



REPTON  
DUBAI

# Online & Remote Learning Framework

# PURPOSE OF THIS DOCUMENT

This framework outlines how Repton Dubai 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 framework should be read alongside the **Repton Dubai Online and Remote Learning Policy**.

## Our Online Educational Philosophy

Remote learning is an extension of our classroom practice, designed to maintain educational continuity and engagement while acknowledging the unique nature of learning from home.



Learning quality remains central



Relationships between teachers and students remain strong



Independence develops progressively with age



Well-being and balance are prioritised

# Our Whole School Learning Model

Repton Dubai 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
Early Years	Predominantly asynchronous and play-based learning
Primary	Structured learning tasks with regular live check-ins
Key Stage 3	Blended instruction and independent learning
GCSE	Majority live subject teaching
Sixth Form	Predominantly live instruction with independent study

# What Does This Mean for My Child?

## Our Core Approaches

→ Learning will follow the normal school timetable, where possible, to maintain routine.

→ Teachers will provide weekly learning overviews 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.

# Types of Learning Approaches

Online learning at Repton Dubai 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
<b>Live Learning</b>	A live lesson delivered by a teacher where children interact in real time. This may involve explanation, questioning, discussion and feedback. Live teaching is used most frequently in older year groups and examination classes.
<b>Independent Learning (Remote Tasks)</b>	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.
<b>Flipped Learning</b>	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.
<b>Tutorial / Mentoring</b>	Small group or one-to-one sessions focused on academic support, feedback, wellbeing and monitoring progress.
<b>Learning Library</b>	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:

During a lesson, students may:

- Listen to short teacher explanations
- Work independently on a task
- Collaborate with classmates
- Receive feedback from their teacher
- Review and improve their work



## 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.



## 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.

📄 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?

<b>Phase</b>	<b>Live Lessons</b>	<b>Independent Learning Tasks</b>	<b>Recorded Teacher Input</b>	<b>Tutor / Class Teacher Check-ins</b>
<b>Early Years</b>	Short daily check-ins	Majority of learning through practical activities	Short phonics / story inputs	Daily small group check-ins
<b>Key Stage 1</b>	1–2 live sessions daily	Structured tasks linked to timetable	Short teaching videos	2–3 weekly check-ins
<b>Key Stage 2</b>	Regular live teaching in core subjects	Independent practice and projects	Teacher explanations where helpful	Weekly tutor check-ins
<b>Key Stage 3</b>	Live teaching for most lessons	Independent work during lessons	Subject explanations	Tutor / pastoral support
<b>GCSE</b>	Majority of lessons live	Exam practice and coursework	Subject recordings where needed	Small group support
<b>Sixth Form</b>	Full timetable of live teaching	Independent study between lessons	Specialist guidance	Academic mentoring

# So Your Child Can Expect:

## Early Years

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.

## Junior School

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

- Live Mathematics, English and Arabic teaching
- Recorded explanations
- Structured tasks and projects

## Upper School

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

- Live lessons with teachers
- Independent work during lessons
- Subject guidance and feedback

## Examination Cohorts

Students preparing for GCSE, IB Diploma, A-Level, IB Diploma and BTEC examinations will have:

- A largely live timetable
- Direct subject instruction
- Exam preparation and revision guidance

## Learners with Additional Support

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

- Learning support assistants joining lessons
- Small group support sessions in breakout rooms
- Individual check-ins where required

# Safeguarding and Approaches to Online Learning

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

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

**Cameras should be on** where possible to support engagement.

Some lessons **may be recorded** for instructional purposes.

Where there are **one-to-one support sessions** being run, we will require an adult to be present at home with the child.

**One-to-one support sessions are not recorded.**

# 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 learning and provide 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 their teachers' roles. 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 advice or guidance on how best to support your child's learning at home, please do not hesitate to contact the relevant key contact at the end of the document.

## Families can support learning by:



### Daily Routine

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



### Learning Space

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



### Lesson Preparation

Encouraging them to prepare for lessons on time with the materials they need.



### Screen Breaks

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



### Healthy Balance

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



### Independence

Helping them to organise their tasks while encouraging increasing independence.

# Wellbeing and Student Support

Supporting students' well-being 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 well-being approach includes:



### Regular Check-ins

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



### Mentoring & Guidance

Opportunities for small-group mentoring or individual guidance for children who may require additional support.



### Pastoral & Counselling

Access to the school's pastoral and counselling services should be available to children who feel anxious 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, take movement breaks, and engage in 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, tutor or pastoral leader so that the school can provide appropriate guidance and support.

# 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:



## Pause the Session

Temporarily pause or close the live session.



## Independent Task

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



## Resume Learning

Resume the lesson once it is appropriate to do so.

- This approach allows teachers to manage situations calmly and minimise unnecessary concern 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.

# Typical Early Years School Online Learning Day


<b>Time</b>	<b>Activity</b>	<b>Format</b>
07:50 – 08:00	Morning welcome and check-in	Live
08:00 – 08:30	Phonics	Live / Guided activity
08:30 – 09:00	Practical literacy activity	Independent / parent supported
09:00 – 09:20	Storytime or teacher input	Live or recorded
09:20 – 09:40	Break / movement	Offline
09:40 – 10:10	Numeracy activity	Live introduction + task
10:10 – 10:40	Creative / practical learning	Offline
10:40 – 11:00	Break	Offline
11:00 – 11:30	Topic / exploration activity	Guided learning
11:30 – 12:00	Play-based learning / project	Independent
12:00 – 12:30	Teacher check-ins / small groups	Live

# Typical Junior School Online Learning Day

<b>Time</b>	<b>Activity</b>	<b>Format</b>
07:50 – 08:00	Morning check-in	Live
08:00 – 08:50	Lesson 1	Live teaching
08:50 – 09:40	Lesson 2	Live teaching
09:40 – 10:00	Break	Offline
10:00 – 10:50	Lesson 3	Live / guided task
10:50 – 11:40	Lesson 4	Independent work within lesson
11:40 – 12:20	Lunch	Offline
12:20 – 13:10	Lesson 5	Live or blended
13:10 – 14:00	Lesson 6	Independent / project work
14:00 – 14:50	Lesson 7	Live or guided work
14:50 – 15:00	Afternoon reflection / check-out	Live

# Typical Senior School Online Learning Day

Time	Activity	Format
07:50 – 08:00	Tutor check-in	Live
08:00 – 08:50	Lesson 1	Live teaching
08:50 – 09:40	Lesson 2	Live teaching
09:40 – 10:00	Break	Offline
10:00 – 10:50	Lesson 3	Live / guided tasks with group check-in from teacher
10:50 – 11:40	Lesson 4	Live / guided tasks with group check-in from teacher
11:40 – 12:20	Lunch	Offline
12:20 – 13:10	Lesson 5	Library task
13:10 – 14:00	Lesson 6	Independent work within lesson
14:00 – 14:50	Lesson 7	Live teaching
14:50 – 15:00	Tutor check-out	Live

 \*These are illustrative and not actual timetables.

# Monitoring Progress & Attendance Expectations

## Monitoring Progress

Teachers monitor progress through:

- Submitted work, quizzes and assessments
- Participation in lessons
- Small group or individual discussions

Completion of learning tasks contributes to engagement and attendance records.

## Attendance & Engagement Expectations

Students are expected to:

- Join live lessons punctually and be 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.

# Engagement & Monitoring Process

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

Stage	Issue	Expected Response
Stage One	Missed Work Identified	Teacher contacts student and parent with reminder and new deadline
Stage Two	Continued missed work or lack of response following Stage One	Concern logged and Head of Department informed
Stage Three	Repeated missed work across subjects or continued disengagement	Year Leader / Pastoral Leader contacts family to provide support
Stage Four	Ongoing disengagement despite earlier intervention	Senior Leadership Team review and further intervention if required

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## Staff Workload & Well-being

Repton Dubai 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



### Live Lessons & Check-ins

Microsoft Teams



### Learning Tasks

Seesaw (Primary) / Teams (Secondary)



### Practice Learning

Century Tech and subject platforms



### Recorded Lessons or Resources

Teams or SeeSaw Learning Library



### Assessment

School assessment systems



### Communication

Email and Parent Portal

## Key Contacts

Phase	Key Contact	Email
Early Years	Mrs Galloway	<a href="mailto:leanne.galloway@reptonDubai.org">leanne.galloway@reptonDubai.org</a>
Key Stage 1	Mrs Symmons	<a href="mailto:zoe.symmons@reptonDubai.org">zoe.symmons@reptonDubai.org</a>
Key Stage 2	Mr Birch	<a href="mailto:christopher.birch@reptonDubai.org">christopher.birch@reptonDubai.org</a>
Key Stage 3	Ms Doig	<a href="mailto:nicola.doig@reptonDubai.org">nicola.doig@reptonDubai.org</a>
GCSEs	Mr Drake	<a href="mailto:adam.drake@reptonDubai.org">adam.drake@reptonDubai.org</a>
Sixth Form	Mr Whittaker	<a href="mailto:matthew.whittaker@reptonDubai.org">matthew.whittaker@reptonDubai.org</a>