ITQAN Program

Distance Learning Review Visit Report

for

Dawha Private School

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

Overall Judgement during

Phase 1 of the implementation of distance learning is Developed

Dear School Principal,

Sharjah Private Education Authority would like to thank you for engaging with our team during the recent review visit at your school on 10/06/2020.

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.

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 places a strong emphasis on students' safeguarding when on-line. Teachers frequently remind students of all ages how to stay safe when they are in live lessons. Attendance is high in e-learning activities and students are active in their learning. Students enjoy the activities and are continuing to learn. Teachers plan a wide variety of learning activities that are interesting and engaging and share the learning goals with the students.
2. Teachers confidently use on-line learning tools to engage the students and to assess their understanding. The school continues to provide a wide curriculum and to offer Art and Physical Education to provide activities that support students' relaxation and wellbeing. Students receive regular feedback on their work in lessons and on extended pieces of work. Parents continue to receive formal termly reports.
3. The school's contingency plans are detailed and consider the various options for reopening the school in September 2020. The school continues to adapt and enhance the arrangements it offers to enable students to learn through distance learning.

Areas for Development

1. Further develop the use of on-line tools that enable students to work in small groups to discuss their work to help develop their ideas and understanding. Clear and constructive feedback in lessons and on work to help students understand their progress.
2. Clarify with parents the communication networks and systems so they can contact the school to promptly receive replies from the appropriate members of staff. Ensure parents are fully aware of what their children are learning in activities, so they understand what is required in a task and how much time their children should spend on an activity.

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.