

# Distance Learning Plan Unexpected School Closure

## مَدْرَسَةُ الْخَلِيجِ النَّمُوذَجِيَّةِ Gulf Model School



## DISTANCE LEARNING POLICY



## INTRODUCTION

In response to the advice that schools are to close due to the pandemic, we have put together some home learning packs for our students.

We fully acknowledge that the packs cannot replace the quality of learning that your child receives at school so, our focus has been on ensuring that all children can maximise their learning whilst at home.

We appreciate that this is going to be a difficult period for parents and children alike. We understand that children and parents may need to share access to technology, parents may be juggling supporting home learning and working remotely themselves and that many parents may be trying to support children of different ages, from different classes and indeed, different schools.

With this in mind, we have created the best possible learning materials across all phases. Work will be set by teachers using a learning platform e.g. Google classroom, Class Dojo and Zoom.

Teachers have modified and created a bank of home learning tasks, ideas and resources. Some activities will be completed online and teachers will be able to see it. In phase 1 and 2, Sometimes a task might ask the child to carry out an experiment; growing seeds, organize tins and packets according to weight, or drawing or making a model. These would need to be photographed and uploaded onto Class Dojo for the teachers to see. Teachers will be able to monitor children's engagement in activities and their understanding.

Students will be provided with a timetable for the week to ensure that they are given routines in order to learn at home. Children thrive off routine and structure so this may help when learning at home. There will be set work for the children to complete. These will be on Google Drive, Zoom or Class Dojo. You will also have access to the work in the Class Pages section on our portal. This will give you a list of resources for further learning.

## EXPECTATION OF STUDENTS

Establish daily routines for engaging in the learning experiences

- Identify a comfortable, quiet space in your home where you can work effectively and successfully.
- Regularly monitor online platforms to check for announcements and feedback from your teachers.



- Complete assignments with integrity and academic honesty, doing your best work
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Collaborate and support your GMS peers in their learning
- follow all the netiquette rules shared by school.
- Proactively seek out and communicate with other adults at all times.

### **EXPECTATIONS ON TEACHERS**

- All teachers will provide work for children to complete at home.
- Teachers will respond to pupils' work where appropriate
- Teacher will try to match the work to your child's abilities wherever possible, sometimes this will prove to be difficult as teachers often give additional support to pupils during a lesson.
- Teachers will be working from 9am to 3pm Monday to Thursday and 9am to 12pm on Friday. All teachers will take their PPA on Friday afternoons.
- Teacher will be completing professional learning task so will not always be able to respond immediately to pupils.

### **EXPECTATIONS ON PARENTS**

#### **Support their child/ren in their learning by:**

- 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.

### **GENERAL GUIDELINES FOR DISTANCE LEARNING (FACULTY)**

**When designing your online lessons and learning experiences, teachers to consider the following:**

**Feedback:**

- 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, Schoology, document, ...).
- Active monitoring of email for questions and communications from students/families.
- Avoiding, unless carefully scheduled and limited, real-time chats as “help” sessions for students as they are in different time zones.

**Offline work:**

- Avoid requiring printing. All tasks must be completed on a device or uploaded as a picture.
- Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video.

**Work time:**

- Strictly follow the divisional guidelines for time and schedule.
- Consider varying the activities you normally plan in a graduated way, from very different to slightly modified.
- Offer alternative opportunities for reading, research, online discussions/peer-feedback, and producing written work.
- Seek the support of colleagues and others who have specific interest and/or expertise in delivering online Distance Learning experiences.

**Deadlines:**

- Provide students ample time to complete assignments. More time than you would usually provide in class may be necessary for students.
- Keep tasks simple and directions clear to make sure students understand what they are required to do.



### **Bandwidth:**

- 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.

### **Files:**

- Try to post only PDF or Office 365 documents as they are universal and are often easier to convert.

### **Assessment and Progress Monitoring:**

#### **1. Graded formative tasks:**

- o Students will provide evidence of learning for each subject and lesson as a check for understanding.
- o Students will have the opportunity to provide feedback to each other.
- o Teachers will provide students with ongoing and regular feedback on their evidence of learning.

#### **2. Graded summative tasks:**

- o Students will participate in graded summative tasks at the end of a learning sequence.
- o Graded summative tasks that are performance-based will include a rubric and/or check list shared with students as part of the task overview.
- o Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple lessons.
- o Students will have the opportunity to revise their tasks following a reflection and/or relearning task designed by the teachers when submitted work does not meet the Distance Learning Target.