

# **GEMS FirstPoint School – Academic Continuity Plan**

## **KS3 Mini School Parents/Carers**



**January 2021**

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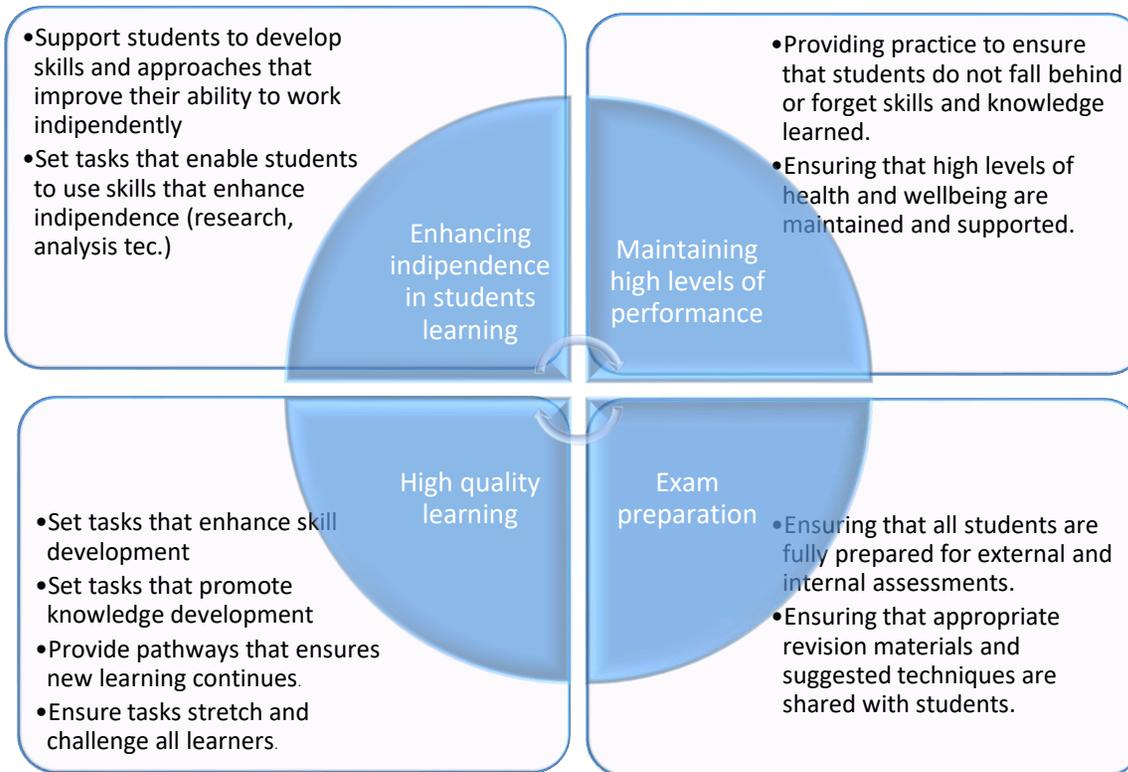
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## **GEMS FirstPoint School**

### **Academic Continuity Plan – parent / carer version**

Purpose: To maintain high quality academic provision for all students during times of crisis when students are unable to attend the school.

#### Objectives:



### Roles and Responsibilities (students)

Maintain your excellent progress at school by:	
<ul style="list-style-type: none"><li>• Dedicating appropriate time to learning based on the timetables provided.</li><li>• Check the relevant online platform to understand your teacher’s expectations of what you are learning and what you need to do (with parent support for younger children).</li><li>• When you are working at home, make sure you choose a quiet space free from distractions (such as TV)</li><li>• Remember you should still do your own work! Parents/carers can help, but not do the work for you.</li><li>• Keep healthy habits and take breaks away from devices between scheduled lessons.</li></ul>	
Questions related to:	Contact:
Your learning, technology or any other questions	Class teacher via Teams

### Roles and Responsibilities (Parents / Carers)

Support your child/ren in their learning by:	
<ul style="list-style-type: none"><li>• Considering the age of your child- adjust home learning environment to suit their educational needs.</li><li>• Providing an environment conducive to learning (access to technology, safe and quiet space during daytime).</li><li>• Ensure that your child engages with the daily learning.</li><li>• Engaging in conversations on posted learning.</li><li>• Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.</li><li>• Provide feedback to the School with regards to your child’s online learning experience to ensure continuous development.</li></ul>	
Questions related to:	Contact:
Your learning, technology or any other questions	Class teacher via Teams

### Infrastructure:

The following platforms will be used for: staff to set student work, students to submit work, staff to mark work and provide feedback, students to review feedback and respond where appropriate.

Age Group	Platform for daily communication	Platform for live sessions
EYFS (FS 1 and FS 2)	Padlet	Microsoft Teams
KS1 (Yr 1 and Yr 2)	SeeSaw	Microsoft Teams
KS2 (Yr 3, Yr 4, Yr 5 and Yr 6)	SeeSaw	Microsoft Teams
<b>KS3 (Yr 7, Yr 8 and Yr 9)</b>	<b>Microsoft Teams</b>	<b>Microsoft Teams</b>
KS4 (Yr 10 and Yr 11)	Microsoft Teams	Microsoft Teams
KS5 (Yr 12 and Yr 13)	Microsoft Teams	Microsoft Teams

At GEMS FirstPoint School, our distance learning will be seamless and replicate a normal school day for our KS3 students. Timetables for Key Stage 3 will be their normal timetables that they use in school. All timetabled lessons will be live, however, please note that some PE lessons may be pre-recorded. Students will be notified if this is the case. Class teachers will be available throughout the day to offer support online through Microsoft Teams.

It is imperative that students adhere to the timetables and be ready to start their learning at 7.45am. Their normal break and lunch time is still applicable to ensure students are taking a rest between learning as they would during their normal school day.

Please note that this period of distance learning starts on Monday 18<sup>th</sup> January. You will be notified when students are to return to school.

## How to access Distance Learning

Please use the links below for advice on how to use Microsoft Teams and other useful support for distance learning.

<https://www.gemsfirstpointschool-dubai.com/for-parents/distance-learning-march-2020/>

<https://www.gemsfirstpointschool-dubai.com/for-parents/distance-learning-march-2020/distance-learning-help-and-support/>



Microsoft Teams will be used as the platform for live teaching throughout the School. If your child needs a reminder about their login, they can contact their form tutor who can support them.

Any further advice please contact Mr Nijjar [b.nijjar\\_fps@gemsedu.com](mailto:b.nijjar_fps@gemsedu.com)



### Distance learning safeguarding advice

Student safety and safeguarding is our main priority, and we would, therefore, like to share with you some Do's and Don'ts to help keep your children safe and healthy when learning at home.

#### Do's

- Monitor your child's online usage. Is the content they are browsing age appropriate? Are they having too much screen time?
- Reinforce E-Safety with your children ensuring that they are sending and receiving appropriate messages
- Monitor the amount of time your child is spending completing their work. They should be following the guided curriculum hours for each subject
- Support your child to make healthy choices in regards to food and drink
- Encourage your child to complete daily physical activity. Activities to support this will be available as part of your child's weekly work
- Share any concerns you have with the School via email to the Form Tutor or Head of Year

#### Don'ts

- Share your child's log in details with others
- Contact other children through your child's online platforms

We are in constant contact with the Dubai Health Authority, KHDA and GEMS Corporate office and are following their guidelines in regards to protecting our students and we will update you as and when new information is made available.

### Online safeguarding advice

<https://www.youtube.com/watch?v=Yzy4G1aCggs>

This video is about not knowing who you are talking to online. It is aimed at Year 5-8 students.

<https://www.youtube.com/watch?v=Z8i7vnXQdvw>

This video is by parents and discusses the usefulness of the animated thinkyouknow videos.

# Stay safe online, be SMART!



S

Safe: Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name- to people you are chatting with online.



M

Meeting: Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they are present.

A

Accepting: Accepting emails, messages, friend requests, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!



R

Reliable: Information you find on the internet may not be true, or someone online may be lying about who they are.

If you have any safeguarding concerns please contact  
Mr. Headley  
[safeguarding\\_fps@gemsedu.com](mailto:safeguarding_fps@gemsedu.com)

T

Tell: Tell your parent, a member of School staff or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

### **Inclusion support during distance learning:**

For those students who receive additional support at school and for those students who would normally have additional adults in their classroom to support student progress, it is essential that this continues. To ensure the continuity of support:

#### ***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 personalised 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 Educationcity and Timestables 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 Coordinators and Teaching Assistants will work closely with subject teachers to ensure that learning materials are individualised appropriately and will be available to support with any difficulties or challenges that may arise when students are completing this work independently. The Inclusion Coordinators and Teaching Assistants 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 class 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 personalised 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 class teachers where applicable and provide consistent and appropriate feedback to individual students
- Videos and activities that focus on vocabulary and skill building

- Access to online language learning resources will also be used as a way to expand vocabulary for beginning English speakers
- Recorded messages (MS Teams)

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.

## Advice for Parents and Students on managing distance learning:

### 1. Where?

Where you study is important. Make sure you set up a dedicated study area that is comfortable and tidy. Make sure the temperature and the lighting are right to enable you to learn.



### 2. Planning

Before you start, plan your learning for the week and create your own learning timetable. It is important to spread out your learning throughout the week. Tick off every subject when you have completed it, this will motivate your learning and give you a sense of achievement.

Timetable						
Name: _____						
Time period	Monday	Tuesday	Wednesday	Thursday	Friday	

### 3. Time

Be sensible with how much time you study. Studying for 2-3 hours on one subject is not effective for learning. Take regular breaks at least every hour for at least 5-10 minutes to give your brain a break. Work hard but smart.



### 4. Avoid distractions

Turn off the TV, your phone, iPad, laptop, computer... Distractions break your train of thought and waste learning time. Some people find background music helps them study, others need complete silence. Choose what suits you best.



### FPS tips for managing learning from home



### 5. Eat!

Try not to drink too much caffeine or eat sugary foods when you're studying as they'll only give you short energy boosts and then you'll feel sluggish. Have healthy snacks to hand so you can nibble as you study. Build in snack and lunch times to your learning timetable.



### 6. Be positive and smile

It's important to stay motivated while studying at home. It's not always easy as you don't have friends or a teacher to discuss your learning with face to face. Ensure you connect with your teachers on Seesaw (Year 1-6) or Teams (Year 7-13) if you need help, we are still here to support you 😊.



### 7. Be you

Continuing with your hobbies, playing sports and catching up with friends and family is essential! Please remember to carry on with your normal routines. We need you to enjoy learning and this will enable you to do this.



### 8. Take responsibility for your learning

Take ownership of your learning and be independent. Set yourself goals and challenge yourself when you can. Your learning journey can be as successful as you want it to be. You've got this!



## Useful links to additional educational learning resources

### *Key Stage 3:*

Each link below will take you to the areas of the FPS website that contains the curriculum packs for each subject:

- Front Page: <https://www.gemsfirstpointschool-dubai.com/learning/curriculum-packs-2019-20/>
- KS3 : <https://www.gemsfirstpointschool-dubai.com/learning/curriculum-packs-2019-20/key-stage-3/>

## School Staff Responsibilities

Leadership Roles and Responsibilities	<p>The list below outlines some of the commitments the leaders within the School are expected to make, but is not all-encompassing. The role of the leaders is to rise to any occasion or need from our learning community.</p> <ul style="list-style-type: none"><li>• Develop, monitor and adjust mini-school plans for distance learning.</li><li>• Communicate with staff and on a daily basis and with parents on a weekly basis.</li><li>• Monitor staff and student attendance through the support of class and subject teachers and act upon regular absences to ensure staff and students are engaged in the remote learning expectations.</li><li>• Support with any technical issues that may arise with the online platforms being used through our IT Support Team.</li><li>• Respond to emails in compliance with our norms of no more than 24 hours.</li><li>• Continue to hold regularly scheduled meetings (virtually if required).</li><li>• Attend Senior Leadership Meetings and other regularly scheduled meetings (virtually if required).</li></ul>
Teacher Roles and Responsibilities	<ul style="list-style-type: none"><li>• Teachers are expected to:</li><li>• plan lessons which are suitable for distance learning</li><li>• implement lessons and monitor learning for their students for the duration of the closure</li><li>• provide holistic care for our students for the duration of the closure</li><li>• They will:<ul style="list-style-type: none"><li>• post lessons message</li></ul></li><li>• share lesson resources (i.e. PowerPoints and Word documents or assign work via OneNote)</li><li>• keep instructions simple</li></ul>

	<ul style="list-style-type: none"> <li>• ensure that the instructions enable students to follow the lesson without adult support</li> <li>• use bullet/numbered points to ensure instructions are easily understood</li> <li>• highlight key points</li> <li>• remain online for the entire lesson to respond to student questions etc.</li> <li>• ensure there is an element of live interaction via the video chat function at regular intervals throughout the week</li> <li>• contact parents if work is not submitted and/or not completed to the expected standard and/or if the student fails to engage</li> <li>• Social Studies and Moral Education Lessons: <ul style="list-style-type: none"> <li>• These will be planned centrally, for distribution by the class teacher</li> </ul> </li> <li>• Students will be registered as per other lessons <ul style="list-style-type: none"> <li>• o Teacher will be available throughout the lesson</li> </ul> </li> </ul>
Assessing Learning	<ul style="list-style-type: none"> <li>• At the end of each lesson, a task should be completed by every student which will give teachers feedback on what the students have learnt and how much they have engaged.</li> </ul>
Independent Learning	<ul style="list-style-type: none"> <li>• Home Learning tasks will continue. We are conscious of screen time and the need for students to balance their studies with their out-of-school interests and therefore tasks set will take account of this.</li> </ul>
Pastoral Care	<ul style="list-style-type: none"> <li>• Form tutors and Heads of Year will be online all day. If you have any queries or anything you would like to talk to them about, please contact them via their email.</li> <li>• Students with concerns: <ul style="list-style-type: none"> <li>• It is important that students who have been meeting regularly with members of the Pastoral Team and/or School Counsellor know that they can still contact the Pastoral Team if they are struggling, either through Teams or by e-mailing the member of staff directly.</li> </ul> </li> </ul>
Quality Assuring Learning	<ul style="list-style-type: none"> <li>• Subject Leaders and Senior Leaders will put measures in place to ensure top-quality lessons are being delivered by staff.</li> </ul>

### Attendance procedures during distance learning

1. All students to be marked on the register as B 'educated off-site'.
2. If a parent knows a student is going to be absent and not available to work from home that day, they should email [attendance\\_fps@gemsedu.com](mailto:attendance_fps@gemsedu.com) and the registers will be updated accordingly.
3. Work will be provided for each student for each lesson every day via MS Teams. Staff will be online during lessons to help and support all students.
4. If the work is not submitted the member of staff will keep a record of the missing piece of work and will contact parents.
5. If two or more pieces of work are not submitted, then the teacher will refer the student to the HoD who will contact home and update the Academic Continuity- Independent Learning Pastoral Trends sheet.
6. HoYs will monitor the 'Academic continuity- Independent Learning Pastoral Trends' sheet looking for students who are missing work in 3 or more subject areas. The HoY will then contact parents to outline the School's concerns.
7. Students who continue not to submit work in a range of subjects will be referred to the Director and Head of Mini School.

### Email list for Heads of Years:

Yr7- Katie Mangan [k.nopondomanga\\_fps@gemsedu.com](mailto:k.nopondomanga_fps@gemsedu.com)

Yr8- Rebecca Davies [r.davies\\_fps@gemsedu.com](mailto:r.davies_fps@gemsedu.com)

Yr9-Katie Whiting [k.whiting\\_fps@gemsedu.com](mailto:k.whiting_fps@gemsedu.com)

### Email list for Directors:

KS3- Mark Seddon [m.seddon\\_fps@gemsedu.com](mailto:m.seddon_fps@gemsedu.com)

### Email list for Heads of Mini Schools:

KS3 – Lisa Wareing [l.wareing\\_fps@gemsedu.com](mailto:l.wareing_fps@gemsedu.com)

**Email list for Heads of Department / Heads of Year / Directors and Heads of Mini School:**

Email list for Heads of Department:

English: Emma Monteith [e.monteith\\_fps@gemsedu.com](mailto:e.monteith_fps@gemsedu.com)

Arabic A: Mohammed Allam [m.allam\\_fps@gemsedu.com](mailto:m.allam_fps@gemsedu.com)

Arabic B: Ahmed Essa [a.essa\\_fps@gemsedu.com](mailto:a.essa_fps@gemsedu.com)

Islamic: Abdulbaset Habbach [a.habbach\\_fps@gemsedu.com](mailto:a.habbach_fps@gemsedu.com)

Science: Amjad Aziz [a.evans\\_fps@gemsedu.com](mailto:a.evans_fps@gemsedu.com)

Math's: Emma Gore [e.gore\\_fps@gemsedu.com](mailto:e.gore_fps@gemsedu.com)

Math's: Hayley Scott [h.scott\\_fps@gemsedu.com](mailto:h.scott_fps@gemsedu.com)

Business and Economics: Jennifer Donaghy [j.donaghy\\_fps@gemsedu.com](mailto:j.donaghy_fps@gemsedu.com)

Art: Vanessa Missions [v.missions\\_fps@gemsedu.com](mailto:v.missions_fps@gemsedu.com)

Music: David Quinn [d.quinn\\_fps@gemsedu.com](mailto:d.quinn_fps@gemsedu.com)

PE: Rod Hart [r.hart\\_fps@gemsedu.com](mailto:r.hart_fps@gemsedu.com)

MFL: Alexandre Merciris [a.merciris\\_fps@gemsedu.com](mailto:a.merciris_fps@gemsedu.com)

Humanities: Candice Wright [c.wright\\_fps@gemsedu.com](mailto:c.wright_fps@gemsedu.com)

Computing: Michael Bradbury [m.bradbury\\_fps@gemsedu.com](mailto:m.bradbury_fps@gemsedu.com)

Performing Arts: Marie-Clare [m.ferla\\_fps@gemsedu.com](mailto:m.ferla_fps@gemsedu.com)

Psychology: Sarah Barr [s.barr\\_fps@gemsedu.com](mailto:s.barr_fps@gemsedu.com)

Design Technology: Mia Foulkes [m.foulkes\\_fps@gemsedu.com](mailto:m.foulkes_fps@gemsedu.com)