



**Repton Abu Dhabi**

Remote Learning Parent Guide

## Our Approach

Our remote learning model is designed to ensure continuity of high-quality education, while maintaining structure, wellbeing, and strong academic progress. Through a combination of live teaching, independent learning, and pastoral support, we aim to provide a balanced and engaging experience for all students.

## Our Whole School Learning Model

### **Early Years: FS1 & FS2**

A balance of short, interactive live sessions and play-based asynchronous learning. Activities are designed to support early development through exploration, routine, and guided play.

### **Junior School: Years 1-6**

A combination of live lessons and teacher instruction, alongside personalised asynchronous and independent learning tasks. Regular pastoral check-ins support wellbeing and engagement.

### **Senior School: Years 7-9**

Predominantly live lessons, supported by independent learning and elements of flipped learning. Regular pastoral check-ins ensure students remain supported both academically and emotionally.

### **Senior School: Years 10-13**

Primarily live lessons, complemented by independent study and flipped learning. Students are expected to take greater ownership of their learning, supported by ongoing academic and pastoral guidance.

# Key Terminology



## Live Lessons

These sessions are delivered in real time via MS Teams and follow the student's usual timetable. Teachers provide direct instruction, clear explanations, modelling, and questioning to check understanding. Lessons include a range of activities such as tasks, practice questions, and project-based work.



## Asynchronous Learning

Learning that does not take place in real time. Students complete tasks, watch recorded lessons, or engage with resources at a time that suits them, within a set timeframe provided by the teacher.



## Flipped Learning

Students review materials such as short videos, readings, or explanations before a live lesson. This allows lesson time to focus on discussion, application, and deeper learning.



## Independent Learning

Teacher-directed tasks that students complete independently outside of live lessons. These may include written work, reading, practice questions, or project-based activities aligned with the curriculum.



## Learning Library

A collection of recorded explanations, lesson resources, and supporting materials available on the learning platform. Students can access and revisit these at any time to reinforce understanding or catch up on missed learning.

## A Typical Online Lesson

Online lessons are carefully designed to reflect the structure of effective classroom teaching. Rather than continuous screen time, lessons include a balance of teacher explanation, independent thinking, and meaningful interaction.



**Explain**

**Try**

**Support**

**Reflect**

A typical lesson will often begin with the teacher introducing the learning objective and modelling the task through clear explanation or demonstration (*Explain*). Students will then move into a period of focused work, either independently or in small groups, applying what they have learned (*Try*). As the lesson progresses, the teacher will check understanding, provide feedback, and offer additional support where needed (*Support*). The lesson will then conclude with an opportunity to review key learning, share ideas, and prepare for the next stage (*Reflect*).

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

Not every part of a lesson requires students to be continuously focused on the screen. Teachers will regularly build in time for thinking, writing, and practical activities. This approach supports sustained engagement while also reducing unnecessary screen fatigue.

## Expectations for Online Learning

- Students should attend lessons **appropriately dressed** and, where possible, work from a suitable, quiet workspace.
- **Cameras should be on** where possible to support engagement and interaction.
- All live lessons will be **recorded and made available on MS Teams**, allowing students to revisit learning where needed.
- For **one-to-one support sessions**, an adult must be present at home with the child.
- **One-to-one support sessions will not be recorded.**

# Monitoring Progress

Teachers will continue to monitor student progress through a range of approaches, including submitted work, quizzes and assessments, participation in live lessons, and small group or individual discussions.

Completion of learning tasks contributes to engagement and attendance records, ensuring that students remain accountable and supported throughout their learning.



## Submitted Work

Teachers review completed tasks and assignments to assess understanding and progress.



## Quizzes & Assessments

Regular quizzes and assessments provide structured checkpoints for measuring attainment.



## Participation in Live Lessons

Active engagement during live sessions is monitored as part of the overall attendance record.

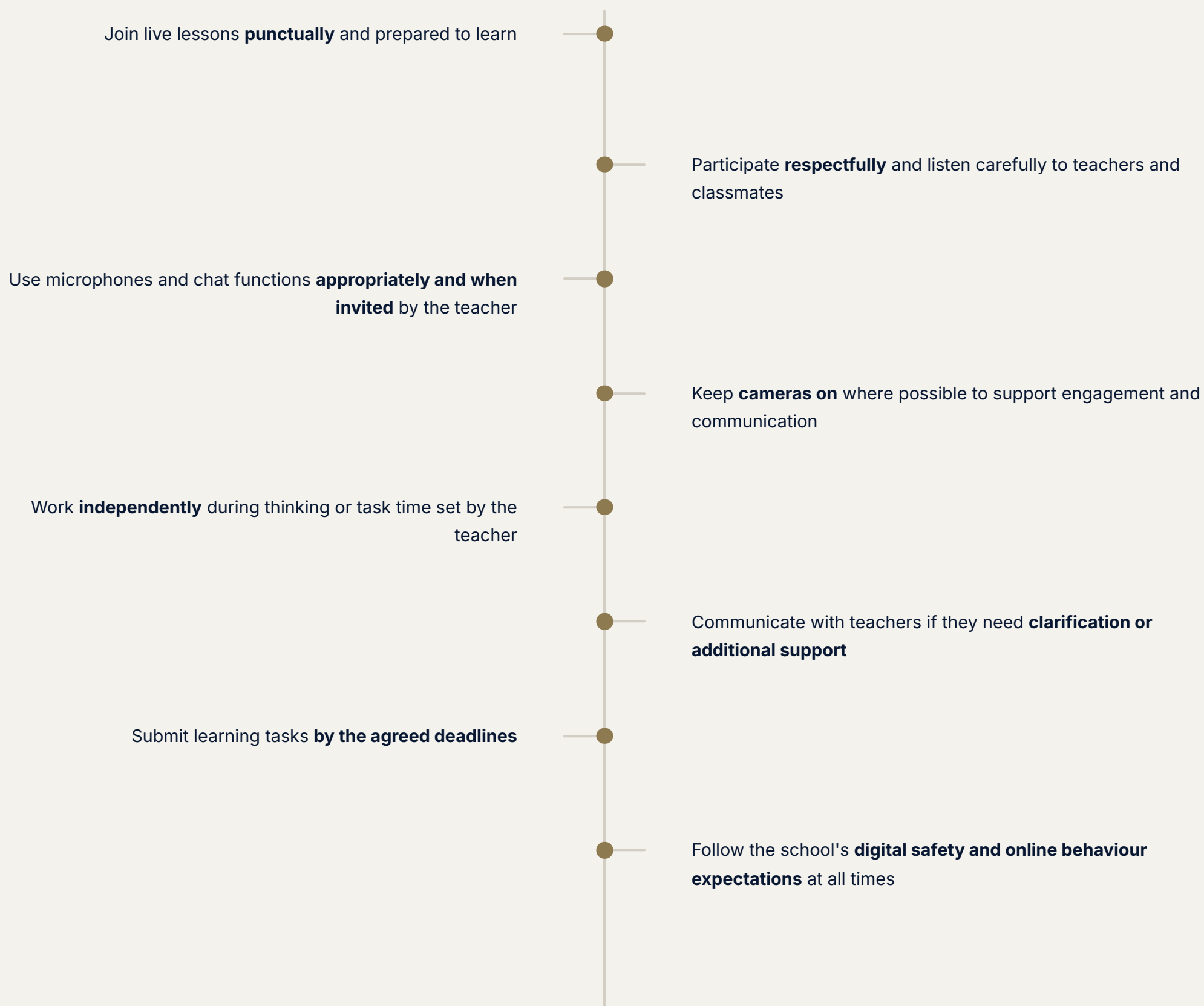


## Small Group & Individual Discussions

Teachers use targeted discussions to check understanding and provide personalised support.

# Attendance and Engagement Expectations

Online learning remains a core part of the school programme, and the same expectations for conduct and engagement apply as they would in the classroom. Students are expected to:



📄 These expectations help ensure that all students remain engaged and make strong progress.

## Engagement & Monitoring Process

If students disengage from learning, a staged response is followed:

### **Stage 1 – Early Concern**

*Student not engaging with learning - work is missing / not uploaded*

→ Teacher contacts student and parent with a reminder and new deadline

### **Stage 2 – Escalation**

*Continued missed work or no response*

→ Concern logged and Head of Department informed

### **Stage 3 – Pastoral Support**

*Repeated missed work or wider disengagement*

→ Head of Year contacts family to provide support

### **Stage 4 – Senior Intervention**

*Ongoing disengagement despite support*

→ Senior Leadership Team review and further intervention implemented

# Continuity of Learning During External Disruptions

## Our Commitment

While the UAE remains a safe and stable environment, there may occasionally be external factors that cause brief interruptions or background noise during live online lessons.

Our approach is designed to **minimise disruption**, maintain a sense of normality, and ensure that students feel safe and supported.

## What Will Happen

In the unlikely event that this occurs, teachers will take calm and measured steps to ensure that students remain settled and learning continues. This may include:

- Pausing, or ending a live session
- Directing students to continue with an independent or asynchronous task
- Resuming the lesson when appropriate

Students will always be provided with **clear instructions** so that learning 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.

## Supporting Your Child at Home

As parents, you play an important role in helping your child maintain structure and focus during periods of online learning. While teachers lead the learning through explanation, guidance, and feedback, a supportive home environment helps children remain organised, motivated, and confident.

Creating the right learning environment at home can make a significant difference. Where possible, children should have a quiet, well-organised space to work, free from distractions, with access to the resources they need for their lessons.

Families can support learning by:



Establishing a consistent daily routine



Creating a quiet, organised learning space



Encouraging preparation for lessons



Supporting regular breaks away from screens



Promoting a balance between online and offline activities



Encouraging organisation and independence

- ❏ Parents are not expected to replace the role of the teacher. Your support in establishing routines and reinforcing positive learning habits will help ensure that learning continues smoothly and successfully.

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 school. We are here to support you.

## Wellbeing Support

Student wellbeing remains central to our approach during remote learning.

### Our support includes:

- Regular tutor or class teacher check-ins
- Small group mentoring or individual support where required
- Access to pastoral and counselling services
- Ongoing communication between school and home
- Encouraging healthy routines, movement, and social interaction

If additional support is needed, families are encouraged to contact their child's teacher, tutor, or Head of Year, or reach out to our Social workers/Counsellor:

- **Aya Salem** (Social Worker, Fry) – [aya.salem@reptonabudhabi.org](mailto:aya.salem@reptonabudhabi.org)
- **Emma Richards** (Counsellor, Rose) – [emma.richards@reptonabudhabi.org](mailto:emma.richards@reptonabudhabi.org)
- **Sneha Kukreja** (Social Worker, Rose) – [sneha.kukreja@reptonabudhabi.org](mailto:sneha.kukreja@reptonabudhabi.org)

## Inclusion Support

Students who receive inclusion or language support will continue to be supported during periods of remote learning. Sessions will be organised by the Inclusion Team, who will contact families directly to arrange appropriate support.

If you have any questions or would like further guidance, please do not hesitate to contact:

- **Lisa Watson** (Assistant Head – Inclusion) – [lisa.watson@reptonabudhabi.org](mailto:lisa.watson@reptonabudhabi.org)
- **Geraldine Cruickshank** (Head of Inclusion – Fry) – [geraldine.cruickshank@reptonabudhabi.org](mailto:geraldine.cruickshank@reptonabudhabi.org)
- **Roisin Stack** (Head of Inclusion – Rose) – [roisin.stack@reptonabudhabi.org](mailto:roisin.stack@reptonabudhabi.org)

## SLT & Academic Contacts

In the first instance, your child's class teacher or form tutor should be your main point of contact. If further support is required, you may contact:

**Interim Principal - Stephen Davis**

[stephen.davis@reptonabudhabi.org](mailto:stephen.davis@reptonabudhabi.org)

**Headteacher (Junior) - Aran Smith**

[aran.smith@reptonabudhabi.org](mailto:aran.smith@reptonabudhabi.org)

**Deputy Head (Rose) - Lizzie Hilliard**

[lizzie.hilliard@reptonabudhabi.org](mailto:lizzie.hilliard@reptonabudhabi.org)

**Assistant Head (Inclusion) - Lisa Watson**

[lisa.watson@reptonabudhabi.org](mailto:lisa.watson@reptonabudhabi.org)

**Assistant Head (Teaching & Learning) - Graeme Wallace**

[graeme.wallace@reptonabudhabi.org](mailto:graeme.wallace@reptonabudhabi.org)

**Headteacher (Rose) - Marie Al Nasrawi**

[headteacher@reptonabudhabi.org](mailto:headteacher@reptonabudhabi.org)

**Deputy Head (Senior) - Jon Hughes**

[jon.hughes@reptonabudhabi.org](mailto:jon.hughes@reptonabudhabi.org)

**Deputy Head (Junior) - Dean Williams**

[dean.williams@reptonabudhabi.org](mailto:dean.williams@reptonabudhabi.org)

**Assistant Head (Curriculum) - Helen Scott**

[helen.scott@reptonabudhabi.org](mailto:helen.scott@reptonabudhabi.org)

**Exams Officer - Fatema Mansoor**

[examofficer@reptonabudhabi.org](mailto:examofficer@reptonabudhabi.org)

## IT & Academic Digital Contacts`

For any technical issues related to devices, platforms, or access to online learning:

- **Zubair Kareem** (IT Supervisor)– [zubair.kareem@reptonabudhabi.org](mailto:zubair.kareem@reptonabudhabi.org)
- **Ayaz Aslam** (IT Support Engineer) – [ayaz.aslam@reptonabudhabi.org](mailto:ayaz.aslam@reptonabudhabi.org)
- **IT Helpdesk** - [ithelpdesk@reptonabudhabi.org](mailto:ithelpdesk@reptonabudhabi.org)
- **Ellie Giles** (Academic Digital Lead, Fry) – [ellie.giles@reptonabudhabi.org](mailto:ellie.giles@reptonabudhabi.org)
- **Sophie Whitefoot** (Academic Digital Lead, Rose) – [sophie.whitefoot@reptonabudhabi.org](mailto:sophie.whitefoot@reptonabudhabi.org)