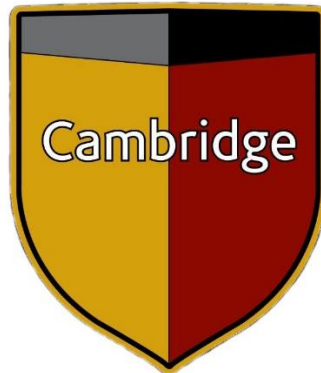




مدرسة كامبريدج الثانوية  
THE CAMBRIDGE HIGH SCHOOL, ABU DHABI

# THE CAMBRIDGE HIGH SCHOOL, ABU DHABI

## BUSINESS CONTINUITY AND REMOTE LEARNING PLAN 2023 - 2024



WE SEE GENIUS IN EVERY CHILD



World Class School



## Remote Learning Plan Overview

The purpose of this document is to outline the actions and approach The Cambridge High School will put into action in the event of a school closure. We will continue to offer a good and effective education through a Remote Learning Plan (RLP).

At Cambridge High School, we are committed to delivering a high-quality education and fulfill our mission for our learners. We are relentless to find effective means to do so under exceptional circumstances that may require a full school closure. In such conditions, our commitment is to provide an alternative means of education in the form of a Remote Learning Plan. The RLP outlines the experience that students will have when they are unable to attend school in person because of a school closure. While an RLP cannot replicate onsite learning, our teachers can deliver instruction that allows students to meet expected standards in an online environment.

The CHS RLP experience aligns with our CHS mission, guiding statements and curriculum expectations. Our students will be able to achieve clearly defined learning goals; have opportunities to collaborate online, where appropriate, be supported with individual feedback, and opportunities for reflection and revision. The aim is for our learners to continue to be inspired, passionate, and motivated to reach their learning goals and outcomes.

The success of our RLP requires a true partnership. Firstly, our dedicated teachers will commit to careful planning, maintaining, wherever possible, an online presence, and providing regular feedback. Our students will need to bring motivation, presence and engagement to each session and subsequent online work. Lastly, our families will need to support this alternative mode of instruction in the home environment. The result of such learning experiences will continue to support students' academic progress and will be mindful to attend to student social and emotional well-being.

**For any Safeguarding concerns during this time please contact the Designated Safeguarding Lead – Mr. Nicholas Crafts [n.crafts\\_chs@gemsedu.com](mailto:n.crafts_chs@gemsedu.com)**

While this is a challenging time of uncertainty and change, these circumstances also provide an opportunity to explore innovative learning opportunities for our students. Our learners are equipped with learning mindsets that allow them to be flexible in their learning. Our infrastructure and teaching faculty is prepared to support our learners. We know that our students are very committed and will rise to any challenge set for them. CHS is prepared for this challenge and will work tirelessly to ensure that there is continuity and support for our community.



## Leadership Expectations

Cambridge High School leaders set the tone and model what is expected for every member of our learning community. Proactive daily support, on-line presence and feedback are essential.

### Roles and Responsibilities of Leaders

The list below outlines some of the commitments you are expected to make but is not all-encompassing. As leaders, our job is to rise to any occasion or need from our learning community.

- Develop, monitor and adjust plans for remote learning.
- Share the RLP with the student and parent community.
- Communicate with staff and parents on a daily basis.
- Support all staff and parents during the RLP.
- Ensure effective implementation of RLP and accountability to student learning.
- Monitor staff and student attendance through the careful monitoring of engagement and act upon regular absences to ensure staff and students are engaged in the remote learning expectations.
- Support with any technical issues that may arise with the online platforms being used through our IT Support Team.
- Respond to emails in compliance with our norms of no more than 24 hours.
- Continue to hold regularly scheduled meetings virtually.
- Attend virtual Senior Leadership Meetings and other regularly scheduled meetings.

## Teacher Expectations

As a teacher at CHS, you are expected to maintain our high expectations for professionalism and conduct. As a result, we have outlined the school-wide expectations for teachers below.

### Teacher Expectations

- Be available to students, colleagues, and parents during normal working hours. (i.e. 7:30am – 3:15pm).
- Document parent engagements in the **PULSE** system regularly.
- Deliver lessons as per expectations.
- Follow your current daily class schedule.
- Communicate Learning Objectives and describe Learning Activities for the week.
- Provide Assessments/Feedback/Interactions as per phase agreements to support students' learning.
- Track students' daily achievement and progress.
- Assign meaningful work that is personalized to students' needs.
- Collaborate with other members of your team or department to design remote learning experiences for student learning during your scheduled or agreed upon collaborative planning time.

### Specialist Teacher Expectations

- Physical Education:
  - Develop a bank of exercises and physical activities for students and share these with classroom teachers and families.
- Art:
  - Staying mindful of the resources and tools families may not have in their home, develop a bank of projects and activities for students and share these with students and families.



- Music:
  - Staying mindful of the instruments or resources families may not have in their home, develop a bank of activities for students and share these with students and families.
- ICT:
  - Consider what technologies students have access to at home. Develop activities that enable them to demonstrate their understanding.
  - Collaborate with classroom teachers on how to integrate content into classroom projects and experiences.
- Arabic and Islamic Education:
  - Collaborate with colleagues in designing RLP experiences in accordance with school wide and year group plans.
  - Develop high-quality learning experiences.
  - Communicate with and provide timely feedback to students and parents.

### **Head of Inclusion, LSAs and Teaching Assistants Expectations**

- The Head of Inclusion maintains 1:1 communication via email with the assigned students' parents, especially those on Wave 2 and 3 support plans. Provide alternative learning strategies when students find the work challenging. This might be visual examples as well as access to learning resources. It might require video material explaining a specific concept to ensure that parents use the correct methods in explaining new concepts.
- Communicate regularly with the subject or class teachers via email who teach the students assigned. Class teachers should communicate learning difficulties recognized when students submit work to the learning support teacher where they will in return support the parent in bridging the learning difficulty.
- Ensure that you are added as a collaborator on each phase learning platform.
- Offer to scaffold or modify assignments, as per IEP recommendations, for students you support to help parents bridge challenges students might experience.
- Parents are contacted individually once a week via telephone call to support them emotionally and to track the specific students' learning, especially the specific challenges they might face. Provide the parents with practical ideas on child support as well as ideas on child and parent wellbeing.
- Provide supplementary learning activities for students you support who may benefit from additional practice to close academic and curricular gaps.

### **Counsellor and Social Worker Expectations**

- Maintain 1:1 contact with assigned students via email. Be available for guidance, moral and emotional support when needed.
- Maintain contact records for each contact session detailing the date, the length of the conversation and broad details on what the conversation entailed.
- Report concerns regarding Child Protection and Safeguarding to the Safeguarding Officer immediately.
- Provide families with practical ideas on child wellbeing and development. Being alert to symptoms of stress, depression etc. exhibited by their children when facing difficulties during remote learning.

### **Innovation Lead Expectations**

- Communicate regularly with colleagues to support planning, facilitation of learning opportunities, lessons and creation of assessment tools.



- Collaborate with colleagues to continuously develop and update your RLP to be highly engaging and effective.
- Provide teachers with useful links, e.g. “How to Videos”, apps and/or alternate strategies.

### Librarian Expectations

- Communicate regularly with teachers to support planning and facilitation of learning opportunities and lessons e.g. what subscriptions can be utilised.
- Collaborate with teachers to continuously develop and update your department’s effective Remote Learning Plan.

### Points for consideration

The transition to remote learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback; how to design lessons and assignments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with others. The ten points provided below are intended to help teachers across all phases reflect on challenges they’ll confront in shifting to distance learning.

- 1. Culture of Kindness:** CHS is committed to the care and support of our students. In the event of school closure that leads to implementation of this Remote Learning Plan (RLP), your students may be stressed or worried. Before diving into curriculum, take the time to assess your students’ mental, physical, and emotional wellbeing. How are they doing? How are their families? Continue regular check-ins with your students as long as this RLP is in place.
- 2. Evaluate your students’ conditions for distance learning:** While most students will have reliable online access at home and the necessary devices to shift to distance learning, others will not. Teachers should remember that each family’s circumstances will vary and they should avoid assumptions about limitations or restrictions students are facing. Ask your students and/or their parents to confirm their location (possibly not the UAE) and time zone; whether their online access is reliable; and what devices the student has at their disposal. Open a dialogue with families and avoid assumptions that all students’ circumstances are the same.
- 3. Stick with the familiar:** Teachers should continue using existing communication channels and learning management systems. In other words, stick with what’s familiar to your students. Teachers should remember that while many students will thrive with distance learning, others will struggle. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences. In the beginning, stick with the familiar.
- 4. Less is more:** Should CHS implement this RLP, one challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers need to take a *less-is-more* perspective, including the pacing of lessons and assignments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.



- 5. Seize the moment; embrace new opportunities and possibilities for your students:** Years or decades from now, how will your students remember the circumstances that resulted in school closure? While distance learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from school closure either. Teachers might require students to keep a daily journal or diary for the duration of the school closure. Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the school closure might also provide other real-life opportunities to study scientific phenomena associated with the situation, how the media is reporting, how governments are responding, and many other opportunities to seize the moment and design new learning transdisciplinary experiences for our students.
- 6. Provide space for personalised learning:** Remote learning can provide opportunities for students to personalise what, how, and when they learn. Students can move more flexibly and freely through content when teachers create nonlinear curricula. Distance learning can also provide students with the opportunity to learn at different paces. School closure could also create opportunities for more authentic learning, particularly if students are spread around the world. What museums, galleries, concerts, or memorials might they experience where they're located? How might they share these alternative experiences with their classmates? How might students be empowered to create their own learning pathways and experiences?
- 7. Designers of experience; facilitators of learning:** In shifting to remote learning, it is especially important for teachers to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of knowledge). Remote learning places a premium on a teacher's ability to think more deeply about how to introduce content, design experiences, and coach students with thoughtful, specific feedback. Teachers need to establish conditions where students have a clear sense of purpose, opportunities to express themselves, and experiences that allow them to work toward mastery. This will help students stay motivated and engaged in learning, even when they are not physically at school.
- 8. Design asynchronous learning experiences:** When school is closed and students are spread across many time zones, teachers can still connect them asynchronously. For example, teachers can use familiar discussion forums or tools like Flipgrid and Padlet to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.
- 9. Design synchronous learning experiences:** When it comes to student engagement and learning, relationships matter as much online as they do in person. If CHS was closed, students might be able to gather for synchronous learning times via MS Teams and Zoom on Phoenix. Collaboration remains important and there are many ways teachers can foster it through synchronous learning.
- 10. Think differently about assessment:** Assessment is one of the most challenging adjustments for teachers new to distance learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to think



differently about the end goal to performance instead of forcing a traditional assessment method that doesn't fit distance learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the teacher's part when traditional methods do not work.

## Parent Expectations

With the transition to remote learning, parents, in partnership with teachers will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with remote learning, while others may find it challenging as this is a new way to access the curriculum.

Please note: Online lessons must not be recorded by the parents and no pictures are to be clicked and/or posted on any form of social media (as per safeguarding procedures and UAE norms).

The guidelines provided below are intended to help parents think about what they can do to help their children find success in a remote learning environment.

- 1. Establish routines and expectations:** Parents need to establish routines and expectations, and CHS encourages parents to set regular hours for their children's school work. We recommend keeping normal bedtime routines for younger children and expect the same from your primary and secondary aged students, too. Your children should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their days.
- 2. Define the physical space for your child's study:** Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time. We encourage families to establish a space/location where their children will learn most of the time. This could be a family space, and not necessarily in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where parents/guardians are present and monitoring their children's learning.
- 3. Monitor communications from your children's teacher(s):** Teachers will communicate with parents and students through email, or other educational platforms when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. CHS wants parents to contact their children's teachers. However, we ask parents to remember that teachers will be communicating with dozens of other families, if not 100+, and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain the Learning Platforms/Systems (e.g. Phoenix Classroom, Microsoft Teams etc.) that teachers are using.
- 4. Begin and end each day with a check-in:** Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what is your child learning today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Parents should establish these check-ins as regular parts of each day. Not all students thrive in a distance learning



environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early before students fall behind or begin to struggle.

- 5. Take an active role in helping your children process and own their learning:** In the course of a regular school day at CHS, your son or daughter engages with other students or adults dozens if not hundreds of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning, whenever possible. However, it's important that your child owns their work; don't complete assignments for them, even when they find it challenging.
- 6. Establish times for quiet reflection:** A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are of different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones to block out distractions.
- 7. Encourage physical activity and/or exercise:** Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. CHS's physical education teachers will recommend activities or exercises, but it is important for parents to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!
- 8. Remain mindful of your child's stress or worry:** It is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. As usual, feel free to reach out to your division counselors for strategies that support your child as needed.
- 9. Monitor how much time your child is spending online:** CHS is mindful of how much screen time students may be exposed to, and we believe in a program that balances online and hands-on learning experiences. Therefore, we will endeavour to plan a balanced program. We thank you in advance for your support and partnership.
- 10. Keep your children social, but set rules around their social media interactions:** The initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during an extended school closure. Older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, or Facebook are not official school-sanctioned channels of communication. CHS asks parents to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications and to





represent your family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others.

## Primary Phase Student Expectations

The following considerations and priorities should be taken by all student in FS2 – Year 6:

1. After receiving initial notice from the Principal about school closure and timelines, families will receive an email with phase-specific information.
2. The primary tools for communication between teachers and families will be Seesaw and email.
3. Online lessons will take place on Zoom via Phoenix Classroom.
4. Learning for FS2 students will remain holistically focused on broad language, cognitive, physical and social-emotional development.
5. Learning activities and experiences will emphasize interaction and creativity.
6. Students will have both off and on-screen learning activities designed to engage younger learners in experiences that connect to the current curriculum.
7. Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in Years 1 to 3 will need higher levels of support than students in Years 4 to 6.

## Student Roles and Responsibilities

- Establish daily routines for engaging in the learning experiences (7:45 am start).
- Identify a comfortable, quiet space in your home where you can work effectively and successfully.
- Regularly monitor online platforms (Phoenix Classroom, Seesaw, Squirrel, Times Tables Rockstars, Bug Club Comprehension) to check for announcements and feedback from your teachers.
- Complete assignments with integrity and academic honesty, doing your best work.
- Meet timelines, commitments, and due dates.
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support.
- Comply with CHS's Acceptable Use Policy, including expectations for online etiquette.
- Proactively seek out and communicate with other adults at CHS as different needs arise (see below):

For queries about....	Contact...
Classroom learning or resources	Your classroom teacher
Issues and/or concerns linked to accessing Phoenix Classroom or Zoom	Data Manager: Mr. Frinson Francis <a href="mailto:f.frinson_chs@gemsedu.com">f.frinson_chs@gemsedu.com</a>
Students with SEN	Director of Inclusion: Ms. Zaina Zaher <a href="mailto:z.zaher_chs@gemsedu.com">z.zaher_chs@gemsedu.com</a>
Personal or social-emotional concern Other issues related to learning beyond the classroom walls	Director of Key Stages FS2: Ms. Britteny Washington



	<p><a href="mailto:b.washington_chs@gemsedu.com">b.washington_chs@gemsedu.com</a></p> <p>Y1 – Y3: Ms. Annemarie de Beer <a href="mailto:a.debeer_chs@gemsedu.com">a.debeer_chs@gemsedu.com</a></p> <p>Y4 – Y6: Mr. Willem Esterhuyse <a href="mailto:w.esterhuyse_chs@gemsedu.com">w.esterhuyse_chs@gemsedu.com</a></p>
Primary Curriculum Leaders	<p>Curriculum Leader for English: Ms. Kim Teakle-May <a href="mailto:k.teaklemay_chs@gemsedu.com">k.teaklemay_chs@gemsedu.com</a></p> <p>Curriculum Leader for Maths and Science: Ms. Branka Stevanovic <a href="mailto:b.stevanovic_chs@gemsedu.com">b.stevanovic_chs@gemsedu.com</a></p> <p>Curriculum Leader for Phonics: Ms. Britteny Washington <a href="mailto:b.washington_chs@gemsedu.com">b.washington_chs@gemsedu.com</a></p>
Arabic, Islamic and UAE Social Studies	<p>Director of MoE Subjects: Mr. Quasay Eid <a href="mailto:q.eid_chs@gemsedu.com">q.eid_chs@gemsedu.com</a></p> <p>Director of UAE Social Studies: Ms. Asma Rashed <a href="mailto:a.rashed_chs@gemsedu.com">a.rashed_chs@gemsedu.com</a></p>
Other issues related to online learning or any other general concerns	<p>Executive Leadership Team</p> <p>Principal: Ms. Kuki Tyagi <a href="mailto:k.tyagi1_chs@gemsedu.com">k.tyagi1_chs@gemsedu.com</a></p> <p>Vice Principal: Ms. Kim Teakle-May <a href="mailto:k.teaklemay_chs@gemsedu.com">k.teaklemay_chs@gemsedu.com</a></p> <p>Assistant Principal: Mr. Nick Crafts <a href="mailto:n.crafts_chs@gemsedu.com">n.crafts_chs@gemsedu.com</a></p> <p>Assistant Principal: Mr. Ryan Howell <a href="mailto:r.howell_chs@gemsedu.com">r.howell_chs@gemsedu.com</a></p>



## Secondary Phase Student Expectations

The following considerations and priorities should be taken by all student in Year 7 - Year 13:

1. After receiving initial notice from the Principal about school closure and timelines, families will receive an email with phase specific information.
2. The primary tools for communication between teachers and families will be email and through the zoom chat option.
3. Teachers will link materials in Phoenix Classroom for each lesson.
4. Online lessons will take place on Zoom via Phoenix Classroom.
5. Remote learning for our secondary learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities designed to engage the high school learner.
6. Learning experiences are designed to be completed independently or in collaboration with other students online, where applicable.
7. Resources vary by class and lesson, but will include links to videos, scanned material to read and engage with, independent research material via our databases, reading materials including ebooks and audiobooks via the internet.
8. Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
9. Counsellors, form tutors and subject teachers are always available to support students with academic, social, or emotional needs.

## Student Roles and Responsibilities

- Students are expected to complete all learning experiences posted and adhere to the deadlines set by their teachers.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.
- Regularly monitor the relevant online platform to check for announcements and feedback from your teachers.
- Complete assignments with integrity and academic honesty, doing your best work.
- Students are expected to meet regular timelines, commitments, and due dates.
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support.
- Collaborate with and support your CHS peers in their learning.
- Comply with CHS's Acceptable Use Policy, including expectations for online etiquette.
- Proactively seek out and communicate with other adults at CHS as different needs arise (see below):

For queries about....	Contact...
Classroom learning or resources	Your subject teacher
Issues and/or concerns linked to accessing Phoenix Classroom or Zoom	Data Manager: Mr. Frinson Francis <a href="mailto:f.frinson_chs@gemsedu.com">f.frinson_chs@gemsedu.com</a>
Students with SEN	Director of Inclusion: Ms. Zaina Zaher



	<p><a href="mailto:z.zaher_chs@gemsedu.com">z.zaher_chs@gemsedu.com</a></p>
Personal or social-emotional concerns	<p>Director of Key Stages</p> <p>Key Stage 3: Ms. Cony Alphonso <a href="mailto:c.alphonso_chs@gemsedu.com">c.alphonso_chs@gemsedu.com</a></p> <p>Key Stage 4: Ms. Jelena Marijan <a href="mailto:j.marijan_chs@gemsedu.com">j.marijan_chs@gemsedu.com</a></p> <p>Key Stage 5: Mr. Ryan Howell <a href="mailto:r.howell_chs@gemsedu.com">r.howell_chs@gemsedu.com</a></p>
Individual Subjects	<p>Director of English: Ms. Shameela Khan <a href="mailto:s.khan6_chs@gemsedu.com">s.khan6_chs@gemsedu.com</a></p> <p>Director of Maths: Ms. Gabriela Silcau <a href="mailto:g.silcau_chs@gemsedu.com">g.silcau_chs@gemsedu.com</a></p> <p>Director of Science: Mr. Siddhanta Chettri <a href="mailto:s.chettri_chs@gemsedu.com">s.chettri_chs@gemsedu.com</a></p> <p>Director of CPA: Ms. Jelena Marijan <a href="mailto:j.marijan_chs@gemsedu.com">j.marijan_chs@gemsedu.com</a></p> <p>Director of Humanities and Business Studies: Mr. Bernard Beukes <a href="mailto:b.beukes_chs@gemsedu.com">b.beukes_chs@gemsedu.com</a></p> <p>Director of IT: Dr. Frithi Antony <a href="mailto:f.anthony_chs@gemsedu.com">f.anthony_chs@gemsedu.com</a></p>
Arabic, Islamic and UAE Social Studies	<p>Director of MoE Subjects: Mr. Quasay Eid <a href="mailto:q.eid_chs@gemsedu.com">q.eid_chs@gemsedu.com</a></p> <p>Director of UAE Social Studies: Ms. Asma Rashed <a href="mailto:a.rashed_chs@gemsedu.com">a.rashed_chs@gemsedu.com</a></p>
Other issues related to online learning or any other general concerns	<p>Executive Leadership Team</p> <p>Principal: Ms. Kuki Tyagi <a href="mailto:k.tyagi1_chs@gemsedu.com">k.tyagi1_chs@gemsedu.com</a></p> <p>Vice Principal: Ms. Kim Teakle-May</p>



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