

REMOTE LEARNING POLICY

Online Learning Continuity

Rationale and Scope

This policy serves to be an extension of the philosophy, aims and principles outlined in the school's teaching and learning policy. It is applicable to circumstances of authorised prolonged school closures by the government to ensure continuity of learning for the students.

The objective of this policy is to provide a framework that outlines clear guidelines and expectations for sustained continuity of learning. This is achieved through making necessary adjustments to learning schedules and access to teaching and learning resources by staff and students through the online platforms identified in the policy. The policy will also ensure that students gain the opportunity to independently extend their learning under the direction of their teachers through a blended e-learning approach.

The school in its capacity and best possible means will continue to deliver educational services by using various technologies and online services to enable remote teaching and learning.

The document also provides guidelines to all stakeholders for ensuring optimum learning outcomes of all the students achieved through a collaborative and supportive virtual environment.

Continuity of Teaching and Learning

The school recognises that transition to a complete distance learning programme can be perceived as challenging by families of its students since replication of the regular session at school is not possible.

However, while being cognisant of the demands and needs of the different learners in the virtual environment, the school will work on complementing its mission and vision through the assertion of the fact that lifelong learning is a personal process that requires the ability and willingness to *adapt*.

In order to embed these qualities in its students, the pedagogical approach adopted by teachers will be driven by curiosity and motivation occurring in a supportive virtual environment rich in engagement, social interaction, and feedback. The key skills of communication, creativity and collaboration shall underpin the learning experiences of students.

Blended Online Learning Approach: Asynchronous and Synchronous Lessons

The school will ensure delivery of curriculum and continuity of learning using a web-based educational delivery system that includes software to provide a structured learning environment. It shall comprise synchronous sessions - communication in which participants interact in real time, such as online audio/video conferencing, or

asynchronous learning opportunities - communication and engagement separated by time, such as classrooms/subject groups on a virtual platform, email or online discussion/forums. This system shall allow access to lessons from multiple settings or locations.

Technology Systems to support Remote Learning

To facilitate the technological and communications requirement, regularly used channels of interaction and communications will be accessed and developed further to ensure consistency in curriculum delivery, continuity of learning, provision of feedback, technical support and sharing of information with parents.

Channel	Audience	Description & Access
Email	Faculty, Staff, Parents and Students	Email will be used for all major communications and announcements, including those from the Principal and Phase Heads. Faculty will also use email to communicate, although they will use the other available e-platforms to interact with their students as well.
SeeSaw	EYFS, Years 1 & 2	<p>The primary mode of distance learning for asynchronous lessons. Seesaw will be used to house all asynchronous lessons, recorded lessons of live sessions for review and practice, and tasks/assignments in a single location for ease of access for families. It will be the platform used by teachers to share personalised learning videos, differentiated learning activities and resources.</p> <p>Seesaw family app will give access to families to their child's digital journal, see the learning journey and celebrate the child's progress. Parents can communicate with teachers directly through the app and engage in conversations centered on student learning.</p>
Google Classroom	Years 3 to 8	Asynchronous lessons will be delivered through the Google Classroom platform incorporating other features of Google GSuite such as Google Docs. Personalised recorded lessons by teachers using Office

		Mix will allow students to continue their learning through explicit modelling, explanation and instructions for completing follow up assignments assigned in each subject's virtual classroom. Additional learning resources will aid the teaching and learning process. Each classroom's Stream page will enable online interactions between teachers and their students while providing opportunities for collaboration. Support , guidance feedback reminders will be provided through Private Messages on Google Classroom
Edmodo	Years 9 to 13	Older students will continue to interact and develop their learning through their regular portal of Edmodo. Subject groups on Edmodo shall be updated with asynchronous lessons. Content creation tools will mainly include MS Office tools and Edpuzzle. The main discussion page of each subject group shall allow for lesson posting, sharing of resources and teacher-student interactions relevant to learning. The Assignment section shall allow for student review and progress reports to be visible to teachers for next steps.
Microsoft Teams	Students from Years 3 to 13	Primary mode for virtual synchronous lessons conducted by subject teachers for their students in their specific Teams groups. The platform will also be used for conducting class assemblies, enrichment activities and other interactive virtual events for students.
	Parent-Teacher meetings	Scheduled meetings with parents will allow for face-to-face interactions leading to exchange of thoughts on students' learning and progress
Zoom	EYFS, Years 1 & 2	Synchronous teaching sessions will be hosted through the web-conferencing software, Zoom to ensure face-to-face contact between the teacher and all her/his students.

	Across the school, specified External events/workshops	Video-conferencing will be used with external visitors/professionals delivering talks or facilitating workshops for students.
Eklavya.in	Years 3 to 13	AI proctored assessment with white label solution. Assessment platform for all summative assessments and examinations.

The school's systems are already built on cloud-based systems, including Google GSuite, Edmodo, and Seesaw. Therefore, these systems will continue to work from anywhere in the world, even during an emergency. The school's data is not physically hosted on the school's network, which means it can continue to use its systems during a crisis if the campus is inaccessible due to closure or unforeseen circumstances. Finally, each of the school's primary systems has multiple administrators, so they can be managed remotely (from anywhere, online) by more than one person, in the event that a system administrator is out of contact or unavailable.

Roles & Responsibilities during Remote Learning

The impact of all stakeholders carrying out their duties and responsibilities in line with the clearly defined roles in the Remote Learning Policy will contribute to its effective implementation. The roles and responsibilities of school personnel, students, and parents are delineated below in separate sections.

School Personnel Roles and Responsibilities	
Leadership Team	<ul style="list-style-type: none"> • Create Remote Learning policy and ensure outlined actions contribute to its effective implementation • Set the tone and model what is expected for every member of the learning community. Daily support, online presence and responsiveness are essential in this regard. • Establish clear channels of communications between faculty, staff, families, and students in the event of this RLP being activated • Support faculty and students/families shifting to a remote learning environment • Help teachers implement RLP and ensure high-quality learning experience for all students
Senior Leaders	<ul style="list-style-type: none"> • Develop, monitor and adjust Phase wise plans for remote learning. • Share the RLP with the student and parent community. • Support faculty/staff and parents in utilizing the RLP. • Ensure effective implementation of RLP and accountability to student learning. • Observe e-lessons for continuity of learning and progression in curriculum

	<ul style="list-style-type: none"> • Monitor staff and student attendance through the support of the Phase offices and act upon regular absences to ensure staff and students are engaged in the remote learning expectations. • Monitor the IT Support Team to provide timely solutions to any technical issues that may arise with the online platforms being used. • Disseminate student and parent survey and analyze results to make the necessary changes to the program. • Continue to hold regularly scheduled meetings virtually with middle leaders and full faculty meetings • Attend virtual Senior Leadership Meetings to review E-Learning processes in place • Develop short-term and long-term scenario-specific plans to ensure continued implementation of RLP with effective adaptations
Middle Leaders	<ul style="list-style-type: none"> • Support and provide guidance to all teachers and teams in the implementation of PPS RLP and ensure high quality learning experiences for all students • Provide models and examples of outstanding distance learning units and lessons • Recommend new methods techniques for providing feedback to students • Support teachers and teams as they design new methods to assess student learning • Support teachers and teams in developing strategies to modify and adapt the curriculum to students' diverse needs • Observe and monitor planning and delivery of asynchronous/synchronous lessons to measure impact of teaching and efficacy of learning and track students' progress. • Attend Coordination meetings within and across departments to review alignment of student outcomes and adjust the pace of e-learning where necessary
Teachers	<ul style="list-style-type: none"> • Collaborate with other members of the team or department to design distance learning experiences for students during scheduled meetings for collaborative planning and exchange of ideas • Deliver lessons according to the scheduled timetable of asynchronous/synchronous sessions • Assign meaningful tasks, projects or research work with realistic deadlines in line with the remote learning scenario • Be available for communication with students and, as needed, with parents during school hours from Sunday to Thursday

	<ul style="list-style-type: none"> • Provide timely feedback to support students' learning • Provide a range of assessment for learning opportunities built within the lessons • Track students' daily achievement and progress • Maintain momentum of learning through responses to students' queries during the workday • Reflect on lesson delivery and adapt as defined through learning standards
Specialist Teachers	<ul style="list-style-type: none"> • Physical Education – Develop a bank of exercises, physical activities, and competitions for students and share these with classroom teachers and families • Art – Staying mindful of the resources and tools families may not have in their home, develop a bank of projects and activities for students and share these with classroom teachers and families • Music – Staying mindful of the instruments or resources families may not have in their home, develop a bank of activities for students and share these with classroom teachers and families • Collaborate with classroom teachers on how to integrate music, art, and physical education into classroom projects and experiences.
Inclusion Team	<ul style="list-style-type: none"> • Communicate and collaborate regularly with the subject or classroom teachers who teach students of determination • Coordinate with teachers for the provision of differentiated activities for students • Communicate regularly with students and/or their parents through individual virtual meetings to ensure they have success with distance learning • Provide supplementary learning activities for students who may benefit from additional practice to close academic and curricular gaps • Monitor the progress of SoDs by tracking outcomes against IEP goals and provide timely feedback, encouragement and support.
Wellbeing Team	<ul style="list-style-type: none"> • Continue to foster the culture of care, compassion and kindness building on the Positive Education action steps • Maintain and deliver a bank of activities related to positivity and students' physical and mental wellbeing • Measure impact of activities by reviewing student participation through their responses • Adjust and adapt according to current themes and special days of the year • Reinforce routines through mindful activities assist in an increased feeling of safety in the context of uncertainty.

	<ul style="list-style-type: none"> • Guide parents and students to make a weekly plan or structure that includes time for education, playing, and relaxing to reduce stress and anxiety for families.
Pastoral & Academic Counsellors	<ul style="list-style-type: none"> • Serve as liaison for communication with students/families in crisis • Tailor recommendations to the specific crises while considering how the situation affects future planning and the special handling required. Critically analyse and share the discussion points with teachers. • Schedule One-to-one sessions to provide pastoral care • Schedule meetings for students to access counselling sessions virtually • Evaluate timeline for application procedures, graduation requirements, class credit, and other testing deadlines
Tech Support Team	<ul style="list-style-type: none"> • Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary instructions to excel in a distance learning environment • Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed • Be available to provide on-demand tech support help

Students' Roles and Responsibilities

- Establish daily routines and retain structure to their working day for engaging in the learning experiences (beginning from 7.45 am, Timings adapted to Ramadan workday)
- Sign in for attendance at their respective registration portals according to Phase specific guidelines
- *Secure a comfortable work area free from distractions in their home which adds to their productivity
- *Keep a regular check on the online platforms (Edmodo, Google Classroom & Seesaw) according to scheduled timetables communicated by the school. Take note of the announcements and feedback provided by the teachers.
- Review instructions, explanations and complete assignments with integrity and academic honesty while adhering to timelines and commitments to their best possible ability.
- *Be proactive in communication with their teachers for additional support
- Be responsible and adhere to the Pristine code of conduct while collaborating and engaging on the Online platforms and during Teams synchronous sessions.
- *Comply with the safeguarding protocols and online etiquettes prescribed by the school.

(*Younger students in FS and Lower Primary will be assisted by their parents.)

For Queries about

Contact

A course, assignment or resource	Relevant teacher
Technology related problem or issue	Identified Tech Support in each phase
A personal, academic or social-emotional concern	Assigned Counsellor
Other issues related to distance learning	Academic Coordinator/Phase Head

Parent/Guardian Roles and Responsibilities

Provide support for their children through the entirety of the distance learning program by considering the following factors:

- Establishing routines and expectations for study, breaks and sleep time
- Defining the physical space of their child's study free from distractions and in close proximity to a strong wireless internet signal, if possible. Ensuring the space is in clear visibility to the parents for keeping a check on their children's participation in online learning
- Monitoring communications from their children's teachers and maintaining communications with the school that are essential, succinct, and demonstrate self-awareness of a concern in the present scenario
- Ensuring specified times during the day such as the morning and the evening for simple check-ins about their children's learning. These brief grounding conversations shall support their child's learning process from home.
- Taking an active role in helping their children to process and own their learning by encouraging them to share thoughts or ideas exchanged with their peers or teachers on the virtual learning platforms. Helping children to recognise that some of these social and learning interactions will be recreated virtually but not all the time.
- Modelling and encouraging physical or meditative exercises to emphasise the importance of self-care and emotional regulation.
- Remaining mindful of their child's stress or worry in helping them manage the worry, anxiety, and range of emotions they may experience through reassuring conversations and maintenance of routines.
- Monitoring their children's social media use during the extended school closure. Discussion of netiquette and protocols of online safety would remind children to be polite, respectful, and appropriate in their communications and mindful of their family's values in their interactions with others.

For queries about	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	Phase specific Tech Support
a personal, academic or social-emotional concern	Their child's assigned counsellor
Other issues related to distance learning	Academic Coordinator/Phase Head

Important Considerations

The following constitute as key considerations for the teaching faculty when designing lessons for a virtual environment.

- Many families have more than one child attending school; children may have to share a computer particularly at the primary level; other families provide their younger children iPads.
- With the exception of Foundation stage, KS1 and 2 students should be able to independently carry out the tasks assigned by teachers including access to the material.
- Learning is constructed in authentic contexts and results in the development of new understandings and skills for all students. It can occur online or offline (e.g. reading, exercise, drawing, playing, constructing, writing, and other enrichment activities)
- Loss of face to face contact for an extended period should be compensated through the personal touch achieved in online lessons through warm video interactions/activities shared by the teachers both in synchronous and asynchronous lessons.
- Adjustment to Timetable and lesson duration shall be open to any modification if required depending on the needs of the students to maintain continuity and progression of learning.
- Clarity in instructions and timely response to students' queries will ensure provision of consistency and stability for students in the remote learning environment.
- Students will be affected by the closure in different ways. Flexibility and a supportive approach should be demonstrated to set realistic due dates or receive late submissions or responses at times.
- If a student has difficulty accessing any platform such as Google Classroom/Seesaw/ MS Teams, Tech support will be provided to the student/family via email, video tutorials or phone calls.
- Regular communication with parents in the form of updates will be considered as essential in ensuring parents as partners in their children's education.

Safeguarding & E-Safety

The school considers the implementation of safeguarding procedures during remote education of children of high priority. In line with school's acceptable Internet Usage Policy and Social Media Policy, the safeguarding of both students and staff shall be maintained in remote spaces.

The importance of a safe online environment is emphasized in the above mentioned policies and parents are encouraged to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

As a Microsoft school, the IT team is in constant communication with Microsoft to continually enhance the safeguarding features on all our Microsoft platforms.

Virtual Lessons and Live Streaming

School will ensure that any use of online learning tools and systems is in line with privacy and data protection requirements. Below are the key points considered when delivering virtual lessons, especially where webcams are involved:

- Live lessons to be conducted only through the school authorized channels
- Protocols and etiquettes will be communicated for live, synchronous sessions.
- Staff will only use the authorized platforms provided to communicate with the student.
- All communication will be in language that is professional and appropriate. Private conversations, observational comments about home or family, oversharing personal details is prohibited.
- Staff and students must be dressed in appropriate attire when engaging in the live virtual environment.
- Devices should be in appropriate common areas at home, and on camera, an impersonal or blurred background will be encouraged to prove less distracting for student learning.

Professional dialogue is critical to maintaining boundaries online.

Considerations for Staff:

Teachers will live stream, provide pre-recorded videos, or upload work and presentations on the platform. The school will consider the approaches that best suit the needs of their students and staff in a particular period.

By bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons are between the teacher and the pupils alone.

One to-one sessions with students should follow the same guidance as one-to-one conversations in school (e.g. appropriate standards of dress as worn at school), the option for the teacher to video the teaching session should be used in this instance. Settings options in Zoom/Teams will also allow background blurring if appropriate.

Staff registering for any software / platforms, must do so with their school email address. Teachers will only use school email addresses for communication and refrain from sharing personal information.

Personal Data Protection

Teachers will continue to follow the guidance outlined in managing personal data and consider:

- Taking care not to share contact details when emailing multiple people.
- Being careful when sharing usernames and other personal data for access to online resources.
- Providing access to school data systems safely

Considerations for Students

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the School's Child Protection Policy and where appropriate referrals will still be made to the Community Development Authority (CDA). Online teaching will follow the same principles as set out in the code of conduct.

Reporting Concerns

- Students and parents have clear guidelines about online safety and cyberbullying in line with the school cyber safe and internet policy.
- Clear reporting routes are established so that children, teachers, parents can raise any safeguarding concerns.
- Practical support for reporting harmful or upsetting content as well as bullying and online abuse will be provided by the school technology department.

<i>Policy Details</i>	Remote Learning Policy
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