



JSS Private School, Dubai

JSSPS Remote Learning Policy and Procedures

March 2020

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INTRODUCTION

At JSS Private School, we are proud to deliver our high-quality education and fulfil our mission. We are also proud that we will be able to do so under exceptional circumstances that may require partial or full campus closure. In such circumstances, our commitment is to provide an alternative means of education in the form of the JSS PS Remote Learning Plan.

Remote Learning designates the experience students will have when school remains in session but when students are unable to physically attend school because of campus closure. While Remote Learning does replicate onsite learning, our teachers can deliver powerful instruction that allows students to meet expected standards in an online environment.

The JSS PS Remote Learning experience aligns with our JSS PS Learning Principles. Our students will be empowered to make choices about how they reach clearly defined learning at JSS PS; be engaged in [online] collaboration to solve authentic problems; feel safe to take intellectual risks while persevering through challenges; be supported with modelling, differentiation, specific feedback, and opportunities for reflection and revision; and, will continue to be passionate, intrinsically motivated, and inspired to action.

The success of our Remote Learning endeavour is a partnership and is dependent on careful planning by our dedicated faculty, appropriate student motivation and engagement, and strong parent support for this alternative mode of instruction. The result of such learning experiences will expand student academic progress and attend to student social and emotional well-being.

The purpose of this document is to outline how JSS PS will continue to offer a *Blended Learning* model, which includes both an *Asynchronous Learning Environment* as well as *Synchronous real-time engagements*

An Asynchronous Learning Environment is a learning environment that does not require participants, teachers, and students to be online at the same time. This means that learning can happen at any time, not necessarily in a group, but with teacher feedback. Since faculty and students will be spread across the globe and a multitude of time zones, this is an essential part of the JSS PS Remote Learning Plan.

Synchronous, real-time engagements are opportunities for students to participate in engagements with their teachers and classmates at an established time to allow for interactions in real time. This means that this type of learning is happening collaboratively and at the same time with a group of online learners and usually a teacher.

The chart below provides some strategies that are commonly used in online and blended learning, presented in alphabetical order:

Activity	Synchronous	Asynchronous
Blogging and vlogging (creating video blogs)		X
Collaborative writing or story-making	X	X
Content production (word processing, spreadsheets, etc)	X	X
Discussion forums or text-based chats*	X	X
E-portfolios		X
Games/gamification*	X	X
Intelligent tutoring (online teaching and assessment tools, often subject-specific)		X
Live video chats*	X	
Mapping (mind-mapping, using interactive maps and charts, etc)	X	X
Multimedia presentations	X	X
Online drawing and drafting		X
Plagiarism checking (using anti-plagiarism tools that provide feedback to writers)		X
Quizzes and surveys*		X
Video chatting and conferencing*	X	
Video creation and sharing*		X
Virtual gallery walks (there are special sites and software for these)		X
Virtual reality scenarios (sometimes requires special software)	X	X
Wiki building		X

An asterisk (*) denotes activities that can be easily conducted using mobile devices. All activities are *possible* on mobile devices, but some may prove very difficult to do.

Developing an online learning plan

An **online learning plan** covers the teaching strategies, communication rules, devices, solutions, and policies supporting online or blended learning in the school community.

The following *JSS PS Remote Learning Plan* is designed to address the following scenario:

- Asynchronous learning to ensure the opportunity to learn for all students in all time zones;
- Synchronous engagements to support learning and socio-emotional well-being of students through real-time engagements;
- Limited and/or variable online access to technology and internet for some students;
- Extended flexible timeline for Remote Learning delivery (at least, if not more than two weeks); and
- A commitment to monitoring and improvement of this plan and the student experience during the time of its implementation.

JSS PS is committed to monitoring the *JSS PS Remote Learning Plan* and student experience.

The tools used for monitoring may include, but are not limited to:

- Data on student engagement from digital learning platforms Office 365 which will support teachers and students to align learning to the Remote Learning Plan
- Feedback from students, parents, and teachers to help us understand how the plan is impacting student, family and teacher experiences, and to provide data on what improvements we might make going forward.

SCOPE

This JSS PS Remote Learning Plan will define the following:

- Implementation Procedure to conduct school remotely until resumption of normal operations and functions
- Details the Expectations required of both teachers and families for the successful continuation of student learning and family communication; and,
- Divisional Plans that address developmentally appropriate and meaningful student learning experiences.

Remote Learning Platforms:

The following *Online Platforms* support both Remote Learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

1. JSS PS email and Social Media (Facebook, Twitter and Instagram), Learning Management System are the communication tools used to contact and communicate with JSS PS families, PreK-12.
2. Microsoft Teams is the online Remote Learning platform used in the Elementary School (PreK-5).
3. JSS PS Office 365 tools (including Microsoft Teams) are the online Remote Learning platforms used in the Middle School (6-8) and High School (9-12).
4. JSS PS Office 365 tools (e.g., email, shared docs, OneNote, Microsoft Teams) and Zoom are faculty online collaboration platforms for remote instructional planning.

In addition to the above resources, we encourage faculty, students, and parents to contact itlab1@jsspsdubai.com or it@jsspsdubai.com for any tech related question and to expect a response within 24 hours. This email account is managed by our *Online Tech Support Team*.

SCHOOL ROLES AND RESPONSIBILITIES

Leadership Team:

- Develop divisional plans for Remote learning with wellbeing of the stakeholders as the focus
- Communicate with faculty/staff and parents.
- Support faculty/staff and parents during Remote Learning.
- Ensure momentum and continuity in learning and effective implementation of Remote Learning plan and accountability to student learning.

Subject/ Class Teachers:

- Collaborate with colleagues to design Remote Learning experiences for students in accordance with divisional plans. Maintaining continuity in learning by the students
- Develop high-quality student learning experiences.
- Communicate with and provide timely feedback to students both academic and emotional.
- Communicate with parents and support them, as necessary

Learning Support Teachers:

- Maintain 1:1 communication with the assigned students.
- The teacher should communicate regularly with the subject or classroom teachers who teach the students on their caseload.
- Ensure all teachers are added as a collaborator on each divisional learning platform.
- Teachers will offer to scaffold or modify assignments, as per IEP recommendations, for students on their caseload to support subject or classroom teachers.
- Teachers will help the subject or classroom teacher differentiate lessons and activities for the students on their caseload.
- The teacher will communicate regularly with students on their caseload and/or the parents to ensure they have success with distance learning.
- Teachers will provide supplementary learning activities for students on their caseload who may benefit from additional practice to close academic and curricular gaps.

Counsellors:

- Create developmentally appropriate videos regarding self-regulation, anxiety and/or wellness strategies that students can practice during this time of Remote Learning.
- Create counselling lessons that students could complete “at home” based on the current curriculum.
- Provide developmentally appropriate “blog-type” statement/s that include resources regarding anxiety, isolation, health and wellbeing particular to grade level(s).
- Respond to counselling needs of students, as needed
- Help students know who they can contact if they need to discuss wellness concern

Career Counsellors:

- Ensure continuity of the processing of student files for college applications.
- Support school advocacy with colleges, College Board, and other external bodies to ensure campus closure and its effects are understood.

Online Tech Support Team:

- Curate resources for teachers to support the development of high-quality online learning experiences for students.
- Create screencasts, videos, podcasts or other how-to resources for teachers.
- Support teachers in the development of Remote Learning experiences, as needed.
- Provide support and assistance to assigned grade level and/or subject area teachers as requested.
- Provide timely response to student, family, and faculty requests regarding technology issues.

Students Roles and Responsibilities

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s.
- Check appropriate online platforms for information on courses,
- Assignments, resources daily.
- Attend, as much as possible, the regular synchronous engagements offered by each of their teacher/s.
- Identify a comfortable and quiet space to study/learn.
- Engage in all learning posted with academic honesty.
- Submit all assignments in accordance with provided timeline and/or due dates
- Ensure own social and emotional balance by keeping healthy habits.

Parents Roles and Responsibilities

Support their child/ren in their learning by:

- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime)
- Engaging in conversations on posted materials, assignments.
- Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening).
- Encouraging attendance, as much as possible, to the regular synchronous engagements offered by each of their child's teacher/s.
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play

FACULTY GENERAL GUIDELINES FOR REMOTE LEARNING

When designing online lessons and learning experiences, teachers will:

Feedback:

- Provide timely feedback both academic and emotional
- Ensure clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines (using emails, document).
- Actively monitor emails for questions and communications from students/families.

Offline work:

- Complete all tasks on a device or upload as a picture.
- Consider the use of offline activities in lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video.

Work time:

- Strictly follow the divisional guidelines for time and schedule.
- Varying activities planned to use a graduated way, from very different to slightly modified.
- Offer alternative opportunities for reading, research, online discussions/peer-feedback, and producing written work.
- Seek the support of colleagues and others who have specific interest and/or expertise in delivering online Remote Learning experiences.
- Provide flexibility to students

Deadlines:

- Provide students ample time to complete assignments.
- Keep tasks simple and directions clear to make sure students understand what they are required to do.

Bandwidth:

- Consider the size of the files to be downloaded by students; students' WIFI access may have limited bandwidth.
- When using videos, keep the size of the files small and avoid HD quality.

Files:

- Post only PDF or Office 365 documents as they are universal and are often easier to convert.
- Ensure all submissions take place through Microsoft Teams or as a shared document.

PRIMARY AND KG SCHOOL OVERVIEW

Teachers will communicate with parents through JSS PS email and Social Media (Facebook, Twitter and Instagram), Learning Management System, along with other online subscriptions, to engage students in rich learning tasks. In addition, all Primary school teachers will also invite students to optional interactive synchronous lessons and activities using Microsoft Teams each week.

Role of Parents

As Primary School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Remote Learning tasks and to access on-line resources. The designed learning tasks and activities will provide direction and support to families with the understanding that task completion depends on each individual families' circumstances. We recognize that parents may have more than one child to guide, therefore we have framed the support for the learning experience within one day not exceed 1 hour of computer time; time that will both inform and help prepare the student to engage in the learning tasks that the teacher has designed on that given day.

We ask parents for the following support:

- Read the updates from your child's teachers.
- Increase your familiarity with Microsoft Teams as our primary instructional tool. Your child's Class teacher will provide detailed user guide.
- View the weekly update with your child where their teacher will welcome you to a new week of learning and introduce the topics for the week.
- Read home learning tasks and activities posted on Microsoft Teams with your child.
- Help your child log in to Microsoft Teams sessions for interactive lessons and activities with teachers and classmates.
- Designate a place in your home or where you are temporarily located so your child can work independently on his/her assigned tasks and complete independent reading each day.
- Email your child's classroom teacher if you or your child has questions and/or if your child needs extra help and support. *Our faculty, will be present on-line to help and support within 24 hours.*

PRIMARY SCHOOL REMOTE LEARNING PLAN

Content and Timing

The first week of Remote Learning will focus on skill review and practice, along with developing new online learning routines.

- All learning tasks for week will be posted via Microsoft Teams on weekends and additional tasks added throughout the week.

The following weeks of Remote Learning will focus on developing new skills, knowledge, understandings, and concepts, as well as on review and practice.

- All learning tasks for each week will be posted on Microsoft Teams by the Saturday at 8:00 a.m.

Assessment & Progress Monitoring

Teachers will monitor student progress through the activities that students engage in on Microsoft Teams and other digital platforms. Teachers will provide daily, specific and constructive feedback for each student. Teachers will adjust lessons as needed to meet the learning needs of their students. Formative assessments administered will be included in the daily time guidelines for each subject area. Upon return to campus, a more formal one-on-one assessment will be administered to redesign units as needed and to provide more concrete data for reporting.

Pre-Primary

The Remote Learning Plan in Prekindergarten will include a list of home learning activities, engagements or invitations parents can facilitate for their children.

Learning Experience: At the beginning of each week, Class Teachers will post a video on Microsoft Teams to welcome their students and parents to the upcoming Remote Learning experience and will briefly explain the learning approach and focus for the week. Prekindergarten students and their families will participate in literacy, math and optional activities from Art, Music, PE and/or Library each day. Students will also be invited to participate in weekly interactive synchronous lessons and activities using Microsoft Teams.

Learning Timeframe: Students are encouraged to engage in Remote Learning in the designed and described to take place within approximately one hour, with the understanding that activities that take place throughout the day are extensions of this hour (e.g., reading aloud, pretend play, investigations, writing, drawing). It is important to keep in mind that the quality of this experience is most closely associated with how deeply the child is connecting to the experience. This level of engagement need not take a lot of time; it does, however, take care and intent.

KINDERGARTEN TO GRADE 2

The Remote Learning plan in Kindergarten to Second Grade will include home learning engagements and/or activities that parents can assist their child in completing.

Learning Experience: At the beginning of each week, Class Teachers will post a video on Microsoft Teams to welcome and to explain the learning approach and focus for the week. Kindergarten to Second Grade students will participate in literacy (reading/writing), math and optional activities from Art, Music, PE and/or Library each day. A variety of tasks will be included, and some learning tasks may include other online platforms (e.g. Reflex, iXL, Freckle, BrainPop, RazKids, O365, Khan Academy). If another online platform is required, teachers will share specific instructions for parents to access the platform. Students will also be invited to participate in weekly interactive synchronous lessons and activities using Microsoft Teams.

GRADE 3 TO GRADE 5

The Remote Learning Plan for Third to Fifth Grade will include home learning engagements and/or activities that parents can assist their child in understanding for independent completion.

Learning Experience: At the beginning of each week, Class Teachers will post a video on Microsoft Teams to welcome their students and parents and to briefly explain the learning approach and focus for the week. Third to Fifth Grade students will participate in reading, writing, math and optional activities from Art, Music, PE and/or Library each day. Students will have the opportunity to integrate content areas in meaningful ways. A variety of tasks will be included, and some may include other online platforms (e.g. Reflex, iXL, Freckle, BrainPop, RazKids, O365, Khan Academy). If another platform is used as part of an activity, teachers will share specific instructions for parents to access the platform. Students will also be invited to participate in weekly interactive synchronous lessons and activities using Microsoft Teams.

MIDDLE SCHOOL OVERVIEW

Students will learn through a blended learning model, which includes asynchronous learning as well as synchronous, real-time interactive sessions with their teachers and classmates. Each of these learning experiences may be followed up with appropriate homework or a formative/summative assessment to confirm that the students have engaged appropriately with the content and that their understanding of the content supports their progress towards the identified target standards.

The clear JSS PS Plan for these days is to be analogous to the students' experiences on typical days at school: to interact, to engage, to grow, and, ultimately, to learn.

ROLE OF PARENTS

As Middle School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Remote Learning tasks and, in some cases, to access on-line resources. The learning tasks and activities provide direction and support to families. We recognize that parents may have more than one child to guide, therefore we have framed the learning experience to require minimal parent involvement. As a parent of Middle School students, we ask you for the following support:

- Monitor Microsoft Team updates and be sure to check in with your child daily about the Remote learning tasks, activities, and assessments they are working on.
- Designate a place where your child will work independently on his/her assigned tasks.
- Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure his/her understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Monitor your child's deadline calendar and support them in submitting assignments according to the established deadlines.
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our faculty will be on hand to help and support within 24 hours.

MIDDLE SCHOOL REMOTE LEARNING PLAN

Content and Timing:

The Remote Learning Plan in Middle School will include engaging experiences for each scheduled class students have on their regular school schedule for that day. With several lessons to engage in each day, teachers will account for the increased demand that will be required of students as they are engaging in this type of independent Remote learning.

Students will have multiple activities within the timeframe of a regular class. Teachers will provide guidance specific to the amount of time activities/assignments might require. This will include time spent on accessing content, as well as completing work. Students will also have off-screen tasks that are designed to engage the middle school learner and attend to middle school needs. Follow up *homework* or *flipped classroom* work may be expected in addition to the dedicated learning time for each class. Flipped classroom work is work assigned that requires students to fully and actively engage in the content independently and then reflect, summarize, and/or demonstrate newfound understandings of the content within a more collaborative online setting.

To maintain consistency with on-campus learning, faculty who teach the same courses will plan Remote Learning collaboratively to ensure students have comparable experiences.

Asynchronous Interactions:

- Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Office 365.
- Students will have daily Learning Target(s) in each subject area for their scheduled day.
- Microsoft Teams will be updated for every lesson. Lesson updates will be ready for access by 8:00 a.m. (time) the day of the lesson. When a learning experience includes a project or extended application of learning over multiple days, lesson updates will be posted for multiple upcoming sessions. Lessons will include:
- A brief update referencing the daily learning target(s) for the lesson and directing students to the materials page to access resources/assignments, etc.

This brief update will ensure:

- Students know what learning they need to accomplish for that day.
- Continuity of learning that is clearly connected to their learning in the prior class and will connect to the learning in the upcoming class.
- A written explanation and/or recorded video/screencast (5 min. max. per lesson) to introduce, explain tasks, or provide instruction for each lesson.

A method of interaction such as:

- Discussion forums

- Office 365 tools to provide feedback on student work o Digital/scanned resources, assignments, etc.
- If students are required to engage in a project or extended application of learning, the project will be broken down into smaller actions/outcomes with deliverables/check-ins for each lesson.
- Teachers will respond to student and parent e-mails/questions within 24 hours.
- No sites requiring VPN will be used as a resource.

Synchronous Interactions:

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using Microsoft Teams.

Teachers will engage in real-time with students in the following ways:

- Individual: Students request help by making appointments with their teachers or counsellors on an agreed time.
- Scheduled Office Hours: Students can join office hours to ask questions or discuss learning with their teachers and classmates during specific times established by teachers.
- Mini Lessons: Students may participate in real time mini-lessons on specific topics during specific times established by teachers.

Assessment and Progress Monitoring:

Non-graded formative and practice tasks:

- Students will provide evidence of learning for each subject and lesson as a check for understanding.
- Students will have the opportunity to provide feedback to each other.
- Teachers will provide students with ongoing and regular feedback on their evidence of learning.

Graded summative tasks:

- Students will participate in graded summative tasks at the end of a learning sequence.
- Graded summative tasks that are performance-based will include a rubric and/or checklist shared with students as part of the task overview.
- Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple lessons.
- Students will have the opportunity to revise their tasks following a reflection and/or relearning task designed by the teachers when submitted work does not meet the Remote Learning Target.

SECONDARY SCHOOL OVERVIEW

Secondary students will participate in meaningful learning experiences in each of their classes.

Role of Parents: As a parent of Secondary student, we ask you for the following support:

- Monitor Nexquare/Microsoft Teams updates and be sure to check in with your child daily about the Remote learning tasks, activities and assessments they are working on.
- Designate a place where your child will work independently on his/her assigned tasks.
- Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Ask your child about their deadline calendar and support them, as needed, in submitting assignments according to the established deadlines.
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our faculty will be on hand to help and support within 24 hours.

Secondary Remote Learning Plan

Content and Timing:

- Students will be provided with a clear daily learning target for each class to ensure they know what learning they need to accomplish each day. The daily learning target will ensure continuity of learning that is clearly connected to their learning in prior classes and the classes following.
- For courses with multiple sections, students will have the same Daily Learning Target and comparable learning experiences as students who have other teachers.

Asynchronous Interactions:

- Daily learning targets, lessons, and materials will be posted by 8:00 a.m.
- Teachers will design learning in multiple tasks that complement each other in the development of understanding. Students should not engage in the same task for 75-100 minutes continuously.
- Teachers will provide a video and/or screencast to introduce the lesson and/or to provide instructions.
- Teachers will provide an estimated duration for all learning activities.
- Students may be expected to participate in discussion posts.
- Deadlines will be flexible to accommodate student location and travel.
- Resources needed will not require the use of VPN or streaming/download of files that are excessively large.
- Teachers will clarify in advance how students should contact them if they need assistance and will respond within 24 hours to all student inquiries on weekdays.

Synchronous Interactions:

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using Microsoft Teams.
- Teachers will engage in real-time with students in the following ways:
- Individual: Students may request help by making appointments with their teachers or counsellors on an agreed time.
- Scheduled Office Hours: Students can join office hours to ask questions or discuss learning with their teachers and classmates during specific times established by teachers.
- Structured Synchronous Learning: Teachers or counsellors may invite students to participate in a real time class meeting/lesson or in a small group work session.

Assessment and Progress Monitoring:

- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement.
- Teachers will design assessment instruments and create environments that assist students in making good choices related to issues of integrity. This could include:
 - using an assessment monitoring system like lockdown browser;
 - developing a class honor code;
 - establishing clear expectations and guidelines for use of sources and collaboration and including them as part of the assessment task;
 - post-assessment authentication through student reflection or teacher: student dialogue; or creating assessments that allow for student choice and development for how they will demonstrate learning.

Non-graded formative and practice tasks:

- Students must complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) discussions, forms, polls, reflections in OneNote Class Notebooks.
- Teachers monitor student progress with ongoing and regular feedback.
- Teachers will determine when summative assessments are administered based on the data collected from formative assessments.
- Late submissions of formative assessments may not always receive feedback or comparably thorough feedback if additional opportunities for feedback related to the unit objectives are available, students are best served to focus on current assignments to move forward in the learning process, or the submission of late work is not in direct relation to the current unit of study or the nearest upcoming summative assessment.
- Teachers will actively engage with the student, parents, counsellor(s), learning specialist(s) (Learning Support Teachers), Supervisor, and Vice Principal to support students who are not producing evidence of learning during a unit of study.

Graded summative tasks:

- Students must complete assigned graded assessments to measure progress against learning targets. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, writing assignments.
- Graded summative tasks that are performance-based will include a rubric and/or other forms of scoring criteria shared with students as part of the task overview.
- Clear instructions on where/how to turn in assignments will be provided to students.
- Special arrangements may be made for specific types of assessments (e.g. oral exams, performance assessments, internal assessments, various aspects of course selection). Students will be informed if they must participate in such an assessment.

INCLUSION & REMOTE LEARNING

In many ways online learning is tailor-made for students with special needs. Students who find the classroom environment challenging, learn at a different pace, or need a high degree of differentiated content may find it easier than traditional learning. However, there are a few important things that need to be taken into consideration. For example, students with attention difficulties or low motivation may struggle to complete tasks on their own with little or no supervision. Regular communication with parents and students is essential to helping students stay on task.

What are some of the things that can be done to improve online learning for SoD?

Include both audio and visual formats.

Content should be accessible in multiple forms. Learners do not need to be blind or deaf to have difficulty seeing or hearing different media forms. By providing both formats, this gives learners options.

Enable options for special keyboards and tab navigation.

Learners with motor control difficulties rely on special navigational tools, such as alternative keyboards, to move through a site. The course should support these navigation tools.

Avoid crowding with large, readable text and lots of white space.

Not only is cramped text harder to read, buttons and links that don't have enough click padding around them are hard to click. Give designs room to breathe. Tight, small text is a bad design to begin with.

Google Docs or Padlet!

Tracking a student's progress LIVE in google docs or padlet offers a great way to interact and provide immediate feedback for students with special needs, especially if they tend to get distracted. In the past, some teachers have also paired students (peer-learning) with the task of commenting and replying to a comment in docs chat every 2-5 minutes.

Other suggestions:

- ❖ Provide clear instructions to improve engagement
- ❖ Summarize the key concepts and ideas beforehand
- ❖ Incorporate subtitles and audio narrations
- ❖ Offer immediate eLearning feedback with recommendations

ASSESSMENT

➤ INTRODUCTION

- Assessments will be created in similar pattern with external exam and are benchmarked against, international best practice.
- Feedback will be given to pupils contributes to improved learning and is focused on specific and tangible objectives.
- Feedback produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

➤ **Formative tests conducted online** to ensure that concepts have been understood.

Authentic assessment includes many of the following:

- Observation
 - Essays
 - Interviews
 - Performance tasks
 - Exhibitions and demonstrations
 - Portfolios
 - Journals
 - Teacher-created tests
 - Rubrics
 - Self- and peer-evaluation
- Online assessments are conducted under the Supervision of teachers. Code of conduct and user guide is sent to students to be followed during online assessments. Special accommodation is made for SoDs (modified question paper and extra time).
- Teachers use online apps/platforms/sites like Microsoft Teams Forms, Padlet, Kahoot, Edpuzzle, Khan Academy, quizzes to check progress of students in lessons.
- In Kindergarten and lower primary teachers also use graphic organizers, teacher observations (anecdotal remarks) and interview with students on Microsoft teams to check progress in lessons.

REDUCING ONLINE RISKS

The School recognises that the internet is a constantly changing environment with new applications, devices, websites and material emerging at a rapid pace.

We will:

- Regularly review the methods used to identify, assess and minimise online risks
- Examine emerging technologies for educational benefit and undertake appropriate risk assessments before use in the school is permitted
- Ensure that appropriate filtering and monitoring is in place and take all reasonable precautions to ensure that users can only access appropriate material

All members of the community are made aware of the school's expectations regarding safe and appropriate behaviour online and the importance of not posting any content, comments, images or videos which could cause harm, distress or offence to members of the community. This is clearly outlined in the acceptable use policies and highlighted through a variety of education and training approaches.

All users will be informed that use of the systems can be monitored and that all monitoring will be in line with data protection, human rights and privacy legislation.

Publishing Images and Videos Online

We will ensure that all images and videos shared online are used in accordance with the associated policies, including (but not limited to) the: Behaviour Policy, Child Protection Policy, Data Protection Policy and Safeguarding Policy.

Managing Email

Access to our email systems will always take place in accordance with data protection legislation and in line with other policies including (but not limited to) the: Behaviour Policy, Child Protection Policy, Data Protection Policy and Safeguarding Policy.

School email addresses and other official contact details will not be used for setting up personal social media accounts.

Staff Email

The use of personal email addresses by staff for any official setting business is not permitted. All members of staff are provided with an email address to use for all official communication.

Student Email

Students will use provided email accounts for educational purposes. Students will sign an acceptable use policy and will receive education regarding safe and appropriate netiquette before access is permitted.

Educational Use of Videoconferencing and/or Webcams

- Parents/carers consent will be obtained prior to students taking part in videoconferencing activities.
- Videoconferencing will be supervised appropriately.
- Video conferencing will take place via official and approved communication channels following a robust risk assessment.
- Only key administrators will be given access to videoconferencing administration areas or remote-control pages.
- The unique log on and password details for the videoconferencing services will only be issued to members of staff and should be kept securely, to prevent unauthorised access.

SUMMARY

This policy should be read in conjunction with the following policies:

- ❖ JSSPS Learning and Teaching Policy
- ❖ JSSPS Behaviour Policy
- ❖ JSSPS Anti-Bullying Policy
- ❖ JSSPS Transition Policy
- ❖ JSS PS Inclusion Policy
- ❖ JSSPS Health and Safety Policy
- ❖ JSSPS Cyber Safety Policy
- ❖ JSSPS Whole School Curriculum Policy

In JSS Private School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of Remote Learning.

Agreed at the governing body meeting

Sd/-..

CEO

Principal

Vice Principal

Head of Learning

Approved by the Governing Body

Chair of Governors

Review of Policy

The Remote Learning policy is monitored by SLT and reviewed on an annual basis.

Policy Details	
Version date	March 2020
Last review	
Next review	September 2020
Responsible SLT	Vice Principal

GENERAL EDITING Comments

Annexure 1

TERM 1 INTERNAL EXAM DATES 2020-2021

GRADE 1 – GRADE 12

TERM 1			
GRADE 1 & 2			MODE OF CONDUCT
Anecdotal remarks based on Learning outcomes attained and class participation. Teachers shares students learning with parents.			Microsoft Teams
GRADE 3 - 5		MAX. MARKS	MODE OF CONDUCT
CONTINUOUS ASSESSMENT 1	12 th May to 19 th May Uploading marks in the LMS	Note Book and Subject enrichment 5 + 5	Microsoft Teams, Quizzzezz, Edpuzzle, Microsoft One Note book, Group Presentation, online assessment, Flipgrid, Padlet
PERIODIC ASSESSMENT 1	11 th June – 18 th June	(MCQ -20 + Descriptive Open Book 10 M)	Microsoft Teams Descriptive MCQ - Quizzzezz, Edpuzzle
MID TERM	15 th Oct – 22 nd Oct	(30 M Descriptive)	
TERM 1			
GRADE 6 -8			
CONTINUOUS ASSESSMENT 1	12 th May to 19 th May Uploading marks in the LMS	Note Book and Subject enrichment 5 + 5	Microsoft Teams, Quizzzezz, Edpuzzle, Microsoft One Note book, Group Presentation, online assessment, Flipgrid, Padlet
PREMID TERM EXAM	11 th June – 18 th June	(MCQ -20M + Open Book Descriptive 20M)	Microsoft Teams Descriptive MCQ - Quizzzezz, Edpuzzle
MID TERM EXAM	15 th Oct – 22 nd Oct	(80 M Descriptive)	
TERM 1			
GRADE 9 - 12			
CYCLIC TEST	Continuous	MCQ – Grading	Microsoft Teams, Quizzzezz, Edpuzzle.
PREMID TERM EXAM	12 th May – 19 th May	(MCQ -20M +Descriptive – open book 30M)	Microsoft Teams Descriptive MCQ - Quizzzezz, Edpuzzle
MID TERM EXAM	1 st Sep. – 8 th Sep.	(80 M Descriptive)	