



**New
Academy
School**

e-Learning Policy



Table of Content

- 1. Purpose and Rationale**
- 2. Priority**
 - a. Continuity of Learning*
- 3. What is e-learning?**
 - a. What is a Virtual Learning Environment?*
 - b. E-learning and pedagogy*
- 4. e-Learning Tools**
 - a. Kindergarten*
 - b. Elementary*
 - c. Middle School and High*
- 5. Availability of Online Learning Timetable : All Phases**
- 6. Ways to assist in the Continuity of Learning**
 - a. Designing for Different Age Groups:*
 - b. Supporting System Training:*
 - c. Ensuring Accessibility:*
 - d. Preparing for Short- and Long-Term School Closures:*
 - e. KHDA support for Online Learning:*
- 7. Continuity of Learning during an Emergency**
 - a. Key Considerations*
- 8. Stakeholders EXPECTATIONS/Requirements for continuation of Learning**
 - a. Leaders Requirements*
 - b. Parents Requirements*
 - c. Teachers Requirements*
 - d. Students Requirements*
- 9. Code of Conduct for e-Learning**
- 10. Cyber Safety**



1. Purpose and Rationale

The purpose of this policy is to outline the processes NAS will adopt during e-Learning. The rationale is to ensure continuity of student learning while they are away from campus. Our overarching teaching and learning goal is for all students to make or exceed their expected rate of progress. The incorporation of e-learning is one of several important means through which we assist students to achieve this goal as e-learning opportunities is a valuable addition to our pedagogy. We are utilizing e-learning as one of a range of strategies for engaging and extending students to be successful learners and communicators.

2. Priority

a. Continuity of Learning

Our priority is continuation of student learning. Continuity of learning is the continuation of education in the event of a prolonged school closure or student absence. It is a critical component of school emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal school attendance for one or more students.

There are many considerations that play a role in the development of distance learning programs, such as accessibility, type and quality of materials, and the length of time that this type of learning must be maintained. There are also a variety of potentially viable distance learning methods.

3. What is e-learning?

e-Learning is learning that is made possible and supported through the use of electronic resources. Technology supports learning and is also named as Distance Learning or Computer based learning. The technology being used by the learner is at the core of the educational journey. The e-Learning involves engaging in a wide range of learning activities, both inside and outside school to support life-long-learning for families. Our e-learning has a mixture of familiar learning techniques and traditional methodologies combined with e-learning that is delivered entirely online.

a. What is a Virtual Learning Environment?

Virtual Learning Environment (VLE) at New Academy School has a system for delivering learning materials to students via the web. These systems include delivery of instruction,



collaboration, feedback, assessment, tracking student progress, and communication tools. This enables schools to teach not only traditional full-time students but also those who cannot regularly visit the school or have other restrictions.

The following considerations, information, and resources can support plans for continuity of learning in the event of a school closure or student absence.

b. E-learning and pedagogy

Information and communication technology (ICT) has a major impact on the world in which young people live. Similarly, e-learning has considerable potential to support the teaching approaches outlined in the above section.

For instance, e-learning may:

- assist the making of connections by enabling students to enter and explore new learning environments, overcoming barriers of distance and time;
- facilitate shared learning by enabling students to join or create communities of learners that extend well beyond the classroom;
- assist in the creation of supportive learning environments by offering resources that take account of individual, cultural, or developmental differences;
- enhance opportunities to learn by offering students virtual experiences and tools that save them time, allowing them to take their learning further

4. e-Learning Tools

The advantage of online learning means that it can be accessed from any computer with internet access in the world. Considering the age, skills, and learning needs of students of each learning phase, relevant online learning tools are adopted.



a. Kindergarten

<p>a. KINDERGARTEN(KG) PLATFORMS & GENERAL GUIDELINES</p>	
<p>1. KG Digital On-line Learning Platforms</p> <p>Class Dojo is an interactive, safe, and simple communication app for teachers, parents, and students.</p> <ul style="list-style-type: none"> o Teachers can encourage students for any skill, like “Working hard” and “Teamwork.” o Teachers can bring parents into the classroom experience by sharing photos, videos, and announcements. Teachers can also safely and instantly message with any parent. o Parents see their child’s updates at home, as well as a stream of photos and videos from school. Class Dojo helps teachers build a positive classroom culture by encouraging students and communicating with parents. Class Dojo works on all devices, like iPhones, iPads, tablets, phones, and smartboards. 	
<p>1.1Teacher’s Guidelines: Get Started Using Class Dojo https://drive.google.com/open?id=1BXIIWYQD19W1yM6sB1sOOQrvebWPmf2NQE9cz3r8oIOY</p>	
<p>1.2 Parent’s ’s Guidelines: Get Started Using Class Dojo https://drive.google.com/open?id=1eFroep9QhH0YIvtt-dmf6Z3ppIS7n7264EQshPmf7hs</p>	



b. Elementary

<p>c. ELEMENTARY(Grade 1 to 5)PLATFORMS & GENERAL GUIDELINES</p>	
<p>1. Seesaw is a Learning Journal that provides opportunities for students and teachers to really think outside the box.</p> <ul style="list-style-type: none">• Students can show their work and thought processes in real time by submitting a video of themselves working through a math problem, snapping a picture of a paragraph they wrote, recording themselves reading a poem, or uploading a file to demonstrate their learning.• Students can collaborate with each other using peer-to-peer feedback to offer suggestions on writing content, scientific hypotheses, or creative ideas.• Seesaw is a student-driven digital portfolio that empowers students to independently document what they are learning at school and it inspires students to do their best work and saves time. Seesaw’s creative tools encourage student engagement and students are able to express themselves, reflect on their learning and create a portfolio they’re proud to show others.	
<p>1.1. Teacher’s Guidelines: Get Started Using Seesaw https://drive.google.com/open?id=1qAXd8w9KSSptAoK6MsbKKtJJMIUJ8gnMSss1rKfovDc</p>	
<p>1.2. Parent’s ’s Guidelines: Get Started Using Seesaw https://drive.google.com/open?id=1OLoBapwlsPsHXwvZZHDicH7BfZ453OG07YeHmxSfGMU</p>	



c. Middle and High School

MIDDLE to HIGH (Grade 6 to 12)PLATFORMS & GENERAL GUIDELINES



1. Google Classroom makes it easy for learners and instructors to connect inside and outside of schools.

- o Google classroom is designed to help teachers create, collect, and grade assignments paperlessly, including time-saving features like the ability to automatically make a copy of a Google Document for each student.
- o It also creates Drive folders for each assignment and for each student to help keep everyone organized. Students can keep track of what's due on the assignments page and begin working with just a click.
- o Teachers can quickly see who has or hasn't completed the work, and provide direct, real-time feedback and grades right in Classroom. With the mobile app for iOS, students and teachers can view their classes and communicate with their classmates in real time.
- o Students can open their assignments and work on them right from their iPhone or iPad. Teachers can keep track of who has turned in work and grade the assignment - at school or on the go. Students and teachers receive notifications when they have new content in Classroom, so they are always up to date.

1.1. Teacher's Guidelines: Get Started Using Google Classroom

<https://drive.google.com/open?id=11cT06Dx9trQBSa7Wlq6IWISd9w5QmMYP>

1.2. Parent's Guidelines: Get Started Using Google Classroom

<https://drive.google.com/open?id=1LZct7E5JUYPBoCON56-fqCiUj4167ifv>

5. Online learning timetable : All Phases

The TT is established considering the need. This may change based on the time and duration of online learning. Timetable is shared with all parents via emails. Any modification is also communicated immediately via email. Timetable is also uploaded on the parent-communication app.



6. Ways to assist in the Continuity of Learning

a. Designing for Different Age Groups:

- o Instructional design, course design and plans for support must be aligned with the skill level of age groups. For example, differentiation according to different students' learning styles and ability levels.

b. Supporting System Training:

- o Training is necessary for staff, students, and parents to use the different types of online learning platforms to ensure true continuity and accessibility.

c. Ensuring Accessibility:

- o During school closures or student absences students have the option to complete class assignments from the online digital platforms. However, it is important to offer a variety of methods of distance learning as it is the core method and will be centered on e-learning using the 1:1 device.

d. Preparing for Short- and Long-Term School Closures:

- o Online learning tools that are useful during the short-term might not work for long-term closures. School emergency management and continuity planning teams must assess which tools work best for their schools based on the anticipated length of closure, current resources available, student access, and year group. Ensuring students are aware of accessing core applications and support material that is prepared for parents on how to access the offsite e-learning.

e. KHDA support for Online Learning:

- o The KHDA supports continuation of learning in the event of prolonged absence by an individual student or when the whole school must close due to an emergency situation. All stakeholders must support the continuation of learning.

7. Continuity of Learning during an Emergency

a. Key Considerations:

- **Limited access to the internet:** The following list includes a range of tools for facilitating distant learning, including those with challenges accessing the listed digital learning platform or limited access to the internet. Parents can be provided with copies of the platform resources via email.
- **Teachers Check-ins and Tutorials:** A variety of technologies (Class Dojo, Seesaw, Google Classroom and Google Hangouts) can be used to facilitate



one-on-one, or teacher-and-class interaction or lesson delivery between students and teachers and other appointed adults during prolonged absences or dismissals.

- **Telephone and Video Calling:** Administrative Team and Senior Leadership Team has use of telephone and video calling to support the distribution of notifications and to provide information to parents, students, and staff during a prolonged closure. **Note:** Video calling is currently restricted in UAE, if this were to change this method would be part of the core communication.
- **Email:** Use of email to send, receive, and track messages to and from school. Set times for emails will be established so all stakeholders know when to check for updates. Email will be used to contact parents if their child is not logging their distance learning evidence.
- **Recorded class meeting:** In the event of short/long school closure teachers will record regular video messages for their students. Teachers will continue to plan and record input sessions. These videos will be sent as attachments on email and posted onto the Class Dojo, Seesaw, and Google Classroom online platforms will be set up for recording attendance and contributions. Teachers will be required to engage in voice recorded audio feedback and written comments on students' work.
- **Slide Presentation Software:** Keynote, PowerPoint, Google slides and other similar desktop-based software applications will be used to hold lesson content, audio recordings, and hyperlinks, in the event that students have access to the Internet. If students don't have access to the Internet or computer speakers, teachers will aim to print and distribute supplemental materials for collection if possible.
- **School-specific Websites on Blogs:** In the event of a long school closure emergency, NAS will set up a school blog. This will be linked to the school website and will serve as the main information center for updates regarding the school closure. Mograsy will continue to be used for vital, time sensitive alerts. The blog linked to the school website (<https://www.newacademyschool.com>).



8. Stakeholders EXPECTATIONS/Responsibilities for continuation of Learning

a. School Leaders Requirements

- Establish processes for design, implementation, and evaluation of e-Learning
- Provide effective professional development for successful distance learning
- Rigorously monitor teacher's planning and online implementation to ensure it is timely and in line with curriculum expectations
- Facilitate home learning by ensuring adequate resources are available ie. laptops for teachers, internet access at school and team available for IT support
- Readily available at the stipulated/scheduled timings to answer parent's queries related to online learning
- Rely feedback to the school school governors and authorities(KHDA) of challenges and or progress as a result of distance learning.
- Ensure that students of determination and those requiring psychological support continue to avail it online.
- Schools must ensure that appropriate online safety measures are embedded into their programs.

b. Parents Requirements

- Ensure your child log-ins during the requested class time according to the timetable of which failure to do so will result in being marked absent.
- Provide a conducive learning environment at home to support students.
- Ensure limited disruption during online learning for students.
- Ensure students have viable internet access for e-learning.
- Ensure student electronic devices are working proper and are fully charged.
- Seek support from school administration leaders when in need of any support related to distance learning.

c. Teachers Requirements

- Ensure the required broadband is available at home to run the online learning sessions.
- Be online during the given time table for live sessions scheduled for your subject.
- Follow the scope and sequence to ensure that curriculum is completed as planned.



- Distance Learning Resource Packet (DLRP) must be prepared for the two-weeks in advance.
- Check student work and provide constructive feedback to students.
- Be available to respond to student and parent queries at any time.
- Ensure that DL is not compromised because of poor home Wifi connection or broadband issues.

d. Students Requirements

- Follow the set timetable given by the school.
- Ask questions or seek clarity from the teacher when in need
- Complete all the relevant given tasks following deadlines given by the teacher.
- Self assess their progress with regards to online learning
- Follow the teacher's instructions and during video conferencing follow the code of conduct.

9. Code of Conduct for e-Learning

All stakeholders should follow our code of conduct with regards to cyber safety as stipulated in our Code of Conduct and Child Protection and Safeguarding Policy available on the school's website (<https://www.newacademyschool.com>).

- While you are online, keep your microphone off. In case of any doubt, use the chat conversation to catch the attention of the teacher. Switch on your microphone once your teacher calls on you.
- Respect: Maintain a respectful demeanor while learning online. Address your teacher with proper titles (Mr, Ms.) and do not use any emojis in your conversation while online. Use properly spelled words and avoid expressions such as “wassup”, ‘u’ etc. Use proper spellings.
- Participate: Take active part in learning and respond to questions posed. Interact with your classmates positively and constructively. Students must pay attention and contribute to the conversation of class.
- Academic Honesty: even though this is an online classroom, the work should be your own. Do not plagiarize and copy from other resources.
- Do not post any inappropriate content in the discussion board.
- Teachers and classmates should be interacted with in a dignified manner.
- Use English language as a mean of communication with the teachers during online lessons



- When communicating via chats use formal language with appropriate font and avoid slang.
- Once the session is over, log out immediately and get ready for the next session.
- Be safe while online. Do not share your passwords with anyone.

10. Cyber Safety

Online or distance learning can pose cyber safety issue hence all should be cautious as follows:

- Students should only share their passwords from school with their parents only
- Parents should regularly check the student's screen to ensure the child is not accessing wrong applications or websites.
- All stakeholders should be extra vigilant and use protected internet connection to limit attack.
- Do not open suspicious emails and or links from unknown sources.
- In the event of a student, teacher or school staff receiving a phishing email they should report to the IT staff immediately.