



إتقان ITQAN



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Program

Distance Learning Review Visit Report for

Al Resalah Private School of Science

**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 Principal,

Sharjah Private Education Authority would like to thank you for engaging with our team during the recent review visit at your school on 02/06/2020.

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
Developed	At least 9 Themes are Developed & none are Not Developed
Partially Developed	At least 10 Themes are Developed or Partially Developed & no more than 3 Themes are Not Developed
Not Developed	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. Safeguarding policies and procedures are in place and made available on the school portal to all stakeholders. The promotion of attendance and participation is successful, and this results in high attendance rates. The school also ensures that students have equal access to all the distance learning provision.
2. Intended learning outcomes are clearly outlined and shared with students in lessons. Students are able to complete and submit their assignments in a coordinated way and the school covers essential content in the key subjects.
3. The school has adapted to distance learning provision and the short term-programme supports students' continued learning. The long-term planning completed by the leadership team ensures that the possible future scenarios are considered and includes planning for the provision of further resources.

Areas for Development

1. Appropriate online assessment processes, especially for younger students, and personalised constructive feedback to students about their learning.
2. Personal support for parents and students working at home and clearer communication with parents about their roles in supporting their children's learning.
3. Planning and delivery of a wider range of learning opportunities to ensure students are provided with a balanced provision of academic and non-academic activities.

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.