



Online Learning Framework

Purpose and Philosophy

❏ The framework should be read alongside the [RGSGD Online and Remote Learning Policy](#).

Purpose Of This Document

This framework outlines how RGSGD will deliver high-quality learning during extended periods when students are unable to attend school in person.

It clarifies expectations for students, families, and staff regarding how learning will be structured, how teaching will take place, how progress will be monitored, and how well-being will be supported.

The RGSGD Online Educational Philosophy

Remote learning cannot replicate the classroom experience. Instead, it focuses on maintaining continuity of learning, relationships, and routines while adapting to learning from home.

Our approach is guided by five principles:

Learning Quality

Learning quality remains central

Relationships

Relationships between teachers and students remain strong

Independence

Independence develops progressively with age

Well-being

Well-being and balance are prioritised

Identity & Belonging

Students maintain a positive sense of identity and belonging to RGSGD

The RGSGD Whole School Online Learning Model

RGSGD adopts a **blended learning model** combining asynchronous learning, live teaching, and independent study.

This approach is supported by international research, including research from the **Education Endowment Foundation (EEF)**, the **OECD**, and the **Harvard Graduate School of Education**.

PHASE	LEARNING MODEL
EYFS	Predominantly asynchronous and play-based learning with live check-ins
PREP	Structured learning tasks with regular support with live check-ins
KEY STAGE 3	Blended instruction and independent learning
KEY STAGE 4	Majority live subject teaching

Our Approaches to Learning

- Learning will follow a balanced and structured timetable to maintain routines.
- Teachers will provide weekly learning overviews/timetables outlining key learning and expectations.
- Children will engage with live lessons, recorded teacher inputs, and independent learning tasks.
- Offline tasks and movement breaks will be built into learning to support wellbeing.

Online learning at RGSGD combines several complementary approaches to ensure learning remains structured, engaging and flexible. These approaches allow teachers to adapt lessons depending on subject, age of students and the needs of the learning activity.

TYPE	EXPLANATION
LIVE LEARNING	A live lesson delivered by a teacher where children interact in real time. This may involve explanation, questioning, discussion and feedback.
INDEPENDENT LEARNING	Teacher-directed tasks that children complete independently outside of live teaching sessions. These may include written work, reading, practice questions, or project work aligned to the curriculum.
FLIPPED LEARNING	Children review materials such as short videos, readings or explanations before a live lesson so that lesson time can focus on discussion, application and deeper learning.
SMALL GROUP SESSIONS	Small group sessions focused on academic support, feedback, wellbeing, and monitoring progress.
LEARNING LIBRARY	Recorded explanations, resources and lesson materials stored on the learning platform which students can revisit if needed.

A Typical Online Lesson

Online lessons are designed to reflect the structure of effective classroom teaching. Rather than continuous screen time, lessons include a balance of explanation, independent thinking and teacher interaction.

A typical lesson may follow the structure below:



EXPLAIN

The teacher introduces the learning objective and models the task through explanation or demonstration.



TRY

Students begin working independently or in small groups on a learning activity. The activity will include support and challenge. As in school, children will be given the opportunity to extend and deepen their thinking.



SUPPORT

The teacher checks understanding, provides feedback, and supports students who require additional help.



REFLECT

The class reviews key learning, shares ideas and prepares for the next stage of learning.

During a lesson, students may:

- Listen to short teacher explanations
- Work independently on a task
- Collaborate with classmates – teacher directed question and answers with the group
- Receive feedback from their teacher
- Review and improve their work

Not every moment of a lesson requires students to remain continuously focused on the screen. Teachers will regularly build in time for thinking, writing and practical activities. This approach helps students remain engaged while also reducing unnecessary screen fatigue.

What Does This Look Like?

PHASE	LIVE LESSONS	INDEPENDENT LEARNING TASKS	RECORDED TEACHER INPUT	TUTOR / TEACHER CHECK INS
EARLY YEARS	Short daily check-ins	Majority of learning through practical activities	Short curriculum inputs across the week	Daily small group check-ins
KEY STAGE 1	1-2 live sessions daily	Structured tasks linked to timetable	Short teaching videos	Daily Check ins
KEY STAGE 2	Regular live teaching in core subjects	Independent practice and projects	Teacher explanations where helpful	Daily Check ins
KEY STAGE 3	Live teaching for most lessons	Independent work during lessons	Subject explanations	Tutor / pastoral support
KEY STAGE 4	Majority of lessons live	Exam practice and coursework	Subject recordings where needed	Small group support

Learning will include:

- Short live check-ins with teachers
- Practical activities and independent tasks
- Reading, creative work and offline learning

This ensures that children are not expected to spend long periods on screens.

School Learning Approaches

Prep School

Learners will experience a blend of live lessons and independent tasks. Teachers will guide learning through:



Core Subjects

Live Mathematics, English and Science teaching



Arabic

1 live lesson and 2 recorded lessons from Year 4–6. Recorded explanations and independent tasks from EYFS to Year 3.



Recorded Explanations

Recorded explanations to support independent learning



Specialist Subjects

Music, Art, Languages, PE, MSC, Islamic, Performing Arts



Story Time

Prep Specialists will also deliver a story time once a week

Senior School

Learners will follow a structured timetable similar to a normal school day, including:



Majority of live lessons with teachers



Independent work during lessons



Subject guidance and feedback



Tutor time 8:00-8:10 and 1:40-1:50pm (To support students in different time zones)



Registration taken 8:00 (No formal registration will be taken in the afternoon)

Arabic Examination Cohort

For Students preparing for the Arabic GCSE:

All Lessons Live

All lessons will be live with direct subject instruction

Exam Preparation

Exam preparation and revision guidance

Learners with Additional Support (Inclusion)

Children who normally receive learning support will continue to receive assistance through:



Inclusion Team

The inclusion team liaising with class/specialist teachers to ensure learning content is appropriately adapted and personalised (SEND, EAL and AG&T).



Personalised Learning

A personalised lesson/activity assigned to Seesaw (Prep) or MS Teams (Senior) in line with your child's Individual Education Plan (IEP).



Progress Monitoring

Ongoing monitoring of progress against IEP targets, with provision adapted as required.



Family Communication

Regular communication with parents regarding engagement, progress, and support strategies.



External Support

Coordinating with external specialist therapists and psychologists to plan, organise, and facilitate appropriate support, as required.

Safeguarding & Online Learning

The following is expected of our children when they are online:

Appropriate Dress

Children should attend lessons appropriately dressed and participate from a suitable workspace where possible.

Cameras On

Cameras should be on where possible to support engagement.

Lessons Recorded

Lessons will be recorded for instructional purposes.

Waiting Room

Learners should not be on a live session unless a teacher has permitted them into the lesson via the waiting room.

No 1-to-1 Video

One-to-one video lessons with children are not permitted, in line with the Cognita Remote and Online Learning Safeguarding Protocol.

Supporting Your Child At Home

As parents, you play an important role in helping your child(ren) maintain structure and focus during periods of online learning. While teachers frame the learning, as well as providing explanation and feedback, a supportive home environment helps your child(ren) remain organised, motivated and confident in their learning.

Parents are not expected to replace the role of the teacher. Your support in helping your child(ren) establish routines and maintain positive learning habits will help ensure that learning continues smoothly.

If you would like any support, advice or guidance about how best to support their child's learning at home, please do not hesitate to connect with the relevant key contact at the end of the document for support.

- ❑ Teaching staff will be available to support you as needed during working UAE hours of **8am – 4:00pm** via emails. Due to the nature of online learning we will aim to respond as quickly as possible to requests. Prep and Senior Liaison teams will also be available to support pastorally as needed.

Families can support learning by:

Establish Routine

Establishing a consistent daily routine that mirrors the structure of the school day where possible.

Create a Learning Space

Creating a quiet, organised learning space where your child(ren) can participate in lessons and complete independent work.

Prepare for Lessons

Encouraging them to prepare for lessons on time with the materials they need. Have paper and pens ready at the start of each session.

Support Breaks

Supporting them to take regular breaks away from screens, including movement and time outdoors where possible.

Balance Activities

Encouraging a healthy balance between online learning and offline activities, such as reading, creative work and physical activity.

Foster Independence

Helping them to organise their tasks while encouraging increasing independence. Allow time for open ended activities such as play.

Continuity of Learning During External Disruptions

While the UAE remains a safe and stable environment, regional circumstances may occasionally lead to brief interruptions or external noise audible during live online lessons.

In the unlikely event that this occurs during a live lesson, teachers may take one of the following steps to ensure children remain calm and focused:

1

Pause Session

Temporarily pause or close the live session

2

Continue Independently

Direct students to continue with an independent or asynchronous learning task already provided

3

Resume When Ready

Resume the lesson once it is appropriate to do so

This approach allows teachers to manage situations calmly and minimise unnecessary concerns for students.

- Children will always be provided with clear learning instructions so that progress can continue even if a live session is interrupted.
- The school will communicate with families where necessary and will continue to follow guidance from the relevant authorities.

A Typical EYFS Online Learning Day & Week

Every day, the children will experience:

- Live morning welcome and check in
- Live small group session focusing on core learning (communication, reading, writing or maths)
- Recorded PE/physical activity
- Two curriculum activities with recorded support

Every week, the children will experience:

- Arabic activity x2
- Music activity x2
- Violin activity x1 (FS2 only)
- Islamic activity x1 (FS2 only)
- Curriculum play challenges x4

R – Ready to Learn

G – Give Your Best

S – Show Respect

G – Grow Your Independence

D – Drive Your Progress

Monitoring and Progress

Attendance & Engagement Expectations

Students are expected to:

- Join live lessons punctually and prepared to learn.
- Participate respectfully and listen carefully to teachers and classmates.
- Use microphones and chat functions appropriately and when invited by the teacher.
- Keep cameras on where possible to support engagement and communication.
- Work independently during thinking or task time set by the teacher.
- Communicate with teachers if they need clarification or additional support.
- Submit learning tasks by the agreed deadlines.
- Follow the school's digital safety and online behaviour expectations at all times.

Online lessons remain part of the normal school programme, and the same expectations for conduct apply as they would in the classroom.

Monitoring Engagement — Staged Response

If students disengage from learning, the following staged response will be followed:

STAGE ONE	Teacher contacts student and parent with reminder and new deadline
STAGE TWO	Concern logged and Head of Department informed
STAGE THREE	Year Leader / Pastoral Leader contacts family to provide support
STAGE FOUR	Senior Leadership Team review and further intervention if required

How We Monitor Progress

- Teachers monitor progress through submitted work, quizzes and assessments, participation in lessons, and small group or individual discussions.
- Formative and Summative Assessments will be planned as part of the delivery of Learning and Teaching.
- Completion of learning tasks contributes to engagement and attendance records.

Wellbeing and Student Support

Supporting students' wellbeing remains a central priority during periods of remote learning. Learning from home can sometimes feel unfamiliar, and maintaining strong relationships with teachers and peers is essential for student confidence and engagement.

Our wellbeing approach includes:



Regular Check-ins

Regular Homeroom tutor or class teacher check-ins to maintain connection and support daily organisation.



Pastoral Care

The Pastoral Team may suggest opportunities for small group pastoral care where students may require additional support.



Counselling Services

Access to the school's pastoral and counselling services should students feel anxious and parents feel they cannot support or require further assistance.



Family Communication

Ongoing communication between teachers and families to ensure concerns are identified early.



Healthy Routines

Encouraging students to maintain healthy routines, movement breaks and social interaction with peers where possible.

If a student or family feels that additional support is needed, they are encouraged to contact their Class Teacher, the Prep/Senior Liaison officer, or the Assistant Head Teacher (Pastoral) so that the school can provide appropriate guidance and support. This may then include a session with the relevant team.

Staff Workload & Wellbeing

RGSGD recognises that extended periods of online learning place additional demands on staff. The structured approach across the school aims to ensure planning expectations and delivery remain manageable while maintaining high learning standards.

Platforms, Systems & Key Contacts

Platforms & Systems

PURPOSE	PLATFORM
LIVE LESSONS & CHECK INS	Microsoft Teams
LEARNING TASKS	Seesaw (Link) (Prep) / Teams (Senior)
PRACTICE LEARNING	Century Tech (Link) and subject platforms
RECORDED LESSONS OR RESOURCES	Teams or SeeSaw Learning Library
ASSESSMENT	Go4Schools (Link) (Senior) / iSAMS Parent Portal (Link) (Prep)
COMMUNICATION	Seesaw (Prep), email (Senior), iSAMS Parent Portal / Senior Parent WhatsApp (Link), Prep Parent WhatsApp (Link)

Key Contacts

PHASE	CONTACT
PREP LIAISON (FS1–Year 6)	Samantha Cowan – preliaison@rgsgd.com
SENIOR LIAISON (Years 7–10)	Lisa Grenville-Wood – seniorliaison@rgsgd.com
DESIGNATED SAFEGUARDING LEAD	Rebecca Bennett – rebecca.bennett@rgsgd.com
EARLY YEARS	Jessica Townsend – jessica.townsend@rgsgd.com
KEY STAGE 1 & 2	Rebecca Bennett, James Sherriff, Angela Neal
KEY STAGE 3	Michael Morley, Craig Jeavons
KEY STAGE 4	Joseph Hulme – joseph.hulme@rgsgd.com