheets should not be overused.
- Teachers should also remember to provide offline and off-screen activities to help students keep a balance.
- Teachers need to consider the quantity of work they are assigning. Learners often end up with much more work than usual during online learning. The amount of work set should correlate to the time learners have to complete it, as well as consider whether they have an adult at home supporting their learning.
- Teachers should focus on the following four areas.

Area 1: Delivering content	Area 2: Teaching through inquiry
Area 3: Creating interactions	Area 4: Assessing and giving feedback



Student wellbeing

Our learners are used to learning in a collaborative and socially supportive environment where positive relationships are fostered. Learning from home can have a negative effect on well-being. The children miss the social interactions with their peers and teachers. They may feel overwhelmed without the security of a structured daily routine and the physical absence of teachers, and some may struggle to find a place at home conducive to learning. Feelings of isolation can set in and lead to depression and a lack of motivation.

Teachers should allow for social interactions during synchronised lessons and seek ways to strengthen the community. Feedback should be encouraging and supportive.

- After taking daily attendance (ISAMS), teachers are required to do a social-emotional check-in with their learners.
- Personal, Social, Physical Education (PSPE) lessons will occur weekly.
- Teachers can offer optional check-in Zoom sessions to help support individual learners who may be struggling, offer guidance and assistance to new learners and their families, or offer a welcome portal for learners who need some social connection.