The Lebanese School - Qatar

Remote Learning Policy

Introduction

In the event of a school closure, LSQ is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Remote learning refers to the provision of education, teacher support, assessment and feedback from teachers to students in the event that normal lessons cannot be delivered 'face-to-face' in a regular classroom setting.

This remote learning policy aims to:

✓ Ensure consistency in the school's approach to remote learning.

✓ Set out expectations for all members of the school community with regards to remote learning.

Remote Learning Plan

In the event of an extended school closure, or a temporary closure of a section or a class, the school will provide continuity of education by providing:

• A weekly remote learning plan for preschool and primary students that specifies the learning objectives, activities, and resources per grade level/subject. This plan will be shared with parents and students at the end of every week, in preparation for the coming one.

• A set of resources for every lesson.

• Regular live sessions based on a fixed schedule during which teachers will explain the content of the lessons and students will have the chance to ask questions and interact with their teachers and classmates.

• Recorded live sessions for easy access at a future date and time.
• Live streaming of lessons for the groups who are studying from home.

• Feedback to students on their assigned work.

• Online formative and summative assessments on the material taught.

Any provision of remote learning to achieve these aims assumes that students and staff have access to the internet at home. However, the fact that not all families have access to printing facilities will not hinder their ability to submit their work as a soft copy or even as a picture.

The preceding points apply to the entire school. The digital resources and the learning platforms are the same for grade levels.

Digital Learning Platform

Microsoft Teams is the primary platform used for teaching and learning. It is a collaborative platform which allows for contemporaneous, real-time communication and sharing of resources between teachers and their classes. It is also where students submit their assignments and where teachers post updates, age-appropriate educational videos, assignments, and feedback to students. Teams is also used for streaming live sessions.

In addition to Teams, the school has subscribed to many online resources that can enhance the teaching and learning process. For example, teachers use Reading A-Z, I Read Arabic, Achieve 3000, Khan Academy, Kahoot, Alefbata, WordWall, Genially, NearPod, and many more.

The school reserves the right to vary the methods described above in light of developing situations surrounding the reasons behind any closure.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavor to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

At LSQ and especially during school closure and the remote learning period, we rely heavily on formative assessment. We vary the type of assessment we use over the course of the week, to get a more accurate picture of what students have understood through multiple perspectives.

Formative Assessments:

The main types of formative assessments used during remote learning are:

✓ **Summaries and Reflections:** Students stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language.

✓ **Lists, Charts, and Graphic Organizers:** Students organize information, make connections, and note relationships through the use of various graphic organizers.

✓ **Oral Presentations:** Students use their knowledge of the topic assigned to them and videotape themselves expressing their learning and insights.

✓ **Application Assignments:** Students are assigned online homework in all subjects. Homework could be a regular Math drill, creative writing, answering reading comprehension questions, exercises on Khan Academy, a science project, some book exercises, artwork, etc.

✓ **Collaborative Activities:** Students have the opportunity to communicate with others as they develop and demonstrate their understanding of concepts.

Summative Assessments:
Summative assessments are done using digital tools such as Microsoft Forms, Kahoot, etc…

Roles and Responsibilities

Staff

LSQ staff should be available online during official school working hours. If they are unable to work for any reason during this time, for example due to sickness or caring for a sick dependent, they should report this using the normal absence procedure. Moreover, any live contact between students and staff must only take place through the official school channels.

Teachers

Teachers are responsible for:

- o Preparing weekly plans.
- o Preparing all teaching resources including narrated power point presentations and uploading them to platforms as instructed.
- o Conducting live sessions with students.
- o Supporting low achievers with customised learning material and private sessions.
- o Communicating with students through the official school channels only.
- o Providing constructive feedback on students' work in a timely manner.
- o Reporting behaviour issues as per the behaviour policy.
- o Responding to parents' queries and requests.
- o Attending virtual meetings with HOS, coordinators, and parents.
- o Following the school's dress code when streaming live sessions or meetings.

Coordinators

Alongside their teaching responsibilities, as outlined above, coordinators are responsible for:

- o Considering whether any aspect of the subject curriculum needs to change to accommodate remote learning taking into consideration any requirements from the Ministry of Education in this regard.
- o Working with teachers to make sure work set is appropriate and consistent.
- o Working with other coordinators and senior leaders to make sure that the work assigned across subjects is appropriate in terms of quantity and quality, and that the deadlines set are achievable.
- o Monitoring teachers' work through regular meetings during which detailed plans are discussed and improved.
- o Introducing teachers to resources they can use to teach their subject.

Student Support Committee

We believe that it is our responsibility as a school to support students who need guidance and help to achieve their learning outcomes. Therefore, our Student Support Committee, constituted of teachers, co-teachers, and counselors, regularly supports these students by:

- following up on their delayed assignments.

- assisting them with any academic gaps that they might have.

- Scheduling weekly remedial sessions for small groups of struggling students who need further support.

Counselors

LSQ is committed to providing exemplary emotional support, and this will continue during any period of school closure or remote learning. Responsibilities of the school counselors during remote learning include:

o Working with Head of Sections to develop a plan for how staff, students, and families can reach them through phone, email, or online platforms.

o Continuing to support students and their families by providing the necessary academic, university, and career counseling and advisement via email and/or video conference.

o Aiding teachers in contacting students/parents when needed.

o Assisting with the school's established attendance procedure and helping with reaching out to students who are not engaged in remote learning.

Head of Sections

Responsibilities of the Head of Sections during the Remote Learning Period include:

o Coordinating the remote learning plan in their departments.

o Monitoring the effectiveness of remote learning through regular meetings with teachers, coordinators, and by reaching out for feedback from all stakeholders.

o Monitoring and following up on students' attendance.

o Following up on students' behaviour during online learning.

o Following up on students who fail to submit assignments.

o Responding to students' and parents' queries and concerns.

Instructional Specialist

Responsibilities of the Instructional Specialist include:

- o Leading the PD committee and the Digital Support Committee to generate digital resources and solutions.
- o Monitoring the effectiveness of remote learning through attending virtual classrooms, following up on resources provided to parents, and meeting with the Digital Learning Support Team.
- o Ensuring that a high-quality learning experience is offered to all students.

Superintendent / Associate Superintendent

Responsibilities of the Superintendent and the Associate Superintendent during remote learning include:

- o Following up on all decisions and requirements of the Ministry of Education of Qatar and that of Lebanon.
- o Providing ongoing updates to stakeholder groups.
- o Reaching decisions on key aspects of remote learning.
- o Coordinating the remote learning plan across the school.
- o Monitoring the effectiveness of remote learning through regular meetings with the Head of Sections and the Instructional Specialist.

Students

Staff expects students to:

- o Establish daily routines of learning.
- o Be contactable during the required times.
- o Complete assignments with integrity and honesty respecting the deadline set by teachers.
- o Seek help if they need it, from teachers or counselors.
- o Inform teachers if they're not able to complete work.
- o Be a good digital citizen.
- o Always abide by the school's code of conduct.

Parents

Staff expects parents to:

- o Establish routines and expectations.
- o Define the physical space of their child's study.
- o Monitor communication from school.
- o Make the school aware if their child is sick or otherwise can't complete work.
- o Seek help from the school when needed.
- o Support their child's learning to the best of their ability.
- o Refrain from screenshotting or copying any information, messages, or posts to share on social media or any other platform outside the school official apps.
- o Encourage physical activity and exercise.

Digital Support Committee

LSQ has a solid structure for supporting the remote learning process. The Instructional Specialist along with the Professional Development Committee and the Digital Support Committee, work collaboratively to prepare tutorials, generate new resources, find innovative solutions to challenges, and support staff academically and technically.

Furthermore, the school has an email address dedicated to support staff, students and parents with technical challenges: support@lsq.sch.qa.

Monitoring Arrangements

The senior leadership team meets weekly to monitor the quality of remote learning. The school seeks feedback from all stakeholders and responds to any concern within 24 hours.

Links with other Policies

This policy is linked to our:

- ✓ Behaviour Policy
- ✓ Attendance Policy
- ✓ Curriculum and Assessment Policy
- ✓ Child Protection and Safety Policy

Policy Review

This policy was generated in May 2020 and reviewed in May 2021. LSQ senior staff will monitor the application and effectiveness of this policy. It will be reviewed on yearly basis and updated as necessary.

Appendix A

Students' Expectations During Live Sessions

For a fruitful and efficient remote learning experience, each student is expected to:

1- Dedicate a quiet and comfortable workspace with as few distractions as possible.

2- Join the live session on time using their name and family name.

3- Charge the device to be used and prepare any material, books, or copybooks needed prior to the session.

4- Maintain continuous attention and cooperation with the teacher during the course of the session.

5- Make sure the sound and video are always turned on during the course of the session.

6- Raise his/her hand or use the "Raise Hand" icon to ask or answer a question.

7- Refrain from using any device other than the one being used to attend the session.

8- Refrain from eating, drinking, or chewing gum during the session.

9- Refrain from texting on the chat platform unless directed by the teacher.

10- Refrain from unmuting him/herself or others unless directed by the teacher.

11- Refrain from sending pictures, videos, or audio unless directed by the teacher.

12- Refrain from the usage of profane language or gestures.

13- Inform the teacher immediately in case there is a technical problem.

14- Leave the live session before the teacher ends the meeting.

15- Submit assignments on their due dates as assigned in the weekly Remote Learning Plan.

Appendix B

Queries Guidelines

For queries about….	Contact Person	Via
An assignment or a homework	Your child's teacher	Teams
A technology related problem or issue	LSQ Support Team	support@lsq.sch.qa
A personal, academic, or social-emotional problem	Counselor of the Department	Counselor's Email
Other issues related to remote learning	Your child's Head of Section	HOS's email