



INDIAN SCHOOL

RAS AL KHAIMAH

Remote Learning Policy

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
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INTRODUCTION

This policy has been developed to ensure that all staff in Indian School are working together to safeguard and promote the welfare of students, parents and teachers. This policy has been shared with all stakeholders and will be reviewed at regular intervals. This is in conjunction with the E-Safety policies. E-Safety is a safeguarding issue and all members of the school community have a duty to be aware of e- safety at all times, to know the required procedures and to act on them. This document aims to put into place effective management systems and arrangements which will ensure continuity of education in hostile situations and maximize the educational and social benefit that can be obtained by exploiting the benefits and opportunities by using ICT, whilst minimizing any associated risks.

MISSION (Adopted from E learning standards and licensing, UAE)

The institution remote learning policy

- describes accurately and truthfully the distinguishing characteristics of distance learning
- is approved by the governing body
- is periodically re-evaluated to assess its efficiency and its usefulness in providing overall institutional direction;
- provides overall direction to teachers, students and parents
- is widely understood by all the stakeholders
- has institutional goals and institutional objectives; the objectives are measurable

OBJECTIVES

Distance learning at ISRAK prioritizes strategic action areas that are necessary to embed eLearning effectively across all phases:

- leading safe sustainable e-learning implementation;
- supporting innovation in teaching and learning;
- developing the education workforce;
- unifying learner support;
- aligning assessment;
- developing a clear communication tool.

ETHOS

It is the duty of the school to ensure that every child and young person is safe. We make sure that the same 'staying safe' principles apply equally to the 'virtual' world.

Safeguarding and promoting the welfare of pupils is embedded into the culture of the school and its everyday practice and procedures and hence the same will be carried out during the e learning days too.

All staff have a responsibility to support e-Safe practices and all pupils need to understand their responsibilities.

Bullying, harassment or abuse of any kind via digital technologies or mobile phones will not be tolerated and complaints of cyber bullying will be dealt with in accordance with the school's Anti-Bullying and Behaviour Policy.

EDUCATION IN ALL WEATHER CONDITIONS

School aims to ensure unhindered education in all weather conditions. Sudden changes in weather necessitate the school to be ever ready to switch to remote learning. School keeps the students, staff and parents fully equipped to continue education on remote mode at a very short notice.

OVERVIEW

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning should a school/year group/class goes into lockdown so that students of all grade levels experience the same high quality education through use of quality online and offline resources
- Set out expectations for all members of the school community with regards to digital learning.
- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide appropriate guidelines for data protection.

ROLES & RESPONSIBILITIES:

1. The Principal and Safety Officer of the school is responsible for ensuring the best delivery of e-learning.

School will ensure that:

- All staff are included in E-Safety training. Staff must also understand that misuse of the internet may lead to disciplinary action and possible dismissal.
- Teachers act as the first point of contact with regards to breaches in e-safety and security that ICT security is maintained.
- Every teacher attends appropriate training.
- It provides support and training for staff on E-Safety.
- Ensure that all staff and volunteers have received training on all aspects of distance learning

2. Senior Team and Subject Heads

Alongside any teaching responsibilities, subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Leading virtual meetings to ensure consistency across the school.
- Monitoring the effectiveness of remote learning, including by using pupil voice, auditing the work online and the resources produced for pupils.
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3. Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

4. The SENCO

The SENCO is responsible for:

- Ensuring that pupils with EHC (Education ,Health & Care)plans continue to have their needs met while learning remotely, and will liaise with the Headteacher and other organisations to make any necessary arrangements for pupils with EHC plans and IEPs.
- Identifying the level of support required by pupils.

5. THE SCHOOL GOVERNING BODY

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure the quality of education remains superior.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- Ensuring staff workload is managed by Team Leaders and Senior Managers.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate infrastructure for all remote working arrangements.

6. IT TECHNICIANS

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices.

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 the Online platforms.

EXPECTATIONS ON 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 ISRAK 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

- When attending virtual meetings, all staff should follow expected professional standards in relation to dress code & communication
- Location, e.g. avoid noisy areas, nothing inappropriate in the background
- 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 8am to 2:30 pm Monday to Thursday and 8am to 11:20 pm on Friday.
- 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)

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 the Online platforms.

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

- 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.
- Active monitoring of email for questions and communications from students/families.
- Avoiding, unless carefully scheduled and limited, real-time chats as “help” sessions for student’s Offline work:
- Avoid activities that require 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.

KEEPING DEVICES SECURE

All staff members will take appropriate steps to ensure their devices remain secure.

This includes, but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters.
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device.
- Making sure the device locks automatically if left inactive for a period of time.
- Not allowing family or friends to use the device.
- Storing the device securely to avoid theft.
- Ensuring that anti-virus and anti-spyware software is up to date.
- Installing updates to ensure that the operating system remains up to date.

PERSONAL DATA

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorization for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices. Staff members may need to collect and/or share personal data such as part of surveys and Microsoft forms as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

WHOM TO CONTACT

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting up work – talk to the Safety Officer
- Issues with behavior – talk to the class teacher /favourite teacher
- Issues with IT – report this to IT helpdesk by emailing itadmin@indianschoolrak.com
- Issues with their own workload or wellbeing – talk to the Dept. Head
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding /child protection issues– talk to the DSL(Designated Safeguarding Lead)

DATA PROTECTION

When accessing personal data for remote learning purposes, all staff members will:

- Use the secure email system and ensure laptops/devices are password protected.
- Use a secure computer which cannot be accessed by anyone else. All apps must be accessed via a password and not remain open when unattended.
- Not to download personal data to personal device.

ASSESSMENT & PROGRESS MONITORING:

This includes a variety of assessment for learners through online in house structured and through google classroom. Assessments can vary – they can consist of a set of multiple-choice questions and/or be an evaluation of learners’ final assignments made by the teacher. These assessments are analysed and evaluated as per the standards of KHDA and a consolidated report is mailed to the teachers for the heads of the departments. Regular review is conducted to evaluate the learning curve of the students. Necessary steps are taken in places where the attainment is low.

1. Graded formative tasks:

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

2. Graded summative tasks:

- Students will participate in graded summative tasks at the end of a learning sequence.
- Graded summative tasks that are performance-based will include a rubric and/or check list shared with students as part of the task overview.
- Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple lessons.
- 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.

RESOURCES TO DELIVER THE REMOTE EDUCATION PLAN

Our online resources & platforms include:

Google Meet	Zoom	Google Classroom	WebEx	Microsoft Teams	Microsoft Expression Web
Cyber Square	Nearpod	Quizizz	Quizlet	Kahoot	Jamboard
Google Docs	Google Sheets	Google Sites	Google Slides	Google Forms	Flipgrid
YouTube	One Note	Childnet.com	Eduflow	Edumantra	Vedantu
Nimbus	Jagran Josh	W3schools.com	MyCBSEguide	Common Sense Education	

- Staff training with Microsoft Teams, WebEx and other useful Apps and websites for teaching and learning online safely, as well as easy to follow handouts
- Resources will be quality assured by subject and Team Leaders, who will
- Ensure they are closely linked to current learning and the age/stage of the learners.

- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, in an age appropriate way.
- SEND will not be a barrier to accessing the curriculum at home because the school.
- Will work in partnership with families with regular communication and provide all support for each pupil.
- Information for parents. This includes each child's G Suite log-in and detailed instructions on how to log onto other instructional apps. The school distance education team has provided 1:1 parent sessions and access has been discussed in parent consultations.
- Printed learning packs for any pupil who doesn't have access to technology or a printer at home, or is not able to access mainstream online learning.
- Books and other physical learning material as required.

CURRICULUM COVERAGE AND INSTRUCTIONAL TIME

With the announcement of distance learning school had to make a complete revamping of the timetable with major changes in the number of periods and instructional timing for each subject.

The following steps were taken into account in developing the final timetable for the classes. This involved the participation of the supervisors & HODs in order to finalize the allocation of teachers.

Part I: Designing an e-learning course

The ACP (Annual Curriculum Planner) was restructured to focus on the time and resources available for distance learning. The teachers were provided guidance on how to design an e-learning curriculum depending on the weightage of lessons like from the needs, target and task/topic analysis to the definition of learning objectives, sequencing, choice of learning strategies and delivery formats.

Part II: Creating interactive content

The teachers were provided detailed guidance on creating interactive content from the application of learning strategies and implementing it through the software. The subject heads and teachers were involved in content development as well as the methodology and tools that needs to be used to deliver the content effectively.

Part III: Managing and evaluating learning activities

The leaders were provided an overview of online collaborative learning, evaluation methods and learning platforms used to host online courses. The leaders were guided how to conduct and evaluate an online course and how learning platforms can support course delivery and communication among students and parents.

Part IV: Designing of the timetable:

A core committee was incorporated to work on the timetable under the leadership of the Vice Principal. The teacher load and the subject load was finalized and a very dynamic timetable was created for the student community.

ONLINE LEARNING AND TEACHING

Distance learning activities become most effective by using a range of communication tools – both synchronous and asynchronous uses two types of online learning and teaching: synchronous (happening collaboratively and at the same time with a group of online learners and usually a teacher) and asynchronous (happening at any time, not necessarily in a group).

The chart below provides strategies that are used in ISRAK:

SI.NO	ACTIVITY	SYNCHRONOUS	ASYNCHRONOUS
1.	COLLABORATIVE ASSIGNMENTS	√	√
2.	NOTE BOOK WORK/ TEXT BASED	√	√
3.	GROUP DISCUSSIONS/TEXT BASED CHATS	√	√
4.	INTEGRATED ASSIGNMENTS		√
5.	GAMES/QUIZZES/PUZZ LES	√	√
6.	CHARTS & MAPS	√	√
7.	MULTIMEDIA PRESENTATIONS	√	√
8.	DRAWING & CRAFT	√	√
9.	QUIZZES & SURVEYS	√	√
10.	WEBINARS	√	√
11.	LIVE CHATS	√	

FEEDBACK:

- provides feedback on tasks, assignments and assessments.
- facilitates participants during their work by checking their work and by providing guidance.
- provides summaries at the end of units, answers questions concerning the unit, provides notes for lessons.
- motivates participants to produce, reflect, animatedly exchange ideas and discussions,
- organizes the final evaluation of the e-learning event for all students.

SURVEY:

The most important part of e-learning in ISRAK is the survey which is regularly conducted for students, teachers and parents.

LINKS WITH OTHER POLICIES AND DEVELOPMENT PLANS

- Behavioural Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Online Safety Acceptable Use Policy
