مدرسة جيمس الدولية – شارع الخيل

GEMS International School

AL KHAIL

GEMS INTERNATIONAL SCHOOL

REMOTE LEARNING GUIDE

COUNCIL OF INTERNATIONAL SCHOOLS

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Remote Learning Rationale & Overview

We are proud at GIS to deliver our high-quality education and work tirelessly to fulfill our Mission and Vision. The rationale of this document is to enable us to do so even under exceptional circumstances, that may require partial or full campus closure. In such circumstances, our commitment is to provide an alternative means of education in the form of remote learning.

Remote learning defines the experience our students will have when school remains in session, but they are unable to physically attend school as a result of forced school closure.

While remote learning cannot completely replace or replicate our usual programmes, our teachers are able to deliver instruction that allows students to meet expected standards and continue to access education during such times. Our students will be empowered to make choices about how they reach clearly defined learning goals and will have access to teachers to support them in various platforms.

The success of our students during this time is reliant on a partnership between home and school. A carefully considered set of expectations for parents, teachers, leaders and students is detailed in this guide.

While this time of uncertainty is a challenge, it offers an opportunity to embrace future-ready learning in the spirit of open-mindedness and adaptability. Remote learning, at GIS, has been designed to support our learners, wherever they may be in the world. Our school implemented online learning as a platform some time ago, therefore our students and teachers are prepared for this challenge.

The purpose of this guide is to outline how GIS will continue to offer an effective education through remote learning in the event of school closure. Our focus is to ensure the wellbeing and safety of students and staff is maintained, that guidance is given to our parents and that we have a rigorous Remote Learning protocols to enable students to continue their education away from the school setting.

Leadership Expectations

GEMS International School leaders are ultimately accountable for the community's guidance, support and success. GIS leaders support is expected in the form of on-line accessibility throughout the standard school hours.

Roles and Responsibilities

The list below outlines some of the responsibilities of leaders at GIS but is not all encompassing. The following touch on some of the key focus areas during forced closure when Remote Learning is in place:

- Continue to develop and adjust divisional plans for daily organisation via MyGIS.
- Share the Remote Learning Guide with the GIS community.
- Ensure daily communication with faculty/staff, parents and students.
- Ensure effective implementation of Remote Learning Guide and accountability to student learning.
- Monitor online engagement with remote learning and act upon any causes for concern to ensure staff and students are meeting expectations.
- Support with any technical issues that may arise with the online platforms being used through our IT Team.
- Respond to emails in compliance with usual expectations (24 hours).
- Continue to receive regular feedback from parents and students to enable us to adjust teaching and learning engagements to maximize effectiveness.
- Continue to hold regularly scheduled meetings or video messages, virtually - i.e. grade, division, department, or full faculty meetings.
- Attend virtual Leadership Meetings as required.
- Liaise with external authorities (IB and KHDA) regarding continued educational provisions.
- Ensure Front of House (FOH) is able to continue dialogue and conferencing with prospective parents regarding enrollments.
- Communicate information from the IBO and the College Board to teachers, parents and students, as it becomes available.
- Support teachers with the development of appropriate learning provision.

Teacher Expectations

GEMS International School faculty are accountable for the continuity of educational provision for their students. As such, faculty are expected to ensure on-line accessibility throughout the standard school hours.

- Timely feedback is essential to student learning; this is especially so in online learning environments when/where students are unable to ask questions as they normally would in a classroom setting.
- Clear communication regarding where/how students should ask questions and seek clarification, specific to learning targets, task requirements, and/or deadlines should be provided.
- Active monitoring of your email for questions and communications from students/families is essential. All responses should be as timely as possible (within 24 hours).
- Avoid (unless carefully scheduled) real-time chats as “help” sessions for students, as they may be in different time zones and, thus, be disadvantaged.

Offline work:

- Avoid requiring printing and scanning, as not all families will have access to such facilities.
- Consider including offline activities in your lessons, such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video (to be uploaded for checking when possible).

Work time:

- Strictly follow the divisional guidance for time and schedules.
- Offer alternative opportunities for reading, research, online discussions/ peer-feedback, and producing written work.
- Collaborate with colleagues who have specific interest and/or expertise in delivering online remote learning experiences. The IT team and coaches are available to problem-solve activities you are wanting to replicate or modify to suit an online environment.

Deadlines*:*

- Provide students ample time to complete assignments. *More time than you would usually provide in class may be necessary for students.*
- Keep tasks simple and directions clear to make sure students understand what they are required to do.

Inclusion Support Teachers and English Language Learner Teacher Expectations:

- Maintain close communication with students and make sure that they are able to contact you easily for support and advice.
- Provide individualized work targeted at the next steps in language learning/IEP targets.
- Ensure that you are added as a collaborator on each learning platform.
- Communicate regularly with the subject or classroom teachers to support differentiated planning.
- Offer practical support with accommodations and/or modification of assignments.
- Communicate regularly with students and/or their parents to ensure they can be successful home learners.
- Monitor and advise Learning Support Assistants on the additional support that they can provide for students and families where appropriate.

Learning Support Assistant Expectations:

- Communicate regularly with classroom/subject teachers and IST to identify ways you can support students and contribute to planning and instruction.
- Monitor student learning and provide feedback to students, as requested by the teachers and teams you support.
- Provide advice for parents on strategies and approaches that will support successful home learning.

Parent Expectations

With the transition to remote learning, parents (in partnership with teachers) will need to think differently about how to support their children. This includes how to create structures and routines that allow their children to be successful, and how to monitor and support their child's learning. 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:

- Establish routines and expectations and set regular hours for their children's school work.
- Maintain normal bedtime routines for children (including secondary school students).

- Establish a suitable space for your child to complete their remote learning. It should be a space where parents/guardians are present and monitoring their children's learning, particularly in the younger years.
- Check-in on your child's learning each day and support them with planning to ensure that sufficient time is given to learning tasks.
- Using daily planners and routines will support students to thrive in a remote learning environment.
- Support your child with efforts to stay active. Engage them in household chores and find ways for them to remain physically active.
- Beware of possible increases in anxiety for students and know that counselors will be available to contact throughout this time for guidance.
- Manage screen time for students throughout the duration of remote learning.
- Help your children maintain contact with friends and see them in person when circumstances permit.
- Support your child to uphold GIS digital citizenship expectations.
- Communicate directly with the school to seek clarification from your child's teacher via email, rather than using WhatsApp groups to clarify with other parents. Teacher contacts can be found in MyGIS on your child's page.
- In the completion of learning engagements, parents and other adults should encourage student agency, as age appropriate.

Primary School

The Primary School works in collaboration with parents to provide quality learning engagements with increasing student independence toward the final years of PYP. Students and parents access assigned learning engagements through MyGIS on the Grade Level Pages and Student Pages (for grades 4 and 5).

Weekly learning tasks are set in line with the PYP framework and grade level curriculum. Assigned tasks take into account how children best learn in all areas of cognitive, social, and physical domains. A range of online learning resources are provided that relate to specific tasks, including MyGIS, SeeSaw, RazKids, Kutubee, Tumblebooks, Mathletics/IXL, Brainpop, Khan Academy along with a variety of other online and off-line resources relevant to tasks.

In line with PYP philosophy, effort is made to ensure most remote learning tasks are:

- Balanced between online and offline
- Engaging and active
- Creative
- Purposeful
- Differentiated
- Designed to offer a variety of ways to demonstrate learning
- Based around clear learning objectives and success criteria

Weekly learning engagements are set by each grade level, with input from specialist teachers, along with a suggested weekly student schedule and routine for learning. Teachers are available to support students and parents along the way. Online tools, such as Google Hangouts will be used to hold video conferences individually or in small groups.

PreK- KG2:

Parents and students will access the following through MyGIS:

- Daily communication from the homeroom teacher
- Weekly learning plan, including both optional and expected activities, in which the following may be included (but not limited to):
    - parent and child engagement tasks
    - activities and games across cognitive, social and physical learning domains
    - UOI engagements and projects
    - record of engagement and tasks completed

- apps and online learning resources (such as SeeSaw) to support assigned learning

G1-3:

Parents and students will access the following through MyGIS:

- Daily communication from the homeroom teacher
- Weekly learning plan, in which the following may be included (but not limited to):
  - tasks across multiple subject areas and learning domains
  - UOI engagements, projects and assessments
  - common learning objectives and criteria for assessment tasks (when relevant)
  - specialist area learning tasks, challenges and assignments
  - daily reading resources and expectations
  - apps and online learning resources (such as SeeSaw) to support assigned learning

G4-5:

Parents and students will access the following through MyGIS:

- Daily communication from the homeroom teacher
- Weekly learning plan, in which the following may be included (but not limited to):
  - tasks across multiple subject areas and learning domains
  - Engagement through MyGIS Student Pages
  - UOI engagements, projects and assessments
  - common learning objectives and criteria for assessment tasks (when relevant)
  - specialist area learning tasks, challenges and assignments
  - daily reading and research expectations
  - links to websites, learning platforms and collaborative documents
  - links to multimedia resources - videos images, sound clips and videos to support lesson content

Secondary School

General guidance

MyGIS will serve as the hub for students and parents during remote learning. The class pages for each of the students' subjects should be the first port of call for students. The class pages should be checked by students on the days that they would usually have the lesson. Teachers will use the 'class blog' to deliver guidance for the week, as well as individual learning engagements. Resources will also be provided in the class pages and will take the form of:

- Links - to websites, learning platforms, collaborative documents
- Digital resources - word, excel, powerpoint files
- Multimedia resources - videos images, sound clips and videos to support lesson content

Ongoing communication between teachers and students will take place via the MyGIS 'collaborative stream'. In the event of 'live broadcasts', students and parents will find information in class pages. Students are encouraged to be proactive in reaching out to teachers if they have questions or expectations are unclear; they can do this via email or using the collaborative tools in MyGIS.

Work flow during remote learning will be managed via the 'due work' component in MyGIS. All teachers will set work for students as 'due items'. This will automatically set the submission deadline for students (and parents), and will be reflected in their MyGIS calendar. The Academic Honesty Policy remains a fundamental source of guidance for students during remote learning, as it would during regular learning.

Remote learning will bring about increased screen time for students, as online interactions replace daily, in-school engagements. Teachers will endeavour to find non-screen based activities as much as possible, and part of the routines that are developed at home should include periods away from devices. Online activity and etiquette should be considered at all times. Class pages are not social media platforms; they are professional, collaborative environments. All users are reminded to uphold the values of the IB Learner Profile at all times.

MYP specific guidance

MYP students will be provided with a weekly brief in each of their subjects at the start of each week and this will be posted in MyGIS class pages via the 'class blog'. The brief will cover the expectations, objectives, work assignments and key guidance for the subject, for the week.

MYP teachers will provide students with video conference opportunities through the week and will be live on their MyGIS pages at the times of the students regular scheduled lessons

to interact via the social stream in MyGIS class pages. The 'message board' in MyGIS classrooms can be used at all times for students to interact regarding work and to post any standing questions regarding expectations that have been set.

Workflow will be managed using 'due work' and any deadlines will be generated automatically via the due work item and will be visible in student and parent calendars.

Student engagement will be monitored according to student attendance in class conferences, interactions in collaborative stream, message board use and according to deadlines for due work.

DP specific guidance

Subject Specific:
Teachers will be online at the time of their scheduled DP lesson to engage with students on the blog page of their MYGIS class. All students should take part in replying to blog posts to show attendance and engagement. Work provided should relate specifically to the content and skills required, depending on where each subject currently is at in the syllabus. Teachers will provide PowerPoints with specific guidance as to when tasks must be completed, and feedback on these tasks will be delivered weekly.

DP2 teachers are encouraged to ensure all content is delivered in a timely manner, prior to World Exams, with exam practice playing a key role in this online learning. Teachers will be able to set assessment tasks related to the different components of their course, and in return, students will complete these tasks in a timed setting, and ensuring that all deadlines are met.

Kognity

All students who have the use of Kognity for their DP courses should be actively logging in and completing assignments as requested by their teacher. Student logins will be checked to ensure active engagement.

Creativity Activity Service (CAS)

All DP students at GIS are provided with accounts on ManageBac. It is the expectation that GIS students will keep their portfolio updated on a weekly basis. The CAS coordinator will check in weekly to ensure students have updated their portfolio and new experiences, and reflections have been added.

There are 3 parts of a CAS portfolio:

1. Description and goals for each CAS experience (who, what, where, when, why).
2. CAS questions for each experience/project.
3. Documentation for each experience/project, including:
    - Meaningful student reflections
    - Supervisor evaluation forms
    - Supporting materials/documentation (photographs, brochures, journal entries, etc.)

ManageBac will:

- be a source of communication to help students to seek authorization and advice on their activities from CAS Advisors or the CAS Coordinator.
- contain students' CAS portfolio, which stores the information about CAS experiences, project, goals, evidence, supervisor reviews, and meaningful reflections.
- contain the record of the content and suggestions discussed during students' CAS interviews.
- record which learning outcomes and strands are being met by each experience or project.

For further CAS guidance please view the GIS CAS Handbook

Theory of Knowledge (TOK)

These classes will be resourced and delivered via MYGIS, in line with the expectations of other subjects.

Extended Essay (EE)

Students will be required to reach out to supervisors via email to request an online meeting time. EE Coordinator and Diploma Programme Coordinator (DPC) will check Managebac at the start of each week to monitor student engagement with EE processes and expectations.

Accommodating Inclusion & Online Learning

Students of Determination - Level 3 support program

Students of Determination receiving Level 3 support receive a **Modified Weekly Learning Plan** from their Inclusion support teacher. The weekly learning tasks are in line with each student's personalized learning plan. They are assigned specific activities related to the agreed targets identified in the Individual Education Plan (IEP). Activities will include using online learning resources, such as RazKids,, Mathletics/IXL and Times Table Rock Stars along with other resources relevant to tasks. They are provided with materials to support learning from school. Students who are supported by a Learning Support Assistant (LSA) are contacted by the LSA each day to clarify daily tasks and to support with any challenges that may arise.

Students of Determination - Level 1/2 support program

Students who are receiving Level 1 and 2 support can access the differentiated materials that are provided by the class teachers. The Inclusion Support teachers will work closely with subject teachers to ensure that learning materials are individualized appropriately and will be available to support with any difficulties or challenges that may arise when students are completing this work independently. The Inclusion Support Teachers will also provide additional resources to support the attainment of specific targets that are identified in the Individual Education Plans.

English Language Learning Support program

Students who are receiving ELL support will be able to access differentiated materials provided by classroom teachers. ELL teachers will work closely with homeroom and subject teachers to ensure that learning tasks are differentiated and modified appropriately. ELL teachers will maintain communication with families so that we can support families who may need help in completing tasks. ELL teachers will recommend weekly personalized activities to students, in order to develop their listening, speaking, reading, and writing skills, as well as expand their English vocabulary. These activities are not limited to but can include the following:

- Daily journal activities to be shared with families - ELL teachers may monitor with homeroom teachers where applicable and provide consistent and appropriate feedback to individual students
- Videos and activities that focus on vocabulary and skill building

- Duolingo and Duolingo for kids as a way to expand vocabulary for beginning English speakers
- Recorded messages (seesaw, email, MyGIS)
- Read Theory

Websites and activities will be shared at the beginning of each week and modified as necessary. ELL teachers will be available to provide online support, as required.

External Therapy Programs

Students who receive therapy from external providers on the school premises will need to contact the therapy centres to arrange for therapy to be conducted in an alternative location.

Appendix 1: Platforms

MyGIS

MyGIS is a unique, all-in-one online community portal that also serves as a teaching and learning environment. Staff, students, parents and groups can communicate in one place. To access MyGIS, follow these instructions:

Teachers

URL: https://gisak.schoolbox.cloud/

Username & Password: Gemsisak/Google log in details (Page 10)

Use 'Single Sign-On' Link

Students

URL: https://gisak.schoolbox.cloud/

Username & Password: Gemsisak/Google log in details (Page 6)

Use 'Single Sign-On' Link

Parents

Parents should have received a registration email. If this was not received, parents can email mygis@gemsisak.com

***More support for MyGIS can be found here ***

GSuite (Google)

At GIS, teachers and students receive a school managed Google Account. This is used for access to Google's range of collaborative and communication tools known as GSuite.

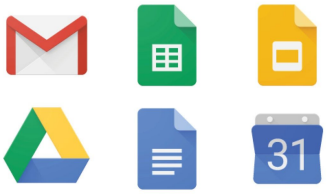
User accounts are created in the following format:

Username: Firstname.Surname Initial@gemsisak.com

- e.g. john.s@gemsisak.com

Password: gems2019 (change after first login)

This account provides access to a range of tools, such as Google Docs, Slides, Sheets, etc. that teachers and students can use to collaborate and communicate.



Microsoft Office

GEMS has an arrangement with Microsoft Office and will receive a license for Microsoft Office 365.

To download students should:

1. Go to: http://aka.ms/office4gems

2. Enter student email, click on Next

Note: *The student email for Office is **NOT** linked to their 'gemsisak' account. The Office 365 accounts are managed by GEMS central IT Team and are created in the following format:*

Username: First Name.Initial_gis@gemselearning.com
- e.g. joe.b_gis@gemselearning.com

Password: if unknown, students should use the 'reset password' link to have a code sent to their registered parent email. This code can be used to reset the password.

3. Install the apps.

Seesaw

Seesaw is used in the Primary School as a simple way for teachers and students to record and share what's happening in the classroom.

Seesaw gives students a place to document their learning, be creative and learn how to use technology.

Each student gets their own journal and will add things to it, like photos, videos, drawings, or notes. Parents can then access and view this journal. Parents should have received instructions on how to log into SeeSaw from their homeroom teacher. **Please email the relevant homeroom teacher if this information was not received.**

Google Hangouts

Google Hangouts is a communication software that can be used for live online meetings between teachers and students. Only teachers have the ability to start a meeting and all participants must use their 'gemsisak' (Google) accounts.

Before you start your first video call

- Check the system requirements for Hangouts:
  - Broadband connection to the Internet.
  - USB web camera. Other devices, like virtual cameras, may not work.
  - Any quad core processor.
  - How much bandwidth you need
  - Hangouts changes how much bandwidth is used based on your network.
  - Minimum bandwidth required
  - Outbound: 300 kbps
  - Inbound: 300 kbps
  - Ideal bandwidth for two-person video calls
  - Outbound: 3.2 mbps
  - Inbound: 2.6 mbps
  - Ideal bandwidth for group video calls
  - Outbound: 3.2 mbps
  - Inbound (with 5 participants): 3.2 mbps
  - Inbound (with 10+ participants): 4.0 mbps
- Connect a camera, microphone, and speakers to your computer. Make sure they have the latest software.
- When asked to use your computer's camera and microphone, click Allow.
- Download and install the latest version of the Hangouts plugin for Internet Explorer and Safari browsers.
- Important: You might need to turn on permissions for your camera and microphone in your

computer's system settings.

For Teachers - Start a video call

- Open hangouts.google.com
- Select a person from the Hangouts list or search for their name or email address. When you find the person you want, click their name. You can also check multiple people to start a group video call.
- Click Video call .
- When you're done, click End call .

Anyone in a video call can add more people after the video call starts. Anyone invited to join the video call must have a gemsisak account.

- In the video call window, click the screen.
- At the top, click Add people .
- Type someone's name or email address.
- Click Invite.

isams

The isams platform is used by parents to access student reports and attendance data. Parents should have received a welcome email containing registration instructions. If this was not received, please email: itsupport_gis@gemsedu.com

GEMS Parent Portal

GEMS Parent Portal is used to access school fees, GEMS Rewards and the GEMS Ambassador Programme. Parents should have received a welcome email that they can use to register. If this was not received, please email: itsupport_gis@gemsedu.com

Managebac

ManageBac is a platform used in the DP for the DP Core and official IBDP Internal Assessments

Teachers

To access your Managebac account:

URL: https://gemsisak.managebac.com/

User name: Gemsedu email

Password: Sent by email

Students

To access your Managebac account:

URL: https://gemsisak.managebac.com/

User name: Students that joined after 2018 will use gemsisak

Students who joined prior to 2018 use personal email addresses.

Password: Sent by email

Parents

Please contact itsupport_gis@gemsedu.com for access.