

مدرسة كامبردج انترناشيونال  
Cambridge International School, Dubai



## Distance Learning Plan Unexpected School Closure Policy and Procedures

NAME OF POLICY	Distance Learning Plan_Unexpected School Closure Policy
APPROVED BY	Principal
DATE APPROVED	March 2020
DATE OF REVIEW	Next projected review September 2022
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## **Remote Learning Plan (RLP) for Unexpected School Closure**

Cambridge International School (CIS) 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.

CIS's approach to distance learning begins with the assertion that the learning experiences teachers design when school is in regular session cannot be simply replicated through distance 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.

Accordingly, this RLP provides guidelines and insights about how CIS's faculty can leverage digital and experiential learning in ways that bring curriculum to life. CIS'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 CIS RLP experience aligns with the CIS student experience encompassing academics, community, individual responsibility, healthy lifestyles, creativity and innovation. Our students will be empowered to achieve clearly defined learning goals; have opportunities to collaborate online to solve authentic problems; take intellectual risks and persevere through challenges; be supported with modeling, differentiation, individual feedback, and opportunities for reflection and revision.

The aim is for our learners to continue to be inspired, passionate, and intrinsically motivated to reach their learning goals. The success of our Remote Learning endeavor is a partnership and is dependent on careful planning by our dedicated faculty, appropriate student motivation and engagement, and strong parent support for this alternative mode of instruction. Our dedicated teachers will commit to careful planning, maintaining an online presence, and providing regular feedback. Our students will need to bring motivation, presence and engagement to each session and subsequent online work. Lastly, our families will need to support this alternative mode of teaching in the home environment. The result of such learning experiences will continue to support students' academic progress and parents will need to be mindful to attend to student social and emotional well-being as well.

While this is a challenging time of uncertainty and change, these circumstances also provide an opportunity to explore innovative learning opportunities for our students. Through High Performance Learning our teachers and students are equipped with mindsets that allow them to be flexible in their learning. Our infrastructure and staffing is prepared to support our learners. Our students are exceptionally committed and will rise to any occasion set before them. CIS is prepared for this challenge and will work tirelessly to ensure that there is continuity and support for our community.

### **CIS Remote 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.

## School - Roles and Responsibilities

### Leadership Expectations

First and foremost, the CIS leaders set the tone and model what is expected for every member of our learning community. Proactive daily support, online presence and feedback are essential.

<b>Leadership Team</b>	<ul style="list-style-type: none"><li>• Create and distribute CIS's Remote Learning Plan, or RLP.</li><li>• Establish clear channels of communications between faculty, staff, families, and students in the event of this RLP being activated.</li><li>• Support faculty and students/families shifting to a distance learning environment.</li><li>• Help teachers implement RLP and ensure high-quality learning experience for all students.</li><li>• Develop, monitor and adjust plans for remote learning.</li><li>• Communicate with staff and parents on a daily basis.</li><li>• Support all staff and parents during the RLP.</li><li>• Ensure effective implementation of RLP and accountability to student learning.</li><li>• Monitor staff and student attendance through the careful monitoring of engagement and act upon regular absences to ensure staff and students are engaged in the remote learning expectations.</li><li>• Support with any technical issues that may arise with the online platforms being used through our IT Support Team.</li><li>• Respond to emails in compliance with our norms of no more than 24 hours.</li><li>• Disseminate a weekly student and parent survey and analyse results to make the necessary changes to the programme.</li><li>• Continue to hold regularly scheduled meetings virtually i.e. year level, department, and full phase meetings.</li><li>• Attend virtual Senior Leadership Meetings, Phase SLT meetings, and other regularly scheduled meetings.</li></ul>
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## Teacher Expectations

As a CIS full-time teacher, you are expected to maintain our high expectations for professionalism and conduct. As a result, we have outlined the school-wide expectations for teachers below. There may also be phase specific guidelines below.

<p><b>School-wide Teacher Expectations</b></p>	<ul style="list-style-type: none"> <li>• Develop high-quality student learning experiences.</li> <li>• Collaborate with other members of your team or department to design distance learning experiences for your students in accordance with divisional plans.</li> <li>• Develop and deliver high-quality student learning experiences.</li> <li>• Communicate frequently with your students and, as needed, with their parents</li> <li>• Provide timely feedback to support your students' learning</li> <li>• Be available to students, colleagues, and parents during normal working hours. (i.e. 7:45 am – 2:30 pm).</li> <li>• Document parent outreach in the <b>PULSE</b> system regularly.</li> <li>• Deliver lessons per divisional expectations.</li> <li>• Follow your current daily class schedule.</li> <li>• Communicate Learning Objectives and describe Learning Activities for the week.</li> <li>• Provide Assessments/Feedback/Interactions as per phase agreement to support students' learning.</li> <li>• Track students' daily achievement and progress.</li> <li>• Connect with your students on a daily basis (if VOIP is not enabled) via digital platforms.</li> <li>• Assign meaningful work that is personalised to students' needs.</li> <li>• Register student attendance through learning activity submission by specified time and date.</li> <li>• Reflect on the 10 Guidelines for CIS's Teachers shared in the RLP and how you can implement them</li> <li>• Provide guidance and support for students to aid in monitoring and supporting student wellbeing</li> </ul>
<p><b>SEND Teachers Learning Support Teachers Teaching Assistants</b></p>	<ul style="list-style-type: none"> <li>• Offer to scaffold or modify assignments, as necessary, for students on your caseload to support subject or classroom teachers.</li> <li>• Maintain 1:1 communication with your assigned students.</li> <li>• Communicate regularly with the subject or class teachers who teach the students you support.</li> <li>• Ensure that you are added as a collaborator on each phase learning</li> </ul>

	<p>platform.</p> <ul style="list-style-type: none"> <li>• Offer to scaffold or modify assignments, as per IEP recommendations, for students you support to help subject or class teachers.</li> <li>• Help subject or class teachers differentiate lessons and activities for students.</li> <li>• Communicate regularly with students on you support and/or their parents to ensure they have success with distance learning.</li> <li>• Provide supplementary learning activities for students you support who may benefit from additional practice to close academic and curricular gaps.</li> </ul>
<b>Specialist Teachers</b>	
<b><i>Physical Education</i></b>	<ul style="list-style-type: none"> <li>• Physical Education – Develop a bank of exercises, physical activities, and competitions for students and share these with classroom teachers and families.</li> </ul>
<b><i>Art</i></b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b><i>Music</i></b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b><i>ICT</i></b>	<ul style="list-style-type: none"> <li>• Communicate regularly with your students and provide timely feedback</li> <li>• Consider what technologies students have access to at home.</li> <li>• Develop activities that enable them to demonstrate their understanding.</li> <li>• Collaborate with classroom teachers on how to integrate content into classroom projects and experiences.</li> </ul>
<b><i>Librarian</i></b>	<ul style="list-style-type: none"> <li>• Collaborate with colleagues to find resources for high-quality distance learning experiences and research.</li> <li>• Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences.</li> <li>• Maintain and update online library site for obtaining resources.</li> <li>• Be available for teachers and students as needed for support.</li> </ul>
<b><i>Modern Foreign Languages</i></b>	<ul style="list-style-type: none"> <li>• Consider how you will demonstrate and assess speaking and listening activities.</li> </ul>
<b><i>Arabic</i></b>	<ul style="list-style-type: none"> <li>• Collaborate with colleagues in designing RLP experiences in accordance with school wide and year group plans.</li> <li>• Develop high-quality learning experiences.</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicate with and provide timely feedback to students and parents.</li> <li>• Communicate the weekly learning and homework as per phase agreements.</li> </ul>
<b><i>Islamic Education</i></b>	<ul style="list-style-type: none"> <li>• Collaborate with colleagues in designing RLP experiences in accordance with school wide and phase plans.</li> <li>• Develop high-quality learning experiences.</li> <li>• Communicate with and provide timely feedback to students and parents.</li> <li>• Communicate the weekly learning and homework as per phase agreements.</li> </ul>
<b><i>Counsellor</i></b>	<ul style="list-style-type: none"> <li>• Serve as liaison for communication with students/families in crisis</li> <li>• Maintain bank of social-emotional lessons.</li> <li>• Create developmentally appropriate videos regarding self-regulation, anxiety and/or wellness strategies that students can practice during this time of Remote Learning.</li> <li>• Create counselling lessons that students could complete “at home” based on the current curriculum.</li> <li>• Tailor recommendations to the specific crises: Does the time of year affect the planning; Do the events of the crisis require any special handling; and What are talking points for teachers or advisors?</li> <li>• Students, parents, and guardians encouraged to schedule these meetings as needed.</li> </ul>
<b><i>Tech Support Team</i></b>	<ul style="list-style-type: none"> <li>• Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary manuals to excel in a distance learning environment</li> <li>• Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed</li> <li>• Be available in person or remotely to provide on-demand tech support help</li> <li>• Audit usage to identify students or parents who may be unavailable or out of reach</li> <li>• Collaborate with your team to continuously develop and update your RLP to be highly engaging and effective.</li> <li>• Provide teachers with useful links, e.g. “How to Videos”, apps and/or alternate strategies.</li> </ul>

## Student Expectations

### Primary Phase (FS to Year 6) Priorities & Considerations

1. After receiving initial notice from the Principal about school closure and timelines, families will receive an email with division-specific information.
2. The primary tools for communication between teachers and families will be MyLearning, email and SMS.
3. Learning for FS students will remain holistically focused on broad language, cognitive, physical and social-emotional development.
4. Learning activities and experiences will emphasize interaction and creativity.
5. Students will have both off and on-screen learning activities designed to engage learners in experiences that connect to the current curriculum.
6. Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in Years FS to Year 2 will need higher levels of support than students in Years 3 to 6.

### STUDENT 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*
- *Comply with CIS Acceptable Use Policy, including expectations for online etiquette*

<i>For queries about...</i>	<i>Contact...</i>
<i>Classroom learning or resources</i>	<i>Your classroom teacher</i>
<i>A technology-related problem or issue</i>	<i>CIS's IT support system for students</i>
<i>Personal or social-emotional concern</i>	<i>School Counsellor</i> <ul style="list-style-type: none"> <li>• <i>Suzie Hachez</i></li> </ul>
<i>Other issues related to learning beyond the classroom walls</i>	<i>Senior Leadership Team</i> <ul style="list-style-type: none"> <li>• <i>EYFS - Lindsey Ann Yarwood</i></li> <li>• <i>Primary - Gillian Holt</i></li> </ul>

## Student Expectations

### Secondary Phase (Years 7 to 13) Priorities & Considerations

1. After receiving initial notice from the Principal about school closure and timelines, families will receive an email with phase specific information.
2. The primary tools for communication between teachers and families will be MyLearning, email and SMS.
3. Teachers will link materials in MyLearning for each lesson.
4. Remote learning for our secondary learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities designed to engage the high school learner.
5. Learning experiences are designed to be completed independently or in collaboration with other students.
6. Resources vary by class and lesson, but will include links to videos, graphic organisers, scanned material to read and engage with, independent research material via our databases, reading materials including ebooks and audiobooks via the internet.

### STUDENT ROLES AND RESPONSIBILITIES

- *Students are expected to complete all learning experiences posted and adhere to the deadlines set by their teachers.*
- *Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.*
- *Counsellors, form tutors and subject teachers are always available to support students with academic, social, or emotional needs.*
- *Communicate proactively with your teachers if you cannot meet deadlines or require additional support.*
- *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 (MyLearning, email, etc.)*
- *Complete assignments with integrity and academic honesty, doing your best work*
- *Comply with CIS Acceptable Use Policy, including expectations for online etiquette*

<b>For queries about...</b>	<b>Contact...</b>
<i>A course, assignment, or resource</i>	<i>The relevant teacher</i>
<i>A technology-related problem or issue</i>	<i>CIS's IT support system for students</i>
<i>A personal, academic or social-emotional concern.</i>	<i>School Counsellor</i> <ul style="list-style-type: none"> <li>• <i>Suzie Hachez</i></li> </ul>
<i>Other issues related to learning beyond the classroom walls</i>	<i>Senior Leadership Team</i> <ul style="list-style-type: none"> <li>• <i>Sandhya Menon</i></li> <li>• <i>Alex Gonsalvaz</i></li> <li>• <i>Lourdina Franco</i></li> </ul>

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**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
- 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 could be 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 Remote 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:**

- Try to post only PDF or Office 365 documents as they are universal and are often easier to convert.  
Avoid email submissions. Consider requiring all submissions to take place through *My Learning* or as a shared document.

**Accommodating Inclusion & Online Learning**

In many ways online learning is tailor-made for students with special needs. Students who find the classroom environment challenging, learn at a different pace, or need a high degree of differentiated content may find it easier than traditional learning. However, there are a few important things that need to be taken into consideration. For example, students with attention difficulties or low motivation may struggle to complete tasks on their own with little or no supervision. Regular communication with parents and students is essential to helping students stay on task. What are some of the things we can do to improve online learning for our special population? (Some tips/ideas from [Laura Lynch at Learndash.com](#), and [ChristopherP appas from elearning ndustry.com](#) and Joseph Gorski.)

**Use alt tags on images and headers in your copy.**

Screen readers and tab navigation are designed to work with HTML markup in certain ways. When you upload an image, include an alt description that accurately describes what is in the image, so that screen readers know what it represents. Include headers in your copy so that those using tab navigation can easily skim through content.

**Enable options for special keyboards and tab navigation.**

Learners with motor control difficulties rely on special navigational tools, such as alternative keyboards, to move through your site. Make sure your course supports these navigation tools.

**Avoid crowding with large, readable text and lots of white space.**

Tight, small text is a bad design to begin with. Now imagine your learners have poor eyesight, suffer from Cerebral Palsy or Parkinson's, or have broken their arm and need to navigate with their bad hand. Not only is cramped text harder to read, buttons and links that don't have enough click padding around them are hard to click. Give your designs room to breathe.

**Use contrast and descriptive labels with your infographics.**

Colorblindness affects approximately 8% of men and 0.5% of women. The most common form, red-green, makes it difficult for learners to distinguish between some hues. If you have graphics or design elements that rely on color, choose colors that have light/dark contrast, use patterns effectively, and label all elements. If in doubt, put your graphic through a black and white filter to see if it still makes sense. If it doesn't, it may be unreadable by some learners.

**MyLearning!**

I'm sure most CIS teachers are familiar with MyLearning. Tracking a student's progress LIVE in MyLearning offers a great way to interact and provide immediate feedback for students with special needs, especially if they tend to get distracted. In the past, some teachers have also paired students (peer-learning) with the task of commenting, and replying to a comment in docs chat every 2-5 minutes. Don't fight technology, let it work FOR you.

Other Resources for making online courses more accessible: Washingtone.edu - [Distance Learning Accommodations](#) Learnfastq.com - [Make Online Learning Accessible](#)

## 10 Distance Learning Guidelines for CIS Teachers

The transition to distance learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback; how to design lessons and assignments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with others. The ten guidelines provided below are intended to help teachers across all divisions reflect on challenges they'll confront in shifting to distance learning. At the core of CIS's approach to distance learning is the belief we should think differently about our priorities when responding to challenging circumstances, and we should embrace new opportunities for students to learn in authentic, meaningful ways.

As teachers reflect on how to best design or redesign their units, lessons, or courses, we encourage them to consider the following questions:

- How can I leverage digital platforms to provide learning experiences rich in engagement, social interaction, and feedback ?
- How can I help my students manage the worry, fear, or isolation they may be experiencing as a result of this emergency or crisis?
- What are the most important understandings and skills I can help my students develop at this time? and How can I help my students construct their own understandings?
- What are the authentic learning opportunities that have resulted from this emergency or crisis? and Where might my students' curiosity and motivation open other new possibilities?
- How can I design learning experiences that address the needs of different types of learners who need different kinds of support and guidance?
- How will I assess student learning in meaningful ways?

When planning your learning you may consider the following lesson structure.

<b>Prepare the learner</b>	What is your hook? How have you linked this lesson back to prior learning?
<b>New learning</b>	What is the focus of this lesson? How will you provide explicit instruction?
<b>Practice</b>	How will students engage with or process the new learning?
<b>Evaluation</b>	How will you determine what progress has been made?

### 1. Culture of Kindness

CIS's Commitment is to Care and Support. In the event of school closure that leads to implementation of this Remote Learning Plan (RLP), your students may be stressed or worried. Before diving into curriculum, take the time to assess your students' mental, physical, and emotional wellbeing. How are they doing? How are their families? Continue regular check-ins with your students as long as this RLP is in place.

### 2. Evaluate your students' conditions for distance learning

While most students will have reliable online access at home and the necessary devices to shift to distance learning, others will not. Teachers should remember that each family's circumstances will vary and they should avoid assumptions about limitations or restrictions students are facing. Ask your students and/or their parents to confirm their location (possibly not the UAE) and time zone; whether their online access is reliable; and what devices the student has at their disposal. Open a dialogue with families and avoid assumptions that all students' circumstances are the same.

### 3. Stick with the familiar

Especially in the first weeks after moving to this RLP, teachers should continue using existing communication channels and learning management systems. In other words, stick with what's familiar to your students. Teachers should remember that while many students will thrive with distance learning, others will struggle. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences. In the beginning, stick with the familiar.

#### **4. Less is more**

One challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers need to take a less-is-more perspective, including the pacing of lessons and assignments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

#### **5. Seize the moment**

Embrace new opportunities and possibilities for your students. Years or decades from now, how will your students remember the circumstances that resulted in school closure? While distance learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from school closure either. Teachers might require students to keep a daily journal or diary for the duration of the school closure. Moreover, the school closure might also provide other real-life opportunities to study scientific phenomena associated with the situation, how the media is reporting, how governments are responding, and many other opportunities to seize the moment and design new learning transdisciplinary experiences for our students.

#### **6. Provide space for personalised learning**

Remote learning can provide opportunities for students to personalise what, how, and when they learn. Students can move more flexibly and freely through content when teachers create nonlinear curricula. Distance learning can also provide students with the opportunity to learn at different paces. School closure could also create opportunities for more authentic learning, particularly if students are spread around the world. What museums, galleries, concerts, or memorials might they experience where they're located? How might they share these alternative experiences with their classmates? How might students be empowered to create their own learning pathways and experiences?

#### **7. Designers of experience**

Facilitators of learning in shifting to remote learning, it is especially important for teachers to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of knowledge). Remote learning places a premium on a teacher's ability to think more deeply about how to introduce content, design experiences, and coach students with thoughtful, specific feedback. Teachers need to establish conditions where students have a clear sense of purpose, opportunities to express themselves, and experiences that allow them to work toward mastery. This will help students stay motivated and engaged in learning, even when they are not physically at school.

#### **8. Design asynchronous learning experiences**

When school is closed and students are spread across many time zones, teachers can still connect them asynchronously. For example, teachers can use familiar discussion forums or tools like Flipgrid and Padlet to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

#### **9. Design synchronous learning experiences**

When it comes to student engagement and learning, relationships matter as much online as they do in person. If CIS was closed, students might be able to gather for synchronous learning times via video chat using Google Meet and other apps. Collaboration remains important and there are many ways teachers can foster it through synchronous learning.

#### **10. Think differently about assessment**

Assessment is one of the most challenging adjustments for teachers new to distance learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to think differently about the end goal to performance instead of forcing a traditional assessment method that doesn't fit distance learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the teacher's part when traditional methods do not work.

## 10 Distance Learning Guidelines for CIS Parents

With the transition to remote learning, parents, in partnership with teachers will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with remote learning, while others may find it challenging as this is a new way to access the curriculum. The guidelines provided below are intended to help parents think about what they can do to help their children find success in a remote learning environment.

### 1. Establish routines and expectations

Parents need to establish routines and expectations, and CIS encourages parents to set regular hours for their children's school work. We recommend keeping normal bedtime routines for younger children and expect the same from your primary and secondary aged students, too. Your children should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their days.

### 2. Define the physical space for your child's study

Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time. We encourage families to establish a space/location where their children will learn most of the time. This could be a family space, and not necessarily in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where parents/guardians are present and monitoring their children's learning.

### 3. Monitor communications from your children's teacher(s)

Teachers will communicate with parents and students through email, or other educational platforms when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. CIS wants parents to contact their children's teachers. However, we ask parents to remember that teachers will be communicating with dozens of other families, if not 100+, and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain the Learning Platforms/Systems (e.g. MyLearning etc.) that teachers are using.

### 4. Begin and end each day with a check-in

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what is your child learning today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents, but they should nevertheless. Parents should establish these check-ins as regular parts of each day. Not all students thrive in a distance learning environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.

### 5. Take an active role in helping your children process and own their learning

In the course of a regular school day at CIS, your son or daughter engages with other students or adults dozens if not hundreds of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning, whenever possible. However, it's important that your child owns their work; don't complete assignments for them, even when they find it challenging.

## **6. Establish times for quiet reflection**

A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are of different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones to block out distractions.

## **7. Encourage physical activity and/or exercise**

Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. CIS's physical education teachers will recommend activities or exercises, but it is important for parents to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!

## **8. Remain mindful of your child's stress or worry**

It is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. As usual, feel free to reach out to your Head of Year or Head of School for strategies that support your child as needed.

## **9. Monitor how much time your child is spending online**

CIS is mindful of how much screen time students may be exposed to, and we believe in a program that balances online and hands-on learning experiences. Therefore, we will endeavour to plan a balanced program. We thank you in advance for your support and partnership.

## **10. Keep your children social, but set rules around their social media interactions**

The initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during an extended school closure. Older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, or Facebook are not official school-sanctioned channels of communication. CIS asks parents to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others.

## Early Years & Primary Instructional Information

### Distance Learning

#### Role of Parents

As EY and Primary School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Distance Learning tasks and to access on-line resources. The designed learning tasks and activities will provide direction and support to families with the understanding that task completion depends on each individual families' circumstances.

#### We ask parents for the following support:

- To check My Learning/Fusion on a daily basis, in order to access daily lesson activities and resources. Teachers will also be sending occasional emails to keep you updated
- Increase your familiarity with My Learning/Fusion as our primary instructional tool: these are our primary platforms for home learning during the campus closure
- Read home learning tasks and activities posted on My Learning/Fusion with your child
- Designate a place in your home or where you are temporarily located so your child can work independently on his/her assigned tasks and complete independent reading each day
- Email your child's classroom teacher if you or your child has questions and/or if your child needs extra help and support. The large majority of our faculty will be present on-line to help and support within 24 hours
- We encourage families to support students by talking to them about the tasks/activities, but also wish to promote independent learning wherever possible. Work in student's notebooks should be their own

#### What parents can expect:

- All lesson presentations and resources will be uploaded to MyLearning/Fusion the afternoon before the next day's lessons. This is so that Parents also have the opportunity to download/preview and understand the learning that will be taking place
- All lesson presentations from FS-Year 6 will include voice recordings from your child's teachers. This is to support your child in their learning, as they can access these resources at any time, to suit varying schedules
- Your child's subject teachers will email Parents with all important updates and/or changes over the Distance Learning period
- Teachers will be uploading everything that your child needs in order to be a successful learner in their lesson. We simply encourage all children to try their best under these difficult circumstances.
- If you find that your child is struggling to understand a task that has been sent, please do not hesitate to contact your child's subject teacher who will be more than happy to help

#### FS1 & FS2:

The Distance Learning Plan in the Foundation Stage will include home learning activities, engagements and invitations that support and challenge each child in their learning with the support of the adults in their home environment.

**Learning Experience:** Every afternoon, Class Teachers will upload daily tasks to MyLearning/Fusion for the next day's learning. FS students and their families will participate in Language, Maths and Phonics activities and weekly activities in Art, Music, PE, Understanding the World, Stories & Literature and links to Arabic and French songs, games and activities. If another online platform is required, teachers will share specific instructions for parents to access the platform

**Learning Timeframe:** Students are encouraged to engage in Distance Learning as indicated on their class timetable. The time has been broken up into blocks that allow flexibility to build into your family routine. It is important for someone to observe your child as he/she engages in the task and to use this observation to help guide your support. We also encourage you to explore familiar experiences and activities such as storytelling, mark making, games and other types of play to extend and enhance learning.

#### **Year 1 – Year 4:**

The Distance Learning plan in Year 1 to Year 4 will include home learning activities, engagements and invitations that support and challenge each child in their learning with a degree of independence along with the support of adults in their home environment.

**Learning Experience:** Every afternoon, Class Teachers will upload daily tasks to My Learning/Fusion for the next day's learning. Year 1 to Year 4 students will participate in all subjects, as normal, based on their individual class timetables. If another online platform is required, teachers will share specific instructions for parents to access the platform. Each PowerPoint presentation uploaded to your child's class folder will have unique voice recordings from their teacher to talk them through the lesson. This will ensure deeper understanding and personalised learning.

**Learning Timeframe:** The described learning is designed to take approximately 55 minutes per lesson. Please note that some students may complete their work faster, while others may take longer. It is important to observe your child as s/he engages in the tasks and to use this observation to help guide your support. We also and always encourage you to explore familiar experiences and activities like that of reading for pleasure and play to extend and enhance your child's learning.

#### **Year 5 - Year 6:**

The Distance Learning plan in Year 5 & Year 6 will include home learning activities, engagements and invitations that support and challenge each child in their learning with a degree of independence along with the support of adults in their home environment.

**Learning Experience:** Every afternoon, Class Teachers will upload daily tasks to My Learning/Fusion for the next day's learning. Year 5 & Year 6 students will participate in all subjects, as normal, based on their individual class timetables. Edmodo and Seesaw may also be used in Upper Primary for students to communicate directly with their teacher about the online learning tasks. If any other online platforms are required, teachers will share specific instructions for parents to access the platform. Each PowerPoint presentation uploaded to your child's class folder will have unique voice recordings from their teacher to talk them through the lesson. This will ensure deeper understanding and personalised learning.

**Learning Timeframe:** The described learning is designed to take approximately 55 minutes per lesson. Please note that some students may complete their work faster, while others may take longer. It is important to observe your child as s/he engages in the tasks and to use this observation to help guide your support. We also and always encourage you to explore familiar experiences and activities like that of reading for pleasure and play to extend and enhance your child's learning.

Please contact your child's subject teachers regarding any questions you may have and for additional clarification of our Distance Learning guidelines.

**Senior School (DP) Instructional Information**  
**Step by step guide - Secondary School**

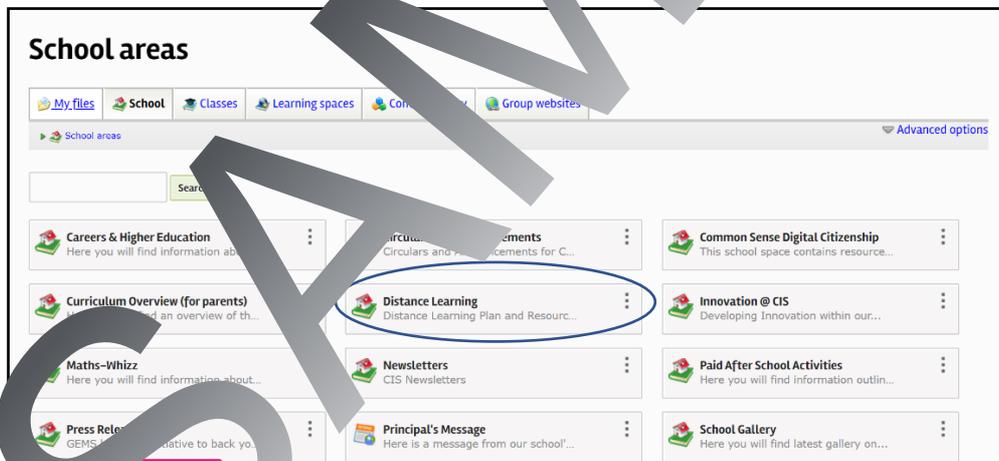
**1. Ensure your child is logged on to Microsoft Teams**

- Download the Microsoft Teams App on your device.
- <https://teams.microsoft.com/downloads>
- Login using your child's My Learning (Fusion) username and password.
- Example: [Sam.T\\_cis@gemselearning.com](mailto:Sam.T_cis@gemselearning.com)
- Join the group created by the teacher by selecting the 'join' option on the left side of the window.
- Now you are ready to go with the teaching and learning put forth by your teacher.

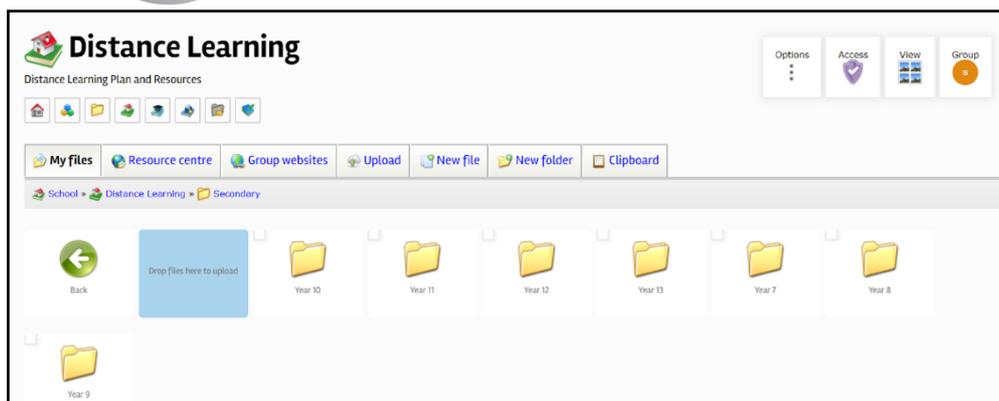


**2. Access to the learning content**

- All the resources, Daily Plan and the relevant folders with your child's name over will be available on the following link: [www.gemselearning.com](http://www.gemselearning.com)
- Login to – My Learning (Fusion) (Using student or parent username and password)
- Go to School spaces
- Select Distance Learning and view that selected folder titled 'Secondary'.



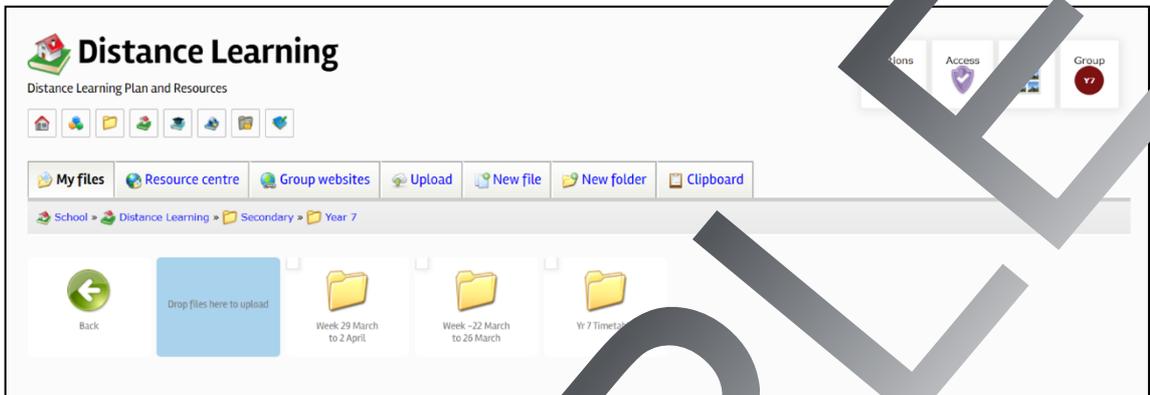
- Parents can view different folder for different year groups.



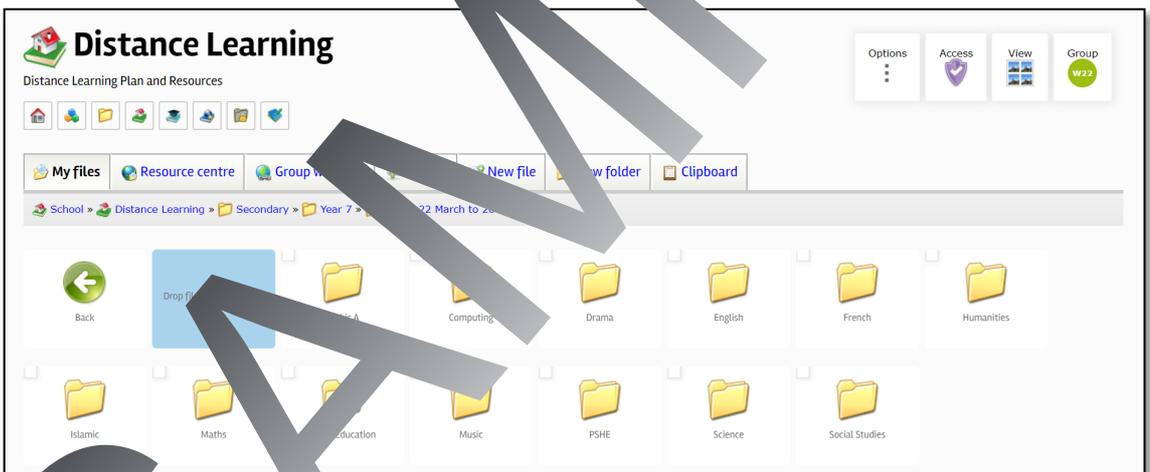
Select the Year Group your child is in.

(For Example: Year 7- You can see three folders in it.)

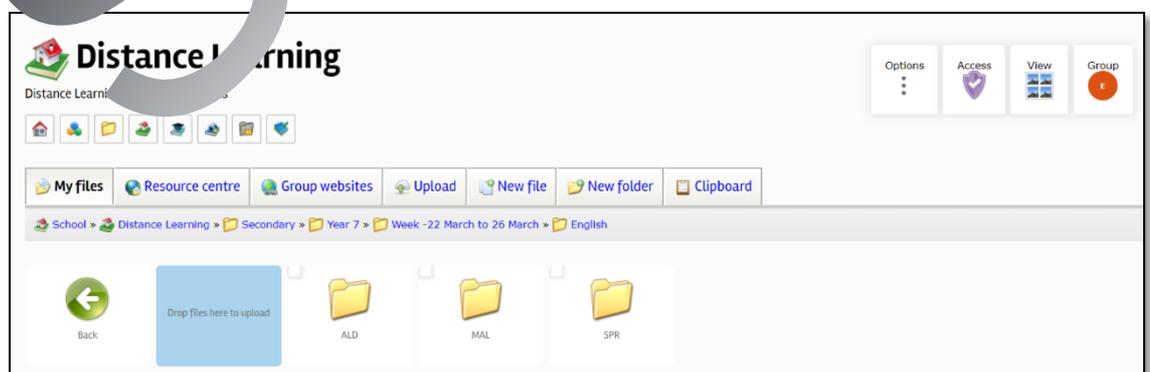
- a. Week 22 March to 26 March
- b. Week 29 March to 2 April
- c. Year 7 Timetable (Individual Form class - CW & HW timetable is available)



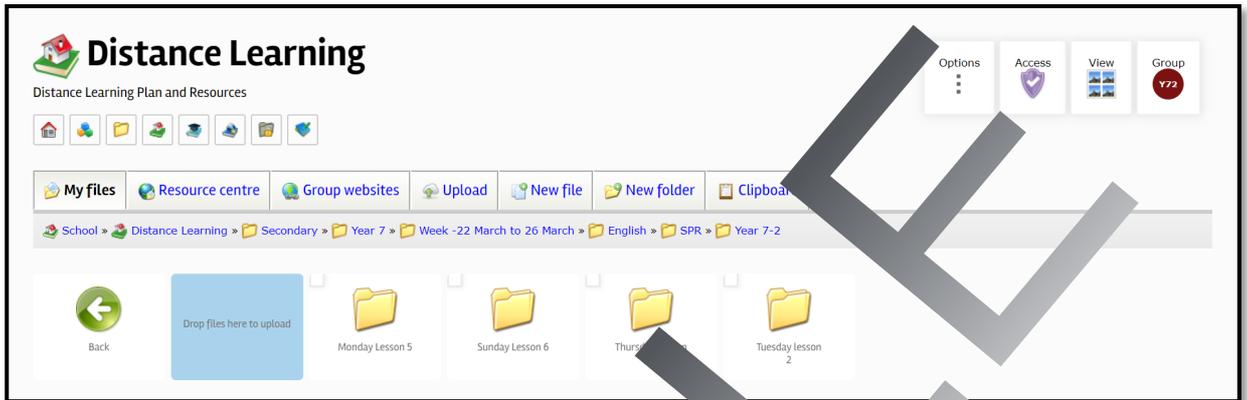
- Select the folder Week 22 March – 26 March. You can see folders based on each subject within it.



Select the subject you want and you can see different folders based on the teachers initials



- Select the teacher who teaches your child and you can view the different lessons for the week titled with the day and date of the lesson.



All the resources necessary for the first week of digital learning will be uploaded on **Saturday, 21<sup>st</sup> March 2020** to My Learning in a format similar to the example below. You can contact your child's subject teacher directly through email at any point during the school day and they will be able to support you.

Distance Learning – Weekly plan		 مدرسة كامبردج الدولية Cambridge International School, Dubai
<b>Subject:</b>		<b>Year Group:</b>
<b>Week Beginning :</b>		
<b>Lesson 1</b>	<b>Lesson Objective</b>  <b>Success Criteria</b>  <b>Resources: (Website links/PPT/ Videos links)</b>	

### 3. Expectation from students

- Be online at 8:00am by logging on to 'Teams'
- Have the relevant study material ready besides you for that subject. (Textbook, notebook, post-it & stationery)
- Students to follow the regular class timetable with the relevant breaks.
- Copy of the timetable is available on My Learning (Distance Learning - secondary year Group folders)
- Have the necessary notes written in the notebook with the heading 'Distance Learning'.
- In case of absence during a lesson, the student can view the recorded lesson on Teams at a later time.
- DEAR Time – Students are encouraged to read books of their choice.
- DEAW Time (Every Thursday from 10:15 am-10:30 am) – Students are expected to refer to the stimulus provided at the end of this document and write on the topic. The writing can be on a A4 paper or on word doc. This needs to be sent to the TM by the beginning of next week.

### 4. Role of Parents

- We recognize that parents may have more than one child, therefore we have framed the learning experience to require minimal parent involvement.
- Designate a place where your child will work independently on his/her assigned tasks.
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support.

### 5. Role of Teachers

- a. Teachers will be available online during their timetabled lesson.
- b. Every teacher is expected to record the lesson and the recorded lesson will be available on 'Team'.
- c. This will provide students with an opportunity to go through the recorded lesson and understand the content at a later stage.

### Assessment

In Years 7-10, the End of Term 2 Assessment scheduled from 8<sup>th</sup> to 12<sup>th</sup> March is called off. Students will be graded based on their Mid-term, Internal and Overall class performance. Term 2 reports will be released on 25 March as scheduled in the calendar.

The Year 11 and 13 Mock Examination will be scheduled for the week beginning 5<sup>th</sup> April 2020. All the External Examinations will stay as scheduled. The language oral exams, IT practical's and

Science Practical Exam schedule will be sent shortly. It will be scheduled in such a manner, where only a small number of students report to school.

Moving forward, if the need arises, the Term 3 Assessment would be an Inquiry and Research Based One. Critical Thinking, Data Collection, Research, Plagiarism would be key factors taken into consideration.

Taking the current situation into consideration, please note we will review the process, procedure and deadlines in relation to any change in circumstances.

### DEAW (Drop Everything and Write)

**Instructions:** Think about the given stimulus and consider the HPL factors. See how the HPL factors link to the given scenario and write on the topic in about 75 -150 words. Towards the end, on a different paragraph write which HPL factors did you consider and how did you link them.

For Thursday, 26<sup>th</sup> March



Is human development a boon or a bane?

<ul style="list-style-type: none"> <li>Collaborative</li> <li>Concerned for society</li> <li>Confident</li> </ul>		<ul style="list-style-type: none"> <li>Practice Perseverance</li> <li>Resilience</li> </ul>		<ul style="list-style-type: none"> <li>Enquiring Creative &amp; enterprising</li> <li>Open-minded</li> <li>Risk-taking</li> </ul>	
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	<ul style="list-style-type: none"> <li>Design</li> <li>Compose</li> <li>Generate</li> <li>Devising</li> <li>Originality</li> </ul>		<ul style="list-style-type: none"> <li>Deduct</li> <li>Reason</li> <li>Evidence</li> <li>Precision</li> <li>Hypothesise</li> <li>Problem Solving</li> <li>Logical thinking</li> </ul>		<ul style="list-style-type: none"> <li>Connect</li> <li>Select</li> <li>Plan</li> <li>Monitor</li> <li>Evaluate</li> <li>Reflect</li> </ul>		<ul style="list-style-type: none"> <li>Generalisation</li> <li>Imagination</li> <li>Abstraction</li> <li>Cross Curricular</li> <li>'Big picture' thinking</li> <li>Seeing alternative perspectives</li> <li>Finding connections</li> </ul>		<ul style="list-style-type: none"> <li>Automaticity</li> <li>Speed and accuracy</li> <li>Flexible Thinking</li> </ul>	
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For Thursday, 2<sup>nd</sup> April



Is Artificial Intelligence conquering the world?

<ul style="list-style-type: none"> <li>Collaborative</li> <li>Concerned for society</li> <li>Confident</li> </ul>		<ul style="list-style-type: none"> <li>Practice Perseverance</li> <li>Resilience</li> </ul>		<ul style="list-style-type: none"> <li>Enquiring Creative &amp; enterprising</li> <li>Open-minded</li> <li>Risk-taking</li> </ul>	
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If you would like to contact us regarding anything beyond what your child's Learning Manager or Subject Teachers can help you with, please do. Thank you for your continuous support and understanding at this time.

Kind Regards,

**Secondary Team**

(Lourdina Franco – [l.franco\\_cis@gemsedu.com](mailto:l.franco_cis@gemsedu.com) / Sandhya Menon – [s.menon1\\_cis@gemsedu.com](mailto:s.menon1_cis@gemsedu.com) /

Alex Gonsalvaz – [alex.g\\_cis@gemsedu.com](mailto:alex.g_cis@gemsedu.com))

# Online Learning Content

Discovery Espresso	MyMath	Nearpod	Padlet	Mentimeter	Maths-Whizz	Doodle
 <p>Espresso offers essential classroom resources aligned to the curriculum. The service includes teacher support, videos, worksheets, games and quizzes all easily searchable by subject or objective</p>	 <p>Seamless links to our curriculum, ready-made lessons, randomised homework questions, and revision. We can See all homework and assessment activity completed by students</p>	 <p>Create engaging lessons with informative and interactive assessment activities</p>	 <p>Make beautiful boards, documents, and webpages that are easy to read and fun to contribute to</p>	 <p>Create interactive presentations Present and engage your Students Compare and analyze data</p>	 <p>Whizz Education delivers effective personalised tutoring and learning to captivated children worldwide, while delivering increased confidence and achievement in <a href="#">maths</a></p>	 <p>Track students' knowledge and help them to understand what they need to improve. Interactive resources to embed tricky concepts and develop key scientific skills</p>
Active Learn	Literacy Planet	Google Classroom	Education Perfect	Edmodo	Clicker 7	Seesaw
 <p><b>Active learning</b> involves actively engaging students with the course material through discussions, problem solving, case studies, role</p>	 <p>Motivates to improve literacy skills. Literacy Planet's interactive programs provide access to thousands of curriculum aligned exercises.</p>	 <p>Google Classroom Aims to simplify creating, distributing, and grading assignments. Primary purpose is to streamline the process of sharing files between teachers and students.</p>	 <p>Personalise the learning for each student by identifying those that might need revision, extension, or consolidation and setting them extra content as a task.</p>	 <p>Edmodo gives tools to share lessons, keep parents updated, and build a vibrant classroom community. It enables teachers to share content, distribute quizzes, assignments</p>	 <p><i>Clicker</i> is the complete writing solution for the primary classroom, providing every pupil with just the right level</p>	 <p>Student-driven digital portfolio. Inspires students to do their best. Gives real-time glimpses into child's school day. When students share their learning portfolio, teachers and families gain valuable insights</p>

CAMBRIDGE INTERNATIONAL SCHOOL TECHNOLOGY STACK

Curriculum Management and Lesson Planning	Training for Remote Applications	Tools for Online Classes	Learning Management / VLE	Performance Tracking	Parent Communication
 <p>Powered by <b>My Learning UK</b></p> <p>Fusion is integrated with some of the most popular learning tools and resources allowing single click access to all your favourite content and services, including, Google and Youtube. Rapidly deploy and clone lessons for multiple groups.</p> <p>Microsoft Teams collaboration platform that records Teacher Student chat, video meetings and white board, archives them for future student use</p> 	 <p>Snagit lets you quickly capture a process, add your explanation, and create visual instructions</p> <p>Show staff / Parents / Students how-to guides, tutorials, and quick videos. Create custom Capture wide, horizontal scrolls, scrolling webpages. Use pre-made layouts inside Snagit to create visual documentation, tutorials, and training materials</p>	 <p>Microsoft Teams is a unified communication and collaboration platform that combines chat, video meetings and file storage</p> <p>Microsoft PowerPoint is particularly used to present data and information by using text, diagrams with animation, images, and transitional effects, and audio.</p> 	 <p>Powered by <b>My Learning UK</b></p> <p>Learning Management System / Virtual Learning Environment which unifies parents, teachers and students on any device.</p> <p>The VLE provides an excellent platform to disseminate, share, and develop outstanding practice. creating independent and personalised learning. Find all of information, homework, revision and resources.</p>	 <p>SIMS is a modular application, recording of achievements and sanctions and the management and documentation of assessments and examinations.</p> <p>CRM compiles data from a range of different aspects of student performance and parent feedback on what are we doing well, areas of discussion and what can we do better</p> 	 <p>Integrated Messaging system capable of Emailing and sending SMS from one module. Directly interact with service provider to send email and SMS to reach parents quickly. Saves history with attachments to resend them in future</p>