



DISTANCE LEARNING POLICY

PS DEPARTMENT

ACADEMIC SERVICES

Version 2.0

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Distance Learning Policy

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1. Version Control

Revision/ Version #	Effective Date	Reason for Change	Ownership
1.0	01.09.20	First Release	SLT
2.0	07.11.20	Additional live lessons for Y1, Y2 and Y3	SLT

2. Policy Applicability

This policy applies to all PS school of EPG. All EPG employees, without exceptions, are required to: 1) be aware of all EPG policies; and 2) understand them. It is intended to act as a resource that will be useful in the daily operation of our schools and influences practice and decision-making in the school. Executive Principal and Principals are responsible for the implementation of the above.

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3. EPG Vision, Mission, Motto and Values

Our Vision: EPG enables children to be the best they can be.

Our Mission: We provide affordable high quality education, enabling children to become bilingual lifelong learners and valuable global citizens in a rapidly changing multicultural world. We build learning communities and provide safe, inclusive, collaborative environments. We partner with parents to nurture the development of the whole child, emphasising communication, critical thinking, creativity, collaboration and compassion. We value individual and cultural differences, celebrating Arabic and Islamic values.

Our Motto: Educate, Pioneer, Grow

Our Values: EPG values are embedded throughout the organisation.

- To promote EPG core values of care, honesty, tolerance, trust, compassion and respect among the EPG community.
- To provide contemporary learning opportunities for all stakeholders.
- To nurture and support all children so that they achieve their potential in all areas of learning: social, intellectual, physical, emotional and spiritual.
- To equip children with the skills, knowledge and understanding to become creative and independent thinkers, responsible citizens and life-long learners.
- To provide a broad and balanced curriculum with an emphasis on literacy and numeracy.
- To deliver learning activities which stimulate curiosity, enquiry, reflection, challenge and innovation.
- To develop and maintain welcoming, child-friendly facilities and environments.
- To ensure that all members of the school community feel that they and their contributions are valued.

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4. Introduction

In the English Playgroup we have devised a new Distance Learning Policy to reflect the changed circumstances brought about by Covid-19 and the significant increase in the use of technology to continue learning. This policy does not introduce any new concepts, rather, it specifically outlines the various applications used for the delivery of the curriculum through a blend of synchronous (live) and asynchronous (non-live) lessons.

This document sets out the policy of schools under the English Playgroup umbrella, in respect of use of technology for distance or remote teaching and learning during the current Coronavirus stay at home instruction, hereafter referred to as “Distance Learning” – it operates in addition to our existing policies such as;

- Safeguarding and Child Protection Policy
- Pupils safe use of ICT Policy
- IT Acceptable Usage Policy
- Data Protection Policy

5. EPG Distance Learning Outline

Aim and Vision

- For successful and engaging learning to continue in spite of the challenges we are facing.
- To enable students fully engage with Synchronous and Asynchronous Learning
- That we turn these challenges into advantages and opportunities for the school and community.
- To safeguard students and staff when engaging with Distance Learning.
- To ensure that students are clear on the purpose and intended outcomes of the e-learning experience.
- To provide a blended learning experience where relevant across curriculum domains to reinforce the application of knowledge, skills and understanding with a clear success criterion for all activities.

5.1 Scope of this Policy

This policy covers any aspect of student “Distance Learning” as used by Staff.

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In all cases students must use their Google Classroom or Class Dojo account to log in. Students are not to use any other account under any circumstances for the purposes of Distance Learning within the school.

The list of applications that will be used for distance learning will primarily be:

- Google Classroom Suite
- Google Docs
- Google Forms
- Zoom ([Zoom Guide for Teachers](#))
- Google Slides for presentations
- Class Dojo for communicating with students and parents.

There may be some additional applications that teachers may use, and the teacher will provide the student with the information required to access them. This must, in all cases, use an EPG account as the login.

5.2 Communication

EPG Schools will continue to use the same forms of communication used for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible and will function throughout the academic year. The table below describes these systems:

Technology	Audience	Description
Branch Hotlines, Whatsapp and Class Dojo Messages	Parents	Phone Calls, Dojo and WhatsApp messages are the main form of communication
Email and Whatsapp	Faculty, Staff	Email is the main form of communication which is supported by WhatsApp
Google Classroom and Class Dojo	Parents and students	Google GSuite (including Gmail, Docs, Classroom, etc.) will continue to be the platforms used by teachers, BM, SLT and AAs to communicate and update students and parents.
Zoom	Faculty, Staff, Parents and students	Online video conferencing platform that allows for live group meetings, live lessons, CFC Meetings, PTC meetings hosted by teachers
School Website, WhatsApp	Faculty, Staff and Parents	Will maintain general information on its closure status for the public on social media accounts, including WhatsApp, Instagram and EPG Website.

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announcements and Instagram		
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5.3 Year 1 to 8 Online Teaching

The following tables below indicate the breakdown number of synchronous and asynchronous lessons per week for each year group. Extra support lessons (****Maths, Science and Humanities are supported each week with an additional live focus lesson***) have been added for years one to three in order to consolidate the learning provided and support the year groups with the greatest number of students. The number of lessons differs according to class level and ratio of students to class across the year groups.

Years 7 & 8 also have extra support lessons for literacy and numeracy. Year 7 have two extra support lessons, while year 8 have four support lessons in order to support students at a greater level especially in their exam year.

Year 1		
Subject	Live Session	Pre-recorded
English	2	3
Maths	3	2
Science	2	0
Humanities	1	1
Arabic	1	2
Islamic		1
Art		1
ICT/CC		1
Total	9	11

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Year 2 and Year 3		
Subject	Live Session	Pre-recorded
English	2	3
Maths	3	2
Science	2	0
Humanities	1	1
Arabic	2	2
Islamic		1
Art		1
ICT/CC		1
Total	10	11

Year 4		
Subject	Live Session	Pre-recorded
English	3	2
Maths	3	2
Science	1	1
Humanities	1	1
Arabic	1	3
Islamic	1	1
Art		1
ICT/CC		1
KSS		1
Total	10	13

Year 5 and Year 6		
Subject	Live Session	Pre-recorded
English	4	2
Maths	4	2
Science	1	1
Humanities	1	1
Arabic	3	1
Islamic	1	1
Art		1
ICT/CC		1
PSHE/CC	1	
KSS		1
Total	15	11

Year 7			
Subject	Live Session	Live extra support	Pre-recorded
English	4	1	1
Maths	4	1	1
Science	3		1
Humanities	3		1
French	3		
Arabic	3		1
Islamic	1		1
Art			1
ICT	1		
PSHE	1		
KSS	1		
PE			1
Total	24	2	8

Year 8			
Subject	Live Session	Live extra support	Pre-recorded
English	5	2	
Maths	5	2	
Science	3		1
Humanities	3		1
French	3		
Arabic	3		1
Islamic	1		1
Art			1
ICT	1		
PSHE	1		
KSS	1		
PE			1
Total	26	4	6

5.4 Google Suite for Education

Google Suite for education has been chosen as our platform for delivery of education. Here students are able to access learning, links to live lessons, submit tasks, engage with their teachers and access grades within their own virtual classroom.

Google Suite is the preferable alternative to making up packs of worksheets for several reasons:

1. The class teacher can view the completed work, acknowledge it and respond to it;
2. The work set can include videos, pictures, sound clips, which will make the work more interesting;
3. Work can be set on an ongoing basis;
4. Pupils can direct questions to the class teacher.
5. We expect teachers to set an appropriate amount of work, about three pieces of work per day. This may include a reading activity, a maths task, a literacy activity and a topic activity. Teachers can monitor the work completed and will adjust the tasks appropriately.
6. We readily acknowledge that this is a new way of teaching and learning that is unfamiliar to pupils and teachers.

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7. We readily acknowledge that this is a new way of teaching and learning that is unfamiliar to pupils and teachers, moreover, we believe that this platform suits best for Distance Learning.
8. We are learning new skills as we deliver our curriculum and content. We will endeavour to make our Distance Learning run as smoothly as possible.
9. We are also aware that connection to the internet and access to technology is not the same for all our families. Whilst it is better to access Google Classroom on a computer or tablet, access via a mobile phone is still worthwhile.

5.5 Zoom and Classwork Submission

It is important to have a safe and quiet learning space whilst their parents are still fully informed about what they are working on. Live sessions are conducted on Zoom as a conferencing platform for the delivery of “Live Lessons” and for “school- parent meetings”. These remote classroom expectations ensure that a reasonable approximation of regular daily lessons can be achieved.

All of the digital resources are hosted on **our Google Classroom Suite**, pupil work produced is ‘turned in’ and marked within the platform on the **Google Classroom**. To try and reduce the amount of screen time the pupils are exposed to, teachers have been asked to plan frequent non-screen activities which are sent via PDF files on the same platform.

Pupils will follow an adapted timetable which sees each day being made up of the following **learning ‘blocks.’**

1. English
2. Mathematics
3. Science
4. French
5. Art
6. Music (integrated)
7. P.E (integrated KS 1 & 2)
8. P.E (KS3)
9. Topics (History and Geography)
10. Kuwait social Studies
11. Arabic and Islamic

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Pastoral care is a particular challenge in a remote learning environment and at a point when many pupils have had routines disrupted and many will be feeling anxious and miss their friends. Teachers are able to maintain strong relationships; we are also conducting phone calls with the social worker and the branch manager to help our parent community to manage with the delivery of content via our “Distance Learning” model.

Branch Managers and Social Workers are frequently conducting phone calls with parents who require any additional support.

6. Role of the Teachers

- Teachers must present in a professional manner respectful of the culture of Kuwait. (Hide any excessive piercings and tattoos)
- The background should be plain and have no personal displays or ornamentation visible. (A lamp and a plant might be a nice addition. If a bookcase is visible, check books)
- The lesson must be delivered in a quiet space where there is no possibility of interruption or background noise. (Turn all TVs and other distractions off)
- Please ensure phone etiquette once attendance has been taken on Class Dojo. (silent and out of view.)
- Internet access must be of a high quality.
- Teachers must be available and punctual for the tasks set out by the online timetable.
- Teachers must be logged in and ready to start their lesson at least 10 minutes before teaching begins.
- It will be necessary to have the Learning Objective and Success Criteria ready to share with students. (Keep success criteria short and simple)

6.1 Availability

New learning content will be uploaded onto Google Classroom each morning at 8am for Years 1 to 8. Class teachers will start the first live lesson from 9:00am on Zoom and the last lesson will finish at 5pm. In addition, teachers will be available to answer questions and support on Class Dojo or via Google Classroom.

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6.2 Lessons

Google Classroom is an online learning platform that allows teachers to create 'assignments' for children to complete online and return to their teacher. We aim to provide several lessons or activities per day. These will be in Maths, Literacy, Reading and Topic work. Students have been given a card with logins for Google Classroom, along with any other online services that students have been using.

Live online classes should last approximately 40 minutes to allow students to develop their knowledge offline and avoid video-conferencing exhaustion. A photo of the student's completed work/assignment can be submitted to the class teacher via the Google Classroom Student Portfolio or be sent as a private message to a class teacher on Class Dojo. The timetable for these lessons can be accessed here by clicking on the link. [Timetable 2020/21](#)

6.3 Response Times

Responses to questions from students and parents should be timely and aim to be within the school day. If questions are asked after 3pm all teachers will aim to respond within 24hours. There is no expectation to answer questions 'live' beyond the official school day.

6.4 Resources

All supporting material required for each lesson will be uploaded onto Google Classroom. Some of the material uploaded may provide links to supporting videos to support learning.

7. Expectations of Students

7.1 Attendance and active engagement

In order to achieve the best possible results, students' personal device (laptop/iPad) needs to be charged, with a solid wi-fi connection, a functional camera and microphone. Earphones can also help avoid distraction and maintain focus.

Students and parents will be able to access the daily activity pack the evening before to allow students to be ready for the lesson. We recommend that they print any long documents, so that they reduce unnecessary screen time to the maximum and study in the most efficient way. We strongly encourage the use of exercise books and folders if families are able to purchase them during this period.

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Attendance will be taken by the class teacher during each lesson. Completed assignments and classwork will be marked assessed and monitored with regular feedback given to students.

7.2 Students are expected to

- Be logged into the virtual class meeting 3 minutes before the start of every lesson, appropriately dressed and in a quiet space, to be able to concentrate and not disturb the group.
- Follow the teacher’s instructions and facilitate the process in every possible way.
- Be attentive, engaged, interactive and respectful to the group.
- Students are reminded to wear their school uniform during “Live Lessons” at all times.
- Be patient with any technical or other issues that might arise in this new learning experience.
- Close down any distractions (other devices, notifications, loud music) while in their virtual class.
- Strictly adhere to school policies regarding etiquette, safeguarding and behaviour while using digital devices and while live teaching sessions are taking place.
- Students are encouraged to regularly get in touch with their teachers during their office hours from 9:00am am to 17:00 pm with any concerns via private Dojo messages or through Google Classroom.

7.3 Submission and Evaluation of Work

All students should be responsive to tasks proposed by the teacher during the video session and follow the teacher’s instructions as to submission of work on Google Classroom.

Students are also reminded that they must respect all deadlines and submit their work in the format required by their teachers (in most cases Google, Docs, Forms, Word, Excel, PowerPoint, picture format or a PDF file).

Student’s work will be evaluated according to the National Curriculum of England learning objectives. KS3 teaching and learning is following the Cambridge International General Certificate of Secondary Education (IGCSE) requirements and work will be assessed accordingly. Appropriate adaptation of evaluation has been made to accomodate KS3 online learning.

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Submitted Arabic work will be assessed by the Arabic teacher according to the MOE guidelines. Students will be summatively evaluated and assessed on work completed during the months of November (online) and also on work submitted during the months of April and May (online). End of Year report cards will be based on Term 2 (in school) and Term 3 (online) assessed work.

Formative assessment will be conducted throughout the academic year by each year group and results will be tracked using our “Assessment Tracker”. These results will be used to help formulate and create part of the school report card at the end of term 1 and at the end of the academic year.

KS3 is focusing a percentage of assessment grades on student generated project work, enhancing the formative assessment through verbal and written (handwritten or typed) presentations.

Both report cards will be a culmination of formative assessment, summative assessment and teacher evaluation.

7.4 Technical Problems

In case of a technical problem or should a student finish their work early during class time, students will be able to follow through with the powerpoint presentation prepared for the lesson and send messages to the teacher via Class Dojo/ Google Classroom/ Zoom with any concerns during the recommended Ministry of Education (school) working hours.

In the case of technical issues with “Live Lesson”, teachers may use alternative platforms approved by the English Playgroup or communicate via email with parents for rescheduled work.

Teachers should contact the IT department in case of a technical problem.

8.0 Expectations of Parents

Parents are asked to start by establishing routines and expectations, while ensuring that their children can use a quiet space to connect with their peers and teachers. Also, parents should ensure that the device is properly set up and equipped with the required tools (notably the Google Classroom application, Zoom Links or access to the Class Dojo website). Moreover, they are encouraged to monitor their child’s engagement on a daily basis and regularly check in on their children’s work. In addition, parents are invited to make sure that their children drastically reduce their non-work-related screen time, stay active as well as responsible users of technology.

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Finally, as this is probably the first time that some students will be experiencing a distance learning model, it is very important for parents to help them manage any feelings of confusion, stress or frustration and develop an attitude of flexibility, patience and resilience.

EPG classes of Years 4 to Year 8 are likely to have to adapt to self-discipline required for distance learning and should be monitored closely throughout the day by an adult.

9.0 List of Contacts

Student engagement will be closely monitored by Branch Managers, Social Workers and the Senior Leadership Team. Engagement will be logged and non-engagement will have a negative impact on the student's learning progression. This will be reflected on the End of Year Report. Branch Managers and Social Workers will be actively calling and assisting students and parents, who may need help or support.

Primary School and Lower Secondary School Salwa

Social Workers: Mobile 60607211 and Mobile 60601204

Branch Manager: Mobile 65553710

Primary School Salmiya

Social Worker: Mobile 94000418

Branch Manager: Mobile 60601036

Primary School Sabah Salem

Social Workers: Mobile 94000396

Branch Manager: Mobile 65553778

10.0 Child Protection & Safeguarding

[Safeguarding and Child Protection Policy](#)

[Pupil Safe Use of ICT Policy](#)

[COBIS Guidelines for Safeguarding Distance Learning](#)

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10.1 Communication and Collaboration (tools)

All communication among members of our community should take place via the school approved channels (Class Dojo, Google Classroom and Schools mobile phones). Students should always be aware when they are in a live lesson that they are being recorded by their teacher.

When using any platforms proposed by their teachers, students should be respectful to the group (tone, language, attire in case of a video call) and make sure they do not expose themselves to any danger or embarrassing situation.

WhatsApp and similar apps should not be used as a communication platform between teachers and students.

10.2 Online Learning

During the entire time of their online courses and work, students should be studying at a pace easily accessible by their parents, so that they can be vigilant of their children's online experience. Students should report to their parents or teachers any inappropriate content they come across as set out in the schools' policies at Ks1, 2 & 3 level. Finally, parents are encouraged to set up parental controls on their child's device(s), in order to monitor more efficiently their screen time and online habits.

11.0 Privacy and Online Behaviour

11.1 Video Recordings

While supportive video recordings are made available for students unable to attend live classes, they are exclusively published on the current platform used by EPG (Google Classroom) and cannot be shared, edited or reused in any way. This also applies to screenshots or pictures of the videos which are strictly forbidden. The videos will be deleted at the latest once physical classes resume and no recording can be held by anyone beyond this point. Recordings for "Synchronous" lessons will be recorded by the class teacher on Zoom and stored in a central drive where SLT/ IT only have access. These recordings are used to safeguard our pupils and staff regarding any issues that may occur throughout the academic year.

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11.2 Online Behaviour

The EPG community is always expected to follow the online code of conduct, as if they were in school. In particular, any form of mockery or any actions that would be considered harassment will be treated as seriously as if it happens at school.

Distance learning can increase misunderstandings and particular attention should be paid to comments made on large private WhatsApp groups, Zoom, Class Dojo and social media platforms.

11.3 Social media usage

Students are encouraged to be mindful of the time spent on social media. While these tools allow to maintain a social link with peers, the risk of overdependence is exponentially growing while physical interactions are getting limited. Phone or video calls should be encouraged over social media or WhatsApp private chats during students' non-school time.

11.4 Data Privacy Statement

Our Distance Learning Policy operates in addition to the Internet Acceptable Usage Policy (AUP) ICT & Safeguarding Policies which are available from our website. For clarity, we will outline aspects specific to Distance Learning but this should be read alongside our existing policies mentioned above.

What we retain:

- Login activity, specifically, the last time a student logged in to their Google account.
- The date and time of if/when a student views any assignments or assignments were set for them and when they submit any work for same.
- In live classes, all audio, video, whiteboard, annotations and screen share activity of both teacher and participants (audio/video is not recorded if the student is on mute and the video is not enabled).

Why we retain it:

- To assist us in making sure students are engaging in learning sufficiently and in good time.
- To assist us in generating appropriate and relevant feedback to parents on progress.
- To provide revision materials by means of replying topics covered in a live class, and to ensure those who might be unable to attend live classes can still cover the same content as the rest of the class.
- To provide a record of activity in the event of a disciplinary or other issue arising during a live class.

Where we retain it:

- All data is kept within the EPG's own systems which requires a valid EPG login to access

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How long we retain it for:

- Ordinarily this is cleared at the end of each year. In any case, activity and content will not be retained beyond the students exit from the school, either through early exit or through graduation.

12.0 Well-being

While facing their computers, students are encouraged to keep the right distance from the screen, watch their body posture, take regular breaks, get fresh air and exercise, keep a healthy balance between online and offline activities and finally reduce any other non-academic screen time, during this period of intense use of technology. Planning both online and offline activities will help students to unplug from their screens. For more advice, please follow the link: <https://www.wikihow.com/Sit-at-a-Computer> or [Wellbeing tips-for-schools](#)

Useful Links

[Consent letter sent to parents for Distance Learning in EPG](#)

[Consent for Students for Distance Learning](#)

[Consent for GC, Zoom and Dojo](#)