



إتقان ITQAN



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

## **ITQAN Program**

# **Distance Learning Review Visit Report for Al Murooj Private English School & Kindergarten**

**Distance Learning Provision March – July, 2020  
(AY 2019 – 2020)**

**Overall Judgement during  
Phase 1 of the implementation of distance learning is  
Partially Developed**

## Distance Learning Profile

Dear Ms Amani Gamal,

Sharjah Private Education Authority would like to thank you for engaging with our team during the recent review visit at your school on 08/06/2020.

This Distance Learning Review Visit (DLRV) was performed by two reviewers via online platforms. The review was conducted using the UAE Distance Learning Evaluation Tool - Stage 1 that consists of three (3) Zones, thirteen (13) themes and thirty-nine (39) descriptors.

The purpose of the visit was to review the school's distance learning provision, implementation of distance learning solutions and to ensure the continuation of teaching and learning during the exceptional circumstances due to COVID-19 pandemic. The review seeks to highlight the school's response as it relates to Phase 1 of the implementation of distance learning with the objective of supporting schools in the journey to a more sustainable and flexible learning option phase. The review focused on the students' learning and wellbeing, teaching and monitoring of students' learning, as well as leading and managing students' learning.

The overall schools' distance learning judgement during Phase 1 of the implementation of distance learning was arrived at as specified below:

Judgement	Definition
<b>Developed</b>	At least 9 Themes are Developed & none are Not Developed
<b>Partially Developed</b>	At least 10 Themes are Developed or Partially Developed & no more than 3 Themes are Not Developed
<b>Not Developed</b>	4 or more Themes are Not Developed

During the online visit, reviewers engaged in a range of activities, including discussions with senior and middle leaders, review of documents and samples of students' work, observation of virtual lessons and analysis of feedback from stakeholders.

## Summary of Findings

**The school's distance learning judgement during Phase 1 of the implementation of Distance Learning is:**  
**Partially Developed.**

The table below provides an overview of the status of development of each Theme under each Zone. This is represented by three (3) colors, green for Developed, amber for Partially Developed and red for Not Developed.

	Zone A Students' distance learning and wellbeing	Zone B Teaching and monitoring students' learning	Zone C Leading and managing students' learning
Themes	Attendance and participation	Planning and delivery	Agility
	Safeguarding	Sharing intended learning outcomes	Contingency
	Learning opportunities	Distance learning provision	Communication and engagement
	Equity of access	Monitoring and assessing learning	Resources management
	Wellbeing		

### Positive Features

1. Students' attendance is a positive feature of the school. This allows them to generally maintain momentum and continue with their learning through an appropriate range of different activities.
2. The school has provided flexibilities in relation to the completion of homework ensuring students' home circumstances are considered and students are generally aware of what they will learn in each session.
3. The school has produced a detailed long-term plan which considers different scenarios and the effect this will have on the school if distance learning is to be extended. Management of resources is effective.

### Areas for Development

1. Clear guidance to students to ensure they are aware of what to do and who to contact if they do not feel safe online. Support for the wellbeing of students by ensuring that they are provided with a balance of different activities including screen-time, other activities, breaks and physical exercise.
2. A wider variety of planned teaching and learning approaches, which support and promote equality of access through building students' IT skills and which provide regular assessment opportunities to monitor students' and provide constructive feedback to them.
3. Short-term plans to support development of distance learning provision and communication with parents to ensure they are aware of the intended learning outcomes of lessons, and their roles and responsibilities to allow them to be more productive in supporting distance learning.

## Next Steps

The school needs to prepare and submit a distance learning improvement plan to SPEA within three (3) weeks of receiving the DLRV report. The improvement plan should address the following:

- a. Recommendations and improvement areas identified in the DLRV report.
- b. Areas identified by the school as requiring improvement.
- c. Priorities arising from the school's unique characteristics.

If you have a concern or wish to comment on any aspect of this report please contact us on [schools.review@spea.shj.ae](mailto:schools.review@spea.shj.ae).