



إتقان ITQAN



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

## **ITQAN Program**

# **Distance Learning Review Visit Report for**

## **Gems Westminster 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 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
<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		

The DLRV shows that the school has achieved "Developed" in all themes of this review and indicates that the school is successful on its journey towards a more sustainable and flexible learning option phase.

### Positive Features

1. The promotion of attendance and participation is very well developed, and results in high student numbers in most lessons. This ensures that students have equal access to all the distance learning material, maintain their learning momentum and experience a wide variety of learning methods such as synchronous and asynchronous lessons.
2. Safeguarding and wellbeing is a high priority for the school and the wellbeing team provides very effective support for both students and teachers.
3. The curriculum is carefully planned and delivered with teachers sharing intended learning outcomes clearly with both parents and students. Teachers use a variety of traditional and online assessment practices, well, and give appropriate relevant feedback to students in both the traditional way and using online methods. Lessons are very engaging with skilled use of MS Teams, Padlet and Nearpod in particular.
4. Short and long-term planning is clear, reviewed regularly, and adjusts to changing circumstances such as parental survey responses and requests.
5. The leadership team strongly supports staff development, communicates clearly with stakeholders, and manages resources well to ensure core curriculum content is delivered effectively.

### Areas for Development

1. The balance between screen time, other learning activities and breaks for students across all phases.
2. Clearly focused regular updates to all parents about their children's learning.

## Recommendations and Next Steps

1. Continuing to progress existing high-quality practices in Phase 1 implementation to become embedded practices in the future phases.
2. Developing existing innovative ideas by enhancing distance learning provision, e.g. student collaboration and blended learning approaches.
3. 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).