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Office of the Secretary-General  
Pedagogical Development Unit

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## **Distance Teaching and Learning Framework for the European Schools during temporary suspension of regular teaching in situ**

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Approved by the Board of Governors of the European Schools on 6, 7 and 8 December 2022 – Hybrid meeting

**Cancels and repeals the document ‘Distance Learning Policy for the European Schools during temporary suspension of regular teaching in situ’ (ref. 2020-09-D-10-en-5).**

**For Immediate entry into force.**

# Table of Contents

I.	<b>Background and Decision</b> .....	2
A.	Background .....	2
	Emergency policy .....	2
	Framework and key elements .....	2
B.	Decision of the Board of Governors .....	3
II.	<b>Aim and principles</b> .....	3
III.	<b>General arrangements</b> .....	4
A.	Timetables and live online lessons.....	4
1.	General principles for scenarios 2 and 3.....	4
2.	Specific principles for scenario 2.....	4
3.	Specific principles for scenario 3.....	4
B.	Digital tools and services.....	5
C.	Personal data protection .....	5
IV.	<b>Roles and responsibilities</b> .....	6
A.	Inspectors .....	6
B.	Management .....	6
C.	Teaching staff.....	7
1.	General duties .....	7
2.	Specific duties in Nursery and Primary .....	7
D.	Coordinators and Subject Referents .....	8
E.	Class assistants in Nursery and Primary .....	8
F.	Educational Support Assistants .....	8
G.	Educational Support coordinators.....	9
H.	Educational advisers .....	9
I.	Cycle coordinators in the Secondary (when applicable).....	9
J.	Digital Learning Coordinators.....	10
K.	Librarians .....	10
L.	Science laboratories technicians .....	10
V.	<b>Assessment</b> .....	10
A.	General principles.....	10
B.	Nursery and Primary .....	11
C.	B marks in years S4-S5-S6.....	11
1.	Option 1: assessment can be done on site .....	12
2.	Option 2: assessment must be done remotely.....	12
D.	Short and long written examinations in year S7 .....	15
VI.	<b>Glossary of the main terms</b> .....	15

# I. Background and Decision

## A. Background

### Emergency policy

During the COVID-19 pandemic and the containment measures enacted by the Member States, which led to an emergency switch to remote learning, the Board of Governors approved in December 2020 a system-wide policy defined in the document 'Distance Teaching and Learning Policy for the European Schools' (2020-09-D-10-en-3)<sup>1</sup>. This document was updated in February 2021 (2020-09-D-10-en-5)<sup>2</sup>. This document aims to maintain educational continuity in exceptional situations (pandemic or similar) and does not make up a regular distance education policy for the European Schools.

As stated in the Memorandum of 7 April 2021 (2021-01-M-3-en-2):

- The 'Distance Teaching and Learning Policy' sets out requirements for all European Schools actors to maintain pedagogical continuity in compliance with the system's aims, objectives and educational principles.
- Within the framework set by this overarching Policy, schools can develop local policies to suit specific conditions and circumstances and adjust to their multi-annual plan.

It was also noted that comments made by the Joint Board of Inspectors, the Joint Teaching Committee and the Directors would be considered in the subsequent revision of the Policy.

With the support of the working group IT-PEDA, an in-depth revision of the Policy was therefore undertaken in 2021-2022.

### Framework and key elements

In particular, the revision of the policy document has considered the significant experience gained by the different actors in the system, moving from an emergency response to a more mature implementation of distance education. As a result, many elements have been removed or lightened because of their *de facto* incorporation into regular practice.

It was considered appropriate to reduce the binding nature of the document to give the schools more autonomy depending on their respective context. For this reason, it was proposed to change the document's title to "framework", leaving it to the schools to develop their proper policy within a common framework.

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<sup>1</sup> 'Proposal for a Distance Teaching and Learning Policy' (2020-09-D-69), approved by the Board of Governors on 1 to 3 December 2020.

<sup>2</sup> 'Revision of document 2020-09-D-10-en-3 - 'Distance Learning Policy for the European Schools' (2021-01-D-34), approved by the Board of Governors by written procedure No 2021/8 on 29 March 2021.

N.B.: The modifications from the previous document (ref. 2020-09-D-10-en-5) are indicated in the annexe of the document submitted in December 2022 to the Board of Governors (ref. 2022-09-D-13-en-2).

## B. Decision of the Board of Governors

The Board of Governors approved the document with immediate entry into force.

The document 2022-09-D-13-en-3 cancels and repeals the document 2020-09-D-10-en-5, with immediate entry into force.

A new Memorandum on 'Distance Teaching and Learning Policy for the European Schools' will be communicated, and all other related documents will be adapted accordingly.

## II. Aim and principles

The European Schools aim to provide pupils with quality teaching and learning in the public interest, pursuant to the 'Convention defining the Statute of the European Schools'.

In exceptional cases and based on the decision of the Director, distance teaching and learning may be organised to assure pedagogical continuity for all pupils (Article 26a of the 'General Rules of the European Schools', ref. 2014-03-D-14).

The European Schools envision three potential scenarios<sup>3</sup>:

- **Scenario 1:** Teaching and learning *in situ* as usual but with a special circumstance for a certain number of members of the staff and/or pupils (e.g.: quarantine).
- **Scenario 2:** Temporary and partial suspension of teaching *in situ* which allows only part of the school population to participate in on-campus teaching, leading to hybrid or blended teaching and learning.
- **Scenario 3:** Temporary suspension of teaching *in situ* for the complete school, complete cycles, complete class or course, leading to distance teaching and learning only.

The present framework serves as a basis for developing local policies suited to each school's context and priorities. It aims to:

- ensure pedagogical continuity while maintaining the teaching standards of the European Schools;
- ensure a balance between the academic progress<sup>4</sup>, the health, safety and wellbeing of all pupils.

N.B. 1: This document does not cover individual absences already covered by Article 30 of the 'General Rules of the European Schools'.

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<sup>3</sup> See, hereafter, the definition of the main terms.

<sup>4</sup> As a principle, each pupil must receive all parts of each syllabus whether *in situ* or at distance.

N.B.2: Although this framework is addressed mainly to the European Schools, it's also recommended for Accredited European Schools.

## III. General arrangements

### A. Timetables and live online lessons

#### 1. General principles for scenarios 2 and 3

Timetables moderate the time devoted to screens for wellbeing and health reasons. Off-screen and on-screen activities are balanced, with breaks between online classes. Especially in the Nursery and Primary cycles, timetables take account of the role of families in accompanying pupils.

A live online lesson is a lesson where teachers and pupils interact for the whole period (via video, audio, or chat). In the event of technical difficulties experienced by the teacher or one or many pupils, the teacher should provide the concerned pupils with materials and work instructions.

#### 2. Specific principles for scenario 2

In the case of scenario 2, the management defines clear arrangements and the frequency of rotation.

When a rotation schedule has been established, the principles from scenario 3 will apply on the remote weeks or days.

#### 3. Specific principles for scenario 3

**All teachers need to be available for their pupils during their individual timetable.** Live online contacts can be arranged either for the whole class, in groups or individually. The duration of live contacts and lessons will consider reasonable screen time for pupils.

- Nursery: pupils will have at least one daily live contact.
- Primary: pupils will have at least one structured daily live online lesson by the class teacher, which can cover one or different areas. All other teachers will have live contacts according to their weekly schedule.
- Secondary: an adequate combination of live online sessions and offline tasks will be put in place.

## B. Digital tools and services

At each school, the management approves the digital tools and services<sup>5</sup> to be used for teaching and learning.

According to Article 26a of the 'General Rules of the European Schools', the choice of the communication system shall be the sole responsibility of the Director, being the data controller of the school. The Director shall ensure that the chosen system complies with data security, reliability and confidentiality requirements as laid down by the host Member State's privacy legislation (see next section on "Personal data protection").

The European Schools are currently using Microsoft Teams as an interactive online communication system. Even though Directors are, in principle, free to choose other tools within their autonomy as data controllers, this is not recommended. In the event a Director has decided to opt for an alternative video conferencing tool, the School's Data Protection Officer (DPO) must be consulted and assess such an alternative tool beforehand.

Similarly, when a staff member wants to use another digital tool or resource which requires the creation of pupils' accounts or which collects personal data, he or she must contact the school's DPO to launch an authorisation request procedure<sup>6</sup> (pedagogical added value and General Data Protection Regulation compliance assessment).

## C. Personal data protection

Article 26a of the General Rules provides a legal basis for the use of interactive online communication systems (audio/video), including online teleconferencing systems. It also clarifies that the use of teleconferencing tools has to be in line with the General Data Protection Regulations (GDPR)'s requirements<sup>7</sup>.

Using interactive online communication tools (including videoconferencing systems) implies the processing of staff members' and pupils' personal data. Anything done with personal data (collection, recording, organisation, structuring, storage, alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, restriction, erasure) is a processing of personal data. Hence, any data processing activity must comply with the GDPR's provisions.

In the event of distance teaching, lessons may be taught, and assessment can happen using an interactive online communication system (audio/video). Nevertheless, not all features (which from a pedagogical point of view might be useful) are necessary to fulfil the European Schools' mission and to provide quality distance teaching:

- Teachers are allowed to:

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<sup>5</sup> In the European Schools, these tools and services are primarily SMS, and Microsoft 365 enabled applications, amongst which Microsoft Teams is a central component.

<sup>6</sup> 2020-01-D-9-en-2 Annex to MEMO 2019-12-M-3/GM.

<sup>7</sup> General Rules of the European Schools (ref.: 2014-03-D-14-en-9).

- post a video or audio recording of themselves for their pupils<sup>8</sup>;
- run live sessions where pupils may appear on the screen.
- Teachers and pupils are respectively not allowed to:
  - record video, audio or take a screenshot of pupils and teachers<sup>9</sup>.

## IV. Roles and responsibilities

### A. Inspectors

One of the most important tasks of Inspectors is to ensure the quality of teaching and learning. Concerning the work of inspectors, most of the activities can be carried out with distance working methods, giving equivalent support to the management and the teachers by distance<sup>10</sup>.

Inspectors support teachers and school management in order to assure pedagogical continuity. To this end, inspectors receive the support of the relevant working groups, the Pedagogical Development Unit and the online professional communities.

### B. Management

During any of the three scenarios, and in compliance with the General Rules and the present framework, the management team (Directors, Deputy Directors and Assistant Deputy Directors):

- Ensures the alignment of the school's local policy and practices with the present framework.
- Clearly announces the application of Article 26a of the General Rules and the changes of scenarios.
- Ensures effective communication to all stakeholders concerning all special arrangements and accommodations, including rotation systems.
- Assures that distance teaching and learning during the periods declared by the school director are considered as regular attendance for the purpose of Article 30 of the General Rules.
- Coordinates and monitors the quality of digital teaching and learning.
- Ensures the provision of appropriate support for teachers, organises training and promotes the sharing of good practices for educational staff in regard to digital teaching and learning.
- Ensure the proper technological infrastructure, digital equipment and resources for efficient digital teaching and learning continuity and access to digital environments.

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<sup>8</sup> When the pupils' microphones and cameras are not switched on and no pupil name appears on the screen.

<sup>9</sup> The technical capability to record live videoconference sessions on Microsoft Teams is disabled for teachers and pupils. Pupils must not film/take pictures of staff and peers, as this is also clearly mentioned in the ICT Charter (Memorandum 2020-08-M-1-en-1/AB).

<sup>10</sup> Analysis and recommendations of the Task Force – COVID 19 (ref.: 2020-07-D-9).

- With the assistance of the school Data Protection Officer, monitors GDPR compliance of digital learning and teaching tools and resources.

## C. Teaching staff

### 1. General duties

During any of the three scenarios, and in compliance with the General Rules and the official teaching standards, the teaching staff:

- Follows this framework and the provisions of their school's local policy.
- Uses appropriate digital tools and resources to teach and assess, responding to the needs of pupils.
- Follows the official timetable adapted to the current scenario and make themselves available during official working hours, to teach and assess, answer questions (within a reasonable time frame), monitor progress and encourage all their pupils.
- Fosters and monitors pupil engagement and wellbeing; if a pupil is not engaged in the lessons and assignments, teaching staff should contact parents/guardians and/or the school educational advisor (Secondary)/ support coordinator (Nursery and Primary).
- Communicates (especially in Nursery, Primary and lower Secondary) regularly with parents/guardians regarding expectations, pupil progress, and how pupils will be assessed, following general guidance provided by inspectors and school management.
- Has a focus on online safety and netiquette.
- Whenever needed, takes part in professional development and online professional communities at school and system level.
- Is available during the scheduled lessons (videoconference, audio or written chat) and uses the best means to engage the pupils.
- For each live online lesson, meets at least briefly with all pupils to set the lesson's tasks and, if possible, at the end.
- Communicate instruction, homework and assignments to their pupils via the digital means decided by the school for each cycle, allowing access to parents and guardians when possible and needed. Particular attention should be paid to parents and guardians in nursery, primary, S1 to S3.

### 2. Specific duties in Nursery and Primary

During any of the three scenarios, and in compliance with the General Rules and the official teaching standards, and in addition to the previous general duties, Nursery and Primary class teachers:

- Provides a daily or weekly (for Nursery) work plan for the pupils, with clear learning objectives and a clear ranking of the priorities of the activities (e.g., "must do", "should do", "aspire to do"). The daily plan should be sent before 9 a.m. or the evening before, or communicated at the beginning of the week via the official



means of communication decided by the school. In addition to the class teacher, a weekly work plan is provided by all other teachers.

- L2 teachers organise live online lessons at least twice each week for P1-3 and three times each week for P4-P5, and each pupil is assured of at least 75% of regular in situ hours of live online lessons. Other subject teachers (European hours, morale/religion, art/music/physical education) organise lessons at least once a week for all levels.

### **Role of parents and guardians**

- Nursery and Primary P1: because of their very low level of autonomy, pupils need personal assistance for almost all educational activities. The highest level to be expected is when parents or guardians connect their child to the videoconference, and the child can switch the microphone on/off and end the call. Similarly, parents/guardians should start online educational activity (video, game, presentation, etc.) even if the child can manage independently afterwards.
- Primary P2-P5: parents and guardians 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 guardians should let them participate in online activities on their own (unless the teacher invites them to participate).

## **D. Coordinators and Subject Referents**

During any of the three scenarios, and alongside their teaching responsibilities, coordinators and subject referents:

- Contribute to maintaining and fostering online collaboration among teachers so that the best practices are shared and discussed for the benefit of all pupils.
- When necessary, coordinate online assessment practices.

## **E. Class assistants in Nursery and Primary**

During any of the three scenarios, and alongside their regular responsibilities, class assistants:

- Support the teachers during online lessons.
- Support pupils when the teacher is teaching from home.

## **F. Educational Support Assistants**

During any of the three scenarios, and alongside their regular responsibilities, educational support:

- Participate in the planning and evaluation of the support to be provided to the pupils.
- Develop the planned weekly support activities.
- Work in close cooperation with support teacher/coordinator and parents/guardians.
- Provide weekly feedback on the support provided to the Support Coordinator.

## G. Educational Support coordinators

During any of the three scenarios, and alongside their regular responsibilities, educational support coordinators:

- Maintain and foster online collaboration among support stakeholders.
- Collaborate with other coordinators at the system-level to share good digital practices and tools.
- Monitor the provision of educational support, including support from support assistants and therapists (tripartite agreements).

## H. Educational advisers

During any of the three scenarios, and alongside their regular responsibilities, educational advisers:

- Routinely inform via the official digital communication channels of the presence, remote presence, or absence of teachers and pupils.
- Track and monitor online pupil attendance and absence.
- Maintain and foster online contact with pupils, to listen to their needs and ensure their wellbeing.
- When applicable, organise/supervise the smooth running of the B Tests and exams of his/her cycle, possibly with alternative tasks and online modalities.
- With the cycle coordinator (when applicable), investigate cases of online disrespect among pupils and other school community members (bullying...).

## I. Cycle coordinators in the Secondary (when applicable)

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

- Coordinate common approaches in teaching and learning within the cycle.
- Monitor the follow-up of pupils of his/her cycle with difficulties (learning, attendance, behaviour or other), in collaboration with the educational advisor.
- Maintain and foster online collaboration among teachers of the cycle.
- 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.
- Help to organise online modalities for the class councils of their cycle.
- For lower Secondary pupils, cycle coordinators communicate with parents whenever necessary.

## J. Digital Learning Coordinators

During any of the three scenarios, and alongside their teaching responsibilities, digital learning coordinators (in charge of coordinating digital teaching and learning) support teaching staff in the use of digital tools and foster good practices.

## K. Librarians

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

- Help to identify and inform teaching staff of digital resources they can use to teach their subject remotely, according to their needs.
- Help teachers, pupils and, when necessary, families to access and use online resources (e.g., libraries, eBooks, web-based educational applications). This can take the form of online sessions (e.g., webinars).
- Develop and maintain an online school library website (e.g., on SharePoint) when possible.

## L. Science laboratories technicians

During any of the three scenarios, and alongside their regular tasks, science laboratory technicians assist teachers in organising live-streamed or recorded demonstrations from schools' laboratories or via virtual laboratory simulations.

## V. Assessment

### A. General principles

“Assessment is an integral part of planning, teaching and learning. It takes into account the needs of the diverse community of learners in the European Schools and is based on a common assessment approach.”<sup>11</sup> During any of the three scenarios, schools and teachers follow the assessment principles of the European Schools<sup>12</sup>. They particularly ensure proper formative assessment<sup>13</sup> supported by timely and personalised feedback.

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<sup>11</sup> [Assessment Policy in the European Schools](#) (ref.: 2011-01-D-61-en-4).

<sup>12</sup> Relevant sections of the General Rules (2014-03-D-14-en-9); Assessment Policy of the European Schools (2011-01-D-64); Relevant sections of the Educational Support Policy (2012-05-D-14-en-9) and the Procedural document (2012-05-D-15-en-12); Guidelines for use of the New Marking System (2017-05-D-29-en-9); Structure of syllabuses 2019-09-D-27 (principles and Attainment Descriptors); Distance Learning Recommendations for course continuity during temporary suspension of obligatory regular attendance of pupils at school (2020-03-D-11-en-7).

<sup>13</sup> “Formative assessment plays a key part in supporting pupil progression during the teaching and learning process. In formative assessment, the emphasis is on assessment for learning. However, feedback plays an important role in all forms of assessment” (Marking system of the European schools: Guidelines for use, ref.: 2017-05-D-29-en-2).

## B. Nursery and Primary

Teachers promote the use of digital portfolios<sup>14</sup> or reports in different formats. Digital portfolios allow a range of skills to be assessed and with a degree of choice for the learner to construct them in a way that motivates them and builds on their strengths. Such portfolios must respect data protection requirements, such as the Procedure to approve the use of Digital Learning Resources<sup>15</sup> and the pupils' right to image<sup>16</sup>.

Classroom blogs and digital portfolios allow for work to be shared between the pupil, parent, and teacher. A list of ways in which teachers can assess pupils' learning online has been prepared. Meetings can be arranged in MS Teams between the teacher and the parent.

The [intranet of the Pedagogical Development Unit](#) provides updated guidance (access currently limited to Europeans Schools).

## C. B marks in years S4-S5-S6

Article 59.5 of the General Rules (2014-03-D-14) read as follows:

*“The B mark is based on the marks obtained in examination(s) or through other forms of assessment. It covers the pupils' competences acquired during an extensive period 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 B tests and B examinations cannot be performed on site, preference will be given to B tests and B examinations identical to the ones in situ. In addition, such B tests or B examinations can be replaced by alternative tasks for assessment.”*

It is therefore stated that if it is not possible to organise the B tests and examinations *in situ*:

- schools set remote assessments which are identical (i.e., matching closely) to the ones that would be used in normal circumstances,
- or replace them with alternative tasks, which are considered as last resort solutions.

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<sup>14</sup> Digital portfolio: a digital collection of artefacts (dynamically enriched over time) that documents, showcases and facilitates pupils' self-reflection on their learning growth, as well as its assessment by teachers. A digital portfolio can include multimedia content and links to other online material (Extended digital Terminology for the European Schools system, ref.: 2020-01-D-37-en-fr-de-2). Digital portfolios should respect the GDPR's provisions (see the [section on processing personal data](#)).

<sup>15</sup> Ref.: 2020-01-D-9-en-2 Annex to MEMO 2019-12-M-3/GM.

<sup>16</sup> No video recordings are allowed, nor to upload pupils' photographs without the legal representatives' prior consent.

## 1. Option 1: assessment can be done on site

### **a) Adaptation of the location**

When *in-situ* teaching and learning are suspended, the school management **must** do its utmost 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 is 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-en-9);
- Assessment Policy in the European Schools (2011-01-D-61-en-4);
- Relevant sections of the Educational Support Policy (2012-05-D-14-en-9) and the Procedural document (2012-05-D-15-12);
- Marking system of the European Schools: Guidelines for use(2017-05-D-29-en-9) + Annexes;
- Structure for all syllabuses in the system of the European Schools (2019-09-D-27-en-3 - principles and Attainment Descriptors);
- Distance Learning Recommendations for course continuity during temporary suspension of obligatory regular attendance of pupils at school (2020-03-D-11-en-7);
- The assessment instructions included in the syllabuses.

If the assessment is to take place at a distance or online, whether with identical or alternative tasks for assessment (as stated by Article 59.5 of the General Rules), the latter is:

- aligned with the learning objectives of the relevant syllabus<sup>17</sup>;
- based on the content covered and the competences developed during previous teaching and learning;
- 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) ensures a well-balanced workload for all pupils. This is achieved by communicating to pupils in which subject written assessments (e.g., examinations) are to be taken and in which subject alternative tasks are requested. A general decision is 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 Intranet of the [Pedagogical Development Unit](#) (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 pupils to access supplementary information (from peers or external resources).

In open-book examinations, pupils 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 pupils 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 pupils 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**

Oral tests and examinations assess pupils' learning by speaking, and their format 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 pupils using a videoconferencing tool (e.g., Microsoft Teams) whenever possible. In this case, no recording is foreseen.

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<sup>17</sup> See 'Guidelines for use of the New Marking System' (ref. 2017-05-D-29-en-9): "A valid examination accurately tests the learning objectives of the relevant syllabus. Thus, in a valid examination, there should be an alignment between the syllabus, the learning objectives, the assessment itself and the related evaluation."

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

Pupils 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**

A digital portfolio is a cumulative collection of a pupil's work. Pupils decide what examples to include that characterise their growth and accomplishment over the term. Pupils 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 pupils 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 harmonised 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 pupils 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.

Teachers should use an assessment record sheet for the transparent documentation and justification of the mark given (harmonised by subject, at school level).

## ***d) Quality assurance and equity***

Each school ensures that subject coordinators/subject referents, under the responsibility of the Deputy Director of the school, collaborate to design sufficient quality assurance for the equity of the alternative tasks for assessment, based on the approved attainment descriptors of each syllabus.

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 punishment and surveillance. The following strategies should be used to nurture academic integrity:

- Teachers should discuss with pupils the concept of academic integrity in the context of their subject and explain why it is important.
- Schools and teachers must inform pupils of the consequences of committing fraud (plagiarism, being helped by others) and the measures the school has taken.
- Teachers may build in opportunities for pupils to demonstrate the thinking process informing their work, such as through multi-stage assignments, where pupils 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 available. Such an application will require prior consultation from the school's 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.

## D. Short and long written examinations in year S7

When necessary, the short and long written examinations in the year S7 (the Pre-Baccalaureate examinations) are covered by a separate Memorandum.

## VI. Glossary of the main terms

In general, one should refer to the updated digital terminology for the European Schools. Hereafter are the definitions of some essential terms used in this document.

- **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 happens at a distance, usually online, synchronously or not.
- **Hybrid:** an approach that combines or alternates the modalities (in situ/off situ, face to face/online, synchronous/ asynchronous).
- **Rotation:** an arrangement that aims to reduce the percentage of population *in situ* (e.g., all groups or part of the groups are *in situ* alternatively).
- **Live online lesson:** a lesson where educational staff and pupils interact synchronously (live online contacts) with one another for the whole period (via video, audio or chat).