



Remote Learning Policy

W08

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| Policy Title: Remote Learning | | | | | | | | | | | |
| Policy number: W08 | | | | | | | | | | | |
| Policy owner: Vice Principal - Teaching & Learning | | | | | | | | | | | |
| Policy agreed on: 17 March 2021 | | | | | | | | | | | |
| Policy reviewed on: 06 January 2022 | | | | | | | | | | | |
| Policy to be reviewed on: May 2022 | | | | | | | | | | | |
| Statutory Policy | Yes | No | On School Website | Yes | No | Parent Portal | Yes | No | Staff Portal | Yes | No |

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OVERVIEW

The policy covers educational provision for remote learning. This includes practice such as remote learning, teacher led lessons and the use of web-based materials to supplement classroom-based learning.

The policy outlines the requirements that Doha College expects should be met by staff when delivering this provision.

Doha College's approach to remote learning begins with the assertion that the learning experiences teachers design when school is in regular session cannot be simply replicated through remote learning. In particular, the invaluable social interactions and mediation that occurs naturally among students and between teachers and students cannot be recreated in the same way.

Doha College deliberately uses the term remote learning rather than technology-specific labels such as 'virtual learning,' 'e-learning,' or 'online classes.' This choice reflects our conviction that quality learning can occur remotely without solely relying on technology. Rather than being tied to an electronic device for their learning, Doha College aims is for students to read, communicate, and engage in authentic learning experiences, while continuing to be physically active.

VIDEO-CONFERENCING

Safeguarding Advice

Below is some guidance for staff should you set up a conference call with students:

1. Staff must use the virtual background as approved by Doha College, or video with a plain background if they are not working from school. If they are in school, no virtual background is needed.
2. Staff must use our agreed channels of communication; Google Classroom, Class Dojo and Zoom.
3. Staff must be dressed in business attire for any video recording or live teaching.
4. Staff should maintain the same professional, caring interaction that they would in the face-to-face school environment.
5. Staff should stick to the time allotted for lessons and ensure that these pre-agreed times are consistently adhered to.
6. Staff must follow normal rules of social media use – absolutely no contact with students outside of Google Classroom, Firefly, email, or DC approved platforms, such as Zoom, Class Dojo etc.
7. If a student seems in any way distressed or anything unusual is observed, staff should confidentially report this to the Designated Safeguarding Lead, through CPOMS. Please refer to the Safeguarding policy for further information.
8. All sessions must be recorded. All recordings must then be uploaded to the 'Recordings' drive in Google and then deleted from any device.

SYNCHRONOUS AND ASYNCHRONOUS LEARNING

An effective remote learning approach is one that allows for both synchronous and asynchronous learning to take place. Research shows that a deficit is created if learning is solely taught via either a synchronous or asynchronous manner. A combination of these two creates a balance that provides a more rounded model that is sustainable.

An element of synchronous learning via Zoom must be evident in every lesson.

Synchronous learning provides (learning that takes place live):

- Interpersonal connectedness
- Learning preference and interactivity
- Immediacy in the ability to support
- Assess small groups in real time
- Introducing new and complex concepts with the ability to take and ask questions to clarify understanding

Asynchronous learning provided (learning that takes place independently):

- Easier to design learning
- Allows independent time to practise
- Engage in more complex activities
- Community knowledge building
- Self-reflective and more conducive to deeper learning

GENERAL EXPECTATIONS

1. room table – quiet and private but not overly personal).
2. Students should be dressed appropriately (e.g., no pyjamas, shoulders covered).
3. It is strongly recommended for students to keep their video on during synchronous learning.
4. Students should maintain appropriate behaviour and respectful interactions with staff and other students, just as they would in person.
5. To ensure that learning time is protected and used effectively, students should not be messaging or communicating with other students on other social media or other platforms during lessons.
6. Students should not share any Zoom links provided by staff.

So that there is continuity across the school, we expect that all staff members do the following:

- Use only, Google Classroom for Year 3 and above and Class Dojo for Year 2 and below to publish and share resources and set tasks, Zoom to communicate with groups of students (classes), or one to one, when live teaching or communicating in real time with students and Google Drive to store your files (using only your Doha College email).
- The timetable will be followed when pre-arranged video-conferencing is used with students. Follow your timetable as you would during any normal week. For example, if you are teaching Year 6 on Sunday Period 1, then you should be available to provide support to students who are completing work at this time. Students will be informed of this expectation.
- Tasks should be set for the following day between the end of the school day and 5:00pm each day. Please note that tasks set later than 2:30pm on Google Classroom will not appear in the daily guardian summary for parents.
- Work will not be classed as late or incomplete until the start of the school day following a due date. At this point, the teacher will send out a reminder to the student and log it on SIMS. Absence from remote learning due to illness or other reasons, covered in our attendance policy, should be dealt with on a case-by-case basis.
- Reminder email to be used: ***We understand that this is not an ideal situation, and it may take a bit of time to get used to, but we need to inform you that your child did not complete xxxxxxxxxxxxxxxx work set yesterday.***
- During Ramadan lessons this should be no longer than 30-35 min in total and during regular lesson timings no longer than 45 min. Students should be given sufficient time to complete any work set before the next lesson starts. Phase specific guidance will be given to Primary depending on the age and stage of the students.

PRIMARY

- Daily work to be set on Google Classroom for Year 3 and above and Class Dojo for Year 2 and below.
- All pre-recorded lessons to be uploaded to one of the two above platforms.
- All work submitted to the class teacher to be done through Class Dojo and/or Google Classroom where relevant.

For Google Classroom:

When setting an assignment, please adhere to the following:

- The title of the assignment should be in the format: **12.03.20 - Maths Period 3 - Complete Ex63**
- The assignment should not be set until it is between 12:30pm and 2.30pm (later than this and they will not appear on the Guardian summary for parents).
- If you wish to prepare assignments in advance they can be 'saved as a draft' or they can be 'scheduled' to appear at a certain time.

SECONDARY

- All assignments should be set on Google Classroom and there should be an assignment per lesson

For Google Classroom:

When setting an assignment, please adhere to the following:

- The title of the assignment should be in the format: **12.03.20 - Maths Period 3 - Complete Ex63**
- The assignment should not be set until it is between 12:30pm and 2.30pm (later than this and they will not appear on the Guardian summary for parents)
- Please remind ALL students to click “turn it in” (pc) or “Hand in” (iPad) once they have completed the work or their work will appear as “missing”. **Please remind students to do this, on a regular basis.** This is so parents can monitor progress on the parent portal.
- If you wish to prepare assignments in advance they can be ‘saved as a draft’ or they can be ‘scheduled’ to appear at a certain time.

Setting work that will cover more than one lesson at a time (e.g., project work)

- If you are setting work that will cover more than one lesson, the initial task set **must** be followed up with a daily task reminding students of the work required for that particular day.
- Setting a series of lessons means that we should refer to it as: Lesson 1 of 3 for example when naming the task: **e.g., 30.8.21 – Period 3 – Complete Ex63 – Lesson 1 of 3**

The list above is our minimum expectation of what we need to offer students. There is a list below of other resources that you may choose to use with your classes, especially those in examination classes. How you use these alternatives is up to you.

ROLES AND RESPONSIBILITIES

Leadership Group

- Oversee the Quality Assurance processes and ensure continuity across all classes
- Liaise and provide support and guidance to teams
- Provide whole school contact and systematic communication to parents and students
- Monitor the wellbeing of staff, provide support to individuals, and consider feedback from Deputy Heads

Deputy Head Teachers

- Work with, as appropriate, the Assistant Head Teachers and Heads of Faculty for Secondary and Heads of Department for Primary to oversee student welfare and engagement with remote learning, intervening, and escalating as appropriate if expectations are not being met.

- Check in regularly with staff members to ensure there are no issues either pastorally or academically with students.
- Monitor the wellbeing of staff within their remits, provide support to individuals and feedback to the Leadership Group.

Assistant Head Teachers

- Work with Heads of Year/Class teachers to oversee student engagement with remote learning, intervening, and escalating as appropriate if expectations are not being met.
- Check in regularly with staff members to ensure there are no issues either pastorally or academically with students.
- Monitor the wellbeing of staff within their departments, provide support to individuals and feedback to the Deputy Head - Pastoral in Secondary and either Deputy Head in Primary.

Heads of Faculty (Secondary Only)

- Monitor learning set for students so that they can oversee the consistency and quality of work being set
- Regularly check in with their Heads of Department to ensure consistency in their approaches and pick up on any areas of concern.
- Provide support to Heads of Department to ensure that work is provided as required and in line with expectations.
- Monitor the wellbeing of the Heads of Department, provide support to individuals and feedback to the Deputy Head - Academics.

Heads of Department

- Access all learning set for students so that they can oversee the consistency and quality of work being set and should ensure that it is updated as regularly as outlined in the expectations.
- Regularly check in with their teams to ensure consistency in their approaches and pick up on any areas of concern.
- Provide support to colleagues in their team to ensure that work is provided as required and in line with expectations.
- Monitor the wellbeing of staff within their departments, provide support to individuals and feedback to their Head of Faculty in Secondary and Deputy Head Teachers in Primary.

Head of Learning Support

- Connect with parents of students on the SEND register to check how they are coping with the home learning.
- Collaborate with teachers to make modifications to assignments/work set (personalise learning).

- Head of Learning Support will coordinate with Learning Support Assistants to send out daily words of encouragement, guidance, and social-emotional support to keep students motivated.
- Coordinate with Learning Support Assistants to schedule face to face conference calls to add an additional layer of support to complete assignments (make sure students aren't struggling)
- Monitor the wellbeing of staff within their departments, provide support to individuals and feedback to their Line Manager

Form Tutors/Class Teachers

- Contact your students as directed by your Head of Year to get feedback on their wellbeing, academic progress, and any other issues that they raise.
- Liaise with your HOY and/or Assistant Head Teachers to share any concerns about your students

ADDITIONAL DC APPROVED RESOURCES

- Google Suite
- Links to resources on Firefly
- GCSE Pod
- Century Tech AI
- Class Dojo
- Education City

RECORD OF REVISIONS TO POLICY

| Revision date | Description | Sections affected |
|---------------|---|---|
| January 2022 | <p>Add new sentence</p> <p>Amend sentence; students to keep video on during synchronous learning</p> <p>Added Google Classroom and Class Dojo</p> <p>Add Google suite and links to resources on Firefly</p> | <p>Point 7 under Safeguarding Advice</p> <p>Point 3 under General Expectations</p> <p>Primary</p> <p>Additional DC Approved Resources</p> |

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About Doha College

Vision

To enable personal growth, instil a passion for learning and create aspirational minds.

Mission

With the growth-mindset philosophy of High Performance Learning, we develop confidence, creativity and intellectual curiosity in a safe, caring and inclusive environment for our students to make a lasting contribution to global society.

Core Values

Excellence and diligence
Respect and Integrity
Commitment and Accountability
Perseverance and Honesty
Fun and Enjoyment
Challenge and reward

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