



المدرسة الهندية الجديدة
NEW INDIAN SCHOOL

NIS DISTANCE LEARNING POLICY 2026-2027

Signed

Principal

:

Date : 02/04/2026

Reviewed By

: **Governing Body | SLT**

Date : 02/04/2026

Next Review Due By

Date : 02/04/2027

NIS DISTANCE LEARNING POLICY

(Aligned with RAKDOK Distance Learning Guidelines)

1. INTRODUCTION

New Indian School (NIS), Ras Al Khaimah, is committed to ensuring the continuity, quality, and equity of education delivery through effective distance learning practices.

Distance learning is a continuation of student learning delivered through structured, monitored, and high-quality teaching and learning processes. The school ensures that teaching, learning, assessment, and monitoring remain rigorous at all times, while safeguarding student wellbeing and maintaining alignment with national education standards.

2. PURPOSE

This policy establishes the mandatory regulatory framework governing distance learning at New Indian School and aims to:

- Ensure continuity of education during remote or blended learning situations
- Maintain high standards of teaching, learning, assessment, and monitoring
- Promote equity and access for all students
- Safeguard student wellbeing and engagement
- Align with RAKDOK and UAE education standards

3. SCOPE

This policy applies to:

- All students enrolled at New Indian School
- All teaching and non-teaching staff
- All forms of distance and blended learning implemented by the school

4. DEFINITIONS

Distance Learning:

A mode of education delivery in which teaching and learning occur when students and teachers are not physically present in the same location, using synchronous, asynchronous, and blended approaches.

Synchronous Learning:

Real-time, teacher-led instruction delivered through digital platforms where students and teachers interact simultaneously.

Asynchronous Learning:

Learning activities that do not require real-time interaction and allow students to complete tasks at their own pace.

Blended Learning:

A structured approach combining face-to-face instruction with distance learning.

Assessment:

The process of evaluating student learning through formative and summative methods.

Student Engagement:

The level of a student’s active participation, including attendance, interaction, and task completion.

Students of Determination:

Students requiring additional educational support due to physical, cognitive, emotional, or developmental needs.

Individualized Learning Plan (ILP) / Individualized Education Plan (IEP):

A plan outlining tailored learning objectives, strategies, accommodations, and support mechanisms.

5. LEARNING DELIVERY REQUIREMENTS**5.1 Instruction Model**

New Indian School shall implement a structured and balanced distance learning model that includes:

- Synchronous instruction (live classes)
- Asynchronous learning (assignments and independent tasks)
- Offline learning activities

The model ensures:

- Continuity of curriculum delivery
- Active student participation
- Alignment with Student Learning Outcomes (SLOs)

5.2 Screen Time Guidelines

Grade	Recommended Daily Screen Time
KG	1–2 hours
Cycle 1	2–3 hours
Cycle 2	3–4 hours
Cycle 3	4–5 hours

The school ensures:

- No more than 90 consecutive minutes of screen exposure
- Regular breaks during learning
- At least 20% of learning time allocated to offline activities

5.3 Lesson Duration

Grade Level	Duration
KG	20–30 minutes
Cycle 1	30–40 minutes
Cycle 2	40–45 minutes
Cycle 3	45–50 minutes

Lesson durations are age-appropriate and designed to maintain engagement without exceeding attention span limits.

5.4 Interaction Requirements

Teachers shall ensure:

- Active student participation during live sessions
- Use of questioning, discussions, and feedback
- Avoidance of prolonged teacher talk (not exceeding 5 minutes continuously)

5.5 Time tabling

The school shall:

- Provide weekly timetables at least 48 hours in advance
- Communicate changes at least 12 hours prior
- Ensure timetables clearly include:
 - Lesson timings
 - Subject allocation
 - Mode of delivery
 - Scheduled breaks

Timetables shall be accessible, consistent, and designed to support student wellbeing and engagement.

6. PEDAGOGY AND LEARNING DESIGN

6.1 Learning Outcomes

All lessons shall be planned based on clearly defined Student Learning Outcomes (SLOs), ensuring alignment between:

- Learning objectives
- Teaching strategies
- Assessment methods

6.2 Differentiated Instruction

Teachers shall:

- Adapt teaching to meet diverse learning needs
- Consider ability, learning styles, and language proficiency
- Ensure differentiation in planning, delivery, and assessment

6.3 Student Engagement

The school shall:

- Monitor student participation and engagement
- Track assignment completion and responsiveness
- Implement strategies for students with low engagement

7. INCLUSION AND EQUITY

7.1 Students of Determination

The school ensures:

- Continuous support through Individualized Learning Plans / Individualized Education Plan
- Adapted instruction and specialist interventions
- Collaboration with Inclusion Lead and specialists

7.2 Access to Learning

The school shall:

- Identify barriers such as lack of devices or connectivity
- Provide alternative learning options (recorded lessons, projects)
- Ensure equitable access for all students

7.3 Gifted and Talented Students

The school shall:

- Provide enrichment opportunities
- Offer advanced learning pathways
- Integrate differentiation within lesson planning

7.4 Commitment to Equity

The school shall:

- Monitor participation and outcomes across all student groups
- Identify gaps and implement corrective interventions

8. STUDENT WELFARE AND SAFEGUARDING

8.1 Monitoring Student Wellbeing

The school shall:

- Implement structured wellbeing monitoring systems
- Conduct regular welfare checks
- Provide additional monitoring for at-risk students

8.2 At-Risk Students

Students may be identified as at-risk based on:

- Low attendance
- Low engagement
- Academic regression
- Wellbeing concerns

8.3 Escalation Framework

The school shall implement a structured escalation process:

1. Teacher intervention
2. Parent communication
3. Welfare Lead intervention
4. Escalation to school leadership

All actions shall be documented.

8.4 Safeguarding

The school shall ensure:

- Safe online learning environments
- Adherence to safeguarding policies
- Compliance with staff code of conduct during online teaching

9. STUDENT ATTENDANCE AND ENGAGEMENT

9.1 Attendance

- Attendance shall be recorded at session and daily levels
- Attendance data shall be maintained through approved systems

9.2 Absence Follow-Up

- Follow-up shall occur within 24 hours
- Repeated absences shall trigger escalation procedures

9.3 Engagement Monitoring

- Student engagement shall be monitored daily
- Interventions shall be implemented for low engagement

10. ASSESSMENT

10.1 Assessment Framework

The school shall implement:

- Formative assessments (ongoing monitoring)
- Summative assessments (end-of-unit evaluation)

10.2 Feedback

Teachers shall provide:

- Timely
- Constructive
- Actionable feedback

11. DIGITAL INFRASTRUCTURE AND SAFETY

11.1 Minimum Requirements

The school shall maintain:

- Learning Management System (LMS)
- Platform for live instruction
- Attendance tracking system
- Parent communication system
- Technical support channel

11.2 Data Protection

The school shall:

- Protect student data
- Restrict access to information
- Maintain confidentiality and integrity

11.3 Cyber Safety

The school shall:

- Promote responsible digital behaviour
- Educate students on online risks
- Monitor misuse of digital platforms
- Provide reporting mechanisms

12. PARENTAL ENGAGEMENT

The school shall:

- Maintain structured communication with parents
- Share schedules and student progress
- Provide guidance for supporting learning at home
- Ensure access to technical support

13. POLICY REVIEW

- The policy shall be reviewed annually
- Feedback shall be incorporated for continuous improvement

14. CONCLUSION

New Indian School ensures that distance learning is structured, inclusive, and high-quality, supporting all students to achieve their learning outcomes effectively while maintaining wellbeing, engagement, and regulatory compliance.

15. VERSION CONTROL

Version	Date	Description	Next Review
1.0	02/04/2026	Initial Development of Policy	05/05/2026