



إتقان ITQAN



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

## **ITQAN Program**

# **Distance Learning Review Visit Report for Sharjah International 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 20/05/2020.

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 regularly attend distance learning activities and online lessons. They actively participate in live learning sessions and other activities, and their respectful behavior helps learning to proceed with little disruption.
2. The school's distance learning provision ensures that the essential content of key subjects is delivered, and this allows students to continue to learn. Teachers plan learning activities that take account of the resources students have available, and they provide constructive feedback to students about their progress. Students benefit from being able to contact and learn with their peers.
3. The school ensures that students and teachers have the essential training and technology to access distance learning programmes.

### Areas for Development

1. Clear guidelines for students about online safety and who to contact if they feel unsafe. The development of students' IT skills to enable them all to access distance learning equitably.
2. The planning and delivery of a range of different learning activities which support students' wellbeing and provides a balance between screen time and other activities.
3. Communication with, and support for, parents to support their roles. Short and longer-term planning which defines the actions the school will take in a range of possible future scenarios including the extension of distance learning from September 2020 onwards.

## 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).