



إتقان ITQAN



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

## **ITQAN Program**

# **Distance Learning Review Visit Report for**

## **Alitqan American Private School**

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

**Overall Judgement during  
Phase 1 of the implementation of distance learning is  
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 20/05/2020.

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
<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: **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. The school has promoted attendance and participation in lessons well, and students are supported to access the distance learning provision. Students experience a variety of learning opportunities; they stay engaged in lessons and continue to make progress.
2. Teachers deliver interactive lessons with opportunities for group work and appropriate challenge. They are aware of the students' diverse needs and set goals accordingly. Teachers modify lessons and provide encouraging feedback. They track students' learning to check for progress, and this is also monitored by school leaders.
3. The school regularly communicates with parents about their roles and responsibilities. Channels to update parents about their children's progress are secure. Governors provide inputs to strengthen the distance learning program and teachers are supported to enhance their technological skills.

### Areas for Development

1. The provision for students' safeguarding and wellbeing, including information to students about how to stay safe when online and how to balance their work against other activities.
2. The partnership with parents to gain their support in delivering the distance learning program, for example facilitating parents to form peer 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](mailto:schools.review@spea.shj.ae).