



# **Al Ain English Speaking School Online Learning Framework**

## Purpose of This Document

This framework outlines how **Al Ain English Speaking School** will deliver high-quality learning during extended periods when students are unable to attend school in person.

It clarifies expectations for students, families, and staff regarding how learning will be structured, how teaching will take place, how progress will be monitored, and how well-being will be supported.

- 📄 The framework should be read alongside the **Al Ain English Speaking School Online and Remote Learning Policy**.

## Our Online Educational Philosophy

Remote learning cannot replicate the classroom experience. Instead, it focuses on maintaining continuity of learning, relationships, and routines while adapting to learning from home.

### Learning Quality

Learning quality remains central

### Relationships

Relationships between teachers and students remain strong

### Independence

Independence develops progressively with age

### Well-being

Well-being and balance are prioritised

# Our Whole School Learning Model

AAESS adopts a **blended learning model** combining asynchronous learning, live teaching, and independent study.

This approach is supported by international research, including research from the **Education Endowment Foundation (EEF)**, the **OECD**, and the **Harvard Graduate School of Education**.

Phase	Learning Model
Early Years	Predominantly asynchronous and play-based learning
Primary	Structured learning tasks with regular live check-ins
Key Stage 3	Predominantly live instruction with independent study
GCSE	Predominantly live instruction with independent study
Sixth Form	Predominantly live instruction with independent study

# What Does This Mean for My Child?

## Our Core Approaches

- Learning will follow the normal school timetable, where possible, to maintain routine.
- Teachers will provide weekly learning overviews outlining key learning and expectations.
- Children will engage with live lessons, recorded teacher inputs, and independent learning tasks.
- Offline tasks and movement breaks will be built into learning to support wellbeing.

## Types of Learning Approaches

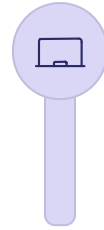
Online learning at Al Ain English Speaking School (AAESS) combines several complementary approaches to ensure learning remains structured, engaging and flexible. These approaches allow teachers to adapt lessons depending on subject, age of students and the needs of the learning activity.

Type	Explanation
<b>Live Learning</b>	A live lesson delivered by a teacher where children interact in real time. This may involve explanation, questioning, discussion and feedback. Live teaching is used most frequently in older year groups and examination classes.
<b>Independent Learning</b>	Teacher-directed tasks that children complete independently outside of live teaching sessions. These may include written work, reading, practice questions, or project work aligned to the curriculum.
<b>Flipped Learning</b>	Children review materials such as short videos, readings or explanations before a live lesson so that lesson time can focus on discussion, application and deeper learning.
<b>Tutorial / Mentoring</b>	Small group or one-to-one sessions focused on academic support, feedback, wellbeing and monitoring progress.
<b>Learning Library</b>	Recorded explanations, resources and lesson materials stored on the learning platform which students can revisit if needed.

# A Typical Online Lesson

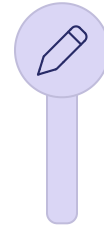
Online lessons are designed to reflect the structure of effective classroom teaching. Rather than continuous screen time, lessons include a balance of explanation, independent thinking and teacher interaction.

- ❏ Not every moment of a lesson requires students to remain continuously focused on the screen. Teachers will regularly build in time for thinking, writing and practical activities. This approach helps students remain engaged while also reducing unnecessary screen fatigue.



## Explain

The teacher introduces the learning objective and models the task through explanation or demonstration.



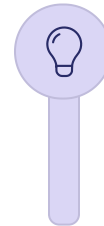
## Try

Students begin working independently or in small groups on a learning activity.



## Support

The teacher checks understanding, provides feedback and supports students who require additional help.



## Reflect

The class reviews key learning, shares ideas and prepares for the next stage of learning.

# So Your Child Can Expect...

## Early Years

Learning will include:

- Short live check-ins with teachers
- Practical activities and independent tasks
- Reading, creative work and offline learning
- This ensures that children are not expected to spend long periods on screens.

## Primary (KS1 & KS2)

Learners will experience a blend of live lessons and independent tasks. Teachers will guide learning through:

- Live Mathematics, English and Arabic teaching
- Recorded explanations
- Structured tasks and projects

## Secondary (Years 7 to 10)

Learners will follow a structured timetable similar to a normal school day, including:

- Live lessons with teachers
- Independent work during lessons
- Subject guidance and feedback

## Examination Cohorts (Years 11 to 13)

Students preparing for GCSE, A-Level examinations will have:

- A live timetable
- Direct subject instruction
- Exam preparation and revision guidance

# Learners with Additional Support & Safeguarding

## Learners with Additional Support

Children who normally receive learning support will continue to receive assistance through:

- Learning support assistants joining lessons
- Small group support sessions in breakout rooms
- Individual check-ins where required

## Safeguarding and Approaches to Online Learning

The following is expected of our children when they are online:

- Children should attend lessons appropriately dressed and participate from a suitable workspace where possible.
- Cameras should be on where possible to support engagement.
- Some lessons may be recorded for instructional purposes.
- Where there are One-to-One support sessions being run, we will require an adult to be present at home with the child.
- One-to-one support sessions are not recorded.

# Supporting Your Child at Home

As parents, you play an important role in helping your child(ren) maintain structure and focus during periods of online learning. While teachers frame the learning, as well as providing explanation and feedback, a supportive home environment helps your child(ren) remain organised, motivated and confident in their learning.

## Families can support learning by:



### Establish Routine

Establishing a consistent daily routine that mirrors the structure of the school day where possible.



### Create a Learning Space

Creating a quiet, organised learning space where your child(ren) can participate in lessons and complete independent work.



### Encourage Breaks

Supporting them to take regular breaks away from screens, including movement and time outdoors where possible.



### Healthy Balance

Encouraging a healthy balance between online learning and offline activities, such as reading, creative work and physical activity.



### Organise Tasks

Helping them to organise their tasks while encouraging increasing independence.



### Prepare for Lessons

Encouraging them to prepare for lessons on time with the materials they need.

- ❑ Parents are not expected to replace the role of the teacher. Your support in helping your child(ren) establish routines and maintain positive learning habits will help ensure that learning continues smoothly. If you would like any support, advice or guidance about how best to support their child's learning at home, please do not hesitate to connect with the relevant key contact at the end of the document for support.

# Continuity of Learning During External Disruptions

While the UAE remains a safe and stable environment, regional circumstances may occasionally lead to brief interruptions or external noise audible during live online lessons.

In the unlikely event that this occurs during a live lesson, teachers may take one of the following steps to ensure children remain calm and focused.



**Temporarily pause or close the live session**



**Direct students to continue with an independent or asynchronous learning task already provided**



**Resume the lesson once it is appropriate to do so**

- This approach allows teachers to manage situations calmly and minimise unnecessary concern for students.
- Children will always be provided with clear learning instructions so that progress can continue even if a live session is interrupted.
- The school will communicate with families where necessary and will continue to follow guidance from the relevant authorities.

# How It Will Work: Monitoring Progress & Attendance


## Monitoring Progress

- Teachers monitor progress through submitted work, quizzes and assessments, participation in lessons, and small group or individual discussions.
- Completion of learning tasks contributes to engagement and attendance records.

## Attendance & Engagement Expectations

Students are expected to:

- Join live lessons punctually and prepared to learn.
- Participate respectfully and listen carefully to teachers and classmates.
- Use microphones and chat functions appropriately and when invited by the teacher.
- Keep cameras on where possible to support engagement and communication.
- Work independently during thinking or task time set by the teacher.
- Communicate with teachers if they need clarification or additional support.
- Submit learning tasks by the agreed deadlines.
- Follow the school's digital safety and online behaviour expectations at all times.

 Online lessons remain part of the normal school programme, and the same expectations for conduct apply as they would in the classroom.

# Engagement & Monitoring Process

If students disengage from learning, the following staged response will be followed:

1

## Stage One — Missed Work Identified

Teacher contacts student and parent with reminder and new deadline.

2

## Stage Two — Continued Missed Work

Continued missed work or lack of response following Stage One.  
Concern logged and Head of Department informed.

3

## Stage Three — Repeated Disengagement

Repeated missed work across subjects or continued disengagement.  
Year Leader / Pastoral Leader contacts family to provide support.

4

## Stage Four — Ongoing Disengagement

Ongoing disengagement despite earlier intervention. Senior Leadership Team review and further intervention if required.

# Wellbeing and Student Support

Supporting students' wellbeing remains a central priority during periods of remote learning. Learning from home can sometimes feel unfamiliar, and maintaining strong relationships with teachers and peers is essential for student confidence and engagement.

## Our wellbeing approach includes:

Regular tutor or class teacher check-ins to maintain connection and support daily organisation.

Opportunities for small group mentoring or individual guidance where students may require additional support.

Access to the school's pastoral and counselling services should students feel anxious or require further assistance.

Ongoing communication between teachers and families to ensure concerns are identified early.

Encouraging students to maintain healthy routines, movement breaks and social interaction with peers where possible.

- ❏ If a student or family feels that additional support is needed, they are encouraged to contact their class teacher, tutor or pastoral leader so that the school can provide appropriate guidance and support.

## Staff Workload & Well-being

AAESS recognises that extended periods of online learning place additional demands on staff.

The structured approach across the school aims to ensure planning expectations and delivery remain manageable while maintaining high learning standards.

# Platforms & Systems and Key Contacts

## Platforms & Systems

Purpose	Platform
Live Lessons & Check-ins	Microsoft Teams
Learning Tasks	Seesaw (Early Years) / Teams (Primary Y2–6 & Secondary)
Practice Learning	Subject platforms (e.g. MyiMaths)
Recorded Lessons or Resources	Teams or SeeSaw Learning Library
Assessment	Microsoft Teams
Communication	Email

## Key Contacts

Phase	Key Contact	Email
Early Years	Mrs Denise Grant	<a href="mailto:dgrant@aaess.sch.ae">dgrant@aaess.sch.ae</a>
Key Stage 1	Mrs Michelle Taylor	<a href="mailto:mtaylor@aaess.sch.ae">mtaylor@aaess.sch.ae</a>
Key Stage 2 (Y3 & 4)	Mr Gary Jenks	<a href="mailto:gjenks@aaess.sch.ae">gjenks@aaess.sch.ae</a>
Key Stage 2 (Y5 & 6)	Ms Sarah Carter	<a href="mailto:scarter@aaess.sch.ae">scarter@aaess.sch.ae</a>
Key Stage 3 (Y7 & Y8)	Mr Harry Jones	<a href="mailto:hjones@aaess.sch.ae">hjones@aaess.sch.ae</a>
Key Stage 4 (Y9, Y10 & Y11)	Miss Heather McHale	<a href="mailto:hmchale@aaess.sch.ae">hmchale@aaess.sch.ae</a>
Sixth Form (Y12 & Y13)	Miss Charis McDonald & Miss Hannah Porter	<a href="mailto:cmcdonald@aaess.sch.ae">cmcdonald@aaess.sch.ae</a> / <a href="mailto:hporter@aaess.sch.ae">hporter@aaess.sch.ae</a>