



Distance Learning Policies & Guidelines

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1. Introduction

This document sets out ADEK's policies and guidelines for private and charter schools in Abu Dhabi when distance learning is in operation. It applies whenever ADEK or a relevant authority directs that students learn from home — whether due to a public health situation, a security event, environmental conditions, or any other declared circumstance.

The document is organized in two tiers throughout:

- **Policies:** Mandatory requirements written using “shall” statements. Schools that do not meet these requirements are non-compliant and subject to the enforcement provisions in [Section 11. Monitoring, Reporting, and ADEK Oversight](#).
- **Guidelines:** Strong operational recommendations based on best practice. Schools are expected to follow guidelines unless there is a documented operational reason they cannot.

Distance learning is not a reduced version of schooling. It is schooling delivered by distance. The standard expected of schools — in terms of learning outcomes, student welfare, curriculum coverage, and teacher quality — does not change because the physical location changes. While the delivery mechanism is different; the obligation to provide high quality education is the same.

This document does not supersede other ADEK school policies — it supplements them and is adapted for the distance learning context.

2. Definitions

Asynchronous Learning	Learning that does not happen in real time. Students complete tasks independently — watching pre-recorded videos, completing worksheets, working on projects — without the teacher present. Asynchronous learning counts toward structured teaching time only when the task is designed, logged, and reviewed by the teacher.
At-Risk Student	A student who has missed two or more consecutive synchronous sessions without prior notice, or who has been flagged by a teacher or parent as showing signs of disengagement, distress, or deteriorating welfare.
Blended Learning	A combination of synchronous and asynchronous delivery within a school day. The recommended model for all cycles above KG.
Distance Learning	Structured schooling delivered to students who are not physically present in the school building. Includes synchronous instruction, asynchronous tasks, and project-based work delivered remotely.

Live Instruction	Synchronous teaching in which the teacher is visible on camera, actively delivering content, asking questions, and interacting with students. A pre-recorded video watched during a live session slot does not constitute live instruction.
Non-Attendance	A student's failure to attend a scheduled synchronous session without prior notice to the school. This is distinct from an authorized absence.
One-to-One Check-In (1:1)	A structured, scheduled session between a teacher and a single student, lasting 10–15 minutes that covers welfare checks, learning progress, and project review.
Project-Based Learning (PBL)	A teaching model in which students investigate and respond to a meaningful question, challenge, or problem over an extended period — typically one to three weeks. Students manage their own time, produce a defined output, and account for their progress through regular check-ins with their teacher.
Structured Teaching Time	Planned, organized teaching time — whether synchronous or asynchronous — that has a clear learning objective, a teacher-assigned task, and a mechanism for the teacher to review what the student did. Unstructured screen time does not count.
Synchronous Learning	Learning that happens live, in real time, with a teacher who is visible on camera and actively interacting with students. The minimum synchronous requirement per cycle is specified in Table 1. Timetabling Requirements .
Welfare Check-In	A non-academic, structured, brief interaction — synchronous (online or by telephone) — between a school staff member and a student or parent, for the sole purpose of confirming the student's physical and emotional wellbeing.

3. Policies

1. The following policies are mandatory requirements for all schools in Abu Dhabi when distance learning is in operation. Compliance is monitored by ADEK through daily and weekly reporting, remote inspection, and data review. Non-compliance is subject to the graduated enforcement provisions in [Section 11. Monitoring, Reporting, and ADEK Oversight](#). Where a policy references a minimum standard, that standard is a floor. Schools may exceed it but may not fall below it.

a. Learning Delivery

P1	Schools shall deliver structured distance learning to all enrolled students on every scheduled school day, as per the timing and session formats specified in Section 4. Timetabled Screentime and pedagogical approaches specified in Section 5. Effective Remote Learning . Schools shall collect distance learning codes of conduct from students in cycles 2 and 3 , parents, and teachers/staff by Day 3 of starting distance learning.
P2	Schools shall ensure that all synchronous sessions are delivered by a teacher who is visible on camera throughout the session and meets the standards outlined in Table 4. Synchronous Sessions of Section 6.1 Sessions Standards – All Synchronous Sessions . Pre-recorded video played to students during a live session slot does not constitute live instruction and does not count toward the synchronous minimum. Schools shall implement a mechanism to quality-assure synchronous sessions as per Section 6.4 Teacher Quality and Accountability , and when possible, record synchronous sessions in line with the requirements of Table 4. Synchronous Sessions for quality assurance and educational purposes.
P3	Schools shall ensure that all synchronous sessions include teacher-to-student interaction at intervals of no more than 20 minutes, keeping in mind maximum continuous screen time limits as per Table 1. Timetabling Requirements . A session in which a teacher presents continuously without student interaction for more than 20 minutes is non-compliant regardless of its duration.

P4

Schools shall publish and follow a daily timetable for distance learning. The timetable shall be distributed to all parents by 8:00 PM the evening before the first day of distance learning, and any changes to the timetable shall be communicated to parents no later than 8:00 PM the evening before the change takes effect.

P5

Schools shall designate a named Distance Learning Lead (DLL) — a member of school leadership (not a teacher) — who is the single point of contact for all ADEK communications during the distance learning period. The Lead's name and contact details shall be submitted to ADEK group leads within 24 hours of the distance learning directive.

b. Attendance and Non-Attendance

P6

Schools shall record and report daily student attendance as follows: session-level attendance recorded by the class teacher in the school's student information system (SIS) within 30 minutes of each session ending; daily consolidated attendance submitted to ADEK eSIS by 3:00 PM (GST) of the following day based on attendance taken during the daily opening check-in as per [Section 4.2 Daily Timetable Structure - All Cycles \(including the information outlined in Table 9. Reporting Obligations to ADEK\)](#).

P7

Schools shall follow the procedure specified in [Section 10. Non-Attendance Response Protocol](#). The school — not the parent — is responsible for the first line of follow-up when a student does not log in. Schools shall not contact parents to check on a student's whereabouts unless the school has first attempted contact with the student through the school's own official channels.

c. Student Welfare

P8

Schools shall conduct a structured welfare check-in for every student at least once per week [\(separately or as part of the 1:1 check-ins\)](#). The check-in shall be delivered by a named member of staff — Class Teacher, Homeroom Teacher, School Counselor, Designated Safeguarding Lead, Wellbeing Lead, Student Welfare Lead (SWL), or other staff in a care role — and shall be logged. Check-ins for at-risk students shall be conducted no less than twice per week.

P9

Schools shall designate a Student Welfare Lead (SWL), from amongst the school's Child Protection Coordinator, School Counselor, Designated Safeguarding Lead, Social Worker, Wellbeing Lead, or any other related role for the duration of the distance learning period and notify ADEK within 24 hours. The SWL is responsible for maintaining the school's At-Risk Log, escalating concerns, and submitting the weekly welfare summary to ADEK.

P10

Schools shall submit a weekly Student Welfare Summary to the ADEK group leads every Sunday by 5:00 PM. The summary shall include: number of students on the At-Risk Log, number of welfare check-ins conducted that week, number of parent contacts made, number of escalations to school counselor or external support, and whether any referrals to external services were made. Individual student names are not required in the ADEK submission — schools retain the confidential record internally.

d. Staff and Teacher Wellbeing

P11

Schools shall adhere to the requirements outlined in [Section 7. Staff and Teacher Wellbeing](#) regarding appropriate timetabling, workload limitations, scheduling intentional break blocks, and the provision of wellbeing support to all staff through at least a weekly check-in, a named point of contact, and referral to external support when necessary.

e. Physical Activity

P12

Schools shall incorporate a minimum of 45 minutes of PE per week for all students from KG through Cycle 3 (except those exempt from PE due to graduation requirements), led or directed by a PE teacher or class teacher. Teachers shall incorporate movement into sessions, where possible (e.g. stretching, energizers, etc.), and schools shall make resources available for students to engage in structured physical activity (on their own or as a school-planned optional social activity session). Schools shall remind students and parents that students should engage in at least 30 minutes of daily physical activity, and students shall be asked to share how they achieved this during welfare check-ins.

f. Screen Time

P13

Schools shall not schedule continuous screen-on time exceeding the limits in [Table 6. Maximum Continuous Screen Time](#) of [Section 8. Screen Time Standards](#). Schools shall enforce a mid-morning screen-off break of no less than 20 minutes during which no tasks, notifications, or messages may be sent to students. Schools shall not assign homework that requires additional screen time beyond the school day.

g. Parent Communication

P14

Schools shall not contact parents **before 3:30 PM, nor after 8:00 PM GST**, for routine administrative or academic matters unless to follow up on attendance (after attempting to contact students directly), there is a student welfare emergency, or if responding to parent queries. Routine academic communications, timetable updates, and progress information shall be sent **between 3:30 to 8:00 PM**. Schools shall designate a single communication channel for official communications to all parents.

P15

Schools shall send one structured weekly parent communication per class. The format is at the school's discretion, but content shall include: what was covered that week, what students are expected to know or be able to do, any welfare concerns (e.g. limiting screen time as per [Section 8.2. Designing Asynchronous Tasks to Reduce Screen Exposure](#)) or support resources available, and what to expect the following week. Schools shall not transfer responsibility for academic instruction to parents. Parents are responsible for the child's environment; the teacher is responsible for the child's learning.

h. Reporting to ADEK

P16

Schools shall ensure that all reporting obligations specified in this document are submitted on time and accurately as per [Table 9. Reporting Obligations to ADEK](#). Failure to submit any of these reports on schedule constitutes a Level 1 breach under [Section 11. Monitoring, Reporting, and ADEK Oversight](#).

4. Timetabled Screentime

The tables in this section define the requirements for structured teaching time, synchronous learning, and session structure by cycle. Schools are encouraged to exceed them but are not authorized to fall below them. When trying to determine appropriate modes of delivery for sessions (synchronous, asynchronous, hybrid), recommendations are provided in Appendix A. Teaching Models and Risk Mitigation.

4.1 Daily Structured Teaching Time

1. Table 1. Timetabling Requirements represent the minimum teaching time required per school day. Synchronous teaching is live, camera-on, interactive instruction as defined in Section 2. Definitions. The 1:1 check-in time for Cycle 2 and Cycle 3 counts toward synchronous minimum. Project-Based Learning (PBL) project time counts toward asynchronous structured teaching time when there is a teacher-approved project brief (see Appendix D. Sample Daily Timetable by Cycle for examples).
2. While the table below represents minimum structured teaching time, schools shall encourage students to engage in unstructured learning beyond the timetabled day through age-appropriate optional learning that prioritizes non-screen-based activities as per (e.g. offline reading blocks to complete a reading list for a prize, a mental math block with extra printable worksheets for students to compete to complete, home construction project competitions, extra blocks to encourage students to find time to work offline on their PBL projects, etc.) These should be designed to allow for independence with minimal parental supervision for younger students.

Table 1. Timetabling Requirements

Cycle	Minimum Total Structured Teaching (hrs/day)	Minimum Synchronous Teaching (hrs/day)	Maximum Continuous Screen Time* (per session)	1:1 Check-In (per student/ week)
KG	1.5	1.0	20 min	Not required (welfare only)
Cycle 1	2.5	1.5	25 min	1 per 2 weeks (weekly recommended)
Cycle 2	4.0	2.0	40 min	1 per week (10–15 min)
Cycle 3	5.0	2.5	50 min	1 per week (15 min)

*Teacher-student interactions required after every 20 continuous screentime minutes.

2. Notes on [Table 1. Timetabling Requirements](#):
 - a. Maximum continuous screen time applies to any single unbroken session. After reaching the maximum, schools shall have a minimum 5-10 minute screen-off break before the next screen-on session begins. Teachers shall ensure that teacher-student interactions are planned (questions, polls, energizers, etc.) at intervals of least every 20 minutes.
 - b. Details of 1:1 check-ins are specified in [Section 6.3 The One-to-One Check-In — Mandatory for Cycle 1, 2 and 3](#).
 - c. For KG, a parent or responsible adult shall be present during all synchronous sessions. This is a safeguarding requirement, not a teaching requirement — the adult's role is supervision, not instruction. If a family's situation does not allow active supervision of a KG student, this should be reported to the school by the parent, or logged by the teacher if occurring without advance parent notification.
 - d. Ministry of Education (MoE) curriculum schools may follow the timetabling guidelines in the *National Distance Learning Guidance for Schools* (MoE, 2026).
 - e. Additional group or personalized sessions are authorized to support students at educational risk and/or students with additional learning needs (see MoE, 2026).

4.2 Daily Timetable Structure - All Cycles

1. Distance learning timetables shall not follow that of an in-person school day and be redesigned and adapted to meet the requirements of [Table 1. Timetabling Requirements](#) – where structured learning time is compressed, schools shall encourage that the extra time be offset with unstructured learning activities. Every school's daily distance learning timetable shall include the following structural elements:
 - a. Start time: No later than 30 minutes after the school's normal in-person start time.
 - b. Opening check-in: A brief synchronous session of 10–15 minutes to begin the school day, where a teacher or designated staff takes attendance. For KG and Cycle 1 students, the teacher sets the day's agenda, and gives students a clear understanding of what they will do and produce that day. For Cycle 2 and 3, this should be built into the beginning of each session (and can be reduced in duration as needed). Alternatively, schools can hold a “homeroom” or group check-in session for Cycle 2 and 3 students to provide a stable daily administrative and social anchor period. **Daily attendance (as reported to ADEK eSIS) shall be taken at this moment.**
 - c. Mid-morning screen-off break: Minimum 20 minutes where no tasks, notifications, messages may be sent to students during this window.
 - d. Lunch break: Minimum 30 minutes. No academic tasks assigned during lunch.
 - e. End of day close: For KG and Cycle 1 students, a brief synchronous or asynchronous wrap — 5 to 10 minutes — in which the teacher confirms what was completed, what is expected the following day, and provides any asynchronous

tasks. No new academic material is introduced at close. For Cycle 2 and 3 students, this should be built into the end of each session.

- f. Hard finish: All scheduled school activity ends no later than the school's normal in-person end time. No academic tasks assigned after this point except for Cycle 3 students with graduation requirements.

4.3 Subject Prioritization by Cycle

1. During distance learning, curriculum coverage is necessarily compressed. Schools shall prioritize subjects in the order specified below (see [Table 2. Core Subjects](#)). Subjects listed as core shall be covered at full continuity. Other subjects should be offered where timetable capacity allows.

Table 2. Core Subjects*

Cycle	Core — Full Continuity Required	Secondary — Include Where Possible
KG	English/Language 1, Mathematics, MoE Subjects, PE	Arts, Music
Cycle 1	English/Language 1 (literacy focus Years 1–4), Mathematics, MoE Subjects, Science, PE	Arts, Music, Social Studies
Cycle 2	English/Language 1, Mathematics, MoE Subjects, Science, Technology, PE	Arts, Languages 2/3, Humanities/Social Sciences
Cycle 3	All subjects required for graduation and external examination, PE (except exempt students)	Electives not required for graduation and external examination

*Language 1: Language of instruction as per the school's approved curriculum.

Language 2/3: Second or third language (other than the language of instruction and Arabic).

2. In case of compressed timetables leading to reduced subject coverage, staff with reduced workloads may be called upon to provide support, such as assisting in conducting welfare check-ins, assisting other teachers hold break-out sessions, serving as homeroom teachers for Cycle 2 and 3 students (e.g., to take attendance, hold a social activity, make general announcements), and/or any other appropriate proxy role.

5. Effective Remote Learning Curriculum

1. A remote learning curriculum is not a photocopy of the in-person curriculum delivered online. It requires deliberate redesign. This section specifies what an effective remote learning curriculum looks like, how it should be structured, and what schools must do to ensure it produces genuine learning rather than the appearance of learning (for best practice examples, see [Appendix B. Recommended Activities by Cycle](#)).

5.1 The Core Design Principle

1. The single most important design decision in a remote curriculum is the shift from teacher-directed, session-by-session delivery toward student-managed, outcome-oriented learning. In an in-person classroom, the teacher controls the pace and sequence through physical presence. In a remote environment, that control is harder to maintain and often counterproductive — it produces passive students waiting to be told what to do next.
2. The curriculum model for Cycle 2 and 3 in this document is therefore built on Project-Based Learning (PBL). Students are given a clearly defined challenge, a set of resources, a timeline, and a set of deliverables. They manage their own time between synchronous sessions. The teacher's role shifts from content deliverer to coach, quality reviewer, and welfare monitor. For KG, a play-based inquiry model applies. For Cycle 1, a hybrid model applies. These are described in the sections below.

5.2 Play-Based Inquiry — KG

1. KG students cannot manage project timelines. They learn through play, repetition, and concrete experience. The remote equivalent of good KG teaching is play-based inquiry: the teacher poses a simple, tangible challenge, and children explore it at home with a parent or caregiver present, then share what they found or made in the next synchronous session.
 - a. Each week the teacher provides one 'home inquiry' — a simple challenge or question linked to the week's learning focus. Example: 'How many objects in your home are circles? Draw them.' or 'Make something using only things you find in your kitchen.'
 - b. The inquiry takes 15–20 minutes. It is not homework. It is structured play linked to learning.
 - c. Students share their outputs in the next synchronous session — a 5–10 minute show-and-tell that also develops language and presentation skills.
 - d. Assessment is observational. Teachers review photos or short videos shared by parents. No formal written assessment is appropriate at KG level during distance learning.

5.3 Hybrid Model — Cycle 1

1. Students in Cycle 1 do not yet have the independent learning skills to manage a multi-week project without continuous scaffolding. Expecting them to do so produces frustration rather than learning. The appropriate model for Cycle 1 is a hybrid: structured direct instruction for core subjects, combined with shorter, guided project tasks that have clear steps and frequent teacher touchpoints.
2. Cycle 1 Curriculum Structure:
 - a. Core subjects (English/Language 1 (Literacy), Mathematics, MoE Subjects, Science, PE): Delivered through synchronous instruction of 20–25 minutes followed by an asynchronous task of 15–20 minutes. The teacher assigns the task, students complete it, and the teacher reviews it before the next session. This cycle — teach, practice, review — happens every session.
 - b. Guided mini-projects: Once per week, students receive a simple creative or investigative task that runs for 2–3 days. Example: 'Build the strongest possible bridge using only paper and tape and explain why you think it is strong.' Students bring their output to a group show-and-tell session. These are not assessed formally but are logged as structured time.
 - c. No extended independent research tasks: Cycle 1 students should not be assigned tasks that require them to find their own sources, manage their own research timeline, or produce outputs without step-by-step guidance. If this is assigned, the parent will inevitably become the de facto teacher — which is a breach of Policy P15.

5.4 Project-Based Learning — Cycle 2 and Cycle 3

1. What a Valid PBL Project Looks Like: A Project-Based Learning assignment shall meet all of the following criteria to count as structured teaching time. **These criteria are aligned with the PBLWorks Gold Standard Essential Project Design Elements (pblworks.org):**
 - a. A defined question or challenge: Not 'learn about X' — a specific challenge requiring students to investigate, analyze, create, or solve. Example: 'Design a water management system for a UAE community of 5,000 people that uses no more than 80% of current consumption' is a valid PBL brief. 'Research water in the UAE' is not.
 - b. Curriculum alignment: The project shall be explicitly mapped to one or more learning outcomes in the school's curriculum framework, **incorporating both content knowledge and success skills such as critical thinking, problem solving, and self-management.** The teacher records this mapping before the project is issued.
 - c. A tangible output: Students produce **a “public product”** — a report, a presentation, a prototype design, a policy proposal, an annotated model, a piece of creative work with a reflective annotation. **Consistent with PBLWorks' Gold Standard, this**

product should, where possible, be shared with an audience beyond the classroom.

- d. **Sustained inquiry and a defined timeline:** Projects engage students in a rigorous, extended process of posing questions, finding resources, and applying information — consistent with PBLWorks' "sustained inquiry" element. They run for a minimum of 4 school days and a maximum of 15 school days within the distance learning period. Single-day tasks are not PBL projects — they are assignments.
- e. **Student voice and choice:** Where possible, students should make decisions about how they work and what they create, expressing their own ideas.
- f. **A check-in schedule with critique and revision:** Every student has a minimum of two scheduled 1:1 check-ins with their teacher during any project — one mid-project progress review and one pre-submission review. The teacher logs both. These check-ins shall include structured feedback so students can improve their work before submission.
- g. **Reflection:** Students and teachers shall build in structured reflection on the learning process, the quality of work produced, and obstacles encountered. This may be incorporated into the 1:1 check-in or as a written component of the final output.
- h. **An assessment rubric:** Students receive the rubric when they receive the brief. There are no surprises at assessment. The rubric covers content quality, depth of analysis, quality of output, and self-management — how well the student used the available time. PBL rubrics should meet the following requirements:
 - **Alignment to curriculum standards:** The rubric should be explicitly aligned to the learning outcomes and curriculum standards mapped to the project brief, consistent with the ADEK Assessment Policy requirement that rubrics align with curriculum standards and reflect the school's grading guidelines.
 - **Performance levels:** The rubric should use clearly defined performance descriptors consistent with the ADEK Assessment Policy definition of rubrics as tools that clarify performance levels through detailed descriptors at each level.
 - **Self and peer assessment:** Consistent with the ADEK Assessment Policy requirement to create opportunities for peer and self-assessment, students should use the same rubric to evaluate their own work before submission. This should be referenced explicitly at both the mid-project and pre-submission 1:1 check-ins.
 - **Moderation:** Teachers should use the rubric during moderation to ensure consistency and fairness of grading across classes, in line with the ADEK Assessment Policy requirement for rigorous moderation protocols.
 - **Accommodations:** Where students have additional learning needs, rubric expectations should be adapted in line with the ADEK School Inclusion Policy, without reducing the integrity of the assessment.
 - **Academic grades:** Final project grades should solely reflect student achievement against the learning outcomes and rubric criteria. **Attendance, behavior, and participation shall not be included in the grade, in line with Section 2.6 of the ADEK School Assessment Policy.**

2. Recommended PBL Project Duration and Pacing

Table 3. PBL Project Duration and Pacing

Cycle	Project Duration	Number of Active Projects Simultaneously	Synchronous Input per Project	Output Format Options
Cycle 2	5–10 school days	1 major + 1 minor	2 group sessions + 2 individual 1:1s per project	Written report, visual presentation, annotated diagram, short video, designed artefact with writeup
Cycle 3	7–15 school days	1–2 major (subject dependent)	3 group sessions + 2 individual 1:1s per project	Research paper, policy brief, design portfolio, experimental report, creative project with critical reflection

- a. Schools may run shorter, structured assignments alongside major PBL projects for subjects where sustained project work is not appropriate — short mathematics problem sets, language comprehension tasks, formative quizzes. These count as asynchronous structured time and shall be logged in the LMS.
3. What teachers must prepare before issuing a PBL project: Before a project brief is distributed to students, the teacher shall have completed and filed the following in the school's Learning Management System (LMS):
 - a. The project brief — the challenge question, the output format, the rubric, the timeline, and the resources provided.
 - b. The curriculum alignment mapping — which specific learning outcomes this project addresses.
 - c. The check-in schedule — named dates and times for each student's mid-project and pre-submission 1:1.
 - d. A contingency brief — a modified version of the project for students with additional learning needs or for students who fall significantly behind, to be activated by the teacher without requiring a new brief to be issued to the whole class.

5.5 Curriculum Continuity — What Cannot Be Taught Remotely

1. Some curriculum content cannot be delivered effectively by distance. Schools shall be honest about this and plan accordingly.
 - a. Practical Science laboratory work, practical technology and engineering tasks, physical education requiring equipment, and performing arts requiring ensemble rehearsal cannot be fully replicated remotely. Schools should replace these with the closest achievable equivalent — observation-based science, design challenges using household materials, physical activity challenges — and document the gap for catch-up upon return to in-person learning.
 - b. Schools shall maintain a Curriculum Continuity Log — a simple document, updated weekly, recording which curriculum objectives were fully covered, partially covered, or deferred. This log shall be available to ADEK upon request and shall inform the school's catch-up plan when in-person learning resumes.
 - c. Schools may not simply skip deferred content upon return. Within the first two weeks of returning to in-person learning, each school shall submit a Curriculum Catch-Up Plan to the ADEK group lead specifying how and when deferred objectives will be addressed.

6. What Makes An Effective Remote Learning Class

1. This section specifies the standards for the quality of remote teaching — not just its quantity. Meeting the timetabling minimums in [Section 4. Timetabled Screentime](#) is a necessary condition for compliance but is not necessarily sufficient for quality. The standards below define what a compliant and effective remote session looks like.

6.1 Session Standards — All Synchronous Sessions

1. Every synchronous session (see [Table 4. Synchronous Sessions](#)) delivered by every teacher in every private school in Abu Dhabi shall meet the following standards:

Table 4. Synchronous Sessions

Standard	Requirement	Evidence of Compliance
Teacher presence	Teacher is visible on camera throughout. Audio-only delivery is permitted only in a documented technical failure — not as standard practice.	Session recording*, leadership quality monitoring log, or session review during inspection
Opening	Every session opens with a clear statement of what students will learn or do and how long it will take. Students know the	Lesson plan filed in LMS before session

	destination before the journey starts.	
Interaction frequency	Teacher initiates student interaction — question, poll, task, breakout, direct callout — at least once every 20 minutes. Unbroken presentation exceeding 20 minutes is non-compliant.	Session recording*, leadership quality monitoring log, or session review during inspection
Student cameras	Schools should have a policy on student camera use, communicated to parents. For Cycle 2 and Cycle 3, students are encouraged but not required to be on camera. For Cycle 1, camera use is recommended where possible. For KG, camera use is at parent discretion.	School's distance learning code of conduct
Chat and interaction tools	Teachers use platform tools — polls, reactions, breakout rooms, collaborative documents — to create interaction, not just to broadcast. At least one interactive tool per session is expected.	Teacher self-review, session recording*, leadership quality monitoring log, or session review during inspection
Closing	Every session ends with a summary of what was covered, what students should now know or be able to do, and a clear statement of what comes next. No new content introduced in the final 5 minutes.	Lesson plan closing section
Recording (if available)	All synchronous sessions are recorded and stored for a minimum of 30 days. Recordings are accessible to students who miss sessions due to documented reasons. Recordings may not show individual student faces without parental consent. Recordings shall otherwise be teacher-facing recordings only using platform controls (e.g., spotlight teacher only in the recording mode) or record separate teacher-only videos.	LMS storage log

*If available

6.2 Lesson Design by Cycle

1. KG — Session Design: KG synchronous sessions should be short, highly interactive, and visually rich. Attention spans at this age are 10–15 minutes for structured activity.
 - a. Session length: 20–30 minutes recommended maximum per session.
 - b. Format: Storytelling, songs, movement activities, show-and-tell, simple questions with visual answer choices (never in lecture format).
 - c. Teacher to student ratio during synchronous sessions: Although not a requirement, KG teachers are recommended to work with smaller groups of no more than 10 students for more effective engagement and convening as a larger group when appropriate.
 - d. End of session: Teacher gives one simple task for students to do before the next session — draw something, find something, make something. Parent/responsible adult is briefed on the task in the same session.

2. Cycle 1 — Session Design: Cycle 1 sessions should follow a consistent 3-part structure that students come to expect. Predictability reduces anxiety and supports re-engagement after screen-off breaks.
 - a. Part 1 — Connect (5 minutes): Brief recap of last session. One question to activate prior knowledge. Students respond via chat, poll, or verbal answer.
 - b. Part 2 — Teach and Practice (20 minutes): New content delivered in a maximum two 10-minute blocks, each followed by a student practice task completed on-screen or on paper. Teacher checks practice before moving on.
 - c. Part 3 — Apply and Close (5 minutes): Students show or describe what they produced. Teacher gives one asynchronous task to complete before the next session. Tasks should be clear, specific, and achievable without parent help.

3. Cycle 2 — Session Design: Cycle 2 sessions should be designed around the PBL project structure. The majority of sessions are either direct instruction inputs to support project work, or project coaching sessions where students discuss their progress and receive teacher feedback.
 - a. Direct instruction sessions (2–3 per week): Teacher delivers a specific skill, concept, or body of knowledge that students need to make progress on their project. Duration: 30–40 minutes. Interactive throughout — students apply the concept during the session through a mini-task.
 - b. Project coaching sessions (1–2 per week): Students share their project progress with the class or in small groups of 3–4. Teacher facilitates questions and feedback. Duration: 30 minutes. This is not a lecture — the teacher should be speaking less than students.

- c. Asynchronous project time: The majority of project work happens asynchronously. Students are expected to work independently during these blocks. The teacher is available via the school's messaging platform during asynchronous blocks to answer questions — with a maximum 2-hour response time.
4. Cycle 3 — Session Design: Cycle 3 students are expected to manage their own learning to a significantly higher degree. Sessions should be fewer and more focused — used for high-value inputs that students cannot generate alone.
- a. Concept and skills sessions: 2 sessions per subject per week, 45–50 minutes each. Dense, specific, and directly tied to the project brief or examination preparation. Students are expected to have prepared by reading assigned material before the session.
 - b. Seminar sessions: 1 session per week per subject. Students present their thinking, ask questions, and challenge each other, with the teacher facilitating and challenging, not delivering content.
 - c. Individual independent study blocks: Scheduled in the timetable as structured time. Students are expected to use these blocks for project work and exam preparation. They are accountable for this time through the weekly 1:1 check-in.

6.3 The One-to-One Check-In — Mandatory for Cycle 1, 2, and 3

1. The 1:1 check-in is the single most important accountability and welfare mechanism in this framework (see [Table 5. One-To-One Check-In](#)). It replaces the informal teacher-student conversations that happen naturally in a classroom and that are entirely absent in distance learning. It serves three functions simultaneously: welfare, learning, and project accountability. [Examples of how to schedule these are in Appendix C. Recommendations for 1:1 Check-In Scheduling.](#)
- a. Duration: 10 minutes for Cycle 1, 10–15 minutes for Cycle 2, 15 minutes for Cycle 3.
 - b. The teacher completes a brief check-in log within 1 hour of each 1:1. The log requires: student name, date, welfare status (green/amber/red), top learning gap identified, project milestone status (Cycle 2 and 3 only), and any follow-up required. The SWL reviews all amber and red welfare logs within 24 hours.

Table 5. One-To-One Check-In

Phase	Duration	Questions the Teacher Asks	What the Teacher Records
Welfare	2–5 min	How are you doing this week — not just with schoolwork, but generally? Is anything making it hard to focus? How is your family?	Any welfare concerns flagged. If any concern is raised, SWL is notified within 24 hours.
Learning	4–5 min	What is one thing you learned or understood better this week? What is one thing you are still confused about? What would help you understand it?	Specific learning gaps identified. Teacher follows up in the next group session or provides a targeted resource.
Project (Cycle 2 and 3 only)	5–6 min	Where are you in your project? Show me something you've produced. What will you have done by our next check-in? What is blocking you?	Project progress logged against the milestone schedule. Any student behind schedule is flagged for additional support.

2. Scheduling 1:1 Check-Ins for Each Student:
 - a. Each Cycle 1 student shall have a 1:1 check-in with their class teacher every 2 weeks (weekly recommended)
 - b. Each Cycle 2 and 3 student shall have a weekly 1:1 check with at least one of their teachers, and where possible, should be able to have a weekly 1:1 with each teacher.

6.4 Teacher Quality and Accountability

1. Principals are responsible for monitoring the quality of remote teaching and shall have a process to ensure teachers are monitored in line with the requirements of this document. The following minimum monitoring standards apply:
 - a. Principals or senior leaders shall review a minimum of 5% of live session recordings per teacher per week. Findings shall be logged. Any teacher delivering sessions that are non-compliant with the standards in [Section 6.1. Session Standards – All Synchronous Sessions](#) shall receive a written improvement notice within 2 school days of the observation.

- b. Every teacher shall file a lesson plan in the school's LMS no later than 30 minutes before each synchronous session. A missing lesson plan on the day of a session is a compliance failure — logged against the teacher and included in the school's weekly self-report.

7. Staff and Teacher Wellbeing

1. Distance learning places heavier demands on teachers than in-person delivery. Schools that do not actively manage this risk burnout, challenges with teacher retention, and degraded session quality at exactly the point when consistency matters most.
 - a. **Scheduled Break Blocks:** Every teacher's daily timetable shall include a minimum of 30-minute unscheduled break, separate from lunch, during which the teacher has no delivery, monitoring, or communication obligations. Lunch shall be a minimum of 30 minutes and protected on the same basis.
 - b. **Maximum synchronous delivery load:** Schools shall define maximum teaching load and staff workload limits which the school shall apply at the timetabling stage, not retrospectively. This should include response-time expectations for feedback and communication. Teachers shall not be scheduled to deliver synchronous live instruction for more than 3 consecutive hours without a minimum 30-minute break. Schools that schedule teachers beyond this threshold are in breach of staff wellbeing obligations.
 - c. **Access to wellbeing support:** Every staff member shall have a named point of contact for wellbeing concerns during the distance learning period. Schools shall proactively check in with all teaching staff at least once per week, scheduling intentional meeting-free blocks, wellbeing breaks, and/or more frequent/alternative check-ins for staff who are in different time zones. For serious concerns, schools shall refer staff to external social and healthcare professionals.
 - d. **Workload review.** The school, via the DLL or designated team, shall conduct a brief workload review with each teaching team at the end of Week 1 and weekly thereafter. This exercise should identify any teacher whose combined load is approaching unsustainable levels and document any adjustments made.

8. Screen Time Standards

1. Excess screen time during distance learning is one of the most consistently reported harms across studies of pandemic-era distance learning globally. It produces eye strain, headaches, attentional fatigue, disrupted sleep, and — particularly in older students — increased anxiety. ADEK's position is that schools are responsible for managing screen exposure during school hours. Parents are responsible for managing screen exposure outside school hours. Neither party should be expected to manage the other's domain.

8.1 Maximum Continuous Screen Time by Cycle

1. Notes on [Table 6. Maximum Continuous Screen Time](#)
 - a. Total daily school-hours screen time includes all screen-on activity: live sessions, asynchronous video content, LMS tasks, and online assessments. Schools shall design timetables so that the total does not exceed the limits above.
 - b. PBL project work that is conducted on paper, through physical construction, or through off-screen research does not count toward screen time — even if it is part of the school day.
 - c. The mandatory screen-free mid-morning break applies to the whole grade simultaneously.

Table 6. Maximum Continuous Screen Time

Cycle	Max Continuous Screen Time	Minimum Break Before Next Screen Session*	Maximum Total Daily School-Hours Screen Time	Daily Mandatory Screen-Free Period
KG	20 minutes	5 minutes	1.5 hours	Mid-morning break (min. 20 min) + lunch (min. 30 min)
Cycle 1	25 minutes		2.5 hours	
Cycle 2	40 minutes		4.0 hours	
Cycle 3	50 minutes		5.0 hours	

*While 5 minutes is the minimum, a longer break of up to 10 minutes is recommended.

8.2 Designing Asynchronous Tasks to Reduce Screen Exposure

1. Schools and teachers should actively design asynchronous tasks to minimize unnecessary screen time. This is not about reducing learning — it is about choosing the right medium for the task.
 - a. High screen-time tasks (use sparingly): Watching instructional video content, completing online exercises, using digital collaboration tools. Appropriate but should not dominate the asynchronous portion of the day.
 - b. Low or no screen-time tasks (prioritize these): Reading a physical or printed text, writing by hand, solving problems on paper, building or making something physical, conducting an observation, conducting an interview, drawing or sketching, cooking, measuring. All of these count as structured asynchronous time when they have a defined task brief and the teacher reviews the output.
 - c. For Cycle 1 specifically: Homework, if any, shall be paper-based or activity-based. No digital homework for Cycle 1 students. Parents should not need to supervise a screen to support their child's evening assignment.

8.3 Screen Time Outside School Hours — Parent Guidance

1. Schools shall communicate the following guidance to parents as part of the weekly parent communication. This is guidance — schools cannot enforce it at home, but they have an obligation to provide it clearly.
 - a. Children in KG and Cycle 1 should have no recreational screen time in the 2 hours before bedtime. Total recreational screen time outside school hours should not exceed 1 hour per day.
 - b. Children in Cycle 2 should have recreational screen time outside school hours limited to 1.5 hours per day, with no screens in the 1 hour before bedtime.
 - c. Children in Cycle 3 may manage their own screen use, but parents are encouraged to ensure that evening screen time is purposeful — revision, reading, creative work — rather than passive consumption.
 - d. Children should have their devices charged outside the bedroom overnight. No devices in the bedroom after lights-out.

9. Parent Engagement Standards

1. The most consistent source of parent frustration during distance learning — observed globally during 2020–2022 and confirmed through ADEK's own stakeholder feedback — is the expectation that parents will substitute for teachers. Parents who work, parents with multiple children at home, and parents who do not speak the school's language of instruction cannot do this. Schools that create this expectation are not only causing family distress — they are in breach of their own pedagogical obligations. This section specifies what parents owe schools, what schools owe parents, and — critically — what neither party should expect from the other.

9.1 What Schools Owe Parents

1. One structured weekly communication per class (as per Policy P15). Consistent format, single channel, and predictable timing.
2. A clear daily timetable sent to parents by 8:00 PM the evening before it applies. Parents need to plan childcare, work schedules, and household logistics around the school day. Late timetables are a real operational burden.
3. A named contact for every academic question — the teacher or head of grade/year for example — with a committed response time of within one school day during school hours.
4. A separate named contact for welfare concerns — the SWL — available during school hours with a same-day response commitment.
5. Plain-language explanations of any platform or technical change, sent at least 24 hours before the change takes effect.

6. A clear statement, sent at the start of the distance learning period, of what parents are and are not expected to do as per the Parent Code of Conduct in [Appendix E. Distance Learning Codes of Conduct](#).

9.2 What Parents Owe Schools

1. Ensuring the child is present, ready, and in a reasonably quiet space at the start of the school day.
2. Responding to school welfare concerns within 24 hours.
3. Appropriate supervision, based on the age of their child, as per [Table 7. Differentiated Parent Involvement Model](#).
4. Commitment to supporting their child and the home learning environment, and fulfilling parental obligations as per the Parent Distance Learning Code of Conduct.

9.3 What Schools May Not Require of Parents

1. The following are explicitly prohibited. Schools that create these expectations — whether through formal communications or through implicit task design — are in breach of Policy P15.
 - a. Parents may not be asked to teach, explain, or redeliver academic content that the school is responsible for teaching.
 - b. Parents may not be required to supervise their child's screen during lessons (beyond KG safeguarding requirements).
 - c. Parents may only be contacted between **3:30 - 8:00 PM GST** for routine academic matters (Policy P14).
 - d. Parents may not be required to chase their child's non-attendance before the school's own non-attendance protocol has been followed ([Section 10. Non-Attendance Response Protocol](#)).
 - e. Parents may not be sent multiple communications per day across multiple platforms. One primary channel per family, used consistently.
 - f. Parents may not be assigned homework supervision tasks for Cycle 1 students or above. Any homework that requires a parent to be actively involved to complete is a design failure — the task must be redesigned.

9.4 Cycle-Differentiated Parent Involvement Model

1. The degree of parent involvement required by the school legitimately varies by cycle (see [Table 7. Differentiated Parent Involvement Model](#)). The table below specifies the appropriate level.

Table 7. Differentiated Parent Involvement Model

Cycle	Parent Role During School Hours	Parent Role Outside School Hours	School Contacts Parent If...
KG	Present and available during synchronous sessions for safeguarding. Supports child in the home inquiry task (15–20 min). Does not teach.	Supports the home inquiry task. Ensures the child sleeps, eats, and plays. Reports any welfare concerns.	Child misses 2+ sessions, welfare concern is raised, or child needs a device or connectivity fix.
Cycle 1	Available in the home — does not need to supervise each session but should be reachable. Ensures the child is at their device at session start times.	Reads the weekly parent communication. Encourages child to complete asynchronous tasks. No instruction required.	Child misses 3+ sessions in a week, welfare concern raised, or academic risk flag issued.
Cycle 2	Not required to supervise. Child manages their own day. Parent ensures appropriate home environment.	Aware of project deadlines and check-in schedule from the weekly communication. No academic support required.	Child is on the At-Risk Log, welfare concern is raised, or child misses 5+ sessions in a 10-day period.
Cycle 3	No supervision required. Student fully self-managing with teacher 1:1 accountability.	Student manages their own study and project schedule. Parent is kept informed through weekly communication.	Welfare concern raised, examination preparation is significantly behind schedule, or student is uncontactable.

10. Non-Attendance Response Protocol

1. One of the most damaging patterns in remote learning is the burden placed on parents to chase their own child's attendance. Parents should not be the first point of contact when a student does not log in. The school has a professional and regulatory obligation to follow up. This section specifies exactly what the school does, in what sequence, before a parent is contacted.

10.1 The Core Principle

1. The school acts first. The parent is contacted only after the school has exhausted its own follow-up channels. This applies at every grade level (other than Pre-KG/FS1-Grade 3/Year 4, where parents also need to be informed). The only exception is a welfare emergency — where there is reason to believe a student may be in danger — in which case the parent is contacted immediately by telephone, regardless of prior steps.

10.2 Non-Attendance Response

1. Schools shall ensure undertake the following procedures for managing and communicating student session-level non-attendance:
 - a. If the student is late to a session, the school may message the student via the school's official platform. For students in Pre-KG/FS1-Grade 3/Year 4, schools should contact the parent as well if reaching out to students.
 - b. If the student misses a session, the school shall send a message to both the student and the parent within 30 minutes of the end of each missed session using official communication channels.
 - c. If the student misses 3 or more sessions or a full day of sessions, the school shall call the parent at the end of the school day.
 - d. Any student who misses 5 or more sessions in a rolling 10-day period — regardless of whether each absence was individually resolved — is added to the At-Risk Log if the parent is unreachable. Schools shall follow the procedures outlined in Section 10.4 Pattern Monitoring — At-Risk Log.
 - e. Official school channels for student communication includes school-provided student emails and platforms such as Teams, Canvas, Toddle, etc. Schools shall not contact student on their mobile phones via telephone, SMS, or other public platforms or social media such as WhatsApp, Signal, etc. Official school channels for parent communication includes telephone, SMS, email, or through an official school platform (e.g. iSAMS, ClassDojo, Toddle, etc.).

10.3 Authorized Absences

1. The non-attendance protocol applies to unexplained absences for individual sessions. An authorized absence — medical, family emergency, documented travel — is handled differently:
 - a. Parent or student notifies the school before the absence (or within 2 hours of the start of the school day for unexpected events).
 - b. Class teacher logs the authorized absence in SIS. No follow-up required for Steps 1–3.
 - c. Teacher ensures recordings of missed sessions (if available) are accessible to the student for a minimum of 30 days.

10.4 Pattern Monitoring — At-Risk Log

1. Non-attendance is not just a daily event — it is a pattern. The school's SWL is responsible for monitoring attendance trends, not just individual incidents.
 - a. Any student who misses 5 or more sessions in a rolling 10-day period — regardless of whether each absence was individually resolved — is added to the At-Risk Log.
 - b. Any student on the At-Risk Log receives a mandatory welfare 1:1 with the SWL within 2 school days of being flagged.

- c. The At-Risk Log is reviewed by the school principal every Monday morning. Any new entries from the previous week are discussed, and actions are assigned before the week begins.
- d. ADEK's weekly attendance dashboard cross-references schools' daily attendance submissions to identify schools where aggregate attendance is falling week-on-week. ADEK may contact the school's Distance Learning Lead directly if a trend is identified.

11. Monitoring, Reporting, and ADEK Oversight

1. ADEK monitors school performance during the distance learning period through a combination of data submissions, remote observation, and direct escalation review. This section specifies what ADEK receives, how it uses it, and what schools can expect from ADEK's own oversight activities.

11.1 School Reporting Obligations to ADEK

Table 9. Reporting Obligations to ADEK

Report	Content	Frequency	Deadline	Submitted Via
Distance Learning Lead (DLL)	Name, position, telephone, email address, PASS ID	Once at start of distance learning period	Within 24 hours of directive	ADEK Group Leads
Student Welfare Lead (SWL)	Name, position, telephone, email address, PASS ID	Once at start of distance learning period	Within 24 hours of directive	ADEK Group Leads
Daily Attendance Summary	As per current reporting requirements	Daily	3:00 PM GST each school day	ADEK eSIS
Weekly Welfare Summary	Number on At-Risk Log, welfare check-ins conducted, family contacts made, escalations to SWL, external referrals made	Weekly	Sunday by 5:00 PM GST	ADEK Group Leads
Digital Readiness Declaration	LMS in use, live teaching platform, student device coverage rate (%), teacher training hours	Once at start of distance learning period As needed in case of updates	Within 5 school days of directive	Completion of ADEK Schools' Readiness Assessment Survey

	on digital tools completed in past 12 months, identified gaps			
Curriculum Continuity Log	Subjects and specific objectives: fully covered, partially covered, deferred	Weekly from Week 2 onwards (submission to ADEK upon request)	Friday by 5:00 PM GST	ADEK Group Leads
Critical Welfare Escalation	Student welfare situation meeting the threshold in Section 10, Step 4 or 5	As required	Within 2 hours of threshold being met	ADEK Group Leads
Curriculum Catch-Up Plan	Deferred objectives during distance learning and how and when they will be addressed upon in-person resumption	Once at end of distance learning period	Within the first two weeks of returning to in-person learning	ADEK Group Leads

11.2 ADEK's Own Monitoring Activities

1. ADEK's oversight during the distance learning period includes the following active monitoring activities. These are not contingent on schools self-reporting — they are conducted independently by ADEK.
 - a. Live data dashboard: ADEK maintains a real-time dashboard aggregating all daily attendance and weekly welfare submissions. The dashboard automatically flags: schools with falling attendance trends over 3+ consecutive days, schools that miss 2+ consecutive daily submissions, and schools with zero welfare escalations over more than 3 weeks.
 - b. Remote inspection observations: ADEK inspectors join live sessions unannounced as a participant — not identified as an inspector. Inspectors observe against the session standards in [Section 6.1 Sessions Standards – All Synchronous Sessions](#). Schools receive advance notice that remote observations will occur during the distance learning period but do not receive advance notice of specific sessions. Each school receives a minimum of 3 remote observations within the first 3 weeks.
 - c. Spot-check of submissions: ADEK's data team cross-references daily attendance submissions against known school enrolment figures and against the weekly welfare summary. Submissions that are statistically implausible — for example, a school with 600 students reporting zero welfare escalations over 4 weeks — trigger a direct enquiry to the school's DLL.
 - d. Parent feedback channel: ADEK will make a dedicated parent feedback channel available during the distance learning period. Parents may report concerns about

their school's distance learning delivery directly to ADEK. All submissions are reviewed by ADEK's school oversight team within 3 school days. Patterns across multiple parents from the same school trigger an inspection escalation.

11.3 School-Level Self-Monitoring

1. In addition to reporting to ADEK, schools should maintain internal monitoring practices that allow school leadership to identify and address problems before they escalate.
 - a. Weekly principal review of attendance, engagement, and welfare data across the school — not delegated to administrative staff.
 - b. Fortnightly peer observation sessions between teachers — two teachers review each other's recordings and provide structured feedback using a school-agreed observation form.
 - c. Mid-period and end-of-period parent and student surveys focused on distance learning quality, welfare, and communication. Results shared with ADEK upon request.

12. Enforcement

1. The “shall” requirements in [Section 3. Policies](#), all other relevant sections, and the reporting obligations in [Section 11. Monitoring, Reporting, and ADEK Oversight](#) are subject to compliance measures. The following graduated enforcement structure applies when ADEK identifies non-compliance. The structure is based on the severity and persistence of the breach, not the subjective judgment of an individual inspector.

12.1 Graduated Enforcement Structure

Table 10. Graduated Enforcement Structure

Level	Definition	Examples	Consequence	Timeline
Level 1 Administrative	First-time or isolated non-compliance with an administrative requirement. No direct harm to students identified.	Missing 1–2 daily attendance submissions; first-time timetable non-compliance; lesson plans not filed on time.	Written notice to school's Distance Learning Lead. 48-hour remediation window. Logged on school's regulatory record.	Notice issued within 1 school day of identification.

Level 2 Substantive	Repeated non-compliance after a Level 1 notice; or first-time non-compliance with a direct student welfare or learning quality requirement; or inspection finding of persistent passive delivery.	Persistent absence of live interaction in sessions; failure to conduct welfare check-ins; repeated missing submissions after Level 1 notice; parent complaints corroborated by inspection.	Formal warning letter from ADEK. Mandatory meeting between school principal and ADEK within 5 business days. Financial penalty per ADEK's fee schedule. Compliance re-inspection scheduled within 10 school days.	Formal warning issued within 3 school days of determination.
Level 3 Critical	Sustained non-compliance after Level 2 warning; evidence of falsified data; welfare emergency attributable to school negligence; complete failure to deliver live instruction for 3+ consecutive days without ADEK approval.	Continued passive delivery after formal warning; welfare escalation that could have been prevented by the school following its own protocol; attendance data found to be falsified.	License review initiated. Maximum financial penalty. ADEK assumes administrative oversight of the school's remote operations. School's inspection rating placed under formal review. Outcome published.	Review initiated within 5 school days of determination.

12.2 Appeals Process

1. Schools may submit a written appeal to the ADEK Appeals Committee, within 5 business days of receiving the formal notice, specifying the grounds for dispute and include supporting evidence.
 - a. ADEK will acknowledge receipt within 2 business days and provide a substantive response within 10 business days.
 - b. Where ADEK does not accept or reject the appeal within 10 business days, this shall be regarded as an acceptance of the appeal. Schools shall consider the decisions made by ADEK in this regard as final.
 - c. Schools shall implement the relevant corrective action(s) regardless of whether an appeal has been raised.

12.3 ADEK's Own Obligations

1. Enforcement is a two-way accountability relationship. ADEK commits to the following obligations during the distance learning period:
 - a. Reviewing all daily attendance submissions within 24 hours of receipt and flagging anomalies to the school within the same business day.
 - b. Responding to all Critical Welfare Escalations within 2 hours of a phone call made to the ADEK group lead.
 - c. Publishing a non-attributed sector-wide compliance summary every two weeks — stating overall compliance rates on key metrics without identifying individual schools at this stage.
 - d. Convening a virtual principals' forum in the fourth week of any distance learning period lasting more than 3 weeks, where school leaders can raise operational barriers and receive direct guidance.
 - e. Providing ADEK's own remote observation findings to school principals within 5 school days of each observation, so that schools can act on feedback promptly.

APPENDICES

Appendix A. Teaching Models and Risk Mitigation

Table 11. Teaching Models and Risk Mitigation

Model	Risks	Risk-Mitigation Strategies
Synchronous	Dependence on stable connectivity for both teachers and students. Safeguarding exposure due to continuous live interaction. Limited flexibility for students who miss sessions. Teacher fatigue under heavy live schedules. Time-zone differences for offshore teachers.	Backup recordings and contingency asynchronous tasks for all live sessions. Strict safeguarding protocols: monitored sessions, approved platforms only, principal drop-ins logged. All sessions recorded; students who miss may access same day. Maximum 3 consecutive hours synchronous delivery per teacher. Offshore teachers provide pre-recorded videos; UAE-based staff deliver live segments.
Blended	Inconsistency between synchronous and asynchronous components. Variation in student engagement during off-camera independent work. Scheduling complexity across teams and time zones. Difficulty tracking attendance across multiple formats.	Standardized lesson templates and clear LMS structure across both components. Engagement trackers and 1:1 check-ins to surface disengaged students. Unified timetabling process with clear ownership per session type. ADEK-aligned attendance recorded for both synchronous and asynchronous components via LMS analytics.
Asynchronous	Reduced real-time interaction affects student motivation. Students fall behind without immediate monitoring. Quality depends heavily on instructional design of materials. Feedback delays if staff capacity is not managed.	Frequent scheduled check-ins to maintain connection and surface problems. Progress-monitoring dashboards reviewed weekly by teachers and SWL. Quality-assurance review of all pre-recorded and asynchronous materials before release. Defined teacher feedback timescales: within 2 school days for all asynchronous submissions.

Appendix B. Recommended Activities By Cycle

Distance learning requires age-appropriate approaches. The table below specifies recommended activity types, PBL project examples, and assessment approaches for each cycle.

Table 12. Activities By Cycle

Cycle	Recommended Synchronous Activities	Recommended Asynchronous / PBL Activities	Assessment Approaches
KG	Short interactive sessions (20–25 min): storytelling, songs, movement, show-and-tell, visual Q&A. Groups of max 10. Parent present.	Play-based home inquiries (15–20 min): find, make, draw, count, observe. Child shares output at next session.	Observational assessment only. Teacher reviews photos and short videos shared by parents. No written assessments.
Cycle 1	Three-part structured sessions (30–35 min): connect, teach-and-practice, apply-and-close. Regular polls, quizzes, chat responses.	Guided mini-projects (2–3 days): simple creative or investigative tasks with clear step-by-step instructions. Paper-based where possible.	Frequent low-stakes formative tasks reviewed before the next session. Short quizzes, drawings, short sentences. No extended written assessments during distance period.
Cycle 2	Direct instruction inputs (30–40 min) 2–3x/week tied to PBL project needs. Project coaching sessions (30 min) 1–2x/week. Weekly 1:1 (10–15 min).	PBL projects (5–10 days): investigation, design, analysis, creation. Students work independently between check-ins. Asynchronous Q&A via LMS.	Project output assessed against rubric distributed with brief. Self-assessment component (student rates own time management). Formative feedback at each 1:1.
Cycle 3	Concept sessions (45–50 min) 2x/week per subject. Seminar sessions (45 min) 1x/week. Weekly 1:1 (15 min). Online examination preparation clinics.	Major PBL projects (7–15 days): research papers, policy briefs, design portfolios, experimental investigations. Independent study blocks in timetable.	Project output + critical reflection. Invigilated online assessments, where appropriate. Examination preparation tracked against syllabus checklist at each 1:1.

PBL Project Examples by Cycle:

Cycle 2 Example Projects

- Mathematics + Science: 'Design a solar-powered water pump for a farm in Al Ain. Calculate the energy required, the pump size, and the cost.'
- Humanities + English: 'Abu Dhabi in 2071: write a proposal for one change to the city that would improve daily life for residents and justify it with data.'
- Science: 'Investigate how different surfaces affect the speed of an object. Design your experiment, collect results, and present your findings.'

Cycle 3 Example Projects

- Economics + Mathematics: 'Model the impact of a 10% increase in tourism on Abu Dhabi's GDP. Present your model, your assumptions, and your limitations.'
- Biology: 'Evaluate three proposed interventions for reducing antibiotic resistance in the UAE healthcare system. Which would you recommend and why?'
- English + History: 'Write a 1,500-word analytical essay comparing the role of leadership in two national transformations of the 20th century, drawing on primary sources.'

Appendix C. Recommendations for 1:1 Check-In Scheduling

While one of the most important mechanisms for checking up on students during distance learning, weekly 1:1 check-ins are also one of the most challenging to manage logistically.

Some teachers only teach a single class (e.g. a Grade 3 Class Teacher or a Grade 12 Advanced Robotics Teacher). Others have multiple classes (e.g. a Grade 6 Math Teacher covering 6 sections or the same Grade 12 Advanced Robotics Teacher who also teaches Computer Science for all Grade 9 students). This can mean a difference between having just 25 students to several hundreds of them.

Some recommendations for Cycle 2 and 3 1:1 check-ins include the options below:

1. Office Hour Model: This can be done by scheduling a dedicated daily “office hour” block separate from class sessions at the beginning or end of day and assigning a limited number of slots (e.g. 3-6 a day). Over a 4-5 day week, a teacher would be able to meet with 12-30 students. Teachers with more than 30 students could rotate with a different set of students the following week, or a school could assign a permanent group as a “homeroom” and the same teacher would meet with the same students each week.
2. Asynchronous Session Split Model (scheduling 1:1 sessions on a rotational basis during asynchronous sessions): This can be done by meeting a smaller group of students (e.g., 3-5) during an asynchronous session, while the other students are working on their individual/group tasks. The teacher would meet individually with a different group of students in the following asynchronous session, and continue to rotate.
3. Hybrid Model (scheduling 1:1 sessions using both methods): This can be done by combining all options so that teachers hold office hours and also schedule additional check-ins for a full or part of all asynchronous sessions.

In all cases, this would require the DLL or teaching team to check across schedules to ensure every student is assigned to at least one weekly 1:1 session with one of their teachers. Any teachers with reduced workloads could also be called to assist with scheduling, carrying out the welfare checks, co-facilitating session as part of a “teaching team”, and handling other tasks as deemed appropriate.

Schools may explore other models that work for their individual context.

Appendix D. Sample Daily Timetable By Cycle

The following timetables are illustrative examples meeting the minimum requirements of [Section 4. Timetabled Screentime](#). Schools may adapt the sequence but may not reduce any component below the minimums specified.

Total Daily Screen Time - KG Sample (see [Table 13. KG Sample Daily Timetable](#)):
Synchronous ON: 85 minutes. Asynchronous screen-based: 0 minutes. Total: 85 minutes. Within the 1.5-hour maximum for KG.

Table 13. KG Sample Daily Timetable

Time	Activity	Format	Duration	Screen Status
8:00 AM	Morning check-in: register, song, day's plan	Synchronous	15 min	ON
8:15 AM	Literacy session: story, letter activity, phonic game	Synchronous	20 min	ON
8:35 AM	Break — child plays freely or does movement activity	Unstructured	10 min	OFF
8:45 AM	Numeracy session: counting activity, shape game, number task	Synchronous	20 min	ON
9:05 AM	MoE Subjects (Islamic Studies, Social Studies, or Arabic)	Synchronous	20 min	ON
9:25 AM	SCREEN-OFF BREAK — physical activity challenge set by teacher	Structured activity	25 min	OFF
9:50 AM	Home inquiry activity — child works with parent on teacher-set task	Asynchronous	15 min	OFF
10:05 AM	Show-and-tell / share output from inquiry	Synchronous	10 min	ON
10:15 AM	Lunch and free time	Unstructured	30 min	OFF
10:45 AM	Arts, Music, or PE activity (led by specialist or recorded)	Synchronous/ Async	20 min	ON/OFF
11:05 AM	School day ends for KG			

Total Daily Screen Time - Cycle 2 Sample (see [Table 14. Sample Daily Timetable \(PBL Day\)](#)): Synchronous ON: approximately 130 minutes. Asynchronous screen-based: approximately 30 minutes. Total: approximately 160 minutes (2.7 hours). Well within the 4.0-hour maximum for Cycle 2

Table 14. Sample Daily Timetable (PBL Day)

Time	Activity	Format	Duration	Screen Status
7:45 AM	Morning check-in: attendance, day's agenda, any announcements	Synchronous	10 min	ON
7:55 AM	Mathematics — Direct instruction input for project	Synchronous	40 min	ON
8:35 AM	SCREEN-OFF BREAK — physical activity session (PE teacher)	Structured activity	25 min	OFF
9:00 AM	English — Project coaching session: students share progress	Synchronous	35 min	ON
9:35 AM	Break	Unstructured	10 min	OFF
9:45 AM	1:1 Block — 5 students have individual check-ins; others work on project asynchronously	1:1 + Async	60 min	ON (1:1 students) / OFF or low (project work)
10:45 AM	Lunch	Unstructured	30 min	OFF
11:15 AM	MoE Subjects — Direct instruction	Synchronous	40 min	ON
11:55 AM	Science — Asynchronous task: observation or paper-based experiment	Asynchronous	30 min	OFF
12:25 PM	End of day wrap — teacher confirms what was done, sets tomorrow's priorities	Synchronous	5 min	ON
12:30 PM	School day ends			

Appendix E. Distance Learning Codes of Conduct

The following Codes of Conduct are to be distributed and signed (or digitally acknowledged) by all parties before or on the first day of distance learning. Schools may adapt the language for their community but may not remove or weaken any requirement listed here. All three codes are mandatory — schools that do not have signed acknowledgements from students, parents, and staff by Day 3 of distance learning are in breach of Policy P1. **KG and Cycle 1 students do not have to sign the student code of conduct – the parent code of conduct instead ask parents to attest that their children have understood it.**

E1 — Student Code of Conduct

By joining distance learning sessions, I agree to the following:

During synchronous sessions:

- I will join on time, from a quiet space where I can concentrate.
- I will have my required materials ready before the session starts.
- I will behave as I would in a classroom — respectfully, attentively, and without distracting others.
- I will use only the school's approved communication platform during sessions.
- I will not record, screenshot, or share any images or recordings of my teacher or classmates without permission.
- I will tell my teacher if I am struggling to follow, cannot hear, or am having a technical problem.

During asynchronous and project work:

- I will complete the tasks my teacher sets during the scheduled time.
- I will log my project progress honestly in the school's system.
- I will bring genuine questions about my work to my 1:1 check-in — not just say everything is fine when it is not.
- I will use the internet and digital tools for school purposes during school hours.
- I will not copy or submit work that is not my own.

Regarding my wellbeing:

- I will tell my teacher, school counselor, social worker, designated safeguarding lead, student welfare lead, or any other trusted adult if I am struggling — academically, emotionally, or at home.
- I understand that my school cares about my wellbeing, not just my grades.
- I will take my screen breaks and my lunch break without using them to continue working.

E2 — Parent Code of Conduct

By supporting my child's participation in distance learning, I agree to the following:

My responsibilities:

- I will ensure my child is present, ready, and in a suitable space at the start of the school day.
- For KG students: I or another responsible adult will be present or nearby during all synchronous sessions. I will inform the teacher if this is not possible.
- For Cycle 1 students: I will ensure my child is seated at their device at session start times and is not distracted during school hours.
- For Cycle 2 and 3 students: I will support my child's independence and will not complete their work for them.
- I have explained to my child and attest that they understand what is expected of them as per the student code of conduct (applicable to KG and Cycle 1 students)
- I will respond to school welfare contacts within 24 hours.
- I will read the school's weekly parent communication and use it as my primary source of information about my child's learning.
- I will contact the school through the designated channel — not through individual teachers' personal numbers.

What the school owes me:

- The school will teach my child. I am not expected to reteach content.
- The school will send me one clear weekly communication telling me what my child covered and what to expect the following week.
- The school will only contact me between 3:30-8:00 PM for non-emergency matters.
- The school will follow up with my child directly if they miss a session — before contacting me.
- If my child is struggling or I have a concern, I can contact the named teacher or Student Welfare Lead and receive a response within one school day.

Regarding digital safety:

- I will ensure my child uses only the school's approved platforms for school communication.
- I will remind my child of the rules around recording and sharing content from sessions.
- I am aware of my obligations under Federal Decree-Law No. 26 of 2025 Regarding Child Digital Safety.

E3 — Teacher / Staff Code of Conduct

By delivering distance learning, I agree to the following:

Regarding session delivery:

- I will be visible on camera during all synchronous sessions I deliver.
- I will file my lesson plan in the school's LMS no later than 30 minutes before each session.
- I will use interactive tools — polls, questions, breakout rooms, direct callouts — at least once every 20 minutes during live sessions.
- I will, whenever possible, record every synchronous session (avoiding recording students, or doing so with parental consent) and ensure recordings are accessible to students who missed for documented reasons.
- I will not deliver sessions from inappropriate backgrounds or locations.
- I will adhere to my school's student protection and safeguarding policies in all 1:1 sessions with students, ensuring that parents have been informed in advance of when they will take place.

Regarding student welfare:

- I will conduct regular check-ins for students in my class (who have been assigned to me for a check-in that week) and log it in the school's welfare system.
- I will complete my 1:1 check-in log within 1 hour of each check-in.
- I will flag any welfare concern — regardless of how minor it seems — to the Student Welfare Lead within 24 hours.
- I will follow the Non-Attendance Response Protocol in Section 10 without waiting to be reminded.
- I will not contact parents outside of school hours for routine academic matters.

Regarding my own wellbeing:

- I will not deliver synchronous instruction for more than 3 consecutive hours without a break.
- I will raise any concerns about my workload with my line manager through the school's designated channel.
- I will take the mental and physical health support available to me through the school and ADEK.

References

Ministry of Education (2026). *National Distance Learning Guidance for Schools* (Term 3, 2025-2026).



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