

SCS 2021 - 2022 Distance Learning Policy

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

Distance Learning Policy

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Rationale:

This policy is in place to enable our children to continue their education away from the school site.

The aims of this policy will:

- Support families with distance learning outlining clear expectations for students, parents and staff.
- Ensure a consistent, suitable approach across the different phases of the school to ensure a continuation of learning.
- Ensure all children have equitable access to the distance learning tools.
- Place a high priority on pastoral care and ensure it will remain at the centre of everything we do during distance learning.
- Ensure that the school is reflective and responsive to changes made to the distance learning outcomes.
- Ensure all children are safe when accessing distance learning materials.
- Provide continuity and momentum in students' learning.
- Ensure communication, in all forms, is consistent, clear and supportive.
- Provide opportunities for our distance learners to establish relationships with on site teachers.

Student's distance learning and wellbeing

2.1 Attendance and Participation

- Daily attendance is monitored through ISAMs. Primary will register their attendance in their first zoom lesson each day.
- Distance learning teachers make notes and coordinate with the pastoral team and class teacher if lessons are missed or if children fail to attend live lessons. Parents are informed via email and called if repeated, and plans put in place to support those students or families that require it.
- Provisions are put in place for children or families that require additional support to complete their distance learning.
- All children and parents signed a code of conduct to show their support in conducting themselves in a respectful manner when working online.
- In order to maintain a balanced curriculum it is important children participate in all lessons assigned to them.

2.2 Safe Guarding

- The school has a clear Children Protection, Pastoral Care, E-Safety and Cyberbullying Policies which are supported with our Distance Learning Code of Conduct.

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- Staff have been briefed by Senior members of the safeguarding team about procedures during distance learning.
- Staff, children and parents have direct access to dedicated senior leaders should they feel the need to report any safety issues.
- Any concerns related to safeguarding are recorded on Edu Key and the child protection team are informed immediately.

2.3 Learning Opportunities

All children are provided with a balance of learning methods both synchronous and asynchronous:

- FS - Three video conference lessons with a focus on phonics/circle pastoral time as well as three PE live lessons.
- Year 1 and 2 have daily video conference lessons focusing on mathematics and English. 1 science video conference per week. A range of specialist subjects are offered each week as well as a pastoral session each Wednesday with their class teacher.
- Year 3 and 4 have daily video conference lessons focusing on mathematics and English, along with 1 science video conference per week. A range of specialist subjects are offered each week as well as a pastoral session each Wednesday with their class teacher.
- Year 5 and 6 have daily video conferencing lessons focusing on mathematics and English, along with 1 science video conference per week. A range of specialist subjects are offered each week as well as a pastoral session each Wednesday with their class teacher.
- Year 7 to 13 follow their timetable and attend all lessons in a live capacity via Google Meet.
- All Secondary Distance Learning students have access to lesson resources via Google Classroom.
- Additional videos, screen recordings and voice notes are added to the classroom to allow support and ease of use.
- The timetables will be set for each year group. Distance Learning Teachers will post a daily overview and all tasks each day at 4pm for the following day.
- The school has a termly calendar where we have themed weeks to provide children with a chance to integrate and transfer skills across a range of subjects for example: STEAM and Mental Health Awareness week.

2.4 Equity of access

- Once added to the Distance Learning Policy, parents receive an email from a Senior Leader outlining the teacher responsible as well as support tools for accessing the specifically tailored Seesaw account.
- Children signed up to the distance learning have access to the school's distance learning programme. Parents who require additional support or resources are catered for, particularly working parents or those who have multiple siblings of a younger age.
- The school currently uses the following tools:

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- Zoom - Live Video Conferencing - Used for live lesson teaching and pastoral meetings with children by distance learning teachers, senior leaders and inclusion staff.
- Seesaw - Personalised digital portfolio used in all lessons to deliver daily tasks, weekly assemblies, wellbeing check-ins and this forms the main basis of our online digital learning platform in primary.
- Google Meet - Live Video Conferencing used for all lessons in Secondary.
- Google Classroom - Year 7 to 13 access all learning material via this platform.
- Century Tech - Through school, Intelligent intervention tool that combines learning science, AI and neuroscience.
- MyOn- Y1 -Y6 online reading platform inclusive of reading comprehension quizzes.
- Busy Things - FS and KS1 online digital curriculum based on fun, engaging tasks.
- Big Maths Clic - Big Maths simplifies the primary maths curriculum into an online programme.
- Accelerated Reader - An online reading programme, designed to enable children to practise reading and complete online quizzes.

2.5 Wellbeing

- Children have daily interactions with their distance learning teacher, form teacher and specialist teachers, they are able to use verbal or written comments to communicate with their teachers on seesaw and face to face interactions on zoom. Year 5 and older also have school email addresses to receive additional direct communications from their teachers.
- Children have weekly pastoral interactions to connect with classroom teachers and establish relationships with other distance learners.
- To ensure positive learning experiences and further engagement with Distance Learning, teachers follow our positive reinforcement and reward system by using house points, Safa Star certificates, Specialist Star certificates and lots of positive verbal praise.
- House points are used consistently across year groups to celebrate success in learning, with students aiming to achieve their bronze, silver or gold housepoint levels, which are further rewarded using Seesaw. Students are also recognised for these achievements via class pastoral Zoom sessions.
- Year Leaders complete weekly check ins on Distance Learning students from Year 7 to 13. This is an opportunity for students to ask any questions in a 1:1 meeting.
- Weekly assemblies, mindfulness and wellbeing activities are scheduled into the students timetables, focusing on activities to support their own and each other's feelings.
- Weekly wellbeing questionnaires are sent to all children which are then checked and monitored by the pastoral team with the appropriate follow ups and provisions put in place.
- Children have a combination of both screen and non screen activities, they are provided with regular breaks and physical education video conferencing.
- Regular student leadership meetings are held with the student council to discuss ways the school can support students socially and emotionally.

Teaching and monitoring student's learning

3.1 Planning and delivery

- The school uses a balance of learning methods which is appropriate for online learning and to student's needs: FS - Year 2 complete video conferencing in small ability based groups, whereas Year 3 - 6 complete whole class lessons where they make use of the break out rooms to support those who need additional support.
- Year 7-13 are able to interact in live lessons, by virtually raising their hand to answer a question, joining in on class discussions using their mic or writing in the chat on Google Meet.
- All lessons set will be compulsory for the children to complete in order to support a balanced curriculum.
- When resources are required, teachers are innovative and ensure these are accessible at home and parents are provided with a list which is sent in the weekly overview. This is supported with planning and organisation at home.
- The school has open communication between home and school. Three dedicated senior leaders are appointed for the Distance Learning programme to make appropriate changes to the timetable to ensure that the workload is manageable and take on feedback from our families.
- The school provided parents with a Term 1 overview of all curriculum objectives which would be covered to ensure continuity and momentum in student's learning.

3.2 Sharing intended learning outcomes

- Lesson's have clear intended learning outcomes and activity guidelines. Distance learning teacher's clarify what needs to be uploaded to evidence learning from home.
- Distance learning teacher's differentiated learning outcomes to meet the needs of the diverse groups across all subjects.
- Intended learning outcomes are shared with children on Seesaw via the daily overviews. Seesaw activities are posted the night before to support parents' understanding of the activity.
- Lesson powerpoints and resources are shared on Google Classroom for Year 7 to 13, before the lesson to ensure that students have enough time to engage with material beforehand.

3.3 Distance learning provision

- The school provides a hybrid programme: asynchronous and synchronous learning as requested by the parents to provide flexibility with their time management to accommodate home circumstances.
- All children are provided with a weekly timetable which is reflective of both academic and non academic subjects. This is balanced with regular wellbeing and mindfulness sessions as well

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as three PE sessions a week.

- All IEPs are reviewed to provide a distance learning target, where necessary.
- Students inclusion provision is transferred to e-learning with 1:1 and group sessions continued via zoom.
- Parent support offered - 1:1 meetings, Inclusion Support group, and via partnership webinars, to enable parents to facilitate e-learning.

3.4 Monitoring and Assessment

- The school uses a variety of assessment approaches to monitor students' learning. There is a clear assessment schedule as well as opportunities for regular assessment. This has all been communicated to parents.
- The school has a clear Distance Learning feedback policy to ensure consistency and effectiveness across phases and subjects.
- Phase 1 use Seesaw and Phase 2 uses Learning Ladders for formative assessment, which assesses the children's attainment against the curriculum's objectives and is updated regularly.
- The children are assessed summatively using various tools, giving teachers evidence to make a moderated judgement, which is then recorded on iTrack for both Phase 1 and Phase 2.
- Year 7 to 13 are assessed every 6 weeks and receive feedback on all classwork every 2 weeks, as per the Secondary Marking and Feedback Policy.
- Staff are given opportunities to moderate via Zoom / Google Meet conferencing and onsite using samples of the children's work.

Leading and managing student's learning

4.1 Agility

- The school is responsive and adjusts to changing circumstances and parental feedback on a regular basis.
- Leaders constantly meet on a daily/weekly basis to review both parent feedback and student outcomes to make appropriate and effective changes.
- Staff, teacher and parent feedback is completed on a regular basis to identify areas of improvement and next steps.
- Learning is monitored through regular learning views as well as regular performance management meetings.

4.2 Contingency

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- The school modified the school calendar and timetable to make the appropriate changes to address possible scenarios and options, including resource availability.
- The school is proactive in learning from best practice and constantly researching and modifying the best ways to move learning forward.

4.3 Communication and Engagement

Parents:

- Parents receive daily and weekly communication from the school regarding guidance and how to support their children during distance learning.
- Professional development opportunities, through workshops and videos are provided when upskilling the parents on how to support them at home.
- Parents are provided with regular updates on their child's learning. Parent teacher meetings are completed via video conferencing and they have direct access via the Seesaw Family app to see the dialogue and feedback between their child and teacher.
- Secondary parent teacher meetings occur twice a year, for each year group. Parents are notified in advance and invited to 1:1 meetings with all subjects teachers via Google Meet.
- Social media platforms are updated daily to show the learning which takes place across the community.

Teachers:

- All teachers are clear about their roles, responsibilities and accountabilities during distance learning.
- They are provided with a teachers code of conduct, are given clear feedback and have all set targets.
- Their voices are heard on a regular basis through weekly briefings, leadership meetings and weekly wellbeing checks and progress point surveys.
- Distance learning teachers have a weekly meeting with dedicated senior leaders to continue to adapt and modify the distance learning programme.

Leaders:

- The school has appointed senior leaders who are dedicated to oversee both the delivery of the distance learning programme as well as be a direct contact for parents. They are exemplary in responding to parents and addressing concerns.
- The school has provided parents with support networks through parent workshops linked to specific topics or needs.
- School leaders are proactive and have developed best practice. Participation in both cluster and network communities provides opportunities for collaboration with other schools both in Dubai and internationally.

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Governors:

- The school has both formal and informal communication with the Board.
- Quantitative and qualitative information is shared and reported on a regular basis.
- The Board provides school leaders with appropriate resources and support throughout the duration of distance learning.

4.4 Resource Management

- The school has ensured that all children have relevant technology to access distance learning.
- The school has provided and will continue to provide necessary training and technology to offer distance learning.
- Please see the following documents: [digital safety and wellbeing at safa](#) and [SCS Distance Learning Tools and training](#).

Roles and Responsibilities

Children

Children will be expected to:

- Dedicate time to learning daily.
- Choose a quiet space free from distractions, where possible children should aim to complete work independently.
- Be respectful and follow the student's code of conduct.
- Keep healthy habits and take breaks away from devices.

Parents/Guardian

Support your child in their learning by:

- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime).
- Engaging in materials about the weekly overviews, materials and online tutorials.
- Monitor time spent engaging in online and offline learning.
- Supporting emotional balance by providing ample room and time for reflective learning, physical activity, conversation and play.

Staff

Will support your child by:

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- Providing a combination of both asynchronous and synchronous learning.
- Creating accessible learning opportunities for children on familiar online platforms used at SCS.
- Monitoring the children's activities and providing feedback via Seesaw.
- Uphold all school policies linked to safeguarding and child protection.

School Leaders:

Will support your child by:

- Ensuring your child's health and safety is our number one priority.
- Monitoring and quality assuring online learning content.
- Ensuring there is consistency and progressive approach across all phases.
- Monitoring and quality assuring feedback being provided is acted upon.

Monitoring and Evaluating

The Headteacher with the support of the designated senior leaders are responsible for the delivery of this policy.

Other policies linked with this policy: ***Child Protection, Attendance, E-Safety, Cyberbullying, Pastoral Care, Inclusion, Photography Policy, Feedback Policy, Transition and Assessment.***

Review date: November 2022