

ADEK Distance Learning Policy

General Guidelines

A comprehensive overview of mandatory policies, session standards, and guidelines for private and charter schools in Abu Dhabi.



Important Note: This presentation summarizes key actions and responsibilities. All relevant staff members and stakeholders are required to read the full policy document for complete compliance details.

Effective 2026-2027 Academic Year-V1, March 2026 (will be updated as necessary)

Excellence in Remote Education

Ensuring high-quality learning outcomes, student welfare, and curriculum coverage regardless of physical location.



Policy at a Glance

Understanding the framework, obligations, and the "why" behind distance learning in Abu Dhabi.



When it Applies

Activated whenever ADEK or a relevant authority mandates learning from home due to health, security, environmental conditions, or other declared circumstances.



Policies vs. Guidelines

Policies ("Shall"): Mandatory requirements that must be met.

Guidelines: Strong operational recommendations based on best practice. Follow unless there is a documented operational reason not to.



Standard of Schooling

Distance learning is **not a reduced version** of schooling. The expectations for learning outcomes, student welfare, and teacher quality remain the same.



Compliance & Oversight

ADEK monitors via daily reporting and remote inspection. The standards listed here are a **floor** (minimum), not a ceiling.

Daily Teaching Requirements by Cycle

Detailed breakdown of structured hours, synchronous expectations, and session limits.

KG		Cycle 1		Cycle 2		Cycle 3	
1.5h Total Daily	1.0h Sync Min.	2.5h Total Daily	1.5h Sync Min.	4.0h Total Daily	2.0h Sync Min.	5.0h Total Daily	2.5h Sync Min.
Max Session	20 min	Max Session	25 min	Max Session	40 min	Max Session	50 min
Frequency	2-3 sessions/day	Frequency	3-4 sessions/day	Frequency	3-4 sessions/day	Frequency	3-4 sessions/day
1:1 Check-in	Welfare only	1:1 Check-in	Every 2 weeks	1:1 Check-in	Weekly (10-15m)	1:1 Check-in	Weekly (15m)

Universal Timetable Structure (All Cycles)

Start **≤30 min** after normal time

Opening Check-in: **10-15 min**

Mid-morning screen-off: **20 min**

Lunch Break: **≥30 min**

Hard finish by normal end time

No new content at closing wrap

Live Session Standards

Essential checklist for every live class to ensure quality and validity.



Teacher Presence

Teacher must be visible on camera throughout. Audio-only is permitted only during documented technical failures.



Interaction Frequency

Initiate interaction at least every **20 minutes** (poll, chat, breakout). >20 min uninterrupted presentation is non-compliant.



Session Opening

Start with clear learning objectives and expected duration. Ensure students know the "destination" before the journey begins.



Platform Tool Usage

Use at least **one interactive tool** per session (e.g., polls, reactions, collaborative docs, break-out rooms) to foster active engagement.



Session Closing

Summarize key learning and explain next steps. **No new content** to be introduced in the final 5 minutes.



Recording

Record all sessions and store for **≥30 days**. Use teacher-facing view unless parental consent allows showing student faces.



Student Camera Policy

● **Cycle 2-3:** Encouraged ● **Cycle 1:** Recommended ● **KG:** Parent Discretion

Lesson Planning & Preparation

Ensuring quality, organization, and compliance before the session begins.



Filing Deadline

File a lesson plan in the LMS no later than **30 minutes** before each synchronous session. Missing plans are logged as compliance failures.



Session Architecture

Plan the **Opening** (objectives), **Interaction** (≤ 20 min intervals), and **Closing** (summary, no new content). Prepare and upload all resources in advance.



PBL Preparation (Cycles 2-3)

Before issuing, you must have: the Project Brief, Assessment Rubric, Curriculum Alignment, 1:1 Schedule, and a Contingency Brief for students needing support.



LMS Organization

Maintain organized storage of all lesson plans, session recordings (stored for **≥ 30 days**), and learning resources for easy access and audit.

Mandatory 1:1 Check-ins

The primary accountability and welfare mechanism

Cycle 1
2 Weeks

Frequency

 10
min


Cycle 2
Weekly

Frequency

 10-15
min

Cycle 3
Weekly

Frequency

 15
min



1. Welfare
2-5 Minutes

"How are you? Is anything making it hard to focus? Family context?"



2. Learning
4-5 Minutes

"What did you understand well? What are you still confused about?"



3. Project
5-6 Minutes

"Show me your progress. What milestone is next? Any blockers?"



Step A: Log It

Teacher logs details **within 1 hour** of session.



Step B: Flag It

Tag welfare status: **Green**, **Amber**, or **Red**.



Step C: Review

SWL reviews all Amber/Red logs **within 24 hours**.

Attendance Protocol

From session end to daily reporting: The critical timeline.



1



Immediate Action

Within 30 Mins

Record session-level attendance in the **School Information System (SIS)**.

If a student is absent without notice, initiate **First Contact** via official channels (LMS/Teams message).

2



Teacher Follow-Up

Before 2:30 PM

If no response from student, escalate to **Second Contact**.

Follow the **Non-Attendance Protocol** (call parent for Cycle 1, message for Cycle 2/3).

⚠ Don't contact parent first (unless KG/Welfare)

3



Daily ADEK Report

Deadline: 3:00 PM

School submits the **Daily Consolidated Attendance** report to ADEK eSIS.

Includes: Total Enrolled, Attending, Authorized Absences, & Unreachable.

Your accuracy ensures compliance.

Teaching Approaches by Cycle

Adapting methodology to student developmental stages and independence levels.



KG

Play-Based Inquiry

- Interactive Sessions:** 20–25 min sessions focused on storytelling, songs, and movement.
- Home Inquiry:** Weekly simple challenge (15–20 min) exploring home environment.
- Observational Assessment:** Teachers review photos/videos; no formal written testing.
- Group Size:** Small groups (<10) recommended for better engagement.



Cycle 1

Hybrid Model

- Structured Cycles:** Core subjects delivered via 20–25 min Teach–Practice–Review loops.
- Guided Mini-Projects:** Short creative tasks (2–3 days) with explicit step-by-step guidance.
- Scaffolded Independence:** No extended independent research; avoid transferring teaching load to parents.



Cycles 2 & 3

Project-Based Learning

- Project Framework:** Defined challenge with tangible output over 4–15 days.
- Accountability:** Mandatory rubrics and scheduled 1:1s (mid-project + pre-submission).
- Balanced Delivery:** Mix of direct instruction (30–50 min), coaching (30 min), and asynchronous work.

Screen Time Management

Mandatory limits & strategies for healthy digital balance

Cycle	Max Continuous Screen	Min Break Before Next	Max Daily Total
KG	20 mins	10 mins	1.5 hours
Cycle 1	25 mins	10 mins	2.5 hours
Cycle 2	40 mins	10 mins	4.0 hours
Cycle 3	50 mins	10 mins	5.0 hours

Mandatory Non-Negotiables



Mid-Morning Screen-Off

Minimum **20 mins**. No tasks, no notifications.



Lunch Break

Minimum **30 mins**. No academic tasks assigned.

Low-Screen Task Ideas

Design asynchronous blocks to get students OFF screens.



Physical Reading

Textbooks or printed sheets



Handwriting

Journaling or solving on paper

Physical Activity Integration

Maintaining student health through structured PE, regular movement, and daily activity goals.



Mandatory PE Time

Schools shall provide or direct a **minimum of 45 minutes** of PE per week for all non-exempt students (KG through Cycle 3). This is a policy requirement, not an option.



In-Session Movement

Teachers shall integrate short movement breaks (e.g., stretching, energizers) into synchronous sessions where possible to combat sedentary screen time.



Asynchronous Resources

Provide resources for students to complete structured physical activity individually or join school-planned optional social activity sessions.



Daily Activity Goals

Reinforce the goal of **30 minutes of daily physical activity**. Use 1:1 check-ins to ask students how they are achieving this active time.

Parent Communication

Establishing clear boundaries and consistent channels to manage expectations and protect teacher time.



Restricted Contact Hours

No administrative or routine academic contact with parents between **9:00 AM – 5:00 PM**. Exceptions are allowed only for documented welfare emergencies or when responding to specific parent queries.



Single Official Channel

Use the school's **single designated channel** for all official messages. Do not fragment communication across multiple apps, personal WhatsApp, or social media platforms.



Weekly Class Update

Send **one structured update per week** covering: topics covered, learning expectations (what students should know), welfare guidance (e.g., screen time tips), resources, and the plan for next week.



Role Clarity

Do not transfer teaching responsibilities to parents. Parents are responsible for managing the home environment; teachers remain fully responsible for the child's instruction and learning progress.

Teacher Wellbeing Provisions

Safeguards to prevent burnout and support sustainable teaching practices.



Protected Break Blocks

Daily timetable must include a minimum **30-minute unscheduled break** (separate from lunch) + a protected **30-minute lunch**. No duties allowed.



Maximum Delivery Load

Max **3 consecutive hours** of live instruction. A minimum **30-minute break** is mandatory before the next session if this limit is reached.



Access to Support

Every staff member shall have a **named point of contact** for wellbeing. Schools must provide access or referrals to external support when needed.



Weekly Check-ins & Review

Weekly staff check-ins required. **Workload reviews** at Week 1 end and weekly thereafter to identify and adjust unsustainable loads.



Leadership Accountability

Schools must proactively manage these risks at the **timetabling stage**, not just retrospectively. Any teacher approaching unsustainable combined loads must have their schedule adjusted immediately.

Key Compliance Reminders

Quick reference guide for maintaining policy standards

Section 16:
Reporting

✓ DO

✉ **Send Weekly Update** One structured communication per class to parents-Daily Schedule shared the night before (8:00 PM) .

📹 **Keep camera on** Throughout the entire synchronous session.
Throughout the entire synchronous session.

💬 **Interact every 20 mins. Use polls, chat, or breakouts to engage students.** Use polls, chat, or breakouts to engage students.

📄 **File Lesson Plans** Upload to LMS >30 mins before session starts.
Upload to LMS >30 mins before session starts.

📅 **Record Attendance** Within 30 minutes of session ending.
Within 30 minutes of session ending.

📁 **Record & Store Sessions** Keep available for students for at least 30 days. Keep available for students for at least 30 days.

✗ DON'T

👥 **Offload teaching to parents** Parents support environment; Teachers manage learning.

📺 **Play pre-recorded videos** As a substitute for live instruction in a live slot. As a substitute for live instruction in a live slot.

⌚ **Introduce new content** In the final 5 minutes of a session. Wrap up instead. In the final 5 minutes of a session. Wrap up instead.

🏠 **Assign screen-based homework**
If it exceeds daily screen time limits (esp. Cycle 1).

📞 **Contact parents first** For non-attendance without trying student channels first.

🕒 **Teach >3 hours continuously** Without a minimum 30-minute break block.



Full Policy & Guidelines

This presentation is a summary of key actions. All teachers have been asked to read the complete ADEK Distance Learning Policies & Guidelines document for full details and context.



CODE OF CONDUCTS- COMPLIANCE MANDATORY
one for Teachers, one for Students
and one for Families



Distance Learning Lead
The School's Single Point of Contact
(Principal and Vice Principal)



Student Welfare Lead
For All Student Welfare Concerns
(Social Workers)