



مدرسة جيمس رويال دبي الخاصة
GEMS Royal Dubai School

BLENDED LEARNING POLICY GRDS 2020-21

Review Date: 24.2.21
Suzannah Hoskin Vice Principal

1 INTRODUCTION

The purpose of this document is to provide staff with a clear understanding of the ethos and approach to the period of Blended Learning at GEMS Royal Dubai School (GRDS). We will continue to offer an effective education through a Blended Learning Plan (BLP) for all children. At GRDS, we are committed to delivering a high-quality education and after a successful whole school Remote Learning period we are now moving onto the next phase where we will deliver our quality first education to our students both in school and remotely from home. This document covers expectations in relation to learning and teaching, communication and wellbeing and to ensure consistency across all stakeholders involved (parents, children and staff).

2 AIMS AND OBJECTIVES

That we maintain an outstanding curriculum and an outstanding standard of learning and teaching

for our students with a rigorous Blended Learning protocol

- Provide equity of access through a remote and face-to-face learning model.
- Ensure that the wellbeing of students and staff is prioritised both implicitly and explicitly
- That we safeguard students, staff's health, and cyber safety.
- Instil confidence in the provision for online learning to our parents that we are providing high quality education with a robust plan to ensure continuity of support and challenge for our children.
- Build on any feedback from our parents and teachers to ensure blended learning is delivered, reviewed and has impact on student progress over time.
- To provide a balance of academic and non-academic experiences which allows for flexibility and time management.
- Monitor and value attendance and participation of lessons

3 APPROACH

There are some children across the school who will also partake in fulltime Remote Learning. For all our GRDS children accessing learning from home, there is an expectation to take part in a structured timetable, interacting through the following platforms, where applicable: - Phoenix Classroom - Seesaw - Online Learning Programmes (Doodle Maths, MyOn, Readtheory, Doodle tables, Education City, iRead, iStart, EduIslamic etc). Blended Learning (BL) at GDRS will allow all students from FS – Y6 to be back in school following their BL timetables. This will combine face to face lessons in class with their teachers and some lessons that will be accessed in the same way as the remote learners.

To ensure quality of learning and teaching is in line for all children across lessons, the following should be evident:

- Children opting for Remote Learning will follow their class timetable and where possible it will reflect this in the delivery and content of lessons taught in school. They will join for live-streamed core subject lessons daily.
- Children opting for Remote Learning will have additional pastoral time, with their class teacher.
- Weekly overview to be sent via Seesaw each week on a Thursday.
- Learning is new and shows progression in every child's learning – not just revision or consolidation
- Teacher is contactable through live video conferencing tools or Seesaw
- Teaching Assistant will monitor RL children whilst Teacher delivers their input and for the duration of live lessons as well as the teacher.
- Learning objectives are clearly stated for each activity.
- Specialist teacher lessons (Creative Arts and French) will create timetabled, pre-recorded lessons and activities. Specialist teachers will feedback via Seesaw.
- PE will create pre-recorded lessons for students opting for RL, PE will continue as a live taught session following Health and Safety guidelines.
- Arabic and Islamic will present selected live lessons and some pre-recorded lessons. Children will stream into their teacher's lessons. Multiple teachers will deliver lessons through Phoenix Classroom into one class.

FS and Year 1	Y2 – Y6	
In all FS and Year 1, the children will be in bubbles of no more than 10. There will be a maximum of 21 children in each class, split into 2 or 3 bubbles when required and there will be Perspex dividers separating the bubbles.	Students will work on a 100% model whereby students will be spaced 1.5m apart in classrooms, which will enable all students to be in school whilst maintaining social distancing between students and staff. Desks will be allocated, and each student will have their own tray on their table with their own personal books and resources stored. Where possible lessons will be delivered directly in the classroom by the teacher. PE will continue to be taught and will adhere to the health and safety protocols.	
FS and Year 1	Y2-Y5	Y6
<p>Remote Learners FS</p> <ul style="list-style-type: none"> • Daily registration/social call • Live Prime focus daily • Screencasts • Seesaw activities • Arabic activity <p>Remote Learners Y1</p> <ul style="list-style-type: none"> • Daily registration call • 1 live lesson daily (core) • Seesaw activities • screen casts • Social call + live story 	<p>Remote Learners</p> <ul style="list-style-type: none"> • Registration morning call with class teacher and peers • Streamed live calls using Classroom Phoenix with class teacher • Screencasts and seesaw activities • Wellbeing calls with CT 	<p>Remote Learners</p> <ul style="list-style-type: none"> • Registration and social call in the morning with class teacher and peers • Streamed live lessons using Classroom Phoenix with class teacher • Screencasts and seesaw activities • Wellbeing call with CT • Arabic Y6 3 live sessions + • 1 screencast (2 live

<p>time with CL daily</p> <ul style="list-style-type: none"> • Social check in biweekly • Arabic 2 live lessons + 2 screencasts (1 for Arabic B) • Islamic 2 live sessions 	<ul style="list-style-type: none"> • Year 2 Arabic 3 live lessons + 1 screencast • Y3-5 3 live sessions + 1 screencast (2 live for Arabic B) • Islamic 2 live sessions • 1 additional reading session for Arabic A • Y2-4 additional recitation Islamic slot 	<p>for Arabic B)</p> <ul style="list-style-type: none"> • Islamic 2 live sessions • 1 additional reading session for Arabic A
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Think about how you will engage all students to feel part of your lesson:

- Designate a student to monitor chat function - any questions/technology issues etc
- Plan “wow” learning into your lessons.
- Praise as much as possible. Add positives to class charts
- Build relationships by asking students to switch on their cameras for short bursts.
- Engage students by calling on them by name.
- Ask for support sooner rather than later - go to your YL for help.
- Contact home to praise and support. Build relationships with parents.

4 EXPECTATIONS

Roles and Responsibilities of Leadership

The list below outlines some of the commitments the leadership is expected to make but is not all encompassing. The role of the leaders is to rise to any occasion or need from our learning community:

- Develop, monitor, and adjust divisional plans for blended and remote learning.
- Carry out drop ins and regular lesson observations for quality assurance purposes.
- Share the BLP with the student and parent community.
- Support staff and parents in utilizing the BLP.
- Ensure effective implementation of BLP and accountability to student learning.
- Maintain and monitor staff and student attendance through the support of the data leader and act upon regular absences to ensure staff and students are engaged in the blended learning expectations.
- Support with any technical issues that may arise with the online platforms being used through our IT Support Team.
- Respond to emails in compliance with our school policy of no more than 24 hours.
- Disseminate a regular student and parent survey and analyse and action results to make the necessary changes to the program.
- Continue to hold regularly scheduled meetings virtually i.e. year level, department, and leadership meetings.
- Attend virtual Senior Leadership Meetings, and other regularly scheduled meetings.

- Review new admission files as disseminated and returned to Admission in no more than 24 hours
- Communicate with parents to ensure they are aware of and signed up to Learning Ladders
- Monitor student progress using Learning Ladders to ensure consistency and regular evaluation using this tool.

Roles and Responsibilities of Teachers

- Upload any communication with parents, email, telephone conversations and video meetings on the PULSE system bi-weekly.
- DT and CT Monitor student engagement and participation and follow up accordingly.
- Follow and review the current daily class schedule.
- Assessments/Feedback/Interactions to support students' learning are tracked in line with the BL Marking and Feedback Policy.
- Track, monitor and celebrate students' daily achievement and progress.
- Connect with RL students daily via live through the video conferencing tools or Seesaw
- Collaborate with team members or departments to design blended learning experiences during scheduled or agreed upon collaborative planning times.
- Screen casts, with teacher voice and digital content are of a high standard
- Set expectations for students when engaging in Live Learning to ensure that behaviour in the physical classroom is replicated in the virtual classroom.
- Ensure that Quality lessons should contain new learning adapted to a suitable pace for blended learning context
- Planning should include the normal expectations of differentiation, Learning Wave, HPL and teacher input via screen casting/resources.
- GRDS supports teachers using innovative hooks to lessons to capture student's imagination. In order to ensure that the content shared is not upsetting to families, we follow the UK film guidance standards. If a film is rated as PG there is a need for parental guidance and what one 'parent' would deem acceptable another may not therefore the school is only authorized to share media content which is Universal 'U'.
- Planning considers cultural adaptations and avoids texts and links to references to gods and that promote the practice of witchcraft or witches.
- Video resources created in line with the advice in 'Remote Learning Teacher Tips' document shared in TEAMS.
- Where relevant, learning strategies will be sent home to aid the parents with their children's learning.
- Designated teachers will support social, emotional wellbeing of RL students 3 times a day.
- Class teacher will feedback to their RL children, interact with them during Live lessons and regularly communicate with the child and parent through video conferencing.
- If a teacher is sick, the teacher is to follow the same protocol of reporting an absence and ensure that an Administrator has the credentials to log
- Continue to track student progress through Learning Ladders
 - Ensure planning is based on those objectives and students' learning is evaluated in the usual way following the four ticks
 - Assessment leader and DLC to support parents in gaining access to Learning Ladders

Wellbeing

Wellbeing of staff and students remains a priority; wellbeing is addressed both implicitly and explicitly in the

following ways:

- Mindfulness
- GEMS Jewels of Kindness
- Opportunities for pastoral check ins and social calls
- Counsellors bulletin
- Parent Wellbeing Workshops and support groups
- Creative projects for holistic development
- Balance of screen and off screen time
- Transition and movement breaks

Specialist Teacher Expectations

All specialist teachers:

- Create individual lessons on screencast and schedule and assign to classes via Seesaw
- Add learning questions and resources to the year group weekly overviews before 12pm on Wednesday.
- Allocate time to feedback to student responses on Seesaw that were posted after 4pm.
- Support cover maintaining the recommended safe distance from students of no less than 2m for 15mins

Physical Education:

- Deliver 1 PE lesson for KS1/KS2 in the MPH, adhering to social distance protocol. FS will have 2 PE lessons.
- Prepare, share and give individual student feedback via Seesaw on their weekly timetabled lessons for RL students FS-Y6
- Create a weekly activity grid for each year group full of exercises and physical activities that students can do daily in order to keep active. This grid is shared once at the start of the week.
- Support cover maintaining the recommended safe distance from students of no less than 2m for 15mins

Creative Arts:

- Prepare, share and give individual student feedback via Seesaw on their weekly timetabled lessons for Y1-Y6.
- Be mindful of the resources and tools families may not have in their home.
- Support cover maintaining the recommended safe distance from students of no less than 2m for 15mins

Arabic:

- Collaborate with colleagues in designing RLP experiences in accordance with school-wide plans.
- Develop high-quality learning experiences, including live lessons
- Communicate with and provide timely feedback to students and parents.

- Prepare, share and give individual student feedback via Seesaw on their weekly timetabled lessons for FS-Y6.
- Set a reading task and give individual student feedback via IREAD/ISTART Arabic.
- Communicate the weekly learning and homework as per agreements.

Islamic Education:

- Collaborate with colleagues in designing RLP experiences in accordance with school-wide project plans.
- Develop high-quality learning experiences.
- Communicate with and provide timely feedback to students and parents.
- Communicate the weekly learning and homework
- Prepare, share and give individual student feedback via Seesaw on their weekly timetabled lessons for Y1-Y6.

MFL

- Prepare, share and give individual student feedback via Seesaw on their weekly timetabled lessons for all students.

Marking and Feedback Policy

- A range of activities on Seesaw for students, using a mixture of on-line and written responses to ensure that children can continue to be assessed accurately against the objectives.
- Each year group will set the expectations of the balance between on-line Seesaw activities and copy book activities to balance screen time.
- Work completed in copybooks should be photographed and sent via Seesaw; Expectations will be dependent on the year group.
- Feedback on completed work should be concise and timely and given by the end of the following working day.
- This should be a mixture of verbal responses during live sessions and audio and typed comments over on Seesaw.
- A mixture of individual, group and whole class feedback should be given by the teacher
- Children should have the opportunity to Self-Assess their work and where appropriate, engage in peer feedback online.

SEND/ STIP/ LSA Shadow teachers and ELL Teachers

- Maintain 1:1 communication with the assigned students following safer practice guidelines
- The LSA should communicate regularly with the subject or classroom teachers who teach the students and ensure feedback is being given
- The teacher will communicate regularly with students on and/or the parents to ensure they have success with remote/face to face learning.
- LSAs will provide a combination of live sessions with small groups and pre-recorded lessons and activities on Seesaw to support individualized IEP targets following safer practice guidelines.

- In class LSAs will support students through a combination of live sessions with small groups and additional work to support IEP targets and to scaffold whole class activities provided by the teachers
- Extra resources to support social and emotional areas of learning will be provided in a variety of ways by the pastoral team. The email address pastoral_rds@gemsedu.com is set up for teachers to reach out to the pastoral team for support that may be required for individual students and/or their parents.
- Individual support will be tailored depending on needs.
- Support will be provided by our councilor when required
- Additional resources will be provided on Seesaw and through newsletters and online platforms to support routines, self-regulation, self-esteem and confidence during remote learning.

Digital Coach

- Collaborate and support the IT department with set up and launching of online platforms as and when required
- Support and advise staff and families on technical issues and best practice when using the designated platforms.
- Communicate regularly with assigned teachers to support planning, facilitation of learning opportunities, lessons, and creation of assessment tools.
- Quality assures planning relating to their subject
- to provide online safety resources for all year groups including parental advice and support material

Pedagogy Coach Instructional Coaches:

- Communicate regularly with assigned teachers to support planning, facilitation of learning opportunities, lessons, and creation of assessment tools.
- Quality assures planning relating to their subject
- Quality assures online live lessons
- Provide group support to students

Teaching Assistants:

- Communicate regularly with classroom teachers to identify ways of supporting students and contributing to planning and instruction.
- Monitor and support Remote Learning children during Live lessons, delivered by the teacher.
- Complete the assigned online CPD courses to support future learning.
- Support groups with their learning ensuring that safer online guidance is adhered to.

Cover Teachers

A cover timetable has been created to ensure that all teachers have allocated cover time each week to carry out their responsibilities. During blended learning cover can take many forms:

- Monitor and support delivery of screencast lessons for all children in class and who are RL offsite.
- Approve/give feedback for covered lessons when appropriate
- Support during live lessons
- Please note that if there are any staff sickness cover times for that day may be cancelled.

Parents

- Parents should support the school's aims and objectives of on-line learning by encouraging participation.
- Consider the age of their child- adjust home learning environment to suit their educational needs.
- Provide 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).
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
- Engage in communication with the class teacher to support their child's learning.
- Ensure they are signed up to Learning Ladders and can access their child's details. Use the support documents to help at home when required.

Admin and FOH Staff

- Attendance will be monitored daily by front of house.
- If staff are in school, Admin, FOH and support staff to continue normal duties as directed according to circumstances and when unable to be on premises will continue to fulfil their duties as is possible and accessible, adapting to new ways of working as required so that they can fulfil their roles and responsibilities.
- Attendance Procedure followed as per workflow adapted for remote learning – separate document.
- Attendance updated to Phoenix.

GRDS On-line Video Conferences

As part of the Blended Learning strategy, teachers in FS-Y6 will be available on-line each school day for live video sessions with their class who are participating in Remote Learning, inclusive of live lessons and regular review times.

Purpose

- Allow live interactions and communication between students and teachers to support with learning
- Students to ask questions about learning or for further explanation
- Allow for group teaching, modelling and critical thinking opportunities
- Encourage students to continue on-line learning

- Provide continuity of a sense of school community
- Each teacher in FS-Y6 will be available to their own class each day
- Class Teaching Assistants will be monitoring and supporting interactions and learning during live calls.
- Designated Teachers will provide daily check ins with the RL students to register their attendance as well as promote wellbeing, support and monitor social and emotional needs.

Teachers are required to use the Cleverboards paired with a Bluetooth wireless headphone with mic to deliver live lessons to children working remotely. Their laptop will also be used so RL children can see their class teacher even when the screen is being shared for learning purposes.

- Student passwords can be re-set in school – contact the Digital Learning Team (contact information below) if a student requires a re-set
- Teachers can share their screen to the group session therefore allowing teaching via Active Inspire or PowerPoints
- Teachers to use the background blur feature or a suitable background if broadcasting from home
- Year group timetables stipulate the time of the daily live lessons on their timetables –there are at least 2 live sessions each day with some exceptions.

Preparation

- Teachers to practice calls within their team
- A guide has been produced to support accessing live calls
- Teachers will require suitable teaching resources such as small whiteboard or share their screen with Active Inspire or a PowerPoint to demonstrate to students
- Class teachers in FS- Y6 be available for video conferencing for their class each working day as per the timings on their timetables.
- Teachers to read the Blended Learning Policy and Parent Letter

5 Safeguarding Guidelines during Blended Learning

All staff conduct throughout digital and blended learning must remain in line with GEMS Safeguarding Policy Manual, GEMS Safer Working Practice Guidance and all other relevant policies. The conduct of all parties, including students, parents and staff includes the strict prohibition of cyber bullying, online harassment, and the use of inappropriate language in any communication.

Safeguarding issues should follow the normal school procedures and teachers should report to the designated safeguarding leads via HSE. Teachers must not follow up any issues with the student or parents unless advised by a DSL. Please refer to the GEMS Remote Learning safeguarding policy for clarification.

Live Lessons:

To ensure safer working for staff and students all live sessions delivered through teams:
GRDS Blended Learning Policy 24.2.21 SH

- Are recorded and saved
- Student cameras are switched off unless required (for example to respond to a question from a teacher) – exception is for small groups with FS/SEND students who need this facility to engage in the lesson.
- Ensure any suspicions of recording from parent/student end are reported to SLT immediately
- Parents are informed that live sessions are recorded for safe practice

To consider when identifying key risks for student's wellbeing:

- Students with existing mental health conditions
- Students in high-risk households, including potentially abusive environments
- Cessation of regular emotional well-being services
- Increased social isolation
- Increased family-stress
- Potential for students to be left unsupervised
- Excessive screen-time

Online Safety - Guidance and resources shared with teachers and parents mainly through the national online safety website. Weekly updates are included in the newsletter and the staff briefing. Courses, webinars, resources and guides are accessible to teachers and parents.

Note: For high need cases, planning should be undertaken on an individualized basis through a multidisciplinary approach. This should include key personnel to create a team around the child such as the school counsellor, DSL, SEND Teacher and, wherever possible, involvement by the child in keeping themselves safe. Regular updates for high need cases should be shared with Senior Leaders.

Please refer to the online safety policy and Digital Learning Policy for further information

Designated Safeguarding Leads Contact Details

- | | |
|-------------------------|--|
| • Mrs Charlotte Grieves | c.grieves_rds@gemsedu.com |
| • Ms. Suzannah Hoskin | s.hoskin_rds@gemsedu.com |
| • Ms. Debbie Simpson | d.simpson_rds@gemsedu.com |

Deputy Safeguarding Leads contact details

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|-------------------------|--|
| • Mrs. Jenny Evans | j.evans_rds@gemsedu.com |
| • Mrs. Michaela Bullock | m.bullock_rds@gemsedu.com |
| • Mrs. Heba Moustafa | h.moustafa_rds@gemsedu.com |
| • Ms Cindi Santos | c.santos_rds@gemsedu.com |

Contacts

- Learning related questions should be sent directly to the class teachers
- Passwords and technical issues to be sent to rl_rds@gemsedu.com
- An additional email address pastoral_rds@gemsedu.com is in place for parents and staff to raise any concerns around wellbeing during remote learning.
- All other communication as per normal communications channels

Celebrations

GEMS Jewels of Kindness

We will continue to recognise and celebrate the wonderful acts of kindness children are currently demonstrating through the GEMS wide initiative, 'GEMS Jewels of Kindness'. Each class Seesaw account has a GJOK folder and students are encouraged to share an act of kindness for each of the four jewels- once a student has completed all four jewels their class teacher will send a certificate via email and they will be celebrated in the weekly whole school assembly. Parents can send a picture of their child with their certificate or carrying out their act of kindness and teachers will post a photo of the on the year group Instagram.

Assemblies

Each week there is a whole school assembly that is timetabled and posted on a Thursday a set time. The virtual assembly includes the following elements to ensure that we can continue to celebrate the successes of students at Royal Dubai School. These include:

- **House Points** – Each week teachers and teaching assistants award house points for students in the four Royal Houses, Sandringham, Windsor, Balmoral and Clarence. Each week these are collected. In assembly the weekly winning house and the overall winning house are announced by the student house captains.
- **Specialist Challenges** to be celebrated that week, such as weekly PE challenge or Creative Arts challenges. These are shared with a collage of students carrying out the challenge. Musical talent shared in the form of a performance.
- **Student Leaders** create content based on their area of expertise.
- **Certificates** for High Performing Learners, Word Millionaires and the Class of the Week are awarded.

GRDS Enrichment Website: <https://www.gemsroyaldubaimemorymakingmoments.com/>
'GEMS Royal Dubai Memory Making Moments' is a site where families are able to access enriching opportunities from across the globe. For example, during Ramadan we focused on engagement of parents through Iftar preparations. The website also shares links to virtual museum tours and events that may be of interest to the community and capture special moments at RDS.

Social Media/Learning Platforms

Our content and presence on Social Media and Learning Platforms is even more important for celebrating and sharing the learning and success of our whole community and promotes a sense of ‘we are all in this together’ – providing positive and uplifting messages to share with and beyond our community. Please refer to Social Media Policy

Coffee Mornings

SLT provide regular coffee morning opportunities for parents to join a virtual session and discuss what is going well and areas we need to improve and develop. The Achievement Centre provide coffee mornings with groups of parents to discuss best practice when supporting SEND students during a period of remote learning. Coffee morning opportunities are extended to new and potential families as part of the virtual enrolment process.

Example Timetables

Children will follow their class timetable each week. Children who have opted for Remote Learning will follow their class timetable, accessing live lessons with their class teacher along with completing the asynchronous lessons at the same time as their class in school. To support their learning experience, a Designated Teacher (DT) assigned to their year group **will live call daily to register the children, offer break time friendship group support and for a review at the end of day.**

Example timetable of FS1 – the blank sections will be filled by the class teachers, covering their objectives.

	1st Break																2nd Break																													
	7:50	8:10	8:30	8:50	9:10	9:30	9:50	10:10	10:30	10:50	11:10	11:30	11:50	12:10	12:30	12:50	13:10	13:30	13:50	14:10	14:30																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40						
Sun	Free Flow / Drop-off																Arabic A		Pick up from 12:30																											
Mon	Free Flow / Drop-off																PE		Pick up from 12:30																											
Tues	Free Flow / Drop-off																PE		Break														Pick up from 12:30													
Wed	Free Flow / Drop-off																Break														Pick up from 12:30															
Thur	Free Flow / Drop-off																Break														Pick up from 12:30															

Example timetable of FS2 – the blank sections will be filled by the class teachers, covering their objectives.

		1st Break										2nd Break																															
		7:50	8:10	8:30	8:50	9:10	9:30	9:50	10:10	10:30	10:50	11:10	11:30	11:50	12:10	12:30	12:50	13:10	13:30	13:50	14:10	14:30																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
Sun	Free Flow / Drop-off																																									Staggered End of Day	
Mon	Free Flow / Drop-off																																										Staggered End of Day
Tues	Free Flow / Drop-off																																										Staggered End of Day
Wed	Free Flow / Drop-off																																										Staggered End of Day
Thur	Free Flow / Drop-off																																										Staggered End of Day

Example timetable of KS1

		1st Break										2nd Break																															
		7:50	8:10	8:30	8:50	9:10	9:30	9:50	10:10	10:30	10:50	11:10	11:30	11:50	12:10	###	12:50	13:10	13:30	13:50	14:10	14:30																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
Sun	Free Flow																																										Staggered End of Day
Mon	Free Flow																																										Staggered End of Day
Tues	Free Flow																																										Staggered End of Day
Wed	Well-being																																										Staggered End of Day
Thur	Free Flow/Islamic																																										Staggered End of Day

Example timetable of KS2

	7:50	8:10	8:30	8:50	9:10	9:30	9:50	10:10	10:30	10:50	11:10	11:30	11:50	12:10	###	12:50	13:10	13:30	13:50	14:10	14:30																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Sun	Social Studies				Arabic A / B				Outdoor play	Eating Time	Spellings	English (Live)				Maths (Live)		Doodle Maths	Eating Time	Outdoor play	Discovery/Islamic				Staggered End of Day															
Mon	Discovery				English (Live)				Outdoor play	Eating Time	Grammar	Science (Live)				Maths (Live)		Reading	Eating Time	Outdoor play	Arabic A / B				Staggered End of Day															
Tues	Discovery				Arabic A / Target Time				Outdoor play	Eating Time	Reading	Islamic / Target Time				Maths (Live)		Doodle Maths	Eating Time	Outdoor play	Science				Staggered End of Day															
Wed	PE				English (Live)				Outdoor play	Eating Time	Doodle Maths	Maths (Live)				Creative Arts		Reading	Eating Time	Outdoor play	Well-being				Staggered End of Day															
Thur	Arabic A / B				French				Outdoor play	Eating Time	Reading	Islamic / Target Time				English (Live)		Assembly/ Arabic A				Staggered End of Day																		

Example Remote Learner timetable of FS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Sun	Registration 8:00-8:15 (Live)		Free Flow Grid Activity			Break-Snack and Rehydrate				Screen-break Time	Live Group 1	Screen-break Time		Prime Area Activity (Screencast)				Free Flow Grid Activity		Break-Snack and Rehydrate				PE (Screencast)		Story Time (Live)														
Mon	Registration 8:00-8:15 (Live)		Screen-break Time	Live Group 1			Break-Snack and Rehydrate				C and L (Live)		Free Flow Grid Activity				Screen-break Time		Prime Area Activity (Screencast)		Break-Snack and Rehydrate				PE (Activity Grid)		Story Time (Live)													
Tues	Registration 8:00-8:15 (Live)		Free Flow Grid Activity			Break-Snack and Rehydrate				Screen-break Time	Screen-break Time	Live Group 1	Free Flow Grid Activity				Prime Area Activity (Screencast)		Break-Snack and Rehydrate				PE (Activity Grid)		Story Time (Live)															
Wed	Registration 8:00-8:15 (Live)		Free Flow Grid Activity			Break-Snack and Rehydrate				C and L (Live)		Wellbeing Activity (Screencast)				Screen-break Time		Free Flow Grid Activity		Live Group 1		Break-Snack and Rehydrate				PE (Activity Grid)		Story Time (Live)												
Thur	Registration 8:00-8:15 (Live)		Free Flow Grid Activity			Break-Snack and Rehydrate				Assembly		Screen-break Time	Live Group 1	Prime Area Activity (Screencast)				Free Flow Grid Activity		Story Time (Live)		Break-Snack and Rehydrate				PE (Activity Grid)		Story Time (Live)												

Example Remote Learner timetable of KS1

	7:50	8:10	8:30	8:50	9:10	9:30	9:50	10:10	10:30	10:50	11:10	11:30	11:50	12:10	###	12:50	13:10	13:30	13:50	14:10	14:30																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Sun	7.45-8am Registration Flow		Free		Phonics		English (Live)				Break				Maths (Live)		Arabic A / B				Break				Science (Live)		Discovery		2pm-2.15pm End Of Day Check In											
Mon	7.45-8am Registration Flow		Free		Phonics		PE				Break				Arabic A / B				Maths (Live)				Break				English (Live)		Discovery		2pm-2.15pm End Of Day Check In									
Tues	7.45-8am Registration Flow		Free		Phonics		English (Live)				Break				PE				Creative Arts				Break				Islamic / Target Time		Discovery		2pm-2.15pm End Of Day Check In									
Wed	7.45-8am Registration Flow		Well-being		Phonics		Arabic A / B				Break				Discovery / English (Live)				Social Studies				Break				Maths (Live)		Discovery		2pm-2.15pm End Of Day Check In									
Thur	7.45-8am Registration Flow		Free		Phonics		Islamic / Target Time				Break				Maths (Live)				Arabic A / Target Time		Assembly				12.40-12.55 End Of Day Check In															

Example Remote Learner timetable of KS2

	1st Break																2nd Break																							
	7:50	8:10	8:30	8:50	9:10	9:30	9:50	10:10	10:30	10:50	11:10	11:30	11:50	12:10	###	12:50	13:10	13:30	13:50	14:10	14:30																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Sun	7.35-7.50 Registration with remote learning teacher/Arabic A and B					English (Live)					Spellings			Break			Maths (Live)			Islamic / Target Time			Outdoor play	Eating Time	Doodle Maths	Discovery			2pm-2.15pm End Of Day Check In With Remote Learning Teacher											
Mon	7.35-7.50 Registration with remote learning teacher/Arabic A and B					English (Live)					Grammar			10am: 5A Social Call			French			Maths (Live)			Outdoor play	Eating Time	Reading	Science (Live)			2pm-2.15pm End Of Day Check In With Remote Learning Teacher											
Tues	7.35-7.50 Registration with remote learning teacher/ Creative Arts					English (Live)					Reading			10am: 5B Social Call			Arabic A / Target Time			Maths (Live)			Outdoor play	Eating Time	Doodle Maths	Social Studies			2pm-2.15pm End Of Day Check In With Remote Learning Teacher											
Wed	7.35-7.50 Registration with remote learning teacher/ Science					English (Live)					Doodle Maths			10am: 5C Social Call			Islamic / Target Time			Maths (Live)			Outdoor play	Eating Time	Reading	Well-being			2pm-2.15pm End Of Day Check In With Remote Learning Teacher											
Thur	7.35-7.50 Registration with remote learning teacher/ Discovery					Assembly					Reading			10am: 5D Social Call			Arabic A / B			English (Live)			PE			12.55-1.10pm End of Day Check In With Remote Learning Teacher														

Arabic and Islamic Blended Learning Structure

We are making sure that the quality of learning continues in Arabic and Islamic by providing the students with a range of activities which cover the areas of each subject. Also, in accordance with the Ministry of Education, there's a realignment of the current teaching objectives and standards of the Arabic and Islamic curriculum. This alignment will ensure consistency across all curriculums as well as giving children a more solid foundation and structured approach to the Arabic language and Islamic knowledge. This will ensure children have a more secure understanding of the language as well as extend their learning opportunities and progress. With these changes in mind, we will ensure students continue to be challenged and extended in all four key areas of reading, writing, grammar and spoken language and link it to the real-life application. To make sure that we follow the guidance of the government regarding to the social distancing and not rotating the students between the classes, we made sure that we provide the best opportunities to our students to interact with their Arabic and Islamic teachers. All Islamic students will have 2 live lessons weekly.

Review date: September 2021