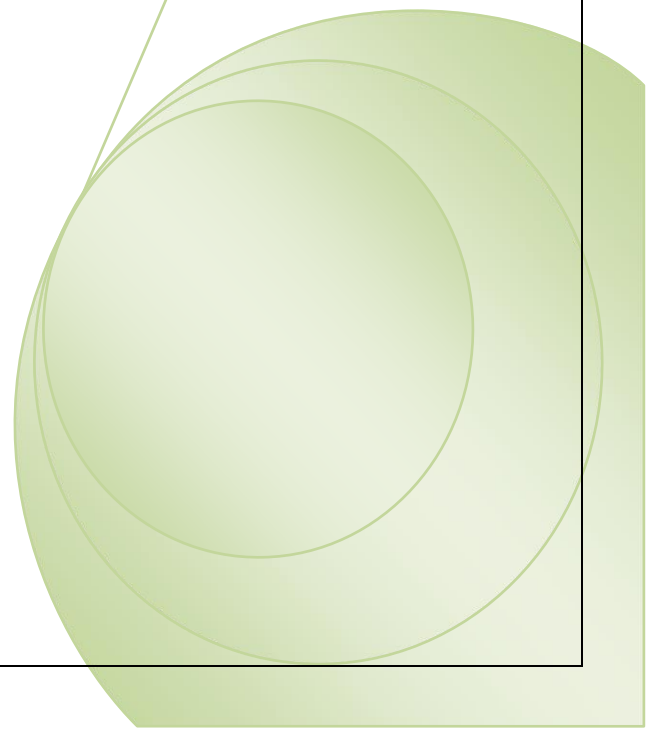
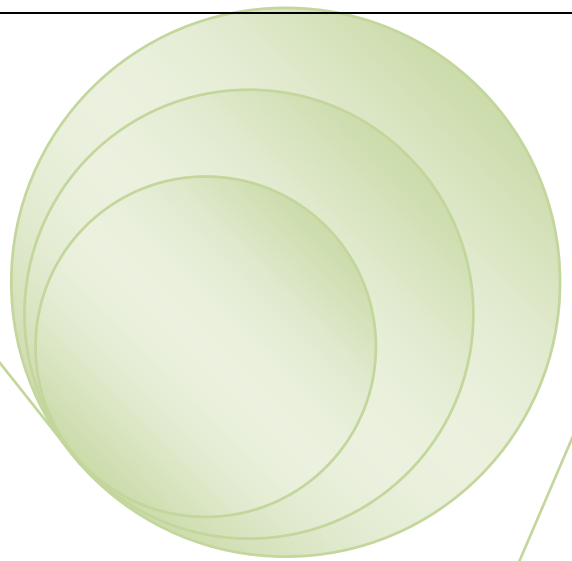
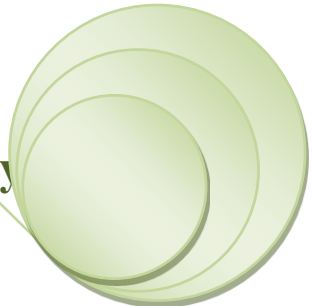




Abu Dhabi Island Int Pvt Sch

Abu Dhabi Island Int Pvt Sch

**ADIIPS Distance Learning Policy
2025-2026**



ADIIPS Distance Learning Policy

School Vision and Mission in DLP

In response to the evolving educational landscape and the increasing need for flexible, resilient, and high-quality learning environments, Abu Dhabi International Private School – Al Ain (ADIIPS) has developed this comprehensive Distance Learning Policy. This policy is designed to ensure that, regardless of circumstances requiring students to learn remotely, the school continues to deliver an educational experience that is rigorous, inclusive, and aligned with the highest standards set by the Abu Dhabi Department of Education and Knowledge (ADEK). Distance learning is no longer viewed as an emergency substitute for traditional schooling; rather, it is recognized as a fully legitimate mode of education that demands careful planning, professional execution, and continuous monitoring to ensure student success.

The development of this policy reflects ADIIPS's commitment to maintaining educational excellence under all conditions. Whether distance learning is implemented due to public health concerns, environmental conditions, or other unforeseen circumstances, the school is dedicated to ensuring that students experience continuity in their learning without compromise. The policy establishes clear expectations for all stakeholders—students, teachers, school leaders, and parents—so that each understands their roles and responsibilities within the distance learning framework. By doing so, it promotes consistency, accountability, and a shared sense of purpose across the entire school community.

At the core of this policy is the belief that the quality of education should not be diminished by a change in the mode of delivery. Distance learning at ADIIPS is therefore structured to mirror, and in some aspects enhance, the effectiveness of in-person instruction. This includes the use of synchronous (live) teaching sessions where teachers actively engage with students in real time, as well as asynchronous learning opportunities that encourage independent thinking, reflection, and deeper engagement with content. The integration of these approaches ensures that students are not passive recipients of information but active participants in their own learning journey.

A key principle underpinning this policy is the prioritization of student wellbeing alongside academic achievement. The school recognizes that learning remotely can present unique challenges, including feelings of isolation, reduced motivation, and increased screen fatigue. As such, the policy incorporates structured welfare monitoring systems, regular check-ins, and clear safeguarding procedures to ensure that every student remains supported both emotionally and academically. The



establishment of dedicated roles, such as the Student Welfare Lead, ensures that student wellbeing is systematically monitored and addressed with professionalism and care.

Equally important is the role of teachers in delivering high-quality distance education. This policy sets clear expectations for teaching practices, emphasizing the need for interactive, engaging, and well-structured lessons. Teachers are required to maintain a visible presence during live sessions, facilitate regular interaction, and utilize digital tools effectively to enhance student participation. Continuous professional development is also embedded within the framework, ensuring that teachers are equipped with the skills and knowledge necessary to adapt their instructional strategies to the online environment. Through this, ADIIPS ensures that teaching remains dynamic, responsive, and aligned with best practices in digital education.

The policy also recognizes the importance of a well-designed curriculum that is adapted for remote delivery. Rather than simply transferring traditional classroom methods to an online platform, the school adopts innovative approaches such as project-based learning, inquiry-based activities, and differentiated instruction tailored to each educational cycle. These approaches promote critical thinking, creativity, and independent learning skills, which are essential for student success in a modern educational context. By aligning curriculum delivery with clear learning outcomes and assessment strategies, the policy ensures that academic standards are maintained and measurable progress is achieved.

Parental engagement is another critical component addressed within this policy. ADIIPS acknowledges that parents play a vital role in supporting their children during distance learning; however, it clearly defines the boundaries of this role to avoid placing undue responsibility on families. Parents are expected to provide a conducive learning environment and ensure student attendance, while the responsibility for teaching and academic instruction remains firmly with the school. Regular, structured communication between the school and parents ensures transparency, builds trust, and keeps families informed about student progress and expectations.

In addition to instructional and welfare considerations, the policy emphasizes the importance of effective leadership and governance in managing distance learning. School leaders are tasked with monitoring the quality of teaching, ensuring compliance with ADEK regulations, and using data-driven approaches to inform decision-making. This includes the systematic review of attendance records, lesson delivery, student engagement, and welfare indicators. By maintaining robust monitoring and reporting systems, ADIIPS ensures accountability at all levels and demonstrates its commitment to continuous improvement.

Furthermore, the policy addresses the critical issue of digital wellbeing through structured screen time guidelines and the promotion of balanced learning activities. Recognizing the potential negative

effects of excessive screen exposure, the school enforces limits on session durations and incorporates regular breaks into the daily schedule. Teachers are also encouraged to design activities that reduce screen dependency, such as offline tasks, practical projects, and creative assignments. This balanced approach supports both the physical health and cognitive engagement of students.

Another essential aspect of this policy is preparedness and adaptability. ADIIPS is committed to maintaining a high level of readiness to transition between in-person and distance learning as required. This includes ensuring that digital platforms are fully functional, staff are adequately trained, and students have access to the necessary resources. By establishing clear contingency plans, the school minimizes disruption and ensures a smooth continuation of learning under any circumstances.

Finally, this policy serves as a formal declaration of ADIIPS's commitment to compliance with ADEK standards and expectations. It provides a structured, transparent, and comprehensive framework that aligns with regulatory requirements while reflecting the school's vision for excellence in education. Through careful implementation and ongoing review, the policy will continue to evolve in response to emerging needs, technological advancements, and educational best practices.

In conclusion, the ADIIPS Distance Learning Policy represents a strategic and forward-thinking approach to education in a digital age. It ensures that students receive a high-quality, engaging, and supportive learning experience regardless of physical location. By clearly defining roles, establishing rigorous standards, and prioritizing both academic and emotional wellbeing, the policy lays a strong foundation for successful distance learning. It reflects the school's unwavering commitment to excellence, resilience, and the holistic development of every student, preparing them not only to succeed academically but also to thrive in an increasingly complex and interconnected world.

ADIIPS Distance Learning Policy
(Aligned with ADEK Guidelines – March 2026)

1. Policy Information

- School Name: Abu Dhabi Island Int Pvt Sch (ADIIPS)
- Policy Title: Distance Learning Policy



- Effective Date: March 2026
- Review Cycle: Annual or as per ADEK updates
- Approved By: School Principal / Board of Governors

2. Purpose

This policy establishes a structured framework for the effective implementation of distance learning at ADIIPS, ensuring:

- Continuity of high-quality education
- Full compliance with ADEK regulations
- Student academic progress and wellbeing
- Effective teaching and engagement
- Strong parent-school communication

3. Scope

This policy applies to:

- All students (KG – Cycle 3)
- All teaching staff
- School leadership and administrative staff
- Parents and guardians

4. Policy Principles

ADIIPS adopts the following principles:

- Distance learning is equivalent to in-school learning, not a reduced model
- Student wellbeing is a core priority alongside academic achievement
- Teachers are fully responsible for delivering learning outcomes
- Parents provide supportive environments, not instructional roles
- All practices must align with ADEK compliance standards

5. Learning Delivery Framework

5.1 Instructional Model

- Combination of live (synchronous) and independent (asynchronous) learning
- All live lessons delivered via approved digital platforms (e.g., Microsoft Teams)



- Daily structured timetable for all students

5.2 Lesson Requirements

Each lesson must include:

- Clear learning objectives
- Structured lesson phases (introduction, activity, closure)
- Student interaction at least every 20 minutes
- Use of engagement tools (chat, polls, breakout rooms)
- Summary and reflection

5.3 Teacher Expectations

Teachers must:

- Be present on camera during lessons
- Maintain professional conduct
- Ensure active student participation
- Provide clear instructions and feedback
- Upload lesson materials in advance

6. Attendance Policy

6.1 Recording Attendance

- Attendance must be recorded for every lesson
- Submitted daily through official systems
- Deadline: Before 3:00 PM daily

6.2 Attendance Criteria

A student is considered present if:

- Logged into the session
- Actively participates when required
- Completes assigned tasks

6.3 Non-Attendance Procedure

1. Teacher follows up immediately
2. Parent contacted the same day
3. Escalation to Student Welfare Lead



4. Leadership intervention if repeated

7. Student Welfare and Safeguarding

7.1 Welfare Structure

- Appointment of a Student Welfare Lead (SWL)
- Collaboration between teachers, counselors, and leadership

7.2 Monitoring Requirements

- Weekly check-in for all students
- Minimum two check-ins for at-risk students

7.3 At-Risk Identification

Students may be flagged if they:

- Miss multiple lessons
- Show low engagement
- Display emotional or behavioral concerns

7.4 Safeguarding Measures

- Safe online learning environment
- Monitoring of student participation
- Immediate reporting of concern

8. Screen Time Guidelines

To ensure student wellbeing:

Cycle Maximum Session Duration

KG 20 minutes

Cycle 1 25 minutes

Cycle 2 40 minutes

Cycle 3 50 minutes

Mandatory Breaks

- 20-minute mid-morning break
- 30-minute lunch break
- Regular screen-off activities



9. Curriculum Delivery

9.1 General Approach

- Focus on core subjects
- Adapted curriculum delivery methods
- Balanced academic workload

9.2 Phase-Specific Approaches

KG

- Play-based learning
- Parent-supported activities
- Short interactive sessions

Cycle 1

- Guided learning with structured practice
- Teacher-led interaction

Cycle 2 & 3

- Project-Based Learning (PBL)
- Independent and collaborative work

9.3 Project-Based Learning Requirements

- Defined learning objectives
- Clear project outcomes
- Timeline (5-15 days)
- Progress check-ins
- Assessment rubric

10. Assessment and Feedback

- Continuous formative assessment
- Clear feedback provided regularly
- Use of digital assessment tools
- Monitoring student progress

11. Parent Communication Policy

11.1 Communication Channels

- Official school platforms only
- No use of personal communication channels



11.2 Weekly Communication Must Include:

- Topics covered
- Learning outcomes
- Upcoming plans
- Student support guidance

11.3 Parent Responsibilities

Parents are expected to:

- Ensure student attendance
- Provide a suitable learning environment
- Support but not replace the teacher

12. Leadership and Monitoring

12.1 Leadership Responsibilities

School leadership must:

- Monitor teaching quality
- Ensure ADEK compliance
- Support staff professionally
- Review student progress

12.2 Monitoring Activities

- Lesson observations
- Review of recorded sessions
- Attendance tracking
- Welfare monitoring

12.3 Reporting

- Weekly internal reports
- Data-driven decision making
- Documentation for ADEK review

13. Staff Training and Development

The school will provide:



- Initial training on distance learning systems
- Continuous professional development
- Training on engagement strategies
- Safeguarding and wellbeing training

14. Code of Conduct (Online Learning)

Students Must:

- Attend all sessions on time
- Follow teacher instructions
- Maintain respectful behavior
- Use appropriate language

Teachers Must:

- Maintain professionalism
- Respect student privacy
- Ensure inclusive learning

15. Data Protection and Privacy

- All online sessions must be secure
- Student data must be protected
- Recordings used only for educational purposes

16. Contingency Planning

The school will:

- Ensure readiness for immediate transition
- Maintain digital infrastructure
- Provide technical support
- Ensure continuity of learning

17. ADEK Compliance Requirements

ADIIPS commits to:

- Full adherence to ADEK policies
- Timely submission of required data



- Maintaining documentation for inspection
- Continuous improvement

18. Documentation and Record Keeping

The school will maintain:

- Attendance records
- Lesson plans
- Session recordings
- Welfare logs
- Parent communication records
- Staff training records



Review committee

1	Dr. Hisham Hijazeen	Principal
2	Dr. Hamada Alfaqawi	Quality Assurance
3	Marrita	English HOD
4	Raghad Saleh	Science HOD
5	Fadia	Social studies HOD
6	Qusai	Math HOD
7	Mustafa Atia	Islamic studies HOD
8	Faris Taifour	Arabic HOD
9	Dr.Azza Ibrahim	Activities HOD
10	Dr.Mohammed Abu Alhaijja	SEND HOD
11	Qusai Juma +Noor Abu Hattab	Standardized Assessment Department
12	Bashayer AlMemeri Hassan Hamad Niela Alameri	Social worker Social Worker Social worker
13	Hessa Alameri	Health And Security
14	Qusai +Noor Abu-Hatab\ Yazan Najem	Assessments and Data analysis department

Approved

Quality Assurance Manager

Dr. Hamada Alfaqawi

School Principal

Dr. Hisham Hijazeen

