



إتقان ITQAN



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

## **ITQAN Program**

# **Distance Learning Review Visit Report for**

## **New Indian Model Private School**

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

**Overall Judgement during  
Phase 1 of the implementation of distance learning is  
Partially 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 15/6/2020.

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:**  
**Partially 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' respectful behaviour, and their high attendance and participation in distance learning sessions ensures they maintain momentum in their learning. The school provides students with online safety guidelines which enables them to know who to contact and what to do for any concern.
2. Teachers follow the curriculum plans to ensure that the essential content is delivered. They collaborate to make students' workloads manageable and ensure that students can complete their work taking into consideration their home circumstances.
3. Short-term planning provides a responsive approach and enables the school to adapt to changing circumstances. Long-term planning considers different scenarios and the measures that may need to be taken to make the best use of available resources in the future.

### Areas for Development

1. Providing a wider range of online learning methods to meet different students' needs, particularly the less able students, that would also enable them to interact with their peers.
2. Ensuring that all students have an appropriate balance between screen time, breaks and physical activities.
3. Share learning outcomes more clearly with KG and lower Primary students to get them involved in lessons. The use of different assessment approaches and provide students with constructive feedback about their work to help them understand their next steps in learning.
4. Regular communication with parents about their roles, especially with KG and lower Primary parents, to help them support their children's education. Facilitate 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](mailto:schools.review@spea.shj.ae).