

## Remote Learning Policy

POLICY FOR	REMOTE LEARNING POLICY
PERSON RESPONSIBLE	Digital Leader
REVIEW DATE	15 <sup>TH</sup> June,2027
REVIEWED BY	Assistant Principals and Head of School
APPROVED DATE	June 2026
APPROVED BY	ELT
DATE OF NEXT REVIEW	June 2027
RELATED POLICIES	BYOD Policy, TWS Rewards and Sanctions Policy

**Executive Principal / CEO and Brand**




**Ambassador for GEMS Westminster Schools .....**

## INTRODUCTION

The Remote/Online Learning Policy at Westminster School, Dubai ensures continuity of learning when students are unable to attend school due to health, safety, or government-directed reasons. It provides a consistent approach to delivering high-quality online education, with teachers using digital platforms to engage students effectively. The policy also promotes collaboration between teachers, students, and parents to support learning from home.

## AIMS AND OBJECTIVES

- Ensure uninterrupted learning for all students in any remote learning situation
- Promote engaging, inclusive, and high-quality online teaching practices
- Support effective use of digital tools and platforms for learning
- Define clear roles and responsibilities for teachers, students, and parents
- Encourage student participation, independence, and well-being during remote learning
- Maintain strong communication between school and home to support student progress

To ensure that the quality of teaching and learning remains consistent with in-school lessons, the following approach will be implemented:

- Lessons will follow the existing school timetable, ensuring consistency in subjects and structure
- Students are expected to attend all lessons punctually and follow the daily timetable
- Cameras should remain on during lessons, and microphones used only when permitted by the teacher
- The chat feature should be used appropriately for learning and collaboration
- Clear learning objectives will be shared, and student progress will be regularly monitored
- A variety of teaching strategies, including live instruction, recorded content, and interactive activities, will be used
- Learning will include whole-class teaching, as well as small group and collaborative sessions
- Specialist subjects, including Arabic, Islamic Studies, and PE, will continue with appropriate adaptations
- Ongoing revision and consolidation will support students, including those preparing for assessments
- Teachers will remain accessible through official communication channels for support and guidance
- Microsoft Teams, accessed via Phoenix Classroom, will serve as the primary platform for remote learning, with additional approved digital tools used where appropriate
- AI-integrated tools may be used to enhance learning through personalized support, adaptive practice, feedback, and content creation, while ensuring safe, ethical, and responsible use of technology

## EXPECTATIONS

### Teachers

- Teachers will deliver high-quality lessons that introduce new learning and align with guidance set by school leaders
- Resources will be differentiated to meet the diverse needs of all learners
- Where required, learning strategies will be shared with parents to support learning at home
- Model answers will be provided to enable students and parents to review and assess progress

- Teaching assistants will support teachers in the preparation and organisation of learning resources
- LSAs and the Inclusion Team will be available to support students and staff as needed
- Teachers will record attendance for every lesson on Phoenix Classroom using the appropriate codes
- Staff who are absent must inform their line manager and set an automatic email response
- High-quality feedback and assessment for learning will be embedded in all learning activities
- AI-integrated approaches will be used where appropriate to personalise learning, support assessment, and enhance feedback, in line with school expectations and digital safety guidelines
- TLAG will be followed to ensure consistency, quality, and effective delivery of remote learning across all subjects
- A range of activities will be provided, including both online and written tasks
- Each year group will define an appropriate balance between online and written work to manage screen time effectively
- Feedback on completed work will be provided by the end of the next working day, using a variety of methods such as:
  - Verbal (audio/video) feedback
  - Written feedback (e.g. annotations, comments, or shared images of work)
- Extended tasks and projects may receive feedback within a longer timeframe, typically by the end of the week
- For projects and coursework, students may be required to submit work through designated platforms, with teachers providing clear feedback and next steps
- Marking schemes, rubrics, and model answers may be shared to support self-assessment and reflection
- Regular formative assessments will be conducted in line with the scheme of work, and outcomes will be recorded as per school policy
- Assessment data and grades will be recorded consistently, in the same manner as in-class assessments
- ClassPoint and other online tools will be used to support real-time assessment, quizzes, and instant feedback during live lessons to monitor student understanding
- AI-supported tools may be used to enhance marking and feedback through timely, personalised responses, automated checks, and targeted improvement suggestions, while ensuring accuracy, teacher oversight, and ethical use

## Parents

- Parents are expected to support the school's remote learning aims by encouraging regular participation and engagement.
- The home learning environment should be adapted according to the child's age, individual needs, and preferred learning style.
- Students should have access to appropriate technology (e.g., laptop or tablet), reliable internet, and a safe, quiet space for learning.
- Parents should avoid interrupting live lessons; any communication should be directed to teachers outside lesson time through official channels.
- Parents are encouraged to monitor and support their child's completion of tasks, ensuring correct and responsible use of digital resources, including videos, documents, and learning platforms.
- Screen time and learning routines should be balanced, considering both online and offline activities.
- Parents should guide students in the safe and ethical use of AI tools, helping them use AI for research, practice, feedback, and personalised learning while maintaining academic integrity.
- Students' emotional well-being should be supported by encouraging regular breaks, physical activity, reflection, and opportunities for conversation and play.

## Attendance and Punctuality

- Parents should notify the school via email or the official school communication platform if their child is sick or unable to attend a remote lesson, in line with the school's attendance and punctuality policy.
- To have attendance recorded, students must have their cameras on and remain visible throughout the lesson.
- Teachers will also conduct regular wellbeing checks during lessons, using both observation and digital tools to ensure students are emotionally supported and engaged, with follow-up support provided as needed.

## Students

- Use the online learning platforms recommended by the school, including MS Teams via Phoenix Classroom and gemsed.com, for all lessons and assignments.
- Keep your camera on throughout the lesson and mute your microphone unless the teacher asks you to speak, to maximise learning and engagement.
- Use the chat box only for learning-related questions or collaboration; avoid unrelated messages.
- Always use appropriate and respectful language when communicating online.
- Attend all lessons punctually, as attendance is recorded by the school.
- Submit all tasks and assignments on time, following deadlines set by teachers.
- Participate actively in breakout rooms during group activities, collaborating effectively with peers to complete tasks.
- Engage responsibly with AI tools when used in lessons, ensuring academic honesty, safe practice, and appropriate use to support learning and understanding.
- Participate actively in wellbeing checks and activities designed to support your emotional and social development during remote learning.

## Admin and FOH Staff

- Teachers, Administration, Front of House and Support staff will continue normal duties as directed according to the circumstances.
- Attendance updated on Phoenix Classroom for both students and staff.

## 5. Lesson Structure

Lessons follow a set structure to ensure consistency while allowing teachers flexibility to adapt teaching based on student needs and subject requirements.

Period length - As decided by the SLT for different parts of the school

1. Introduction & New Learning (I Do)
  - Teacher shares the lesson objective and introduces new content via MS Teams.
  - This segment may be pre-recorded, with students' cameras off, focusing on clear explanation of concepts.
  - Teachers may use an affirmative check (e.g., quick polls, questions, thumbs-up responses) to confirm student understanding before moving on.
2. Guided Practice (We Do)
  - Students practice the new learning with teacher support.
  - Teachers provide questions, prompts, and address common misconceptions to reinforce understanding.
  - Breakout rooms can be used for collaborative practice, discussion, and peer support.

3. Consolidation & Collaboration
  - Activities such as collaborative tasks in breakout rooms, interactive questioning, or use of third-party applications.
  - Ensures engagement, deeper understanding, and application of learning.
4. Review, Reflection & Exit Ticket (You Do)
  - Students complete self-marking, reflection, and challenge activities.
  - Exit tickets (short tasks, quizzes, or responses) are used at the end of the lesson to assess understanding and inform the next steps.
  - Opportunity to ask questions, receive feedback, and consolidate learning.

This structure integrates recorded instruction, live interaction, collaborative work, self-assessment, affirmative checks, and exit tickets, ensuring effective, flexible, and engaging remote learning while supporting student wellbeing.

## 6. Contacts

- Learning related questions and initial contact should be sent directly to the Form Tutor using email or Phoenix Classroom
- Queries related passwords and technical issues should be sent to Mr. Dinesh Gopinathakurup, [dinesh.g\\_tws@gemsedu.com](mailto:dinesh.g_tws@gemsedu.com) with the copy to Form Tutor.
- Alternative general help enquiries: [helpline\\_tws@gemsedu.com](mailto:helpline_tws@gemsedu.com)
- All other communication can continue as per normal routine.

## 7. Managing Behaviour for Remote Learning:

1st Degree Offences (Simple)	Minor Behavioural Offences (Remote Learning)
1.1   Repeated tardiness without an acceptable excuse and switch off the camera.	<ul style="list-style-type: none"> <li>• A delay of (10) minutes or more from the beginning of an remote learning class when broadcasting live without an acceptable excuse.</li> </ul>
1.2   Non-compliance with the school uniform policy without an acceptable excuse.	<ul style="list-style-type: none"> <li>• Wearing clothes that violate public decency and morals while attending the period when broadcasting the remote learning period live.</li> </ul>
1.3   Failure to follow the rules of positive behaviour inside and outside the class, such as remaining calm and maintaining discipline during the period, and making inappropriate sounds inside and outside the class.	<ul style="list-style-type: none"> <li>• Private conversations or discourse that are not related to study and hinder the course of the lesson during the live broadcasting of the remote learning period.</li> <li>• Ridiculing the teacher or a colleague during the remote learning period.</li> <li>• Switch on the microphone without teacher's permission.</li> </ul>
1.4   Eating during periods.	<ul style="list-style-type: none"> <li>• Eating while attending a online learning period especially during Ramadan</li> </ul>
1.5   Misuse of electronic devices such as a tablet and others during the period, including electronic games and headphones in class.	<ul style="list-style-type: none"> <li>• Adding any unauthorized program, including programs that are shared and free programs.</li> <li>• Using the microphone feature, camera or chat without prior permission from the teacher.</li> <li>• Playing games (except with the express permission of the teacher because it is an educational necessity linked to the lesson.)</li> <li>• Misusing rights and tools available through Microsoft Teams.</li> </ul>

2nd Degree Offences (Medium Severity)	Medium Severity Behavioural Offences (Remote Learning)
2.1   Absence from school without an acceptable excuse at any time.	<ul style="list-style-type: none"> <li>Absence from a single school day (via remote learning) without an acceptable excuse.</li> </ul>
2.2   Incitement to intimidate classmates, fight threaten or	<ul style="list-style-type: none"> <li>Inciting students not to attend periods, threatening or intimidating them, and not attending periods in online learning platforms.</li> <li>Creating quarrels between students, whether visual or written, by broadcasting via synchronous and asynchronous online learning platforms.</li> <li>Not responding to the rules governing the course of lessons.</li> </ul>
2.3   Misusing communication means of bullying.	<ul style="list-style-type: none"> <li>Misusing ministerial computers during or after the completion of remote education periods.</li> <li>Engaging in audio and video communication with the rest of the students for non-educational purposes after the end of the official period of time, be it on or off school premises.</li> <li>Using e-mail or social media to reveal information of a personal nature.</li> <li>Removing the teacher or students from the group that leads to blocking the course of the lesson, teacher's work and other students' rights.</li> </ul>
3rd Degree Offences (Serious)	Serious Behavioural Offences (Remote Learning)
3.1   Bullying of various kinds and forms.	Using the initiative's communication and information technology to insult, curse, threaten violence, slander, or black-mail in a deliberate and repeated manner via any online platform.
3.2   Attempting to defame or abuse school mates and/or personal on social media	<ul style="list-style-type: none"> <li>Participating in unofficial mailing lists and bulletins within the online education initiative and posting information about teachers and students without permission.</li> <li>Posting about the initiative through social media.</li> <li>Divulging other students' personal information, including home addresses and phone numbers.</li> </ul>
3.3   Verbal abuse or insulting students, staff or school guests.	<ul style="list-style-type: none"> <li>Using profanity, racial slurs, or other language (text, sound, or hint) that may be offensive to any other user.</li> <li>Abusing or insulting official visitors during periods during the live broadcast.</li> </ul>
3.4   Smoking during remote and/or possession of smoking paraphernalia visible to others	<ul style="list-style-type: none"> <li>Smoking while attending the distance learning period or possessing any smoking paraphernalia while attending the period.</li> </ul>
	<ul style="list-style-type: none"> <li>Destroying, modifying, or misusing devices or software in any way.</li> </ul>

3.5   Destroying or damaging school, tools and facilities.	<ul style="list-style-type: none"> <li>• Tampering, removing, requesting the removal of, or intentionally causing damage to any device, software or hardware.</li> <li>• Installing or downloading software or products that might harm the device or the network.</li> </ul>
3.6   Photocopying, possessing, publishing and circulating images of school personnel and students without their permission.	<ul style="list-style-type: none"> <li>• Using any camera (available as part of or as an add-on to certain devices) for personal use, and/or sharing photos or any information about any of the students' parents, employees, or any other person without their explicit consent.</li> <li>• Using educational content to photograph and recording conversations between students and posting them without prior permission.</li> </ul>
<b>4th Degree Offences (Very Serious)</b>	<b>Very Serious Behavioural Offences (Remote Learning)</b>
4.1 Impersonation & Forgery  Accessing another user's account or forging school documents.	<ul style="list-style-type: none"> <li>• Searching for information, obtaining specific copies, or modifying files and other data, or passwords belonging to other users on the network.</li> </ul>
<p>4.2   Using any means of communication or social media for illegal or immoral purposes, or to harm an educational institution, its employees, or others.</p> <p>Illegal or Malicious Use of Technology</p> <ul style="list-style-type: none"> <li>• Using social media or AI tools to create or spread fake, harmful, or malicious content.</li> <li>• Developing software or networks to harass, damage, or spy on others.</li> <li>• Intercepting or disrupting communications on school platforms.</li> <li>• Flooding emails or applications to disable functionality.</li> </ul>	<ul style="list-style-type: none"> <li>• Entering and using the account of another teacher or student with or without his/her knowledge and/or consent.</li> <li>• Using montage software that can produce unreal and fake content and circulate it on social media.</li> <li>• Using the network to develop programs that harass users or to penetrate or destroy other people's accounts and devices.</li> <li>• Establishing networks or network connections to make live communications including audio or video (relay chat) without prior formal permission.</li> <li>• Publishing, creating, exchanging, or promoting malicious or suspicious software.</li> <li>• Inundating e-mail accounts or applications used for online education with high electronic data flow, stopping them working, disabling them or destroying their contents.</li> <li>• Intentionally capturing or intercepting any communication without authorisation through the information network used for online education</li> </ul>

**Any breach of these rules (especially third and fourth-degree offences) may lead to procedures ranging from withdrawing the user's right to log-in or monitoring the use of the service or terminating his/her use of the service or both with retroactive effect. In some cases, it may lead to facing criminal charges, and there will be disciplinary procedures in case of breaching these conditions and rules.**