



إتقان ITQAN



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Program

Distance Learning Review Visit Report for English School of Kalba

**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 09/06/2020.

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: **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, participation and behavior are strong features of the school. Students benefit from a range of learning opportunities to allow them to maintain momentum with their learning and have the necessary resources to access their studies.
2. The school has a dedicated wellbeing team who actively supports students with distance learning and ensures that they are aware of who to contact if they do not feel safe whilst working online.
3. Students are provided with clear learning outcomes to allow them to relate to the tasks and activities being undertaken in enhancing their learning. Teachers' planning of lessons has ensured that assessment opportunities including peer assessment can be conducted within live lessons. Flexible deadlines for homework and assignments ensure home circumstances are considered by teachers.
4. The school has produced detailed and responsive short- and long-term plans which consider different scenarios, including the continuation of distance learning. Sufficient resources exist within the school which are effectively managed.

Areas for Development

1. Communications with parents to provide them with appropriate guidance and information to enable them to support the distance learning provision.
2. Facilitate parents' access to 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.