



إتقان ITQAN



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

## **ITQAN Program**

# **Distance Learning Review Visit Report for Ambassador 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 Mr Arogya Reddy

Sharjah Private Education Authority would like to thank you for engaging with our team during the recent review visit at your school on 17/06/2020.

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: 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 and participation are positive features of the school. Students conduct themselves in a respectful manner towards their teachers and peers which helps to promote an environment conducive to learning.
2. A range of different learning methods are provided by teachers to allow students to maintain momentum and continuity with their learning. Students are supported by a designated and committed wellbeing team who provide support during distance learning.
3. Teachers' planning of lessons ensures that students benefit from a balance of learning methods. Clear learning outcomes are shared during each lesson to allow students to see a purpose and value in the activities they are completing. Assessment is carried out during live lessons and specific feedback is given to students which helps them develop their learning.
4. The school has produced a responsive short-term plan which is reviewed regularly. A detailed long-term plan considers different scenarios and potential approaches including the continuation of distance learning.
5. Communications with parents and other stakeholders have been established, and are actively encouraged, to ensure stakeholders are aware of their roles, responsibilities and the expectations placed on them to support distance learning. Resources within the school are effectively managed.

### Areas for Development

1. Support the safeguarding of students by providing them with further guidance of what actions to take if a specific safety issue occurs whilst they are working online.

## 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).