



**ST. MARY'S** *Catholic High School, Dubai*

# **DISTANCE LEARNING PLAN**

.. Updated: MARCH 2020

## **DISTANCE LEARNING PLAN IN EVENT OF SCHOOL CLOSURE**

**Saint Mary's Catholic High School** is committed to making sure that students continue to experience the dedicated care of our teachers and the routine of daily learning, even in the event of school closure. We must acknowledge that our approach to distance learning cannot replicate the 'real time' experiences that students have when school is in regular session (the invaluable social interactions and mediation, in-person feedback, community and extracurricular events, and so on). However, we are certain that meaningful learning can occur from a distance just as it does with research work and homework assignments that our students so diligently carry out.

The circumstances that force school closures are undoubtedly extenuating ones, subsequently necessitating the availability of an alternative means of education for students who cannot attend school physically. While this is a time of uncertainty and challenge, it is also a time that provides us with unlimited opportunities to connect with ideas and with students who are scattered all over the country. Our teachers, students and parents will no doubt rise to the occasion and support our school in the implementation of this



### **Distance Learning Plan ( DLP ).**

It is our intention with the DLP that we continue to live our mission, vision, and strategic plan, which together assert that, in order to prepare our students with twenty first century learning skills, they are able to adapt to ever changing situations while always retaining the core values of compassion and integrity that the school stands for.

The success of our Distance Learning endeavour is a partnership dependent on careful planning by our dedicated teachers, appropriate student motivation and engagement, and strong parental support for this alternative mode of instruction.

### **PURPOSE:**

The purpose of this document is to outline how SMCHS, Dubai 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 one that does not require participants, teachers, and students to be online at the same time. Since most primary children will need to be assisted by parents with their learning and related tasks, this is an essential part of the DLP. 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.

**The following SMCHS, Dubai DLP is designed to address the following scenario:**

- Asynchronous learning to ensure the opportunity to learn for all students especially Primary students ;
- 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 Distance 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.

***This SMCHS, Dubai DLP will define the following:***

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

In the event of school closure, it is important that this DLP describes ‘SMCH’s approach to distance learning, the modes of communication, the online platforms we will employ, the roles, responsibilities, and expectations for leaders, teachers, parents, and students, guidelines for how parents/guardians can support their children’s learning, and related considerations tailored to make the best of challenging circumstances.



# Technology Systems to Support Distance Learning at 'SMCHS' Dubai

With regard to the school's core technological and communications systems, 'SMCHS, Dubai' offers the following FAQs to describe how we will communicate and manage learning in the event this DLP is implemented.

## *How will 'SMCHS, Dubai' communicate with parents, students, and faculty/staff in the event of an extended campus closure?*

We will continue to use the same modes of communication we use for normal day-to-day communications with parents, students, and teachers/staff. All of these systems are remotely accessible and will function in a situation where we need to communicate remotely. The table below describes these systems:



MODE OF COMMUNICATION	AUDIENCE	DESCRIPTION & ACCESS
School Website	Parents and Students	The School Website will be the Primary means of communication and all relevant circulars and notices will be uploaded to the school website home page. Subject specific plans and material will be found within the space allocated for each department.
Class Group Email	Parents and Students	The class group email will continue to be used by class teachers to inform parents about day to day news with attached circulars and lesson plans and tasks for remote learning.

SIMS Parent APP	Parents	The SIMS Parent App will be used to share important information, notices and circulars with parents.
Google GSuite	Students in upper Primary and Secondary	Gmail, Google Docs, Google Classroom will continue to be used by many teachers.
Pearson Active Learn	Students in Primary and lower Secondary.	Teachers will use allocations in Active Learn for English, Math, Science and Guided Reading.
Whatsapp Groups	Staff and students	All communication shall be sent to whatsapp groups that connect staff right across the school. Staff and students across the upper primary and secondary will continue to use these groups for notifications , updates, communication, voice clarifications for tasks , lesson and task images etc.
Zoom	Students in Upper Secondary	Zoom is an online video conferencing platform that allows for live group discussions and question clarification hosted by teachers.



## ROLES AND RESPONSIBILITIES

<b>SENIOR LEADERSHIP TEAM</b>	<ul style="list-style-type: none"><li>• Develop divisional plans for Distance Learning</li><li>• Communicate with teachers, parents and students</li><li>• Ensure IT and technological readiness</li><li>• Support teachers, students and parents with Distance Learning</li><li>• Ensure effective implementation of DLP and accountability to student learning</li></ul>
<b>SUBJECT LEADERS</b>	<ul style="list-style-type: none"><li>• Support staff and students with Distance Learning</li><li>• Inform Senior Leadership Team about progress in plans</li><li>• Monitor department teachers in planning</li><li>• Approve plans before implementation</li><li>• Monitor teacher's implementation and interactions with students.</li><li>• Provide feedback to teachers</li></ul>
<b>SUBJECT TEACHERS/ CLASS TEACHERS</b>	<ul style="list-style-type: none"><li>• Collaborate with colleagues to design distant learning experiences in accordance with divisional plans.</li><li>• Develop high-quality student learning experiences.</li><li>• Communicate with and provide timely feedback to students.</li><li>• Communicate with parents as necessary</li><li>• Send out the daily class group Email</li></ul>
<b>SPECIAL EDUCATION TEACHERS</b>	<ul style="list-style-type: none"><li>• Communicate with parents of students they work with</li><li>• Support students with the Distance Learning</li><li>• Offer additional support through web links and websites</li><li>• Offer alternate plans where and when necessary</li></ul>
<b>COUNSELORS</b>	<ul style="list-style-type: none"><li>• Create developmentally appropriate videos regarding self-regulation, anxiety and/or wellness strategies that students can practice during this time of Distance Learning.</li><li>• Respond to counselling needs of students, as needed</li></ul>

IT SUPPORT TEAM	<ul style="list-style-type: none"> <li>• Feedback to Senior Leadership Team on IT and Technological readiness and/or requirements for Distance Learning.</li> <li>• Support staff, students and parents regarding technology issues.</li> <li>• Manage student attendance during Distance Learning</li> </ul>
STUDENTS	<ul style="list-style-type: none"> <li>• Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s.</li> <li>• Check appropriate online platforms for information on courses, assignments, resources daily.</li> <li>• Attend, the regular synchronous engagements offered by each of their teacher/s.</li> <li>• Identify a comfortable and quiet space to study/learn.</li> <li>• Engage in all learning posted with academic honesty.</li> <li>• Submit all assignments in accordance with provided timeline and/or due dates.</li> <li>• Ensure own social and emotional balance by keeping healthy habits</li> <li>• Zoom Class Expectations: When attending a zoom class, students must - Dress Modestly - Sit at a desk or table (not on a bed or couch) - Communicate and behave with the same respect and consideration you would use in the classroom</li> <li>• Comply with 'SMCHS's Acceptable Use Policy, including expectations for online etiquette</li> </ul>
<b>Questions related to:</b>	<b>Contact:</b>
Any subject specific query, assignment	Relevant Subject Teacher – Use teacher's email or whatsapp if applicable
A technology issue/request	IT support team via email on : <a href="mailto:itsupport-smchs@smgeducation.org">itsupport-smchs@smgeducation.org</a> <a href="mailto:principal-smchs@smgeducation.org">principal-smchs@smgeducation.org</a>
Any other issue related to Distance Learning	Vice Principal on : <a href="mailto:l.pinto-smchs@smgeducation.org">l.pinto-smchs@smgeducation.org</a>

PARENTS	<ul style="list-style-type: none"> <li>• Provide an environment conducive to learning (access to technology, safe and quiet space during daytime)</li> <li>• Engage in meaningful conversations with your children</li> <li>• Monitor both online and offline learning</li> <li>• Encourage punctual and regular attendance</li> <li>• Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.</li> </ul>
<b>Questions related to:</b>	<b>Contact:</b>
Any subject specific query.	Relevant Subject Teacher – Use teacher’s email ( please allow for a reasonable time for response )
A technology issue/ request	IT support team via email on : <a href="mailto:itsupport-smchs@smgeducation.org">itsupport-smchs@smgeducation.org</a> <a href="mailto:principal-smchs@smgeducation.org">principal-smchs@smgeducation.org</a>
Any other issue related to Distance Learning	Vice Principal on : <a href="mailto:l.pinto-smchs@smgeducation.org">l.pinto-smchs@smgeducation.org</a> ( please allow for a reasonable time for response )



## **DISTANCE LEARNING GUIDELINES FOR TEACHERS:**

The transition to distance learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback, how to design lessons and assignments that are authentic and meaningful, and how to ensure students continue to collaborate and communicate with others. The guidelines provided below are intended to help teachers across all year groups reflect on challenges they'll confront in shifting to distance learning.

### **1) Know your students and evaluate their conditions for Distance Learning:**

Before commencing with the Distance Learning programme, spend a few moments to find out how they are doing emotionally? While most students will have reliable online access at home and the necessary devices to shift to distance learning, others will not. Teachers should remember that each family's circumstances will vary and they should avoid assumptions about limitations or restrictions students are facing. Keep in mind that a vast majority of students have siblings and may even have to share a device.

### **2) Follow the familiar in the initial phase:**

Especially in the first week after moving to this DLP, teachers should continue using existing communication channels and learning management systems. In other words, stick with what's familiar to your students. Teachers should remember that while many students will thrive with distance learning, others will struggle. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences.

### **3) Embrace new opportunities and possibilities for your students:**

While distance learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from school closure either. Teachers might require students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning trans-disciplinary experiences for our students

#### **4) Design asynchronous learning experiences :**

When school is closed and students are learning from various locations, teachers can still connect them asynchronously (not all students at the same time). For example, teachers can use familiar discussion forums/thread or tools to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

#### **5) Be creative with feedback :**

Timely feedback is essential to student learning; this is especially so in online learning environments when/where students are unable to ask questions as they normally would in classroom setting. Maintain clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines.

#### **6) Design synchronous learning experiences.**

When it comes to student engagement and learning, relationships matter as much online as they do in person. Students will be able to gather for synchronous learning times via Zoom, an online video conferencing platform or via Google Classroom or Google Meet . Collaboration remains important and there are many ways teachers can foster it through synchronous (all students at the same time) learning.

#### **7) Be mindful of work time :**

Strictly follow the divisional guidelines for time and schedule. Consider varying the activities you normally plan in a graduated way, from very different to slightly modified. Offer alternative opportunities for reading, research, online discussions/peer-feedback, and producing written work.

#### **8) Set reasonable deadlines:**

Provide students ample time to complete assignments. More time than you would usually provide in class may be necessary for students. Keep tasks simple and directions clear to make sure students understand what they are required to do.

## **DISTANCE LEARNING GUIDELINES FOR PARENTS :**

In these challenging times where we are faced with extraordinary circumstances, we as parents and teachers will need to think differently about how to support our children, how to create routines that are both useful yet practical, how to monitor and support their learning and most importantly how to 'be there' for them. We would like to offer you some simple practical tips to help our children as they find themselves 'learning at home'. **CHILDREN MUST UNDERSTAND VERY CLEARLY THAT DISTANCE LEARNING IS LIKE BEING AT SCHOOL BUT IN A HOME SET UP.**

### **1) SET A DAILY ROUTINE**

We encourage all parents to set regular hours for your children's school work to include the morning hours stipulated by us and some follow up hours in the evening. Please try to keep normal bedtime routines for younger children and a reasonable one for older children too. We recommend that children move regularly and take periodic breaks as they work and learn.

### **2) DEFINE A CLEAR CUT PHYSICAL SPACE FOR LEARNING:**

We are certain that every child has a regular space at home for their daily homework but this might not be the most practical for an extended period of 'home learning'. We would recommend a space that has good lighting, a strong wireless internet signal, be quiet when needed and above all one where parents and guardians are able to monitor their children's learning

### **3) BE A PART OF YOUR CHILD'S LEARNING AND HELP HIM/HER TAKE OWNERSHIP OF THAT LEARNING:**

During a regular school day, students have numerous opportunities to enhance their learning by bouncing ideas off their peers and taking part in meaningful discussions, collaborating in their student groups etc. 'Learning at home' means there will be less opportunity for these social interactions and the few that take place will be virtual. We learn optimally when we have a chance to process our learning and understanding with others. We therefore ask you as parents to please engage with your children and provide them those opportunities to process their learning better and yet take ownership for it. What might that look like ? Ask a question/ drop a subtle hint/ share an analogy / debate an idea/ ask for a recap..... What must it not look like? Giving an answer/ completing an assignment/ solving a problem.....



#### **4) START AND END EACH DAY WITH A SIMPLE CHECK AND FOLLOW-UP:**

We would like to encourage parents to start each day with a very simple check of the basics. What is your child going to be learning on that day? What additional support might they need? What resources do they require? How will they spend their time? This check from you will help your child organize and process the instructions they have received from their teachers. It will help them gather resources. It is important to do this briefly even with older children who sometimes have the tendency to 'drift' with too much independence. Similarly, do follow-up at the end of the day. What did they learn? Do they need anything additionally from you?

#### **5) MONITOR COMMUNICATION FROM YOUR CHILDREN'S TEACHERS:**

Teachers will be communicating with you and your children in various ways. For younger children it will mostly be through their class group email which comes directly to you but for older children it will be through various platforms like Google Classroom, Group Emails with their teachers, Class group emails and Whatsapp groups with their teachers. Ask your children to show you how learning platforms such as Active Learn and Google Classroom work. A few teachers might also use 'Zoom' where a live lesson is essential. This is only applicable to very senior students.

#### **6) ENCOURAGE MOVEMENT and HEALTHY EATING :**

It will be essential, even in a confined space for children to move. We recommend simple and basic stretching and as an alternative to outdoor exercise, do get them to help you with the 'household chores'. This would be a wonderful way to 'move around' and help them learn the value of pitching in as a family. Do ensure that children are eating vitamin rich foods especially fruits and vegetables and some healthy snacks during the day.



#### **7) BE MINDFUL OF THEIR ANXIETY IN THESE CURRENT STRESSFUL TIMES:**

Let us remember that our kids are just as scared as we are right now. Not only can they see and hear everything that is going on around them, but they can feel our constant tension and anxiety. They have never experienced anything like this before. It will be natural in the coming weeks to see an increase in some behavioural issues with the children. Expect to see more meltdowns, tantrums, protests since they can't do things normally. We need to reassure them that everything is going to be ok. Right now they need **OUR COMFORT AND OUR LOVE.**

## **8) MONITOR YOUR CHILD'S SCREEN TIME AND TIME ONLINE :**

We have tried to be careful especially with younger children that they are not spending too much time in front of a screen and therefore have opted to send most of their tasks to you in a group email many of which can be even printed. We have tried our best to set work that blends online and offline requirements.

## **9) BE MINDFUL OF YOUR CHILD'S SOCIAL MEDIA INTERACTIONS :**



At this time of extended school closure, children, especially older children will rely extensively on social media to keep in touch with their school mates. Please remind them to be polite, respectful and appropriate in their communications with others and to reflect the values of the UAE and school and family in their interactions with others. Especially at a time like this please remind them not to spread baseless rumours associated with any emergency situation.

## **10) LET US ALL BE PATIENT WITH ONE ANOTHER:**

We are all treading in uncharted waters ! So many of you as parents might never have had to work remotely. Just like you, we as teachers have always been used to working with your children in a classroom set up. We have been used to using a whiteboard, marking notebooks, sharing a joke in class, asking those critical questions. We too are teaching remotely for the first time! Please be patient with us and know that we are trying our best. Not everything might work. Give us time and room to adapt and know that no matter what, no matter where we always have the best intentions of your children..... ***OUR CHILDREN AT HEART. WE ARE ALL IN THIS TOGETHER !!!***



## **DISTANCE LEARNING FOR LOWER PRIMARY : YEARS ONE THROUGH FOUR**

In an online Distance Learning environment, especially at Lower Primary level, the partnership between the teacher and the parent becomes the champion of learning. Over the course of this Distance Learning time period, our teachers will partner with parents to engage students in experiences that stretch their understanding and expand how they approach new learning. It is of course natural that children at this level will require much greater assistance and parental supervision and involvement with their learning and this has to be at the heart of any DLP for younger children.

### **What will Distance Learning look like for children in Years One through Four??**

All weekly plans are accessible on the school website [www.stmarysdubai.com](http://www.stmarysdubai.com). These may be accessed under each subject department. This will help you to have a larger overview of what your child is going to be learning and experiencing through the week.

Tasks / activities/ Active Learn Allocations / Reading for pleasure/ Mini Quizzes/ Video links / Power Point presentations / Interactive Activities will all be sent to parents by the class teacher via the Class Group Email before 6:00 pm in the evening for the next day. This will give you time as parents to download any material required and to set things up for your child.

All work that is being sent will of course follow the **REGULAR SCHOOL TIME TABLE** for your child for a particular day.

Most subjects have been catered to in order to give students a variety of tasks and experiences. Solutions or answers where possible will be provided via the group email at the end of week one.

Written work is to be done in their regular notebooks.

### **LEARNING TIME FRAMES RECOMMENDED FOR LOWER PRIMARY**

Approximately 2 hours 30 minutes of work through the morning with reasonable breaks in between	This time may be used for tasks that children can manage independently or with minimal assistance from a care giver or guardian ( in the case of working parents )
Approximately 2 hours of work in the evening ( preferably earlier )	This time may be used for tasks that require some explanation on your part as a parent or a greater degree of assistance and supervision.



### **5:30 – 7:30 pm**

Contact time for parents and teachers via email (emails available on the school website )  
No mails after 7:30 pm please.  
Please expect delays in the event of a high volume of mails.

Teacher's teaching years 1-4 will be available to consult on email if you have any urgent query or concern with the tasks and activities for your child. We request you to please keep in mind that some teachers of non -core subjects teach over 200 children and so we would request you to use this facility to a greater extent for the core subjects and to please keep your mails brief and succinct.

### **READING FOR PLEASURE :**

Books have been allocated both for reading for pleasure as well as for guided reading in Active Learn. We would encourage all parents to make the best use of this time to read some good fiction material with your child and really get them to develop a love for books.

### **What technology will be required for accessing the work set for my child?**

- All work will be sent via the Class Group Email that you are used to accessing for regular homework on a daily basis on normal school days.
- Power point presentations and video links will require the use of a device such as a tablet/ laptop or a Desktop. We do not recommend a phone screen as a chosen device for younger children.
- Active Learn allocations will require your child's Active Learn login and a suitable device.
- We have tried our best to limit the screen time for children in Lower Primary.



## **DISTANCE LEARNING FOR UPPER PRIMARY : YEARS FIVE AND SIX**

Over the course of the school closure, students in Upper Primary will be invited to engage in learning experiences that will stretch their thinking and will encourage new ways of doing things in each of their classes, even though they will not be physically present on campus. 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 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

### **What will Distance Learning look like for children in Years Five and Six??**

All weekly plans are accessible on the school website [www.stmarysdubai.com](http://www.stmarysdubai.com). These may be accessed under each subject department. This will help you to have a larger overview of what your child is going to be learning and experiencing through the week.

Tasks / activities/ Active Learn Allocations / Reading for pleasure/ Mini Quizzes/ Video links / Power Point presentations / Interactive Activities will all be sent to parents by the class teacher via the Class Group Email before 6:00 pm in the evening for the next day. This will give you time as parents to download any material required and to set things up for your child.

All work that is being sent will of course follow the **REGULAR SCHOOL TIME TABLE** for your child for a particular day.

Children in Upper Primary will have to LOG IN their daily attendance every morning at 7:30 am sharp. They will be sent a link by their class teacher the previous evening. This same link must be used daily to log in their attendance. Details required for attendance log in are :

FIRST NAME:

LAST NAME:

YEAR GROUP AND SECTION:

DATE: mm/dd/yyyy

Students in Upper Primary will experience a more structured day while following their school's time table for a particular day.



At least two lessons per week in English Language, Math, Science and Arabic will be Synchronous, wherein all students and the teacher will be online at the same time. This will take place in the form of a Google Classroom. Students will be informed the previous evening via the Class Group Email about which lessons will be taking place synchronously.

Students have to complete all other work for other lessons through the day as per the time table and their relevant subject teacher will be available via email for any doubt clarification or explanation required. Some very small cohorts have a Whatsapp group with their teachers and they will be sent voice recordings to clarify any doubts.

Most subjects have been catered to in order to give students a variety of tasks and experiences. Solutions or answers where possible will be provided via the group email at the end of week one.

Written work is to be done in their regular notebooks. However some teachers will instruct students if a word document is required or a Google Doc.

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 Upper Primary learner. Follow up homework may be expected in addition to the dedicated learning time for each class.

Synchronous Interactions:

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using Google Classroom.
- Teachers will engage in real-time with students in the following ways:

Individual: Students request help by sending an email to their teachers

Scheduled Lesson Time: Students can contact teachers via email to ask questions or discuss learning .

Online Lessons: Students will participate in real time mini-lessons on specific topics during specific times established by teachers via Google Classroom.



## LEARNING TIME FRAMES RECOMMENDED FOR UPPER PRIMARY

Approximately 1 hour 30 minutes the previous evening.	This time must be used for students to go through the tasks and requirements sent for the next day and to have ready all the resources/ work sheets files/ text books / notebooks .
The structured day's school time table to be followed. Break time is inbuilt and lessons for Sport/ Activities and art may be used for short breaks as well.	Students have to work at the tasks sent be the teacher. Work together in a synchronous lesson. They may contact the teacher via email during a lesson to clarify any doubts.
<b>5:30 – 7:30 pm</b> Contact time for parents and teachers via email ( emails available on the school website ) No mails after 7:30 pm please. Please expect delays in the event of a high volume of mails.	Teacher's teaching years 5 and 6 will be available to consult on email if you have any urgent query or concern with the tasks and activities for your child. We request you to please keep in mind that some teachers of non –core subjects teach over 200 children and so we would request you to use this facility to a greater extent for the core subjects and to please keep your mails brief and succinct.

### READING FOR PLEASURE :

Books have been allocated both for reading for pleasure in Active Learn. We would encourage all parents to make the best use of this time to have your child read some good fiction mater and really get them to develop a love for books.

### What technology will be required for accessing the work set for my child?

- All work will be sent via the Class Group Email that you are used to accessing for regular homework on a daily basis on normal school days.
- Power point presentations and video links will require the use of a device such as a tablet/ laptop or a Desktop. We do not recommend a phone screen as a chosen device for children in Upper Primary.
- Active Learn allocations will require your child's Active Learn login and a suitable device.
- Daily attendance login is required at 7:30 am sharp for all students in Upper Primary.

## **DISTANCE LEARNING FOR SECONDARY : YEARS SEVEN TO THIRTEEN**

Students in Secondary school will participate in meaningful learning experiences in each of their classes, even though they will not be physically present in school.

### **What will Distance Learning look like for children in Secondary school?**

All weekly plans are accessible on the school website [www.stmarysdubai.com](http://www.stmarysdubai.com). These may be accessed under each subject department. This will help you to have a larger overview of what your child is going to be learning and experiencing through the week.

Tasks / activities/ Active Learn Allocations / Reading for pleasure/ Mini Quizzes/ Video links / Power Point presentations / Discussion Topics/ Research/ Investigations/ will all be sent to parents by the class teacher via the Class Group Email or directly to your child's whatsapp group or email group with the relevant subject teacher before 6:00 pm in the evening for the next day. This will give children time to download any material required for the next day.

All work that is being sent will of course follow the **REGULAR SCHOOL TIME TABLE** for your child for a particular day.

Children in Secondary School will have to LOG IN their daily attendance every morning at 7:30 am sharp. They will be sent a link by their class teacher the previous evening. This same link must be used daily to log in their attendance. Details required for attendance log in are :

FIRST NAME:

LAST NAME:

YEAR GROUP AND SECTION:

DATE: mm/dd/yyyy

Students in Secondary School will experience a fully structured day while following their school's time table for a particular day.

Most lessons per week will be Synchronous, wherein all students and the teacher will be online at the same time. This will take place in the form of a Google Classroom. Students will be informed the previous evening via the Class Group Email about this.

Students have to complete all other work for other lessons through the day as per the time table and their relevant subject teacher will be available via email for any doubt clarification or explanation required. Many cohorts in Upper Secondary have a Whatsapp group with their teachers and they will be sent voice recordings to clarify any doubts and are in constant contact with their teachers and peers of that particular subject class.

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

Teachers will design learning in multiple tasks that complement each other in the development of understanding. Students may be expected to participate in discussion posts. 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 Google Classroom or Zoom. Students may request help by making appointments with their teachers on an agreed time. Less formal interactions and conversations are part of the natural academic life of teachers and students in Upper Secondary and these will continue with Distance Learning as well.

### **LEARNING TIME FRAMES RECOMMENDED FOR SECONDARY SCHOOL**

Approximately 1 hour the previous evening.	This time must be used for students to go through the tasks and requirements sent for the next day and to have ready all the resources/ work sheets files/ text books / notebooks .
The structured day's school time table to be followed. Break time is inbuilt and lessons for Sport/ Activities and art may be used for short breaks as well.	Students have to work at the tasks sent by the teacher. Work together in a synchronous lesson. They may contact the teacher via email during a lesson to clarify any doubts.
A minimum of 2-3 hours in the evening of follow up review / reflection/ research work/ writing tasks etc,	Students in Secondary school will have to work independently at a variety of post-class assignments as they normally do during a regular school day as well.

## **What technology will be required for accessing the work set for my child?**

- All work will be sent via the Class Group Email that you are used to accessing for regular homework on a daily basis on normal school days.
- For years 12 and 13 work will be sent by the teacher directly to the students and not via any class group mail.
- Power point presentations and video links will require the use of a device such as a tablet/ laptop or a Desktop. Children in Upper Secondary may use their smart phone as well.
- Active Learn allocations will require your child's Active Learn login and a suitable device.
- Daily attendance login is required at 7:30 am sharp for all students in Secondary.
- Students in Secondary will have synchronous lessons using Google Classroom or Zoom. They will also be invited by their teachers to take part in Discussion boards or to work in groups on a Google Doc.
- Power points with teacher voice comments may be sent to your child,
- Voice messages recorded by the teacher on the phone, saved to Google drive and a link posted for students may be used for Secondary students.

As a parent of Secondary School students, we ask you for the following support:

- Monitor School updates on our website and be sure to check in with your child daily about the distance 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
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our teachers will support their learning to the best of their ability.

## **STAFF SUPPORT:**

- All class group emails will include the Head of Section and/ or the Principal copied on them as well.
- Subject leaders will continue to be in daily contact in their group with the Vice Principal.
- Subject leaders will be added to Google Classrooms to offer support and any help that is needed.
- All Teachers will continue to collaborate within your subject discussion groups with your Subject leaders.
- Subject Leaders will plan for face to face Zoom driven meetings so that we all feel better connected and less isolated through this process.
- School Leaders will support Middle Leaders throughout the process of the Distance Learning through 'catch ups' via Whatsapp and phone calls.

Let us remember **'We are all in this together'** . Let us find creative and innovative ways for keeping in touch and staying connected.





**ST. MARY'S** *Catholic High School, Dubai*

**REGISTERING**  
**DISTANCE LEARNING**  
**ATTENDANCE**



# DISTANCE LEARNING ATTENDANCE



For recording Distance learning daily attendance., students need to login to their school email account and fill out the form below by clicking **FILL OUT FORM**.

itsupport-smchs St. Mary's Catholic High School - I've invited you to fill out a form: St. Mary's Catholic High School STUDENT A...

St. Mary's Catholic High School Inbox x



itsupport-smchs@smgeducation.org  
to me ▾

11:19 AM (9 minutes ago) ☆ ↶ ⋮

## Google Forms

I've invited you to fill out a form:

**St. Mary's Catholic High School**

STUDENT ATTENDANCE - DISTANCE LEARNING

**FILL OUT FORM**

[Create your own Google Form](#)





## St. Mary's Catholic High School

STUDENT ATTENDANCE - DISTANCE LEARNING

Your email address ([itsupport-smchs@smgeducation.org](mailto:itsupport-smchs@smgeducation.org)) will be recorded when you submit this form. Not you? [Switch account](#)

\* Required

Student ID No. (SIMS ID)

Your answer

Enter the Student SIMS ID Number (Optional)

# DISTANCE LEARNING ATTENDANCE



First Name \*

Your answer



This is a required question

Last Name \*

Your answer

Enter First Name and Last Name (Mandatory fields)

# DISTANCE LEARNING ATTENDANCE



Year Group \*

Choose



Section \*

Choose



Select the correct Year Group and Section from drop down list (Mandatory fields)

# DISTANCE LEARNING ATTENDANCE



Date \*

Date

dd/mm/yyyy

Submit

Select the CURRENT DATE and select submit.

Note: Kindly do not select any other dates then current date as the daily attendance is registered by date-time stamp the form is submitted.



## St. Mary's Catholic High School

Your attendance has been recorded.

[Submit another response](#)

Upon submitting, you will receive confirmation that your attendance has been recorded.