



مدرسة الدوحة البريطانية
DOHA BRITISH SCHOOL

VLE Learning Policy (Secondary School)



Last Review: September 2023

Next Review: June 2024

Reviewer: Policy Committee





1. Purpose

The purpose of this policy is to support the development of technology-enhanced learning during the time of blended learning or 100% online learning. It will assist in:

- Enhancing the students' experience;
- Establishing the expectations of staff, students and parents during this period;
- Outlining the Check and Challenge procedures;

In doing so, this policy supports the school's strategic plan to provide excellent teaching, learning and assessment during the time of school closure or hybrid model (for all students of the Secondary school).

2. Teachers' Expectations during lesson time

2.1 During this time of school closure, we expect all our teachers to:

- continue to follow the timetable in terms of lessons - *the timings of the day may be amended by the Head of School if seen fit, to support mental health of both students and teachers and to ensure the time spent in front of a screen each day is reasonable*
- complete a register for each lesson, using the online codes (C for working online, N for absent from online lesson)
- continue to deliver the content prescribed by the Schemes of Work through the means of Zoom or Google Meet in order to continue to personalise the learning and engage with the students face to face whilst at home
- schedule send a link to their Zoom lesson through the appropriate Google Classroom to be posted at the time of the said lesson
- post the relevant resources for the work through the appropriate Google Classroom to be posted at the time of the said lesson
- ensure all work set on Google Classroom has a pre-recorded video or a live zoom lesson which is done in an environment that does not go against the Safeguarding Policy - *this can be done by one teacher for the whole year group per subject as per SLs' directives*
- plan one lesson every 7 lessons to be an 'off screen' lesson, where students are either working independently on other resources than digital ones, or reinforcing their learning through recall and revision techniques
- assess students' progress on the same regular basis as it would in class and as a bear minimum acknowledge work submitted by students



- give feedback in the same timely manner as it would be done in class, as per the Marking & Feedback policy (6-8 lessons)
- continue to use DIRT as a strategy for students to have the opportunity to improve their work after every marking piece, thus responding to EBIs set by the teacher
- follow Behaviour policy - any serious concerns must be reported to Head of House/SLT link as soon as possible via email
- contact parents and the relevant House Leader if persistent lack of submission occur from a student so support or context can be given
- allow for some flexibility in work submission or attendance for families whose multiple children are sharing devices
- continue to use our rewards system to praise students who are engaged and working hard in those difficult circumstances in order to recognise their effort and to continue to motivate them
- only respond to parents during working hours
- report any safeguarding concerns to the DSL immediately

2.1 Sickness

If a teacher is seriously ill and unable to complete the e-learning expectations for their class, they must inform the DHT responsible for cover and their SL before registration time. The Subject Leader can then upload the work for the relevant classes. The DHT will liaise with the relevant House Leader to ensure Registration Time is also covered.

3. Form Tutors' Expectations during Registration time

During this time of school closure, we expect all our form tutors to:

- organise a Zoom/Google Meet everyday at the normal time of registration for Y7-13
- check on the wellbeing of the students
- check on the engagement of the students to online lessons and organise one to one conversations with students who are failing to meet our expectations
- play a weekly assembly pre-recorded by the Pastoral team
- liaise with parents of students who are either struggling to offer support and seek context if appropriate or for students who are striving to congratulate and praise them



4. Attendance/Engagement Monitoring

- Attendance is monitored weekly using iSAMs and registers are completed every lesson by the class teacher
- Subject Leaders are notified of repeat (more than once) weekly absences
- Sanctions for truancy applies for students who do not have a valid reason for missing a lesson (see Behaviour Policy) and show no engagement to lesson
- class teachers must contact home if a student does not engage with their lesson but was present the previous lesson
- Subject Leaders are to contact home if a student is missing 2 lessons in a row in their Subject Area
- House Leader/Class Teacher are to contact home if a student is repeatedly missing lessons in more than one subject area
- Form Tutors are still responsible for amending the registers for reasons provided via email a posteriori for absences in order to keep an accurate record of attendance

5. Expectations

Year Group Expectations (e-learning)	
KS3	<ul style="list-style-type: none"> ● Each subject to continue their Scheme of Work as planned with adaptation of resources for online learning ● It can be the same for every class in that year group and one person may post on multiple Google Classroom if deemed appropriate by the Subject Leader ● all lessons should have clear instructions (either by pre-recorded video or explained through Google Classroom) if no live lesson is taking place (live lessons or pre-recorded lessons must be in line with Safeguarding Policy) ● the task should be interactive if possible ● <u>The students should use a range of stimuli</u> (they need some down time from the screen) ● students are to submit their work in a timely manner as per the teacher's request via Google Classroom ● assessments must take place as anticipated to review progress over time as long as the data and/or results of the assessment can be deemed reliable and the integrity of the data can not be questioned (timed test through live lesson, Timed Google Assessments, submission of work within a reasonable window, etc)



KS4	<ul style="list-style-type: none"> ● Each subject to continue their Scheme of Work as planned with adaptation of resources for online learning ● Each teacher is expected to teach their own class in order to ensure the content delivered is as relevant and as tailored to the need of the class as possible ● work should be varied and purposeful towards the examinations they will sit at the end of the course ● all lessons should have clear instructions (either by pre-recorded video or explained through Google Classroom) if no live lesson is taking place (live lessons or pre-recorded lessons must be in line with Safeguarding Policy) ● the task should be interactive if possible ● <u>The students should use a range of stimuli</u> (they need some down time from the screen) ● assessments must take place as anticipated to review progress over time as long as the data and/or results of the assessment can be deemed reliable and the integrity of the data cannot be questioned (timed test through live lesson, Timed Google Assessments, submission of work within a reasonable window, etc) <p><u>Year 11 only:</u></p> <p>the expectations will be reviewed and communicated to all teachers, students and parents should school closure happen during study leave</p>
Year 12 AL and IB	<ul style="list-style-type: none"> ● teachers set work according to the SOW and to the timetable ● work should be varied and purposeful towards the examinations they will sit at the end of the course (2-year course) ● all lessons should be live lessons, even if for an introduction of the task for the day at the beginning ● ideally, an 'off screen' lesson should occur one a week ● the tasks should be interactive as much as possible ● students are to submit their work in a timely manner as per the teacher's request via a medium that suits best the class and the teacher (email, Kognity, Google Classroom) ● assessments must take place as anticipated to review progress over time as long as the data and/or results of the assessment can be deemed reliable and the integrity of the data cannot be questioned (timed test through live lesson, Timed Google Assessments, submission of work within a reasonable window, etc)
Year 12 AS	<ul style="list-style-type: none"> ● <u>until study leave begins</u>, teachers set work according the SOW and to the timetable and the same expectations as the Year 12 IB or AL apply ● <u>once study leave begins</u>, bridge work/undergraduate programmes can be started under the coordination of the AHT for 6th Form



Year 13 IB	<ul style="list-style-type: none"> ● <u>until study leave begins</u>, teachers set work according the SOW and to the timetable and the same expectations as the Year 12 IB or AL apply ● teachers use the time before official Study Leave to upload all IAs and comments as per the IB's requests ● <u>once study leave begins</u>, students to be offered an undergraduate programme as per the Head of Sixth Form's directives
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6. Quality Assurance Procedure

All SLs and SLT links/Line Managers to be added to the Google Classroom of the subject(s) they manage.

6.1 Subject leaders (SLs) must monitor the work that their staff are setting on the VLE including:

- The regularity of the work set and that it is in accordance with the lessons specified on the timetable
- That the work that has been published is in line with the Programmes of Study, Schemes of work that the subject/department uses or in line with what the Subject leader has designated for the set period
- That staff are feeding back to students as and when required, in line with the Subject leader's recommendations and the Marking and Feedback policy

6.2 SLT link/line managers must monitor the work of the staff of the subject area(s) they line manage periodically including:

- Check weekly the work that is set on google classrooms but are not required to check and monitor every class (pick a different range of classes)
- Report any complaints or issues to the subject leader they line manage and cc their line manager in (Deputy Head or Head of Secondary)

6.3 Teaching staff are expected to:

- have a google classroom (GC) set up for each class they teach and for the GC to be the main point of communication with students
- Monitor students' attendance within their own google classroom and complete ISAMS register
- Set work in accordance with the Subject Leaders' requests (work can be shared and the same set within subjects if the students are covering the same topics; see expectations per Year Group below)
- Assess and give feedback as directed by Subject leader and by the Marking and Feedback policy



6.4 Where it has been agreed that **staff** can **work from outside of Qatar** from their host country they must in addition:

- continue to work according to our expectations on Qatar time and continue to follow their timetable (the only exception is when the teacher is travelling back to Qatar and work will be set without a live lesson taking place)
- update their subject leader at least twice a week to ensure support is provided and expectations are met
- Subject leaders must report to their SLT line manager, if staff who are working from outside Qatar are not complying with what is being requested of them

7. Calendared events

All calendared events will go ahead with an online adjustment included but not limited to:

- SLT briefings and meetings
- Secondary School Briefings
- CPD time on Mondays
- Parents' evenings
- Parents' meetings
- Data Checks and reports
- Options' evening
- Transition day for year 6 into year 7
- House Competitions
- ECAs

8. Partial closure of school/Blended Model approach

If the school is partially open and teachers are physically present in the building, it will be expected that:

- Students are taught in class and normal T&L expectations resume
- Students who are at home access the learning in the classroom via:
 - A Zoom or a Google Meet, scheduled prior to the start of the lesson
 - Resources are accessed on Google Classroom or from the previous lesson when they were physically in class if the teacher has organised it that way

All learning and teaching expectations as well as behaviour expectations will remain the same.



Thank you