

Distance Learning Profile

Dubai International private School - BR

Dear Principal and Permit Holder,

Knowledge and Human Development Authority thanks you for engaging with our team during the recent evaluation visit.

The purpose of the visit was to evaluate the school's Distance Learning provision during the period of special circumstances.

The Distance Learning Evaluation Team engaged in a range of activities, including discussions with senior and middle leaders, review of documents, review of samples of students' work, observation of virtual lessons and analysis of feedback from key stakeholders.

Summary of Findings

The school's Distance Learning Profile, as evaluated by KHDA, on 02-June-2020 was:

Developed

The table below provides an overview of the status of development of each Theme. This is represented by three colours, green for **Developed**, amber for **Partially Developed** and red for **Not Developed**.

A	B	C
Students' distance learning and wellbeing	Teaching and monitoring students' learning	Leading and managing students' learning
Attendance and participation	Planning and delivery	Agility
Safeguarding	Sharing intended learning outcomes	Contingency
Learning opportunities	Distance learning programme	Communication and engagement
Equity of access	Monitoring and assessing learning	Resources management
Wellbeing		
Positive features of the Distance Learning Profile		Areas for development in the Distance Learning Profile

1. The safeguarding and wellbeing provision for the students
2. The planning and delivery of the distance learning programme
3. The agility with which the school has responded to the changing circumstances

1. Ensure that the information communicated to parents and students through the various channels is received and understood by all.
2. Develop the long-term contingency plans to include practical aspects for students' return to school, such as; procedures and resources for sanitation and continued social distancing, including additional support staff for entry into and general movement around the school, managing the dining facilities, school transport, and assemblies.
3. Review the guidance given to students on how to improve the quality of their work and ensure that teachers' expectations of the IT skills of younger students, particularly the low attaining students, are sufficiently developed to enable them to gain full access to the learning materials