

Online Learning

Approved By:

Lynsey Seeley (Vice Principal)

Last reviewed on:

September 2026

Next review due by:

August 2027

GEMS Metropole School – Al Waha (MTW)

Online Learning Policy

1. Purpose

GEMS Metropole School – Al Waha is committed to ensuring that, where online learning is required, students continue to receive a high-quality, structured and engaging educational experience that maintains continuity with their normal school provision. Online learning will provide clear routines, appropriate interaction, independent learning opportunities and appropriate support for student wellbeing, safeguarding, attendance and progress.

2. Core Principles

- All online learning will be delivered through the school's approved Microsoft Teams environment.
- Students will be assigned to their class Teams and will follow their usual school timetable.
- Live lessons will be purposeful, focused and appropriate to the age and developmental stage of students.
- Where appropriate, live teaching will be supported by recorded teacher input, Teams assignments, Century Tech and independent learning tasks.
- Online provision will maintain continuity with the curriculum while recognising that younger students require shorter interactions, play-based learning and opportunities for offline activity.
- Teachers will maintain clear, calm and consistent routines and expectations.
- Student wellbeing, safeguarding and online safety remain central to all online learning provision.

3. Online Learning Platform and Access

- Microsoft Teams is the primary platform for live lessons, communication, and sharing learning resources.
- All students will be assigned to their relevant class Teams.
- Students will follow their normal school timetable.
- Century Tech may be used alongside Teams for appropriate independent learning, practice, assessment and progress monitoring, particularly in Years 3–11.
- Teachers will ensure that essential learning resources and recorded instructions are accessible to students who are absent from live lessons.

4. Form Time / Morning Check-in and Wellbeing

- Form time or the equivalent morning meeting/check-in will provide a structured start to the school day.
- The session will include a wellbeing check-in and an opportunity for staff to identify students who may require additional support.
- Students from year 3 will complete Upstrive check ins during this time.
- The UAE National Anthem will be played as part of the school day.
- Any safeguarding or wellbeing concerns identified during a check-in must be reported through the school's established safeguarding procedures.

5. Whole-School Online Lesson Structure

Unless a phase-appropriate adaptation is required, live lessons will follow a consistent structure. This provides students with predictability and allows teachers to check understanding and provide support.

1. Do Now task – Students begin with a purposeful retrieval, review or readiness activity.
2. Attendance – Attendance is taken at the start of the lesson on Go4Schools. Students have cameras on during the Do Now and attendance period, where technically possible and in accordance with school expectations.
3. Teacher input – The teacher provides focused instruction. During recorded teacher input, students must have cameras switched off.
4. Cameras on – Following teacher input, students switch cameras back on, where technically possible and in accordance with school expectations.
5. Learning task – The teacher sets the main task, which may be independent, collaborative, practical, written or digital.
6. Teacher support – The teacher remains online to answer questions, provide feedback, check understanding, address misconceptions and support students.
7. Plenary – The lesson ends with a plenary involving all students to review learning and check understanding.
8. Exit task – Students complete an exit task demonstrating what they have learned and/or identifying their next step.

6. Phase-Appropriate Learning

The core online learning model will be adapted to reflect students' age, developmental stage and learning needs. The source planning document identifies short live interactions and play-based/offline learning for FS1–FS2, a combination of live and independent activities for Years 1–2, increasing use of Century Tech from Year 3. Where appropriate Activities can be recorded separately from the lesson and uploaded for those unable to attend.

6.1 Curiosity Curriculum

Online learning should maintain MTW's commitment to *Nurturing Curiosity* by giving students opportunities to explore, investigate, ask questions, make connections and develop their understanding through meaningful experiences.

- Young learners will participate in short, focused live interactions that are developmentally appropriate and designed to spark curiosity, rather than requiring prolonged periods of screen time.
- Learning will provide a balance of live teaching, guided exploration, independent activity, play-based learning and practical experiences away from the screen.
- Teachers will use engaging stimuli, stories, questions, objects, images and real-life experiences to encourage students to wonder, predict, investigate and explain.
- Students will be encouraged to ask questions, share ideas and talk about what they notice, with teachers using these responses to develop and extend learning.
- Learning activities should encourage students to explore concepts through their home environment and everyday experiences, where appropriate. For example, students may count household objects, identify shapes and patterns, observe changes in nature, collect and sort objects, or retell and create stories.

- Phonics, reading, mathematics, storytelling, creative activities, drawing, writing, problem-solving and exploration should be delivered through engaging and purposeful experiences, rather than relying solely on worksheets or screen-based activities.
- Teachers should provide opportunities for students to make choices and demonstrate their learning in different ways, including drawing, speaking, writing, building, creating, demonstrating or photographing their work.
- Recorded teacher input may be used where appropriate to provide modelling, storytelling, explanations or instructions that students can revisit independently.
- Independent tasks should be short, purposeful and clearly explained, with instructions that students and families can understand without requiring continuous teacher support.
- Teachers should provide opportunities for students to return to the live lesson to share their discoveries, explain their thinking and receive feedback.
- Optional or additional check-ins may be used to maintain connection, support wellbeing and provide additional guidance to children and families.
- Parents and carers should be encouraged to support curiosity through conversation, exploration and everyday experiences, rather than completing learning tasks on behalf of the child.
- Teachers should use observations, student responses, submitted work and participation in live sessions to identify emerging interests, misconceptions and opportunities to extend learning.

6.2 Confidence Curriculum

The Confidence Curriculum provides the foundation for online learning across Years 3–6, ensuring that students continue to develop the knowledge, skills and learning behaviours needed to become confident, independent and resilient learners. Online provision should reflect MTW's commitment to **Nurturing Confidence** by providing students with opportunities to think independently, apply their learning, overcome challenges, communicate their ideas and take increasing ownership of their learning.

- Live teaching will be complemented by purposeful independent practice, enabling students to consolidate learning, develop independence and apply new knowledge without relying solely on teacher support.
- Century Tech may be used strategically to support mathematics, writing/SPaG, reading and science practice where appropriate. Teachers should select activities based on identified learning needs rather than using the platform simply to provide additional tasks.
- Students should be encouraged to take increasing responsibility for their learning, including managing their time, following instructions, completing tasks independently, checking and uploading their work and responding to feedback.
- Teachers should use Nearpod, Century Tech analytics, Teams submissions, questioning and other available assessment information to support Assessment for Learning (AfL). Nearpod should be used during live teaching to check understanding in real time through interactive activities, polls, quizzes and open-ended questions, enabling teachers to identify misconceptions and adapt teaching accordingly. Century Tech analytics and Teams submissions should be used alongside this evidence to identify strengths, gaps and learning needs. Teachers should use the combined assessment information to inform subsequent teaching, intervention and opportunities for challenge, while encouraging students to reflect on their learning and progress.

- Online learning should provide regular opportunities for students to experience success, challenge and productive struggle. Tasks should be appropriately scaffolded while allowing students to persevere, make decisions and develop confidence in solving problems independently.
- Teachers should use questioning and discussion to develop confident thinkers. Students should be encouraged to explain their reasoning, justify answers, identify errors, respond to different viewpoints and ask questions about their learning.
- Students should have opportunities to demonstrate their learning in different ways, including written responses, problem-solving, discussion, presentations, quizzes, practical tasks and independent projects where appropriate.
- Feedback should build confidence and encourage students to recognise their own progress. Teachers should identify strengths, address misconceptions and provide clear next steps so that students understand how they can improve.
- Independent learning should be appropriately challenging but achievable. Instructions, success criteria and expected outcomes should be clear so that students can work with increasing confidence without unnecessary dependence on an adult.
- Teachers should identify students who require additional support or challenge through live interaction, submitted work and learning analytics. Provision should be adapted through scaffolding, targeted teacher support, additional practice or extension opportunities.
- Online learning should maintain the breadth of the MTW curriculum, ensuring that increased focus on core subjects and GL preparation does not narrow students' opportunities to develop creativity, curiosity, collaboration, leadership and wider knowledge.

6.3 Creativity and Careers Curriculum

The Creativity and Careers Curriculum provides the foundation for online learning across this phase, ensuring that students continue to develop the creativity, communication, collaboration, leadership and problem-solving skills required to become confident learners and prepared for future pathways. Online learning should reflect MTW's commitment to developing students who can think creatively, apply their learning in meaningful contexts, recognise their strengths and interests, and begin to understand the world of work and future opportunities.

- Live teaching will be complemented by purposeful independent learning, enabling students to develop independence, organisation, resilience and the ability to manage their own learning.
- Online learning should provide regular opportunities for students to be creative and apply their learning in different ways, including designing, creating, researching, presenting, problem-solving, debating, performing and developing solutions to authentic challenges.
- Teachers should use engaging and purposeful stimuli to encourage students to ask questions, generate ideas, consider different perspectives and make connections between their learning and the wider world.
- Students should be encouraged to develop and communicate their own ideas, with opportunities to present, explain, justify and refine their thinking through live discussion, collaborative activities and independent tasks.
- Online learning should incorporate opportunities for collaboration, using Teams and other appropriate digital tools to enable students to work together, share ideas, provide peer feedback and develop effective communication skills.
- Nearpod or other online platforms should be used to support Assessment for Learning (AfL) during live teaching, enabling teachers to gather real-time evidence of understanding through interactive activities,

polls, quizzes and open-ended questions. Responses should be used to identify misconceptions, adapt teaching and provide appropriate support or challenge.

- Teachers should use Teams submissions, questioning, Nearpod responses, quizzes and other available assessment information to identify strengths, gaps, interests and areas for development. This information should inform subsequent teaching, intervention and opportunities for extension.
- Students should be given opportunities to take ownership of their learning, including making choices about how they demonstrate understanding, setting goals, evaluating their work and responding to feedback.
- Online learning should make meaningful connections between curriculum learning and future pathways. Where appropriate, activities should introduce students to different careers, industries, skills and real-world applications of their learning.
- Career learning should focus on developing transferable skills as well as career awareness, including communication, teamwork, creativity, critical thinking, problem-solving, digital literacy, leadership, organisation and resilience.
- Students should have opportunities to explore entrepreneurship and enterprise, including developing ideas, identifying problems, designing solutions, considering audiences and presenting or pitching their ideas.
- Where appropriate, students should engage with authentic contexts and real-world problems, enabling them to understand how knowledge and skills are applied beyond school and helping them recognise the relevance and purpose of their learning.
- Teachers should provide opportunities for students to reflect on their strengths, interests and aspirations, encouraging them to recognise the skills they are developing and how these may contribute to future study, careers and wider opportunities.
- Online learning should maintain the breadth of the MTW curriculum, ensuring that creativity and careers provision complements, rather than replaces, core academic learning and provides opportunities for students to make meaningful cross-curricular connections.
- Feedback should recognise creativity, effort, effective collaboration and the development of transferable skills, alongside academic achievement. Students should be encouraged to refine ideas, respond positively to feedback and understand that improvement is an important part of the creative process.

6.3 Physical Education

The Physical Education Curriculum should continue to provide students with regular opportunities to be physically active, develop physical competence and understand the importance of health, fitness and wellbeing. Online PE provision must maintain a strong practical focus and should not be delivered solely through theoretical or written activities.

- Online PE provision must include practical physical activities led by the PE teacher. The PE teacher is responsible for planning and delivering age-appropriate activities that enable students to remain physically active and develop their physical skills.
- Practical activities should be clearly demonstrated and explained by the PE teacher, with appropriate adaptations provided to ensure that students can participate safely and successfully within their available home environment.
- Live PE sessions should prioritise active participation, with students given opportunities to practise and develop skills rather than simply watching demonstrations or completing written tasks.

- Activities should be purposeful and linked to the PE curriculum, including appropriate development of physical skills, movement, coordination, fitness, games, sports-specific skills and understanding of health and wellbeing.
- The PE teacher should provide clear expectations for safe participation, including appropriate space, suitable equipment, safe movement and consideration of individual physical needs. Students should stop an activity if they experience pain, dizziness or feel unwell.
- Where specialist equipment or a large space is not available, teachers should provide accessible alternatives using everyday household items or body-weight activities where appropriate. Activities should never require students to use unsuitable or unsafe equipment.
- Students should be encouraged to take increasing responsibility for their physical development, including setting personal goals, monitoring effort and performance, reflecting on progress and identifying areas for improvement.
- Teachers should use observation, student responses, practical performance and submitted evidence to identify strengths, misconceptions and areas requiring further development. Assessment information should inform subsequent teaching and opportunities for support or challenge.
- Students may be asked to submit appropriate evidence of their learning, such as a reflection, fitness log, written evaluation, photograph or short video where appropriate and in accordance with school safeguarding and online safety expectations. Practical evidence should complement, rather than replace, teacher-led practical activity.
- PE should continue to develop teamwork, communication, resilience, leadership and sportsmanship, providing opportunities for students to work cooperatively, respond positively to challenge and demonstrate respect for others.
- Online PE should promote physical wellbeing alongside physical competence, helping students understand the importance of regular physical activity, healthy lifestyles, fitness and wellbeing.
- Teachers should provide appropriate adaptations and differentiated activities to ensure that students with different levels of physical ability, confidence and experience can participate meaningfully.
- The PE teacher remains responsible for the quality and progression of PE provision, ensuring that online activities contribute to the planned curriculum and that students continue to develop their knowledge, skills and physical competence.

7. Recorded Learning and Missed Lessons

- All recorded parts of lessons will be saved in the relevant class Teams group.
- Students who miss a live lesson will be able to access the available recorded teaching, resources and learning instructions.
- Teachers should ensure that essential learning is accessible to absent students.
- Students are expected to complete missed learning where appropriate, subject to the reason for absence and any support required.
- Recorded learning must be stored and shared securely through approved school systems.

8. Independent and Asynchronous Learning

- Independent learning may include Teams assignments, Century Tech activities, reading, writing, mathematics practice, science tasks and appropriate offline activities.
- Teachers should have suitable independent tasks prepared in advance where possible.
- Independent activities should be purposeful and linked to the curriculum and learning objectives.

- The amount and type of asynchronous work should be appropriate to the student's age and developmental stage.

9. Emergency Interruption / Government Alert Protocol

If a government alert or other emergency interruption occurs during online learning, staff must prioritise student safety, remain calm and follow instructions issued by school leadership.

- Pause the live Teams lesson calmly.
- Use neutral language with students and do not discuss or speculate about the nature of a security alert or threat.
- Direct students to continue the independent task already provided, where safe and appropriate.
- Ensure students remain in their learning space and await further instruction.
- Check the designated internal school communication channel, such as the staff Teams channel or SLT message.
- Follow SLT instructions regarding continuation, modification or suspension of live lessons.
- If live lessons are suspended, post clear instructions in Teams so students know what learning to complete.

Suggested teacher wording:

"We're going to pause the lesson briefly while the adults check something. Please continue working on the task I have set."

9.1 Independent Learning if Live Lessons Are Suspended

Where appropriate, students may be directed to continue with prepared learning activities such as:

- Mathematics practice
- Reading
- Writing assignments
- Science tasks
- Century Tech activities for Years 3–6
- Other phase-appropriate offline learning

Teachers should review student work later and provide feedback or follow-up instruction as appropriate.

10. Attendance and Punctuality

- Students are expected to attend all lessons on their usual timetable and join on time.
- Teachers will record attendance in accordance with the school's attendance procedures.
- Patterns of absence, persistent lateness, disengagement or unexplained non-attendance will be monitored and followed up.
- Attendance concerns may be escalated through the school's established attendance and safeguarding procedures.
- Leadership will monitor attendance data alongside engagement and wellbeing information.

11. Assemblies

- Assemblies will continue throughout online learning.
- The content of assemblies should follow the yearly / monthly plan
- All students and staff are expected to attend assemblies
- All assemblies are to be set up as a “Town Hall” event
- The UAE National Anthem is to be played at the start of every assembly
- The GEMS Anthem is to be played in all assemblies
- Assemblies are to be recorded and saved in the year group teams group for students unable to attend.

12. Student Expectations

- Follow the normal school timetable and join Teams lessons punctually.
- Have the required equipment and resources ready.
- Participate actively in live and independent learning.
- Follow teacher instructions regarding cameras and microphones.
- Complete Do Now activities, learning tasks, plenaries and exit tasks.
- Use Teams and other digital platforms appropriately.
- Treat staff and other students respectfully.
- Report safeguarding, wellbeing or online safety concerns to a trusted adult.
- Do not record, screenshot, photograph or share lessons, teachers or other students unless specifically authorised by the school.

13. Teacher Expectations and Daily Workflow

Teachers are expected to maintain a consistent workflow:

- Start the day with the appropriate Teams check-in/morning meeting.
- Deliver the planned live lesson or age-appropriate live interaction.
- Set the relevant Teams assignment or independent learning task.
- Assign Century Tech activities where appropriate.
- Remain available online during the agreed lesson/task period to support students.
- Monitor engagement, attendance and learning.
- End the lesson/day with the appropriate plenary, exit task or check-in.
- Teachers should provide clear explanations and instructions.
- Teachers should differentiate and adapt learning for SEND, EAL and other identified needs.
- Teachers should use questioning, assessment and student responses to identify misconceptions.
- Teachers should save relevant recorded teaching and learning resources in the class Teams group.
- Teachers should report safeguarding and wellbeing concerns through the school's established procedures.

14. Safeguarding and Online Safety

- All safeguarding expectations remain in place during online learning.
- Only school-approved platforms and accounts should be used.

- Staff must maintain professional boundaries and use appropriate online environments.
- Teachers must monitor student welfare and engagement and report concerns through the established safeguarding route.
- Students should access learning from a safe and appropriate environment wherever possible.
- Parents/carers should contact the school if technical, wellbeing or safeguarding issues prevent access to learning.

15. Parents and Carers

- Support students in following their normal timetable.
- Encourage punctual attendance and active participation.
- Provide an appropriate learning environment where possible.
- Support access to required technology and internet connectivity.
- Contact the school when technical difficulties prevent access to lessons.
- Support students to complete assigned learning.
- Raise wellbeing or safeguarding concerns promptly.
- Do not record, photograph or distribute live lessons or recordings without school permission.

16. Monitoring and Quality Assurance

School leaders and Heads of Department will monitor the quality, consistency and impact of online learning through:

- Attendance registers.
- Student engagement with Teams assignments.
- Century Tech analytics and learning progress data where applicable.
- Teacher wellbeing check-ins and follow-up information.
- Review of student work and assessment information.
- Review of recorded learning and lesson resources.
- Student and parent feedback.
- Online lesson observations or learning reviews where appropriate.
- Identification and follow-up of students requiring additional academic, wellbeing or safeguarding support.

The source planning document identifies specific monitoring strands for engagement, learning progress, attendance and wellbeing. Responsibility for monitoring should be clearly allocated within the school's operational arrangements.

17. Expected Online Learning Model

The whole-school model is designed to provide a predictable and consistent experience while allowing appropriate phase-level flexibility:

Do Now/Let's Focus → Attendance → Cameras Off → Teacher Input → Cameras On → Learning Task → Teacher Support → Plenary → Exit Task → Recorded Learning/Resources Saved

For younger students, this sequence may be delivered through shorter live interactions and a greater balance of play-based and offline learning. For older students, independent digital learning and Century Tech activities may form a greater proportion of the learning sequence.

18. Supporting Students Who Do Not Access Learning

- Where students do not access learning that would ordinarily be expected in class, the learning must be returned to them through the appropriate Teams assignment or other agreed school system.
- Teachers should monitor non-submission and repeated non-engagement and follow the school's attendance, wellbeing and safeguarding procedures where concerns arise.
- Teachers should inform parents of incomplete tasks or work submissions that do not meet expectations.
- Concerns for attendance should be shared with welfare leaders.

19. Review

This policy will be reviewed annually or earlier where required in response to changes in school procedures, regulatory requirements, safeguarding guidance, government direction or the school's online learning provision.