BELVEDERE
INTERNATIONAL SCHOOL

STAFF GUIDE FOR DISTANCE LEARNING

2026-2027

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This guide serves as a supportive reference for planning, delivering and evaluating teaching and learning during online learning across different subjects

Aim

- Outline the school's approach to educating students through distance learning
- Make clear our expectations of staff be able to continue planning, teaching and assessing students' work
- Ensure that distance learning is offered as soon as it becomes necessary
- Ensure consistency in the approach to distance learning for all students, including Students of Determination, through use of quality online and offline resources
- Provide clear expectations for members of the school community with regards to delivering high quality interactive distance learning
- Include continuous delivery of the school's broad curriculum, as well as support of students' well-being
- Ensure that students learn new facts and concepts, as well as reinforcing prior learning
- Ensure that students engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with students, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that students and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and students can access and make the best use of res

Resources

Resources to deliver this Distance Learning Education Plan include:

- Our online platform: Google Classroom and Google Meets
- Information for parents. This includes each student's Google Classroom log-in and detailed instructions on how to log on.
- Textbooks, e-books, online reading tools, etc.

Approaches to Learning

- All lessons will be delivered live through Google Meets via Google Classroom
- National Identity embedded into all lessons
- associated resources will be shared on Google Classroom
- keep to the scheduled lesson timings during live lessons
- alternate between explanation, interaction and independent tasks
- clearly introduce/model new learning
- use examples, demonstrations, investigations or shared presentations to support understanding (BIS PPT template, videos, images, etc.)
- keep explanations concise and focused
- include opportunities for students to respond and participate during the lesson
- use a variety of online platform tools to support interaction, such as Wordwall, Padlet, Kahoot, Nearpod, Blooket, Google forms, etc.
- guide students through tasks and ensure they fully understand instructions through high quality AfL's such as higher order, effective questioning
- presentations should be creative and provide visual explanations to introduce or explain concepts
- provide reading tasks that support the lesson objective
- assign short online practice quizzes that reinforce the lesson objective
- include hands-on activities students can complete using simple materials at home

- design tasks that encourage problem-solving and application of learning
- include opportunities for creativity such as drawing, designing, building, sharing or presenting ideas
- encourage collaborative work through small group discussions or shared tasks when appropriate
- differentiated tasks/assignments must be provided to ensure the needs of all students are met and challenge is provided appropriately
- Tasks/assignments need to be submitted through Google Classroom
- Questioning plays a vital role during online learning as it helps maintain attention and encourages students to participate, ensuring they are engaged and not passively listening.

  Ask short questions throughout the lesson

  Invite students to respond using various tools such as the chat or microphone options

  ask students to respond clearly and briefly before continuing with the lesson

  encourage multiple students to respond rather than relying on a single response

  Provide 'thinking time' within the lesson to allow students time to think and respond to questions

- When monitoring learning during remote lessons, teachers should consider:

  Observing student responses during live sessions

  Review tasks/assignments submitted online such as Google Classroom

  Each piece of work that is submitted will be acknowledged

  Provide targeted feedback through comments, messages, or during live lessons

  Identify misconceptions or gaps in understanding and adapt future lessons accordingly.

Expectations for Staff Conduct and Online Safety

Academic staff must create a safe environment for themselves and students when engaging in online sessions.

- All online sessions will take place during the school day as follows:

  7:30am – staff check-in with their heads of departments online. Attendance will be taken and shared with the HR department

  7:45am – Morning online assembly, as per the schedule shared.

  8:00am – Lessons begin as per the timetable

- Breaks will be offline. However, the Google Meet link must be supervised by the teacher or TA to ensure that students are monitored should they remain online.
- Students and staff must always keep their cameras on during live lessons
- Attendance is taken for each lesson using the 'Class Attendance' on the Engage Portal
- Staff must ensure that all behaviour or safeguarding concerns are reported immediately using the links provided by the social worker
- All communication with parents is conducted through the school email or Class Dojo to ensure this remains professional
- All communication with students should always be positive, encouraging and culturally appropriate
- Staff should follow the expected professional dress code during live lessons
- During live lessons avoid noisy areas and the display of anything inappropriate in the background
- Establish clear expectations for participating during live lesson

Roles and Responsibilities

Leadership Team

- Heads of Departments, Phase Leaders and Subject Leads work closely with the teachers to adapt curriculum maps, Long-term and Medium-term plans so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the distance learning approach across the school including monitoring students' engagement
- Leading virtual meetings to ensure consistency across the school.

- Monitoring the effectiveness of distance learning, including by using student voice, auditing the work online and the resources produced for students.
- Ensuring that staff, pupils and parents benefit from appropriate guidance about distance learning
- Ensuring that resources fully support teachers and students so that distance learning can take place without hindrance
- Monitoring the security of distance learning systems, including data protection and safeguarding considerations

Teachers

When providing distance learning, teachers must be available during usual teaching hours and working days.

Planning:

- Planning and resources will be completed by each teacher and will be monitored by heads of department, phase leaders and subject leaders, before they are uploaded to Google classroom
- National Identity and support to the UAE is included in all lessons
- Providing feedback on all work submitted
- Keeping in touch with students who aren't in school and their parents via email and Class Dojo.
- If there is a concern around the level of a student's engagement, the teacher should communicate with the parent and talk to their phase leader or head of department
- Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parents the reasons for the delay and the actions they are taking.
- Where a family displays difficult behaviour or is unable or unwilling to engage, teachers will contact the social worker or the Senior Leadership Team.

Teaching Assistants and Supervisors

- Planning and resources will be completed by each teacher and will be monitored by heads of department, phase leaders and subject leaders, before they are uploaded to Google classroom
- Teaching assistants and supervisors will monitor and report the attendance for all lessons through Engage and share the daily attendance with the administration team.
- Assist the teachers with supporting students in lessons
- Attend online departmental meetings
- Monitor and report on student online behaviour during lessons to the social worker, phase leaders or senior leadership team.

IT Department

IT technicians are responsible for:

- Fixing issues with systems and online platforms such as Google Classroom, Engage, etc.
- Helping staff with any technical issues they are experiencing
- Reviewing the security of distance learning systems and flagging any data protection breaches to the senior management
- Assisting students and parents with accessing the online platforms