



Remote Learning Policy

2026-2027

POLICY INFORMATION	
Last review date	September 2026
Reviewed by	SLT
Next review date	September 2027
Approved By	Principal – Daspo Yiappos

Introduction

Remote learning enables learning to continue when students are not permitted to attend school for health and safety, government-directed, or other exceptional reasons.

The purpose of this document is to outline the actions and approach The Oxford School, Dubai will put into action in the event of a school closure. We will continue to offer an effective and high-quality education through a Remote Learning Plan (RLP), aligned with the guidance of the Knowledge and Human Development Authority (KHDA).

At The Oxford School, Dubai, we are committed to delivering high-quality education and fulfilling our mission for our learners. We are relentless in finding effective means to do so under exceptional circumstances that may require a full campus closure. In such conditions, our commitment is to provide alternative means of education in the form of a Remote Learning Plan. The RLP outlines the experience that students will have when school remains in session but students are unable to physically attend school because of a campus closure. While an RLP cannot replicate onsite learning and teaching, our teachers can deliver purposeful instruction that allows students to meet expected standards in an online environment.

The Oxford School's RLP experience aligns with our curriculum expectations and vision. Our students will be empowered to achieve clearly defined learning goals; have opportunities to collaborate, solve authentic problems, take intellectual risks and persevere through challenges; be supported with modelling, differentiation and feedback; and reflect on and revise previous learning. The aim is for our learners to continue to be inspired and passionate about reaching their learning goals.

The success of our RLP requires a true partnership. Firstly, our dedicated teachers and staff will commit to careful planning, maintaining an online presence, and providing opportunities for feedback. Our students will need to bring motivation, presence and engagement to each session and subsequent online work. Lastly, our families will need to support this alternative mode of instruction in the home environment. The result of such learning experiences will continue to support students' academic progress while remaining mindful of student social and emotional wellbeing.

Leadership

First and foremost, The Oxford School, Dubai's leaders set the tone and model what is expected for every member of our learning community. Administrators' daily support and online presence and responsiveness are essential.

Roles and Responsibilities

The list below outlines some of the commitments leaders are expected to make, but it is not all-encompassing. As leaders, our job is to rise to any occasion or need from our learning community.

- Develop, monitor and adjust plans for remote learning.
- Share the RLP with the student and parent community.
- Communicate with staff and parents on a daily basis.
- Support staff and parents during the RLP.
- Ensure effective implementation of the RLP and accountability for student learning.

- Monitor staff and student attendance, with the support of the admin team, and act upon regular absences to ensure staff and students are engaged in remote learning expectations.
- Support any technical issues that may arise with the online platforms being used, through the School's IT Support Team.
- Respond to emails in compliance with the School's norm of no more than 24 hours.
- Continue to hold regularly scheduled meetings virtually (e.g., year group, departmental).
- Attend virtual Senior Leadership Team meetings and other regularly scheduled meetings where applicable.

Approach

To ensure the quality of learning and teaching is in line with normal lessons, the following should be evident:

- Reflect students' existing timetables for year groups. Each class will study the same lessons each week.
- Timetables as per normal and available on the School's Learning Management System (LMS).
- Learning is new and shows progression in every child's learning.
- In addition, examination year groups will also continue revision and consolidation.
- Ensure that a teacher is contactable through online platforms or email.
- Communication will be in a timely manner.
- Learning objectives are clearly shared.
- Time expectations follow the timetable structure.
- Direct teaching videos will be incorporated as appropriate.
- Specialist teacher lessons — including Arabic and Islamic Education — will follow a similar planning structure to normal.
- PE will provide suggested physical activities, not necessarily based on the current topics.

Expectations

Teachers

- Teachers should ensure that quality lessons contain new learning and meet guidance standards from leadership.
- Resources are differentiated where appropriate to the needs of the class.
- Learning strategies will be sent home to aid parents with their children's learning (where needed).
- Model answers will be provided so that students and parents can assess their own learning.
- Teachers will update the School's attendance/student information system daily for any children unable to work on the day, using the correct codes.

- Teachers will keep track of any students who are not handing in assignments and communicate this with parents and line managers.
- For staff who are sick or absent, they must inform their line manager and set an auto-response on email.

Inclusion (Students of Determination) and EAL Teachers

- Maintain 1:1 communication with assigned students.
- Communicate regularly with the class or subject teacher who teaches the students.
- Ensure they are added as collaborators on each class team/group.
- Offer to scaffold or modify assignments, as per IEP recommendations, for students on their caseload to support subject or classroom teachers.
- Help subject or classroom teachers differentiate lessons and activities for students on their caseload.
- Communicate regularly with students on their caseload and/or their parents to ensure they have success with remote learning.
- Provide supplementary learning activities for students on their caseload who may benefit from additional practice to close academic and curricular gaps.

Teaching Assistants and Learning Support Assistants

- Communicate regularly with classroom teachers to identify ways to support students and contribute to planning and instruction.
- Monitor student learning and provide feedback to students, as requested by the teachers and teams supported.

Parents

- Parents should support the School's aims and objectives for online learning by encouraging participation.
- Consider the age of their child and adjust the home learning environment to suit their educational needs.
- Provide an environment conducive to learning (access to technology, a safe and quiet space during daytime).
- Ensure students use correct and relevant guidance, videos and documents.
- Monitor time spent engaging in online and offline learning, including preferred learning times (morning, afternoon, evening).
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
- Contact the teacher if the student is absent.

KHDA's Five Priorities for Families

In line with KHDA's Distance Learning Guide for Parents, families are encouraged to focus on five priorities during any period of remote learning:

- Staying connected to school.
- Supporting participation.
- Maintaining routine.
- Protecting wellbeing.
- Communicating early with educators.

Parents should notify the School promptly about absences, connectivity issues, travel, time-zone differences, or any barriers to learning, rather than allowing problems to escalate. Parents are asked to support — not replace — teaching: ensuring devices work and a suitable learning space is available, while leaving instruction to teachers. Households with multiple children, limited devices, or restricted internet access should inform the School of any constraints rather than pursuing perfection. The School will continue assessments during remote learning, but families should emphasise effort and understanding over marks alone, and should raise concerns early if workload becomes overwhelming.

Students will need to:

- bring motivation
- be present
- engage with each session
- submit and complete online work
- commit to reflection and revision opportunities

Admin and Front of House (FOH) Staff

- If staff are in school, Admin, FOH and support staff continue normal duties as directed according to circumstances.
- The attendance procedure will ask parents to email in if their child is sick or absent from learning, as per normal school policy.
- Attendance is updated on the School's student information system for both pupils and staff.

Attendance Procedures During Remote Learning

- All students are to be marked on the register as B, 'educated off-site'.
- If a parent knows a student is going to be absent and not available to work from home that day, they should email the class teacher or department leader, and the registers will be updated accordingly.
- Work will be provided for each student for each lesson every day via the School's LMS and video-conferencing platform. Staff will be online during lessons to help and support all students.
- If work is not submitted, the member of staff will keep a record of the missing piece of work and will contact parents.

- If two or more pieces of work are not submitted, the teacher will refer the student to the Head of Department, who will contact home and update accordingly.
- Heads of Year will monitor students' learning, looking for those who are missing work in three or more subject areas. The Head of Year will then contact parents to outline the School's concerns.
- Students who continue not to submit work across a range of subjects will be referred to the Leadership Team.

We remain in constant contact with the Dubai Health Authority (DHA), KHDA, and the School's Senior Leadership Team, and are following their guidelines in regard to protecting our students. We will update parents as and when new information is made available.

Marking and Feedback

- There should be a range of activities for students, using a mixture of online and written responses.
- Each year group will set expectations for the balance between online activities and copy-book activities, to balance screen time.
- Feedback on completed work should be given by the end of the following working day. This should be a mixture of:
 - Vocal response.
 - Typed comments over photos, etc.
- Some tasks should be projects which require feedback at the end of the week.
- Where teachers assign projects and coursework, students may be required to submit work to the teacher directly, who will in turn provide feedback and next steps.
- Marking schemes, rubrics and answers may be provided to allow for self-assessment and reflection opportunities.
- Existing exam access arrangements (e.g., extra time, use of a reader/scribe, assistive technology) for Students of Determination continue to apply during remote assessments, adapted to the online format in consultation with the Inclusion Support Teacher.

Typical Lesson Structure and Timetable

Timetables will follow your child's daily timetable, as set out in their learning diary and on the School's LMS. There is also an overview of the recommended number of hours to be spent on each subject, depending on the year group your child is in. A 'live lesson' will be highlighted each week, along with the time the lesson will be aired.

Platforms used for communication and live sessions:

- **EYFS/FS2:** the School's LMS and an early-years learning journal/observation app for daily communication; Microsoft Teams and the LMS forum for live sessions.

- **Year 1 – Year 6:** the School's LMS for daily communication; Microsoft Teams and the LMS forum for live sessions.
- **Year 7 – Year 11:** the School's LMS for daily communication; Microsoft Teams and the LMS forum for live sessions.
- **Year 12:** the School's LMS for daily communication; Microsoft Teams and the LMS forum for live sessions.

Mathematics Example (period length: 1 hour)

- Video introduction by the class teacher — lesson objective and key task shared (5–10 minutes).
- Children have an opportunity to practise what they have been taught. Teachers will provide questions/common misconceptions to help support children with learning at home (20 minutes).
- Fluency activity, e.g., a mental maths/times-tables programme (10 minutes).
- Review time — self-marking and a challenge activity, with an opportunity to connect with the class teacher and ask questions (20 minutes).

Accommodating Inclusion and Online Learning

Students of Determination

In line with the School's graduated approach (Identify → Document → Support → Evaluate) and KHDA's Inclusive Education Policy Framework, IEP and BIP targets continue to be monitored and reviewed by the Inclusion Support Teacher during any period of remote learning, with progress communicated to parents at the same frequency as during normal school operation.

Level 3 support programme

Students of Determination receiving Level 3 support receive a Modified Weekly Learning Plan from their Inclusion Support Teacher. The weekly tasks are in line with each student's Individual Education Plan (IEP). Students are assigned specific activities related to the agreed targets identified in the IEP, using online learning resources along with other resources relevant to the tasks, and are provided with materials to support learning from school. Students supported by a Learning Support Assistant (LSA) are contacted by the LSA each day to clarify daily tasks and to support with any challenges that may arise.

- Assistive technology and communication aids (e.g., AAC/PECS resources, screen-reading or text-to-speech tools) are replicated or provided for home use by the Inclusion Support Teacher/LSA wherever a student's on-site equipment cannot be sent home.
- Where a student receives speech and language therapy, occupational therapy, social skills groups, or counselling on-site, these continue via video call wherever appropriate, or are paused and resumed on return to school in agreement with parents.
- Where a student has a Behaviour Intervention Plan (BIP), the LSA/Inclusion Support Teacher works with parents to adapt strategies (e.g., visual schedules, routines, de-escalation approaches) for the home setting.

Level 1/2 support programme

Students who are receiving Level 1 and 2 support can access differentiated materials provided by class teachers. Inclusion Support Teachers work closely with subject teachers to ensure that learning materials are individualised appropriately and are available to support with any difficulties or challenges that may arise when students are completing this work independently. Inclusion Support Teachers also provide additional resources to support the attainment of specific targets identified in the IEPs. Inclusion Support Teachers maintain contact with these students and/or their parents no less than twice per week to monitor engagement and wellbeing, consistent with the level of support outlined in each student's IEP.

English Language Learning (EAL) support programme

Students who are receiving EAL support will be able to access differentiated materials provided by classroom teachers. EAL teachers work closely with homeroom and subject teachers to ensure that learning tasks are differentiated and modified appropriately. EAL teachers maintain communication with families so that the School can support those who may need help completing tasks. EAL teachers recommend weekly personalised activities to students in order to develop their listening, speaking, reading, and writing skills, as well as expand their English vocabulary. These activities may include the following:

- Daily journal activities shared with families — EAL teachers may monitor with homeroom teachers where applicable and provide consistent, appropriate feedback to individual students.
- Videos and activities that focus on vocabulary and skill-building.
- Work assigned from an age-appropriate EAL/ELL programme.
- Recorded messages (via the LMS, school email, or an approved learning-journal app).

Remote Learning Safeguarding Advice

Student safety and safeguarding is our main priority, and we would therefore like to share some Do's and Don'ts to help keep your children safe and healthy when learning at home.

Do's

- Monitor your child's online usage. Is the content they are browsing age-appropriate? Are they having too much screen time?
- Reinforce e-safety with your children, ensuring that they are sending and receiving appropriate messages.
- Monitor the amount of time your child is spending completing their work. They should be following the guided curriculum hours for each subject.
- Support your child to make healthy choices regarding food and drink.
- Encourage your child to complete daily physical activity. Activities to support this will be available as part of your child's weekly work.
- Share any concerns you have with the School via email to the Form Tutor or Head of Year.

- Follow the School's guidance on cameras during live sessions, protect personal information, and never share login details without authorisation.
- Students of Determination — particularly those receiving Level 3 support or without independent verbal communication — are prioritised for more frequent welfare check-ins by the Inclusion Support Team and the Designated Safeguarding Lead (DSL), given the increased difficulty of identifying signs of distress remotely.

Don'ts

- Share your child's log-in details with others.
- Contact other children through your child's online platforms.

All users must comply with legal restrictions regarding the use of digital platforms and social media in the UAE. Please see the Telecommunications and Digital Government Regulatory Authority (TDRA) guidelines on UAE digital content laws. Protect your online reputation and that of The Oxford School, Dubai community by following the TDRA's internet guidelines.

Users do not have permission to reproduce or share any of the learning materials, videos or content provided by the School, including recording videos or images on other devices. By accessing any of the learning materials provided, users agree to abide by all of the School's policies. These policies highlight the responsibilities of all users, including showing respect and courtesy to all other users, students, parents and staff in The Oxford School community, and include the strict prohibition of cyberbullying, online harassment, and the use of inappropriate language in any communication. Any misconduct online will be treated in the same way as misconduct in school, in accordance with the School's policies.

The School's Counsellor and Whole-School Safeguarding Lead are available throughout the period of remote learning and can be contacted via email (see contacts below). If appropriate, they will contact you via the school's official phone line for any follow-up and support.

Parent Expectations and Advice

With the transition to remote learning, parents, in partnership with teachers, will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with remote learning, while others may find it challenging, as this is a new way to access the curriculum. The guidelines below are intended to help parents think about what they can do to help their children find success in a remote learning environment.

1. Establish routines and expectations

Parents need to establish routines and expectations, and The Oxford School encourages parents to set regular hours for their children's school work. We recommend keeping normal bedtime routines for younger children and expecting the same from older children, too. Your children should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their days.

2. Define the physical space for your child's study

Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time. We encourage families to establish a space/location where their children will learn most of the time. This could be a family space, and not necessarily a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where parents/guardians are present and monitoring their children's learning.

3. Monitor communications from your children's teacher(s)

Teachers will communicate with parents and students through email or other educational platforms when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and degree of independence. The Oxford School wants parents to contact their children's teachers. However, we ask parents to remember that teachers will be communicating with dozens of other families, if not more, and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain the learning platforms/systems that teachers are using.

4. Begin and end each day with a check-in

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what is your child learning today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. Older students may not want to have these check-ins with parents, but they should nevertheless. Parents should establish these check-ins as regular parts of each day. Not all students thrive in a remote learning environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.

5. Take an active role in helping your children process and own their learning

In the course of a regular school day, your son or daughter engages with other students or adults, dozens if not hundreds of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning, whenever possible. However, it's important that your child owns their work; don't complete assignments for them, even when they find it challenging.

6. Establish times for quiet reflection

A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are of different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones to block out distractions.

7. Encourage physical activity and/or exercise

Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and learning. The School's physical education teachers will recommend activities or exercises, but it is important for parents to model and encourage exercise too. Think also about how

your children can pitch in more around the house with chores or responsibilities. Don't let your children off the hook — expect them to pitch in!

8. Remain mindful of your child's stress or worry

It is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. As usual, feel free to reach out to the School Counsellor for strategies that support your child as needed.

9. Monitor how much time your child is spending online

The Oxford School is mindful of how much screen time students may be exposed to, and we believe in a programme that balances online and hands-on learning experiences. Therefore, we will endeavour to plan a balanced programme. We thank you in advance for your support and partnership.

10. Keep your children social, but set rules around their social media interactions

The initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during an extended school closure. Older students will rely more on social media to communicate with friends. Social media apps such as Snapchat, Instagram, WhatsApp, or Facebook are not official school-sanctioned channels of communication. The Oxford School asks parents to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others.

Contacts

Learning-related questions should be sent directly to class teachers, as per normal email contact or via the LMS. For password or technical issues, please email the School's IT Support Team.

Learning Platform Password Reset

- Parents or students can reset their password via the School's official self-service portal (link shared by IT Support).
- Enter the student ID and proceed to the next step.
- A security code will be sent as an email to the parent's registered email address with the School.
- After entering the code, proceed to the password reset page.
- Type in the preferred password and confirm to update the system with the new password.
- If there are any issues with the password reset or account, please email the School's IT Support Team.

Key School Contacts

For subject- or year-specific queries, please contact your child's class teacher, subject teacher, or Head of Year directly via the LMS or school email, following the School's normal communication protocol. The roles below are the key points of contact for remote learning matters.

- **Principal**
- **Vice Principal**
- **Head of FS and Lower Primary**
- **Head of Upper Primary**
- **Head of Secondary**
- **Head of Inclusion**
- **Whole-School Safeguarding Lead and Wellbeing Counsellor**
- **IT / Learning Platform Support**
- **Head of Year**
- **Class teacher**