



Online Learning Framework

What This Framework Covers

This framework outlines how Ranches Primary School will deliver high-quality learning during extended periods when students are unable to attend school in person.

What It Clarifies

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.

Our Online Educational Philosophy

Schools are built on people and relationships. When we cannot be together in the same space, our aim is to provide continuity that goes beyond learning alone. We prioritise wellbeing and nurture, while delivering meaningful learning experiences that support continued academic progress.

We are also committed to delivering distance learning in a way that recognises the realities of family life, supporting parents and carers without adding unnecessary pressure.

Our approach is guided by four key principles:



Strong Relationships

Strong, positive relationships between teachers and students are maintained



Progressive Independence

Independence is developed progressively in line with age



Wellbeing & Balance

Wellbeing and balance are prioritised



High-Quality Learning

High-quality learning remains at the centre of all we do

Our Whole School Learning Model

Ranches Primary School adopts a **blended learning model** combining recorded content, learning resources, live teaching, and teacher check-ins.

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
Nursery	Pre-recorded content, play-based activities and live teacher inputs
Foundation Stage 1 & 2	Pre-recorded content, play-based activities and live teacher inputs
Key Stage 1 (Year 1 & 2)	Pre-recorded content, structured learning and live teacher inputs
Key Stage 2 (Years 3–6)	Pre-recorded content, structured learning and live teacher inputs

What Does This Mean for My Child?

Our Core Approaches



Teachers will provide **weekly learning schedules** outlining key learning and expectations.



Children in **Nursery and Foundation Stage** will engage with recorded teacher inputs, play-based activities and teacher inputs.



Children from **Year 1 upwards** will engage with live lessons, recorded teacher inputs, independent learning tasks and teacher check-ins.



Offline tasks and movement breaks will be built into learning to support wellbeing.

 All key communication and learning resources will be communicated via **Seesaw**. All live lessons and teacher check-ins will be scheduled on **Microsoft Teams**.

Types of Learning Approaches

Online learning at Ranches Primary School 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.

Live Lessons

A live lesson delivered by a teacher where children interact in real time.

Independent Learning

Teacher-directed tasks that children complete independently outside of live teaching sessions. Resources are provided through Seesaw. This may include written work, reading, wellbeing tasks, or project work aligned to the curriculum.

Pre-Recorded Content

Children review materials such as short videos, explanations, or other stimulus. These are to enable the children to develop a deeper understanding of new learning and lesson expectations.

Check-Ins

Small group or whole class check-in to feedback on learning, discuss wellbeing or spend time re-connecting with peers.

Learning Library

Recorded explanations, resources and lesson materials stored on Seesaw which students can revisit if needed.

A 'Live' Lesson

Live lessons are used most regularly in older classes. During these lessons, teachers will deliver live input and deepen the children's understanding. The children will have access to pre-recorded content for this session.

A typical lesson follows this structure:

Explain

Pre-recorded input introduces the learning objective and models the task.

Try

Students work independently following the pre-recorded input.

Support

On a live call, the teacher delivers input, checks understanding and provides targeted feedback.

Reflect

The class reviews key learning, shares ideas and prepares for next steps.

During a lesson, students may:

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

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?

Phase	Live Lessons	Independent Learning Tasks	Recorded Teacher Input	Teacher Check-Ins
Nursery	Teacher Inputs	Majority of learning through practical play-based activities	Stories and songs	Daily class check-ins
Foundation Stage 1 & 2	Teacher Inputs	Structured phonics tasks and practical play-based activities	Phonics and number inputs / stories and songs	Daily whole class check-ins
Key Stage 1 (Years 1 & 2)	2 live core subject lessons	Independent work for learning tasks	Stories and teacher explanations	Daily class check-ins
Key Stage 2 (Years 3–6)	2 live lessons a day (English and Maths); 1 live lesson on Friday (core subject or specialist)	Independent work for learning tasks	Teacher explanations, stories and wellbeing inputs	Daily class check-ins

Specialist Lessons & Learners with Additional Support

Specialist Lessons

All specialist lessons will continue remotely and we will endeavour as much as possible to follow the existing timetable, however this may need to be flexible according to teacher availability. These lessons include **Arabic, Islamic, French, PE, Music and Library**.

These lessons will be a mix of either live teaching or pre-recorded content, depending on the suitability of the learning task and the age of the children.

At the beginning of each week, the class teacher will post the **weekly timetable** outlining the specialist lessons.

Learners with Additional Support

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

- Small group support sessions organised and communicated by the support team
- Individual check-ins where required

Safeguarding & Supporting Your Child at Home

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

- Children should attend live 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 or check-ins, we will require an adult to be present at home with the child.
- One-to-one support sessions or wellbeing check-ins are never 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 the learning, as well as providing explanation and feedback, a supportive home environment helps your child(ren) remain organised, motivated and confident in their learning. We understand that this can be challenging for busy families.

If you require a school device (iPad) for access, we will schedule pick-up times outside the school entrance where devices can be signed out by families. Specific arrangements for this will be communicated shortly.

Families can support learning by:

1

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

2

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

3

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

4

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

5

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

6

Helping them to organise their tasks while encouraging increasing independence.

☐ Parents are not expected to replace the role of the teacher. 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 support, advice or guidance about how best to support their child's learning at home, please do not hesitate to connect with the relevant key contact at the end of the document for 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 or Close

Temporarily pause or close the live session

Continue Independently

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

Resume

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.

Monitoring Progress & Attendance Expectations

Monitoring Progress

Teachers monitor progress through:

- Submitted work, quizzes and assessments
- Participation in lessons
- Teacher check-ins

Completion of learning tasks contributes to engagement and attendance records.

Attendance & Engagement Expectations

Students are expected to:

- Join live lessons punctually and 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 where appropriate.
- 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.

Wellbeing and Student Support

Supporting students' wellbeing 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 wellbeing approach includes:



Regular Check-Ins

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



Small Group Mentoring

Opportunities for small group mentoring or individual guidance where students may require additional support.



Wellbeing Services

Access to the school's wellbeing services should students 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, movement breaks and 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, Head of Year or Vice Principal** so that the school can provide appropriate guidance and support.

Staff Workload & Well-Being

Ranches Primary School recognises that in-person teaching, alongside 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 and Key Contacts

Platforms & Systems

Purpose	Platform
Live Lessons & Check-Ins	Microsoft Teams
Learning Tasks	Seesaw
Recorded Lessons and Resources	Seesaw
Assessment	Work submitted on Seesaw with teacher feedback
Communication	Email and Seesaw

Key Contacts

Phase	Key Contact	Email
Nursery	Mrs Hughes	amy.herrington@rpsdubai.com
Foundation Stage	Mrs Hughes	amy.herrington@rpsdubai.com
Year 1	Mrs Hughes	amy.herrington@rpsdubai.com
Years 2–6	Miss Rose	charlotte.rose@rpsdubai.com
Specialist Subjects	Mr Barratt	william.barratt@rpsdubai.com
Assessment	Mr Barratt	william.barratt@rpsdubai.com
Wellbeing	Mrs Lamb	hayley.lamb@rpsdubai.com
Inclusion	Miss Synnott	emma.synnott@rpsdubai.com
Safeguarding	Miss Synnott	emma.synnott@rpsdubai.com