



إتقان ITQAN



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Program

Distance Learning Review Visit Report for

Al Rushed American Private School

**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 18/05/2020.

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. Students' attendance is high, and this enables them to continue to learn during distance learning provision. Students understand what they are working towards in lessons and participate in the learning sessions and activities planned by their teachers. Students have continuity in their learning and are helped to complete all the work they are given by careful management of their workloads.
2. Teachers plan activities which take account of the resources available to students at home. They share learning objectives to ensure students understand what they are learning about. Teachers provide helpful feedback in online sessions.
3. The school has made plans to support short-term distance learning arrangements. Resources are managed well, and this supports teachers and students' continued and positive interactions.

Areas for Development

1. The communication with students and parents to ensure they know who to contact should they have safety concerns when working online.
2. The development of students' IT skills to ensure they can access the school's provision, and strategies to support students' wellbeing, particularly the balance between screen time and other learning activities.
3. Continuing to develop longer term plans to address the options and the scenarios the school may face in the new academic year. Communications with parents about their children's learning, how to support their children and how to access parent support networks.

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.