

## Distance Learning Plan



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## Statement of Intent

SISD's mission is to provide an inspiring, inclusive and challenging learning environment while celebrating academic excellence. We encourage and support all our students to become successful, global minded, enthusiastic lifelong learners who will confidently take advantage of future opportunities and help make a difference. Together with our teaching staff and parents, we support our students to develop their potential fully in a motivating, multilingual and international learning environment.

SISD welcomes students of determination and gives them access to appropriate provision, resources and curricular options.

All of the above holds true when exceptional circumstances arise and the school is compelled to suspend normal operations.

This distance learning plan addresses how the school maintains continuity of learning in adverse circumstances necessitating the absence of students from school. These circumstances might arise as a result of preventative measures taken in the face of inclement weather or public health situations, for example.

## Objective

To ensure continuity of learning by:

- Ensuring roles and responsibilities of all parties are understood
- Outlining how ALL students are able to access a meaningful programme of distance learning
- Providing section-level detail of a robust framework for students, teachers, leaders and parents

## Commitment

- **All members of the SISD community commit to the understanding that regular, face-face and two-way contact is of paramount importance in maintaining a meaningful learning path**

## General roles & responsibilities

N.B. Specific responsibilities are outlined in the relevant section pages of this document. This section covers the general expectations of all, no matter which age/section is concerned.

### All

- Accept and understand that the triggering of this plan will have been as a reaction to adverse circumstances and that the time available for a smooth implementation may be less than would have been optimal
- Are mindful of the significant difficulties sudden and major changes in school operations can cause other parties
- Extend to others reasonable time and understanding to address inevitable challenges
- All members of the SISD community understand and commit to, where possible, the framework and schedules put in place to support and facilitate this e-learning plan
- Approach the situation in a positive frame of mind, keeping in mind the opportunities for development and experience of meaningful systems that will complement normal teaching and learning
- Accept that components of this plan are subject to change (e.g. schedules outlined herein)

### School Leaders

- Ensure that the systems are in place for distance learning to succeed
- Ensure that communication channels are clear and allow for updates in a such a way as to inform and not overwhelm
- Review the implementation of the plan systematically and ensure best practice is identified and shared, while ensuring inevitable challenges are addressed as swiftly as possible
- Review the plan itself in a time of normal operation within three months of the previous triggering of the plan
- Provide opportunities for staff to share best practice
- Ensure the development of staff in the distance learning context
- Support the wellbeing of all, e.g. by checking in on individual staff

## Students

- Accept that normal behaviour agreements and expectations continue to apply in a distance learning setting
- Engage with their activities and their teachers
- Understand that distance learning does not equate to a holiday
- Do their best and demonstrate our BEST values
- Do not share recordings or photos of others on social media (e.g. members of staff or peers)

## Parents

- Set the right conditions and establish routines for students to learn
- Support learning in reminding students of the expectations outlined herein
- Engage positively with the school and share constructive feedback
- Do not share resources (e.g. instructional videos) on social media
- Understand that lessons might be remote but that interactions remain between students and school staff alone (with the exception of younger students, who will need adult support to participate fully)
- Employ formal channels of communication as outlined in the relevant school handbooks and policies.

Teachers (includes specialists, class, inclusion and language support teachers)

- Develop and deliver high quality learning experiences in collaboration with colleagues
- Are sure to maintain reasonable and regular individual contact with students and monitor their engagement
- Track attendance via the completion of tasks (e.g. liking posts, submitting work)
- Commit to delivering and considering feedback in an effective and appropriate way
- Support the wellbeing of students by providing guidance, support and maintaining links with colleagues in the pastoral care team
- Maintain professional appearances and interactions
- Commit to the continued personalisation of learning
- Engage with students and their parents in support of sustained engagement, reporting to school leaders as per section-level instructions.
- Are alert to the changes in their working conditions arising as a result of distance learning and engage with leaders constructively to manage challenges
- Only engage with students and parents via formal school channels

Teaching and Classroom Assistants

- Support the teacher with resources, planning and providing feedback to students
- Support the school where needed and reasonable in the implementation of this plan

## Supportive conditions for all students

### Students

- will gain most from the programme if they work as per the hours laid out in each section according to Gulf Standard Time. Teachers will not be able to engage as effectively or interactively outside these timings
- should work in a quiet environment, free from distractions
- need access to a connected tablet, laptop or desktop computer. In certain circumstances, mobile devices can also work but should not be relied upon for the full programme
- will have compatible and paired headphones (noise cancelling to be considered an advantage)
- need a robust, reliable and fast internet connection
- will consider space to work away from devices/screens. Distance Learning does not imply that all learning will be via devices
- will also need to spend enough time in the day dedicated to exercise and other positive leisure/social activities

## Communication & Platforms

All students from PKG-G12 can access the distance learning programme through Microsoft Teams. Before classes start in this format, log in details for all students are shared with parents via email, including:

- access link
- username
- password

Parents are to ensure that students have access to these resources in advance of the first session.

Students are attributed wherever possible to groups within Teams that reflect the normal academic structure of the school, and which are led by the relevant teachers. The purpose of Teams is to provide a single starting location for all students to learn and from which to interact with the relevant teachers. Nevertheless, the platforms with which students are familiar will continue to be used and will be linked to within Teams.

For IT support, please contact [helpdesk@sisd.ae](mailto:helpdesk@sisd.ae)

## Online Safety & Safeguarding

Distance Learning presents a novel scenario and SISD takes the wellbeing of all students seriously. To that end, parents should be clear to remind their children of the following key points, and to monitor appropriately their child's learning.

- No adults may ask them for their password
- Teachers will not speak to students alone online without parental consent, in the absence of which smaller scale conversations can take place but either a parent or another student must be present - minimum group size is therefore 3

To provide consent, parents should submit the following text to the relevant member of staff:

*I hereby confirm that I give consent for my child to undertake one-to-one online classes with SISD teachers. I confirm that I have read and understand the responsibilities of all parties outlined in the SISD Digital Learning Plan.*

- Unless previously communicated to parents (e.g. because of cover requirements), students will learn with the teachers they already know
- Teachers will use official school accounts and never personal accounts
- Students will only be asked to use apps that are detailed on the Teams page
- Teachers will not arrange to meet students offline
- Students may not record any online interactions
- Teachers will announce to participants when recording sessions
- Parents must ensure that their children maintains appropriate behaviour online
- All members of the SISD community remain bound by their obligations as outlined in the Child Protection Policy (of particular import in this context is their duty to report Child Protection concerns to the relevant Deputy Head of Section)
- Private chats between students are strongly discouraged

## FAQs

1. My child has left some work at school. Can I come in and pick it up?
  - Only by prior arrangement and coordination with the relevant teacher and in accordance with relevant directives from local government. The materials can then be picked up from the security office ([security@sisd.ae](mailto:security@sisd.ae))
2. How do I contact my child's teachers?
  - You can access their email address through the iSAMS parent app if you do not already have it.
3. We are struggling to access certain online resources, who should I contact?
  - [helpdesk@sisd.ae](mailto:helpdesk@sisd.ae)
4. I am in a different time zone, what should I do?
  - Students should remain in GST during distance learning. Nevertheless, the school's main aim is to support continuity of learning. This means that learning is divided into synchronous (teacher and students "live" at the same time) and asynchronous (students can work after viewing the teacher prepared resources). SISD's preference is to support synchronous learning as much as possible, but resources are shared as much as possible via the relevant Teams in order to support those students who may face challenges adhering to the relevant timings.

## Distance Learning in the Early Years

### Expectations

#### Parents

- Providing and supporting the student with an iPad, laptop or any other device for their learning
- Familiarize themselves with 'Microsoft Teams' and 'Seesaw'
- Provide a quiet learning environment
- Ensure children are sitting down and ready for the daily discussions/activities to begin
- Commit to daily reading activities and expose the student to relevant languages
- Discuss the learning materials with the student and give daily support
- Support the wellbeing of the student by providing time for physical movement, play and reflection
- Communicate any questions or concerns to Teachers and Early Years Leadership

#### Students

- Engage in daily live conversations/focus groups with the Teacher (small group and whole class – MS Teams)
- Complete all activities using Seesaw
- Regularly dedicate time to learning activities
- Engage in role-play, games and physical movement
- Complete activities to the best of their abilities
- Ask questions if there is something, they do not understand

#### Class Teachers

- Engage in daily live conversations/lessons with students/parents on MS Teams (small group and whole class)
- Support students/parents/Teaching assistant/classroom assistant with any questions or concerns
- Provide a balance of learning experiences
- Monitor student attendance
- Make learning accessible to all children
- Keep track of children's participation/activities/wellbeing
- Give daily feedback on submitted tasks via Seesaw within a 24h window
- Weekly newsletter is sent to parents with highlights from the week and information about learning for the following week

## Teaching Assistants

- Engage in daily live sessions with students and Teachers (MS Teams)
- Support English, French, German language through stories and other activities
- KG1 Teaching Assistants support French/German Language Teachers with activities and live sessions
- Give daily feedback to students on submitted tasks via Seesaw

## Classroom Assistants

- Engage in daily live morning greeting sessions with the whole class (MS Teams)
- Give daily feedback to students on submitted tasks via Seesaw
- Track student work/activities/attendance on Seesaw using tracking document

## Specialist Teachers

- Physical Education: Teachers post daily activities on Seesaw to support students' physical, mental and emotional wellness
- Arabic: Teachers post Arabic activities on Seesaw for the whole week every Sunday
- Library: Teachers post 1 English story on a Monday and 1 French Story on a Thursday
- French/German Language Teachers for KG1: Teachers provide 1 live session /1 weekly plan/1 daily activity including videos posted on Teams.
- \*English Support for KG1: Language Support teachers have 1 live session /week and are available from 8-4pm in the KG1 English support Team for any questions parents might have
- \*French/German/English support for KG2: Language Support teachers are available from 8 –4pm daily in the KG2 French/German/English Support Teams for any questions parents might have
- Teachers are available to support students and teachers with any questions or concerns

\*: For students registered on the Language Support program only.

## Pastoral Team

- Deputy Head of Early years and Counsellor support students/parents with any wellbeing questions or concerns
- Provide 1 to 1 communication with students and parents
- Support staff, parents, students and respond to questions and concerns
- Monitoring and supporting quality of home/distance learning
- Support Teachers with learning platform
- Monitoring and quality assuring feedback provided to children and parents

## Inclusion Teachers

- Provide 1 to 1 communication with students and parents
- Support students/parents with any questions/concerns
- Make learning accessible to students
- Collaborate with colleagues in order to provide strong pastoral support

## Leaders

- Support staff, parents, students and respond to questions and concerns
- Monitoring and supporting quality of home/distant learning
- Support Teachers with learning platform
- Monitoring and quality assuring feedback being provided to children and parents
- Monitoring attendance and wellbeing of staff
- Weekly individual meetings with Teachers, Teaching Assistants, Classroom Assistants (MS Teams)
- Weekly whole staff meetings (MS Teams)
- Ensuring a consistent and progressive approach through the Early Years Section

## Structure of the week

	PreK	KG1	KG2
<b>Daily</b>	<ul style="list-style-type: none"> <li>1 language (French/German/English)</li> <li>1 songs/rhymes activity</li> <li>1 PE/movement activity</li> <li>2 interactive session with the teacher (introduction and reflection)</li> </ul>	<ul style="list-style-type: none"> <li>2 language (English/French/ German)</li> <li>1 reading activity (Oxford Owls)</li> <li>1 PE/brain break activity</li> <li>interactive session with teacher (introduction and reflection)</li> </ul>	<ul style="list-style-type: none"> <li>2 English</li> <li>1 French/ German</li> <li>1 reading activity (English, German or French)</li> <li>1 Math</li> <li>1 PE/brain break activity</li> <li>interactive session with teacher (introduction and reflection)</li> <li>English/French and German support on request</li> </ul>
<b>Weekly</b>	<ul style="list-style-type: none"> <li>2 story time session (delivered by the teacher through video)</li> <li>2 Math activities</li> <li>1 Science activity</li> <li>1 unit of inquiry</li> <li>1 Personal, Social, Emotional activity</li> <li>3 arts and craft activities</li> <li>1 UAE Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>2 story time sessions (delivered by the teacher through video)</li> <li>3 Math activities</li> <li>1 unit of inquiry/Science</li> <li>1 Arabic activity and 1 interactive session with Arabic teachers</li> <li>1 interactive session with FAL/GAL specialist teachers.</li> <li>1 Music</li> <li>1 Art activity</li> <li>1 Personal, Social, Emotional activity</li> <li>1 UAE Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>2 story time sessions (delivered by the teacher through video)</li> <li>1 unit of Inquiry/Science</li> <li>2 Arabic activity and 1 interactive session with Arabic teacher</li> <li>1 Music</li> <li>1 Art activity</li> <li>1 Personal, Social, Emotional activity</li> <li>1 UAE Social Studies</li> </ul>
<b>Feedback /Q &amp; A</b>	Teachers provide daily feedback to students.		

## Structure of the day

Time	Who	What
08:20 – 08:30	Students	<ul style="list-style-type: none"> <li>• Check in and registration</li> </ul>
08:30 – 08:40	Teacher led lesson/video (Teacher/Students)	<ul style="list-style-type: none"> <li>• Shared stories/discussions/instructions (live session whole class)</li> </ul>
08:40 – 11:30	Student Learning	<ul style="list-style-type: none"> <li>• Students work on their activities, upload activities to Seesaw (video/photo)</li> <li>• Teachers are live on MS Teams to support student learning or questions</li> <li>• Enhancing learning activities available on detailed weekly plan</li> <li>• Small live focus group sessions with Teachers on MS Teams</li> </ul>
11:30 – 12:30	Reflect and Connect (Teachers & Students)	<ul style="list-style-type: none"> <li>• Students to reflect on their learning by connecting with the teachers.</li> <li>• Teachers give feedback about students' work/activities using Seesaw.</li> <li>• Students/Teachers reflect on their day.</li> </ul>
12:30 – 13:00	Contact time for parents	<ul style="list-style-type: none"> <li>• Teachers available via MS Teams upon demand</li> </ul>

## Points of contact and support

Early Years Assistant - General inquiries

- Mrs. Ivorie Padua [ivorie.padua@sisd.ae](mailto:ivorie.padua@sisd.ae)

Head of Early Years - Parents & Teachers

- Mrs. Amina El Difrawi [amina.eldifrawi@sisd.ae](mailto:amina.eldifrawi@sisd.ae)

Deputy Head of Early Years – Pastoral questions & concerns

- Ms. Soné du Plessis [sone.duplessis@sisd.ae](mailto:sone.duplessis@sisd.ae)

Counsellor

- Ms. Neha Qazi [neha.qazi@sisd.ae](mailto:neha.qazi@sisd.ae)

## Section Level platforms and Resources

The following are shared with parents either via email:

- Detailed weekly schedule is emailed to parents
- Login details for MS Teams and Seesaw
- Blue Booklet (PreK & KG2) Orange writing book (KG1) - if student/parent does not have this document, use any booklet, paper or notebook and continue to use cursive handwriting as much as possible

Other online resources

- Khan [academy](#) for kids
- <https://khankids.zendesk.com/hc/en-us>
- Guide in all languages <https://khankids.zendesk.com/hc/en-us/sections/360003291811-Language-Translations>
- Guide in [French](#)
- [Seesaw](#) check the email received for login details
- KG2 [ReadingAtoZ](#) check the email received for login details
- KG1 [Readingowl](#) - need to register to access
- Spelling Shed

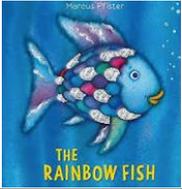
Links to support parents

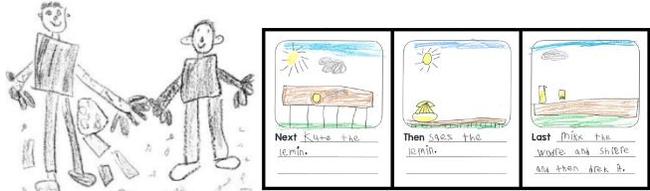
- [Why play matters](#)  
[Penny's top 5 storytelling tips](#)

Supporting confidence and development in young writers

*‘Teach the writer, not the writing’, (Lucy Calkin)*

Our approach to teaching our students to become multilingual writers at SISD is based on our research and professional training in Writers’ Workshop, first developed by Lucy Calkins. The following tips and strategies focus therefore on encouraging your child to think of themselves as a writer, to accept and enjoy their journey and to develop a love of writing. Writing is an expression of thinking and although we also teach our young learners the conventions of writing such as spelling and punctuation, these should never become more important than the message that your child is expressing.

<b>KG1 &amp; KG2</b>	
<p><b>Set up</b></p> 	<p>Ensure you have a comfortable place for your child to sit with good posture. They will need:</p> <ul style="list-style-type: none"> <li>✓ Sound/ phonics chart</li> <li>✓ Pencils</li> <li>✓ Journal or paper stapled together to make their own book.</li> <li>✓ Somewhere to find tricky high frequency words (eg a word list, word cards or a chart with words they use often (such as family names etc) .</li> </ul>
<p><b>Prompt</b></p> 	<p>1) <b>Prompt</b> (Ask a question, read a story, look at an object).</p> <p>*This will usually be provided by the teacher.</p>
<p><b>Talk</b></p> 	<p>2) <b>Talk:</b> Encourage your child to think and speak first. Remember writing is an expression of thinking so a relaxed conversation should happen first.</p> <p>EG What do you notice about the ice? What happened at the pool today? What are all the things we know about dogs?</p>

<p><b>Draw</b></p> 	<p>3) Encourage your child to draw a picture (or pictures if it is a book).</p>
<p><b>Write</b></p> 	<p>4) Encourage your child to write a word, sentence or more depending on their confidence, skills and experience as a writer.</p> <p>My Dad is a carpenter.</p> 
<p><b>Balance - Independence and support.</b></p> 	<p>5) Walk away or distract yourself with something else for a minute to encourage your child to try their best on their own. Ask your child to make a start and that you will be back to help soon. At school the teacher would not stay with your child one on one – this is to work with other students but also benefits your child.</p> <p><b>Prompts if your child is struggling to start:</b></p> <p>What do you want it to say?</p> <p>Let's say the first word aloud. What sound can you hear at the start? Great- how do we make that sound? Which letter is it? (Tell or show them if they don't know it yet).</p> <p>Encourage your child to read back their writing often, so they remember what they are up to and can check if it makes sense.</p>

<p>Sharing and Feedback <i>Can you read it to me?</i> <i>Can we share it with -- (Grandma/ siblings?)</i></p> <p><b>Positive Feedback FIRST</b> <i>I am really proud of you.</i> <i>Your writing is amazing.</i> <i>How do you feel about it?</i> <i>I can read your writing because you used all the sounds you can hear!</i> <i>You are now using so many sounds!</i></p> <p><b>To support growth: (one only)</b> <i>Is there anything you could do to make it even better?</i> <i>Anything that was tricky?</i> <i>Can I make a suggestion?</i> <i>What do we do in between each word?</i> <i>What do we need at the end of the sentence?</i> <i>How can we make it funny? How can we tell them what it sounded/ looked/ felt like?</i></p>	<p>6) Encourage your child to read their writing to you or other family members. <b>Provide positive feedback: look for and notice what they did well.</b> 😊</p> <p>Whatever attempt they make, give a lot of positive reinforcement. If taking risks is not something your child loves, resist any corrections for a while. A child who writes often and freely, will develop more accuracy and skills in writing than one who feels that her writing is 'wrong'.</p> <p>Constructive feedback to support growth (next steps) is important, at the right time and in the right tone. Teachers will provide this <i>and at school students are encouraged to give it to themselves.</i> But if you would like to also give feedback on how to improve:</p> <p>Choose the right time – ie when your child is happy and confident with their writing and after you have given plenty of positive feedback.</p> <p>The right tone- Use praise and then offer a suggestion in the form of a question such as those on the left.</p>
<p style="text-align: center;"><b>Additional Tips:</b></p> <p>Your child’s teachers will not be expecting accurate spelling or perfect handwriting –but they will be excited to see your child’s own independent writing (and they know what this looks like and they love it 😊) . At this stage the attitudes (eg confidence, willingness to try), skills (using phonics, looking on a chart) and process are much more important than the finished product.</p>	
<p style="text-align: center;"><b>Please Avoid:</b></p> <p>Showing any kind of frustration (Email your class teacher with a question if you have one 😊)</p> <p>Telling your child how to spell every word.</p> <p>Writing a whole sentence for them to copy.</p> <p>Correcting every word that is not accurate.</p> <p>Insisting on a lot of writing.</p> <p>Telling your child what to write. Resist this even if they ask you to do this. ALL children can think of an idea and will do so once they realise nobody else will do it for them. Stimulating ideas by chatting or looking at something interesting to prompt an idea is great. However, dictating or telling them their sentence is taking away the thinking from your child so try to avoid this.</p> <p><b>Why?</b> All of these practices discourage sounding out and taking risks, both of which are critical to early writing development.</p> <p>Have fun and enjoy this amazing journey with your child.</p>	

Ideas to support reading for meaning at home

### **How can I help my child to develop confidence and fluency?**

- Read the story to your child first.
- Take turns in reading one page each.
- Focus on the pictures too: What do you see in the pictures? What is happening?

### **How can I help my child to develop comprehension?**

- Share predictions: What do you think might happen next?
- Share connections: What does this part remind you of?
- Share ideas: Why do you think she/he did that?
- Non-fiction/ Information texts: What did you learn in this book that you did not know before?
- What was the setting? Who were the characters?

### **How can I extend my child further?**

- Share thinking about ideas in the book: E.g. Do you think this character was good? Why? If you were... what would you do?
- Respond to punctuation: What do we do when we see this (full stop, speech marks, question marks etc.?)
- Encourage your child to read with expression and take on character voices – make reading fun 😊

## READING EXPERIENCES

When making decisions about how to respond, always put your child's confidence, comprehension and enjoyment first. Sometimes read the entire book to them, sometimes take turns and often let them read to you. Use these questions once or twice during a book. If there are more than 3 or 4 challenging words, read the text to them.

### **What do I do if my child is stuck on a word?**

- Wait 5 – 10 seconds
- Give positive feedback for any strategy they try
- Ask a cueing question \*

<b>*What can I say to help them work it out themselves?</b>		
<b>Does that make sense?</b>	<b>Does that sound right?</b>	<b>Does that look right?</b>
<ul style="list-style-type: none"> <li>✓ Ask a meaningful clue question: What is he/she doing?</li> <li>✓ What would make sense here?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Read back to the start of the sentence.</li> <li>✓ Read on to the end of the sentence and come back</li> </ul>	<ul style="list-style-type: none"> <li>✓ What letter/sound do you see here?</li> <li>✓ What is happening in the picture?</li> </ul>

### What do I do if my child makes a mistake?

Choose an option that make sense for that moment:

- ✓ If it makes sense, say nothing
- ✓ If it doesn't make sense, ask them 'Does that make sense? What other word could it be?'
- ✓ Ask "What sound do you see at the beginning (or end) of this word? – What do you think it might be?"

### ENJOY READING WITH YOUR CHILD



## Tips and support for parents

Teaching kindergarten should be fun and engaging for parent and children. Keep these tips in mind to ensure that it is:

- Little ones can sit for about 15 minutes at a time – spread learning times across the day
- Keep it fun. If your child isn't having a good day, put school off until later or the next day
- Use play dough, paints, bubbles
- Have your child write his letters with his fingers in pudding, shaving cream, or sand. Kids also love using the white board. Don't limit them to the lines on paper this early. Just concentrate on forming the letters properly
- Activities of cutting, pasting, playing, and painting for kindergarten are perfectly acceptable activities to engage the minds of curious students

## The importance of how children learn through play

- Play is one of the main ways in which children learn and develop. It helps to build self-worth by giving a child a sense of his or her own abilities and to feel good about themselves. Because it's fun, children often become very absorbed in what they are doing.
- Play is very important to a child's development. Young children can develop many skills through the power of play. They may develop their language skills, emotions, creativity and social skills. Play helps to nurture imagination and give a child a sense of adventure. Through this, they can learn essential skills such as problem solving, working with others, sharing and much more.

In turn, this helps them develop the ability to concentrate. Providing children with a range of playthings will help them learn in a number of ways:

- Sand and water play can be an early introduction to science and maths, e.g. learning that water is fluid, not solid, and that it can be measured in different sized containers
- Playing with dough or clay, drawing and painting pictures, dressing up, playing with dolls can encourage creativity, imagination and expression of feelings
- Building blocks, jigsaws and shape sorters can help with recognising different shapes and sizes, putting things in order and developing logic
- Playing ball games, dancing, running, climbing all help to develop body movement, strength, flexibility and co-ordination skills
- Games help with turn taking, sharing and mixing with others
- Singing, playing simple music instruments help to develop rhythm, listening and hearing

## Reading Recommendations for Early Years

When looking for books that kindergarten students can read independently (or with a little help) keep in mind the following:

- It's OK for children to read the same book multiple times. It may seem as if this isn't helpful for reading comprehension because they are memorizing the text. Becoming comfortable and familiar with text improves reading fluency, vocabulary, and word recognition.
- Ask Questions. Before reading, look at the book's title and illustrations and ask students to make predictions about what will happen.
- During the story, ask questions about what is going on, what students think will happen next, or what they would do if they were the main character. After the story, ask questions about what happened, how the story made the children feel, or why they think the book ended the way it did.
- Helping students make connections is another effective technique for improving comprehension. Support children connect stories to their own experiences. When reading a book about a boy getting a new puppy, for example, talk to students about who has a pet. Ask where they got their pet and how they chose it.

## Comprehension Strategies

Explain to the children what to do when they don't understand what they're reading. Ask the students to:

- Reread the passage
- Look at the pictures for clues
- Think about what happened before or read what happens next

## Build Vocabulary

- Increasing a student's vocabulary in an excellent way to improve their reading comprehension. Give students confidence in their reading skills by defining unfamiliar words ahead of time so that they don't lose the meaning of the story.

## Encourage Visualization

- Support children to create mental images, often called brain movies or mind movies, when they are reading. Ask them to draw a picture of what is going on or what the character is thinking or feeling. Instruct them to use their five senses to picture the action of the story in their mind.
- Envisioning the action of a story is a fun way to improve students' reading comprehension.

Ask open ended questions

What are open-ended questions?

They:

- Can't be answered with yes or no.
- Don't have a right or wrong answer
- Encourage discussion, not short answers.
- Don't assume too much about the activity or situation you're questioning
- Give control to the child

Open-ended questions tend to start with a 'What', 'How', 'Where' or a 'Why' (and rarely a 'Which' or 'Who'). Great open-ended questions can start with a 'Tell me about...' or an 'I wonder if...' as well.

They tend to start good conversations and should be about tuning into the child and listening deeply before responding, creating a powerful learning moment.

### Open ended questions

Adult: Which toy do you like to play with the most?

Child: The boat.

Adult: Oh, the boat is your favorite. What will you do with the boat?

Child: The man is going to ride on it.

Adult: Where is the man travelling?

Child: Into the bubbles.

Adult: The bubbles are dense. Watch out!

Child: Help! The man is falling out!

Adult: Oh no! Who will rescue the man?

Child: I'll get the whale!

Adult: The whale is the hero!

## Distance Learning in the Primary School

### Expectations

#### Parents

- Provide and support the student with an iPad, laptop or any other device for their learning
- Familiarise themselves with 'Microsoft Teams' and 'Seesaw'
- Provide a learning environment that allows the student to engage and commit to learning
- Commit to daily reading activities and expose the student to the relevant languages
- Discuss learning materials with the student and give daily support
- Support the wellbeing of the student by providing time for physical movement, play and reflection
- Accept that the focus should be working towards progress (not perfection)
- Understand the need to support the pace of learning in an asynchronous setting
- Support children in maintaining social connections with others

#### Students

- Engage in daily conversations with the Teacher
- Dedicate time to learning activities
- Engage in role-play, games and physical movement
- Complete activities to the best of their abilities
- Ask questions if there is something they do not understand
- Respect and follow essential agreements
- Use Teams as a Learning platform

#### Teachers

- Engage in regular conversations and feedback with students/parents
- Support students/parents with any questions or concerns
- Provide a balance of learning experiences
- Monitor and promote student engagement
- Make learning accessible to all children
- Give objective focused feedback on submitted tasks via Seesaw within a realistic timeline 48h
- Collaborate with teams, co-teachers, support teachers and TAs

## Support Teachers

- Provide 1 to 1 communication with students and parents
- Support students/parents with any questions/concerns
- Make learning accessible to students
- Collaborate with teachers to advise on and provide personalised resources for students
- Offer group or private lessons, personalised work
- Support the continued use of tools such as Lexia, Dybuster

## Leaders

- Respond to staff, parents, students' questions and concerns
- Monitor and support quality of home/distant learning
- Support teachers with learning platform
- Monitor and ensure the quality of feedback provided to children from both class and specialist teachers.
- Monitor attendance and participation of staff
- Ensure a consistent and progressive approach through the Primary School
- Support the wellbeing of all staff

## Student Distance Learning Schedule

### Grades 1 and 2

Time	Sunday	Monday	Tuesday	Wednesday	Thursday
08:20 – 08:30	<b>Login and Registration</b>				
08:30 – 09:30	Word Study	Writing	Reading	Writing	Math
09:30 – 10:30	Math	Math	Math	Reading	Writing/FAL/GAL
10:30 – 11:00	<b>Break</b>				
11:00 – 12:00	UAE Soc. Stud. & Moral Ed.	Arabic	Art	Science	Science
12:00 – 12:30	<b>LUNCH</b>				
12:30 – 13:10	Arabic	Performing Arts	Personalised Reading	Arabic	Islamic Ed /Read.
13:10 – 13:30	<b>PE &amp; Movement</b>				

### Grade 3

08:20 – 08:30	<b>Login and Registration</b>				
08:30 – 09:30	Word Study	Writing	Reading	Writing FAL/GAL	Writing
09:30 – 10:30	Math	Math	Math	Reading	Math
10:30 – 11:00	<b>Break</b>				
11:00 – 12:00	Arabic	UAE Soc. Stud. & Moral Ed.	Arabic	Science	Science
12:00 – 12:30	<b>LUNCH</b>				
12:30 – 13:10	Art	Arabic	Personalised Reading	Performing Arts	Islamic Ed /Read.
13:10 – 13:30	<b>PE &amp; Movement</b>				

## Grade 4

08:20 – 08:30	<b>Login and Registration</b>				
08:30 – 09:30	Word Study	Writing	Reading	Writing	Writing/FAL/GAL
09:30 – 10:30	Math	Math	Math	Reading	Math
10:30 – 11:00	<b>Break</b>				
11:00 – 12:00	Arabic	UAE Soc. Stud. & Moral Ed.	Arabic	Science	Science
12:00 – 12:30	<b>LUNCH</b>				
12:30 – 13:10	Art	Arabic	Personalised Reading	Performing Arts	Islamic Ed /Read.
13:10 – 13:30	PE & Movement				

## Grade 5

08:20 – 08:30	<b>Login and Registration</b>				
08:30 – 09:30	Exhibition UAE SS / ME	Writing	Writing	Writing	Writing/FAL/GAL
09:30 – 10:30		Math	Math	Math	Math
10:30 – 11:00	<b>Break</b>				
11:00 – 12:00	Arabic	Reading	Arabic	Science	Science
12:00 – 12:30	<b>LUNCH</b>				
12:30 – 13:10	Art	Arabic	Personalised Reading	Performing Arts	Islamic Ed /Read.
13:10 – 13:30	PE & Movement				

Lesson Format: 60 minutes

Section	Time	Format
Mini Lesson	5-10 minutes	<ul style="list-style-type: none"> <li>✓ Teacher led</li> <li>✓ Live on MS Teams</li> <li>✓ Explain the objective</li> <li>✓ Model and teach skills</li> <li>✓ Provide learning instructions</li> <li>✓ Set clear success criteria</li> </ul>
Student Work	30-35 minutes	<ul style="list-style-type: none"> <li>✓ Student led</li> <li>✓ Use supportive materials and resources</li> <li>✓ Demonstrate learning in workbook</li> <li>✓ Post learning on SeeSaw</li> <li>✓ Teacher stays live to support groups and individuals</li> </ul>
Connect and Feedback	15 minutes	<ul style="list-style-type: none"> <li>✓ Opportunity to connect on MS Teams</li> <li>✓ Teachers provide feedback on SeeSaw</li> </ul>
Transition	5 minutes	<ul style="list-style-type: none"> <li>✓ Students get ready for the next lesson</li> <li>✓ Teachers prepare for the next lesson</li> </ul>

## Section Level Resources

- A virtual learning workbook for students to complete task in with a QR code to **SeeSaw**
- Library and reading books
- Handwriting practice books
- French, German and Arabic textbooks
- A weekly learning overview of learning tasks will be posted on MS Teams
- Padlet with instructions and resources for lessons and links to (this list is non-exhaustive):
  - Reading A-Z
  - Spelling Shed
  - Anton
  - Lern Lupe
  - Khan Academy
  - Math Space
  - Asafeer
  - Adjadiyat

## Points of contact and support

Primary Assistant - General inquiries

Mrs. Jennifer De La Cruz [jennifer.delacruz@sisd.ae](mailto:jennifer.delacruz@sisd.ae)

Head of Primary School - Parents & Teachers

Mr. Emmanuel Gauthier [emmanuel.gauthier@sisd.ae](mailto:emmanuel.gauthier@sisd.ae)

Deputy Head of Primary School - Academic

Ms. Shona Gastaldi [shona.tait@sisd.ae](mailto:shona.tait@sisd.ae)

Deputy Head of Primary School - Pastoral

Mr. Brian Nolan [brian.nolan@sisd.ae](mailto:brian.nolan@sisd.ae)

Counsellor

Ms. Neha Qazi [neha.qazi@sisd.ae](mailto:neha.qazi@sisd.ae)

## Distance Learning in the Secondary School

### Expectations

#### Students

- Attendance will be taken during these sessions via Microsoft Teams
- Homeroom check-in time at 8:20am-8:30am for daily announcements
- Students are expected to be present during the allocated lesson timing and complete the assigned work in the timeframe specified by their teachers
- Teachers, Grade Coordinators and leadership will monitor attendance figures and contact parents should issues arise
- Students must complete the exit tickets assigned by teachers for their sessions

#### Parents

Parent support and guidance is integral to this process and the success of a child's home learning. Please support us in this process by:

- Ensuring the student follows as much as possible their daily schedule
- Supporting the student in creating an environment that is conducive to home learning
- Encouraging the student in completing the tasks and activities
- Empowering the student in the allocated lesson slot to contact the teacher should they not understand something

#### Teacher expectations

- Teachers will be available throughout the lesson timing to respond to questions via Teams
- Teams or class activities will only be scheduled during the class schedule defined herein
- All class materials will be posted by 17:00 GST the previous day
- Task expectations must be reasonable and can comprise of additional learning and reviewing of in-class content
- Teacher will assign an e-Learning absence note on iSAMS when students do not attend a session

#### Support teachers

Pull out or push in support will continue to provide individual student support and will assist in providing scaffolding to support activities and tasks. In addition;

- during pull out lessons, support teachers will follow the same expectations as subject teachers
- the Support teachers will communicate with subject teachers and will be aware of the lesson content via ManageBac and or Teams

- during lessons where push-in support is provided, the support teachers will offer individual support to their students and maintain individual communication through Teams

## General Guidelines

The school's priority is to continue to provide a high-quality learning experience by ensuring that learning remains engaging, interactive and personalised. In order to accomplish this, SISD uses Microsoft Teams, which provides the tools to deliver learning that involves real time interaction between students and teachers. It will complement the ManageBac system that is already embedded as a learning platform.

It is important to remember that distance learning represents a dynamic situation and the school will constantly be reviewing practices to ensure students access the best possible educational experience. The Secondary Team will maintain open lines of communication and provide updates to the community regularly.

## Structure of the day

Lessons correspond to the usual classes referenced in the student's week A/B timetable.

Time	Lesson/Activity
08:20-08:30	Homeroom
08:30-09:00	Lesson 1
09:00-09:30	Lesson 2
09:30-10:00	Lesson 3
10:00-10:30	Break
10:30-11:00	Lesson 4
11:00-11:30	Lesson 5
11:30-12:00	Lesson 6
12:00-12:30	Lunch
12:30-13:00	Lesson 7
13:00-13:30	Lesson 8
13:30-14:00	Lesson 9 (G11 & 12 only)
14:00-14:30	Lesson 10 (G11 & 12 only)

## Structure of lessons

- The majority of lessons will incorporate live or recorded teacher input (e.g. streams or recordings)
- Teachers will also be available for online conferencing sessions as per the schedule above to answer students' questions. Students will be expected to attend their regularly scheduled classes, with the timings collapsed as per the schedule above
- All materials and resources will be referenced or included on the relevant Team page, supported by ManageBac where formative and summative assessments will remain. All other tasks (homework, extension etc.) will be made available via Teams
- The class notebook will be set up for each class for students to document their learning Each lesson will be posted in the format below:

### Lesson Format

**Date:**

**Unit/Lesson Topic**

**Lesson Objective**

**Learning Outcomes**

*What will students be able to know by the end of the lesson?*

*What are the steps they need to be able to take to achieve this?*

**Resources**

**Activities:**

**Exit ticket:**

**Example:** Please confirm that you have understood the learning today. If you have a question, please post it now. If not, please respond with *I have understood.*

## Feedback and Assessment

Depending on the duration of the Distance Learning Programme, the school reserves the right to sustain a focus on summative assignments so students continue to have the opportunity to improve their final IB grades. The balance of summative assessments is reviewed to take into account the context and challenges of distance learning. Subject coordinators will review over time the appropriate assessment types and the extent to which other in-class assessments may be implemented effectively.

At least one formative task is to be submitted per week. In order for all teachers and students to be aware of impending submission dates and deadlines, ALL assignments (formative and summative) have to be entered on the ManageBac calendar. Formative assessments are indicated in yellow and will be labelled as such.

At least one formative task per week will receive written feedback. This will be returned within 5 school days. Summative tasks are also returned marked and including feedback within 5 school days.

Deadlines for all tasks will be specific and published

Tasks will be posted to Teams and can be submitted and then reviewed in the Class Notebook.

Exit tickets for lessons confirm attendance and understanding and will be placed as a simple assignment or post in Teams. This helps the school to confirm student engagement.

Parents are notified by email by teachers if weekly tasks are not submitted.

## Pastoral Support

Though students and staff will not be meeting together on campus, the school's commitment to the pastoral care of students remains. Distance Learning may be a new concept for many members of the community and the school commits to offering support through what can be challenging times.

Grade coordinators, Deputy Head of Secondary (Pastoral) and the counsellors will be available during normal school timings, providing they are not e-teaching at that time, for either students or parents.

## Social/Emotional Counselling

Ms. Saskia Theres

## Grade Coordinators

Mr. Sean Fenton- Grade 6 [sean.fenton@sisd.ae](mailto:sean.fenton@sisd.ae)

Ms. Ashley Fitzgibbons- Grade 7 [ashley.fitzgibbons@sisd.ae](mailto:ashley.fitzgibbons@sisd.ae)

Ms. Lubna Jiad- Grade 8 [lubna.jiad@sisd.ae](mailto:lubna.jiad@sisd.ae)

Dr. Xavier Daniel- Grade 9 [xavier.daniel@sisd.ae](mailto:xavier.daniel@sisd.ae)

Grades 10-12 should consult Mr. Wessel, Ms. Theres, Mr. Keon and Mr. Jungo depending on need:

[jeffrey.wessel@sisd.ae](mailto:jeffrey.wessel@sisd.ae)

[saskia.theres@sisd.ae](mailto:saskia.theres@sisd.ae)

[martin.keon@sisd.ae](mailto:martin.keon@sisd.ae)

[urs.jungo@sisd.ae](mailto:urs.jungo@sisd.ae)

## College and Career Counsellor

Ms. Naima Gauthier [naima.gauthier@sisd.ae](mailto:naima.gauthier@sisd.ae)

## Deputy Head of Secondary (Pastoral)

Mr. Jeffrey Wessel [jeffrey.wessel@sisd.ae](mailto:jeffrey.wessel@sisd.ae)

## Head of Secondary

Ms. Elise Furr [elise.furr@sisd.ae](mailto:elise.furr@sisd.ae)

Students and parents can contact the relevant member of staff via email to schedule a one-to-one session. These sessions can take place over the phone or via video conferencing.

It is important to remember that throughout this period, all school policies remain in place and extend to the online learning platforms.

## Section Level Platforms and Resources

ManageBac and Microsoft Teams are the two platforms that are used by the Secondary School to facilitate the distance learning process. The following websites are also recommended interactive learning platforms that offer additional reinforcement and support.

Subject	Recommended Website
Maths	<a href="https://mathspace.co/">https://mathspace.co/</a>
English	<a href="http://www.ixl.com/">www.ixl.com/</a>
Science	<a href="http://www.kognity.com">www.kognity.com</a>
Language Acquisition	<a href="http://www.linguascope.com">www.linguascope.com</a> <a href="http://www.educationperfect.com">www.educationperfect.com</a>
Language & Literature	<a href="https://www.superprof.fr/ressources/langues/francais/autres-niveaux-fr1/tout-niveau-fr1/styles-livres-categoriser.html">https://www.superprof.fr/ressources/langues/francais/autres-niveaux-fr1/tout-niveau-fr1/styles-livres-categoriser.html</a> <a href="http://bescherelle.com/thematiques-dictees/3e">http://bescherelle.com/thematiques-dictees/3e</a>
Language Support	<a href="http://www.linguascope.com">www.linguascope.com</a> <a href="http://www.educationperfect.com">www.educationperfect.com</a> <a href="http://www.verbuga.eu">www.verbuga.eu</a>
Individuals and Societies	<a href="http://glhssocialstudies.weebly.com/world-history-textbook---pdf-copy.html">http://glhssocialstudies.weebly.com/world-history-textbook---pdf-copy.html</a> <a href="http://glhssocialstudies.weebly.com/world-history-textbook---pdf-copy.html">http://glhssocialstudies.weebly.com/world-history-textbook---pdf-copy.html</a> <a href="https://www.lelivrescolaire.fr/manuel/1163154/histoire-geographie-6e-2016">https://www.lelivrescolaire.fr/manuel/1163154/histoire-geographie-6e-2016</a> <a href="https://www.lelivrescolaire.fr/manuel/1170224/histoire-geographie-5e-2016">https://www.lelivrescolaire.fr/manuel/1170224/histoire-geographie-5e-2016</a> <a href="https://www.lelivrescolaire.fr/manuel/1188895/histoire-geographie-4e-2016">https://www.lelivrescolaire.fr/manuel/1188895/histoire-geographie-4e-2016</a> <a href="https://www.lelivrescolaire.fr/manuel/1189304/histoire-geographie-3e-2016">https://www.lelivrescolaire.fr/manuel/1189304/histoire-geographie-3e-2016</a> <a href="http://www.pass-education.fr/">http://www.pass-education.fr/</a>
Arabic	<a href="https://kamkalima.com/">https://kamkalima.com/</a>

## Points of contact and support

### Secondary Assistant - General inquiries

- Ms. Nikki Geron [nikki.geron@sisd.ae](mailto:nikki.geron@sisd.ae)

### Head of Secondary School - Parents & Teachers

- Ms. Elise Furr [elise.furr@sisd.ae](mailto:elise.furr@sisd.ae)

### Deputy Head of Secondary School - Pastoral

- Mr. Jeffrey Wessel [jeffrey.wessel@sisd.ae](mailto:jeffrey.wessel@sisd.ae)

### Deputy Head of Secondary School – Academic

- Mr. Martin Keon [martin.keon@sisd.ae](mailto:martin.keon@sisd.ae)

## Conclusion & Review

Elements of this plan will be subject to review once it has been initiated. It is important to remember that distance learning represents a dynamic situation and the school will constantly be reviewing practices to ensure students access the best possible educational experience. The school will maintain open lines of communication and provide updates to the community regularly.

Thereafter, the plan will be reviewed in a time of normal operation within three months of the previous triggering of the plan.

On a more systematic basis, the plan is to be reviewed every two years by a team led by the Deputy Head of School.