Distance Learning Plan Unexpected School Closure

2019 - 2020

This policy has been read and adopted by AAESS Board of Directors and Principal:

Signed:

Signed:

For and on behalf of AAESS Board of Directors

Mr Andrew Thomas, Principal

Date: February 2020

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THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD

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Distance Learning Plan for Unexpected School Closure

Al Ain English Speaking School is committed to ensuring the continuity of learning for students under exceptional circumstances that may require full or partial closure of the school campus.
In the situation where the school is directed to close for the safety of the community, alternative means for students to access instruction remotely will be initiated. It is our priority to provide students with high quality instruction to ensure the continuity of their educational programme to meet the learning expectations in an online environment.
Al Ain English Speaking School's distance learning platforms align with the same standards and expectations for learning as in our classroom environment. This document will outline the roles and responsibilities for students, teachers, parents and leaders to ensure the ongoing delivery and success of high-quality instruction and assessment.
The success of our Distance Learning endeavor is a partnership and is dependent on careful planning by our dedicated staff, appropriate student motivation and engagement, and strong parent support for this alternative mode of instruction.

AAESS Distance Learning Plan will:

• Provide students access to their educational program to ensure continuous learning during expected school closures of 2 or more days, until regular schooling resumes.
• Detail the expectations required of all members of the learning community for the successful continuation of learning.
• Divisional Plans that will provide developmentally appropriate and meaningful learning experiences.

Distance Learning Platforms

The following Online Platforms support both Distance Learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:
1. AAESS email, Google Classroom are the communication tools used to contact and communicate with AAESS families Nursery to Year 13.
2. Google Classroom is the online Distance Learning platform used in the Upper Primary and Secondary Schools.
3. Key Stage 1 students will be provided with a resource pack that will be available for collection from Security. Instructions will be included where parents will be encouraged to send photographic evidence of children's work to their class teacher.

In addition to the above resources, we encourage staff, students, and parents to contact helpdesk@aaess.sch.ae for any related questions and to expect a response within 24 hours (except weekends). This email account is managed by our Senior Executive Team.

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School Roles and Responsibilities

Leadership Team:

• Create and distribute AAESS's Distance Learning Plan, or DLP
• Establish clear channels of communications between faculty, staff, families and students in the event of this DLP being activated
• Support faculty and students/families shifting to a distance learning environment
• Help teachers implement DLP and ensure high-quality learning experience for all students

Teachers:

• Develop high-quality student learning experiences.
• Collaborate with other members of your team or department to design distance learning experiences for your students in accordance with divisional plans.
• Develop and deliver high-quality student learning experiences.
• Communicate frequently with your students and, as needed, with their parents
• Provide timely feedback to support your students' learning
• Register student attendance through learning activity submission by specified time and date.
• Reflect on the 10 Guidelines for AAESS's Teachers shared in the DLP and how you can implement them

Performance based subject teachers.

• 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.

• Design – 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.

• Communicate regularly with your students and provide timely feedback.

Counsellors:

• Serve as liaison for communication with students / families in crisis.
• Host office hours at set times for students to access counselling virtually.
• Students, parents and guardians encouraged to schedule these meetings via email.
• Equip and empower parents with practical ways to address the issue. "Talking to your kids about the Coronavirus" document.

Online Tech Support Team:

• Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary manuals to excel in a distance learning environment.
• Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed.
• Be available in person or remotely to provide on-demand tech support help.
• Audit usage to identify students or parents who may be unavailable or out of reach.

Students - Roles and Responsibilities

• Establish daily routines for engaging in the learning experiences (e.g. 8:00am start)
• 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 AAESS peers in their learning.
• Comply with AAESS Acceptable Use Policy, including expectations for online etiquette.
• Proactively seek out and communicate with other adults at AAESS as different needs arise (see below).

For Queries About	Contact
A subject, assignment, or resource	Your classroom or subject teacher
A technology-related problem or issue	Online tech support helpdesk@aaess.sch.ae
A personal, academic or social emotional concern	Your assigned counsellor

Parents - Roles and Responsibilities

Provide support for your children by adhering to the 10 Guidelines for AAESS's Parents as well as you can:
• Establish routines and expectations
• Define the physical space for your child's study
• Monitor communications from your children's teachers
• Begin and end each day with a check-in
• Take an active role in helping your children process their learning
• Establish times for quiet work and reflection
• Encourage physical activity and/or exercise
• Remain mindful of your child's stress or worry
• Monitor how much time your child is spending online
• Keep your children social, but set rules around their social media interactions

For Queries About	Contact
A subject, assignment, or resource	The classroom or subject teacher
A technology-related problem or issue	Online tech support helpdesk@aaess.sch.ae
A personal, academic or social emotional concern	Your assigned counsellor

General Guidelines for Distance Learning (Faculty)

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, ManageBac, SeeSaw, document, ...).
• Active monitoring of your 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:
• If you embed videos, keep the size of the files small and avoid HD quality.
• Consider the size of the files to be downloaded by students; students' WIFI access may have limited bandwidth.

Files:
1. Try to post only PDF or Office 365 documents as they are universal and are often easier to convert.
2. Avoid email submissions. Consider requiring all submissions to take place through Managebac or as a shared document.