



# Downe House Riyadh

## Online Learning Framework

A guide to our philosophy, structure, expectations, and the support available to students and parents during periods of remote instruction.



# Purpose of this Guide

This guide outlines our philosophy, structure, expectations, and the support available to both students and parents during periods of remote instruction. We aim to ensure a seamless and enriching learning experience for your child, even when learning from home.

Please note - school will be operating online between the following hours: 7:45am - 130pm for EYFS and 7.45am - 3.45pm for Years 1-13

## Guidance for Parents

Our team are on hand to support your child with any pastoral, academic or other guidance they require. Please don't hesitate to reach out to Class Teachers, Form Tutors or Heads of Phase if your child needs any kind of assistance.

Parents can support their child's engagement by:



### **Dedicated Learning Space**

Creating a dedicated learning space free from distractions.



### **Active Participation**

Encouraging their child to participate actively in lessons.



### **Technology & Resources**

Ensuring their child has access to the necessary technology and resources.



### **Monitor & Communicate**

Monitoring their child's progress and communicating with teachers as needed.

# What Families Can Expect From Downe House Riyadh

To ensure a structured and productive learning environment at home, we encourage students to follow a daily routine similar to a regular school day.

A typical structure of the day may be as follows:

## Foundation Stage: Reception and Pre-school

- Live daily registration and welcome activity from 7:45am
- Live Phonics, Arabic and Maths lessons
- Independent tasks Supporting EYFS learning
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## Years 1–5

- Live registration and welcome activity at 7:45am
- Live Phonics/ English, Maths and Arabic lessons at a scheduled time.
- Independent activities will be made available on Seesaw for specialist lessons.

**ICP Lessons will not run during online learning**

## Years 6 to13

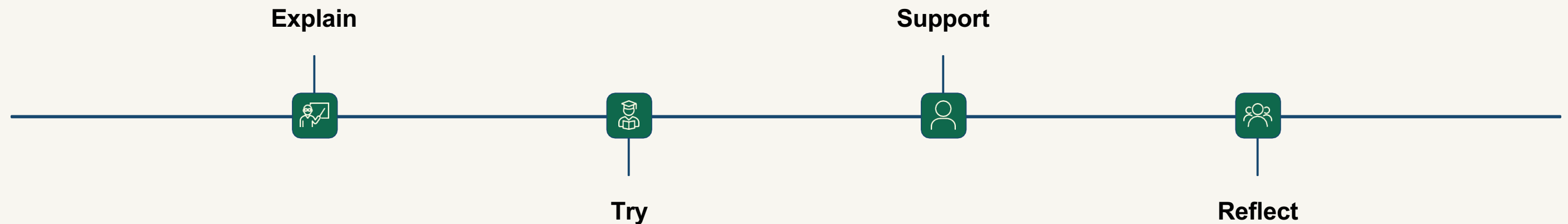
- To ensure a structured and productive learning environment at home, we encourage students to follow a structured daily routine at home, aligned with their normal school day
- Follow the usual school timetable, including form time for pastoral and wellbeing check-ins
- Lessons will include a combination of:
  - Live-streamed sessions
  - Shared resources and activities
  - Live chat support for guidance and interaction

**ICP Lessons will not run during online learning.**



# A Typical Online Lesson

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



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

During a lesson, students may:

Listen to short teacher explanations

Work independently on a task

Collaborate with classmates

Receive feedback from their teacher

Review and improve their work



# A Typical Online Learning Day

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

Please note that example timetables below are for guidance only. Please refer to the timetable provided by your child's teacher.

## Online Learning Day – EYFS

7:45am	Registration and Welcome
8:15am	Individual Phonics link
9:30am	Break
10.00am	Maths – Live Lesson
10.30am	Independent Tasks supporting EYFS Learning
11:00am	Arabic - Live Lesson
11.30am	Lunch
12:30pm	Independent Activities
1pm	Story Time and afternoon check in

## Online Learning Day – Year 1-5

7.45am	Registration and welcome settling task
8:00am	Lesson 1 Phonics/ English (live)
9:00am	Lesson 2 - Arabic (live)
10:00 am	Break
10:15am	Lesson 3- Maths (live)
11:15am	Lesson 4- Science/ Topic (independent learning).
12:15pm	Lunch
1:00pm	Independent Learning- Specialist Subject
2:00pm	Independent Learning - Specialist Subject
3:00pm	End of day check-in and reflections



# A Typical Online Learning Day

Please note that example timetables below are for guidance only. Our girls will follow the normal timetable schedule for the particular day remote learning occurs.

## Online Learning Day - Years 6-13

7:45 am	Registration, welcome and Lesson 1
8:35 am	Lesson 2 (live)
9:25 am	Break
9:45 am	Lesson 3 (live)
10:35 am	Lesson 4 (live)
11:25 am	Form Time (live)
12:00 pm	Lunch
1:15 pm	Lesson 5 (live)
2:05 pm	Lesson 6 (live)
2:55 pm	Lesson 7 (live)



# Student Expectations

Online lessons remain part of the normal school programme, and the same expectations for conduct apply as they would in the classroom. The following is expected of our children when they are online:

## Dress & Workspace

Children should attend lessons appropriately dressed and participate from a suitable workspace where possible.

## Cameras On

Cameras should be on where possible to support engagement.

## Recording

Some lessons may be recorded for instructional purposes.

Regular attendance and active engagement are crucial for successful remote learning. We expect students to:

- Attend all scheduled live sessions on time.
- Actively participate in class discussions and activities, using microphone and chat functions appropriately and when invited by the teacher.
- Complete all assigned tasks independently as directed and submit them by the deadlines through the directed platform MS Teams Seesaw and Century Tech.
- Communicate with teachers if they are facing any difficulties.

## Students with Additional Support

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

### Learning Support Assistants

Learning support assistants joining lessons

### Small Group Support

Small group support sessions

### Individual Check-ins

Individual check-ins where required



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# Wellbeing and Support

The wellbeing of our students is paramount. We provide a range of support services to ensure their mental and emotional health during remote learning. These include:

## Pastoral Care

Our teachers and pastoral team are dedicated to providing individualised support and guidance to students.

Should you require specific pastoral support, please contact the people listed below:

- EYFS: Ms. Louise Kelbie
- Y1-2: Ms. Sara El- Aziz, Ms. Menerah Yehia and Ms Naomi Egan
- Y3-5: Ms. Carolyn Smith and Ms. Naomi Egan
- Y6-9: Head of Year and Ms. Merrisa Edwards
- Yr10-11: Head of Year and Ms. Michelle Robinson
- Yr12-13: Ms Jen Emslie



# Monitoring Progress

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

## Submitted Work

Regular submission of tasks and assignments

## Quizzes & Assessments

Ongoing quizzes and formal assessments

## Live Lesson Participation

Active engagement during live-streamed sessions

## Group & Individual Discussions

Small group or individual check-in discussions

# Families Outside Riyadh

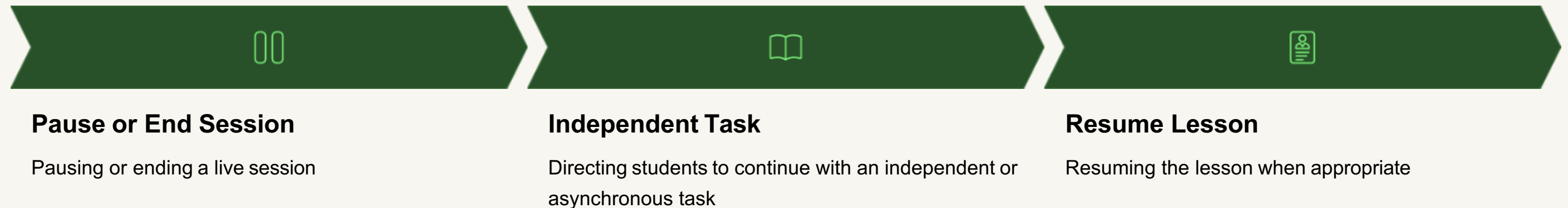


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We understand that some families may be accessing remote learning from various time zones, which will make attendance for live lessons difficult. All resources and learning materials will be available on Microsoft Teams Seesaw and Century Tech for students to access and complete in their own time. Submission of work and engagement with the class teacher constitutes attendance.

## Continuity of Learning During External Disruptions

Should live learning be interrupted for any reason, teachers will take calm and measured steps to ensure that students remain settled and learning continues. This may include:



Students will always be provided with clear instructions so that learning can continue, even if a live session is interrupted. The school will communicate with families where necessary and will continue to follow guidance from local authorities.



# Key Contacts

Any queries or concerns related to remote learning, please do not hesitate to contact the following key personnel:

## Downe House Riyadh – Senior Leadership Team

Deborah Sharifi Principal. [Deborah.sharifi@cognita.com](mailto:Deborah.sharifi@cognita.com)

Nouf Aleidan Vice Principal [Nouf.aleidan@cognita.com](mailto:Nouf.aleidan@cognita.com)

Naomi Egan – Head of Primary [Naomi.egan@cognita.com](mailto:Naomi.egan@cognita.com)

Rabab Alloqmani. Head of National Subjects [Rabab.alloqmani@cognita.com](mailto:Rabab.alloqmani@cognita.com)

### IT SUPPORT

[Faiz.parambath@cognita.com](mailto:Faiz.parambath@cognita.com)

## Downe House Riyadh – Extended Leadership Team

Louise Kelbie – Head of EYFS - [Louise.Kelbie@cognita.com](mailto:Louise.Kelbie@cognita.com)

Sara ElAziz Year 1 lead [Sara.elaziz@cognita.com](mailto:Sara.elaziz@cognita.com)

Menerah Yehia Year 2 lead [Menerah.yehia@cognita.com](mailto:Menerah.yehia@cognita.com)

Cal Smith Head of Key Stage 2 [Carolyn.smith@cognita.com](mailto:Carolyn.smith@cognita.com)

Merissa Edwards Head of Key Stage 3 [Merissa.edwards@Cognita.com](mailto:Merissa.edwards@Cognita.com)

Michelle Robinson Head of Key Stage 4 [Michelle.robinson@cognita.com](mailto:Michelle.robinson@cognita.com)

Jen Emslie Head of Sixth Form [Jennifer.emslie@cognita.com](mailto:Jennifer.emslie@cognita.com)

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Batool Abu Farha. Data Manager and Digital Learning [Batool.abufarha@cognita.com](mailto:Batool.abufarha@cognita.com)



# Typical Online Learning Day

## Live Learning

These lessons are delivered in real time via Microsoft Teams and follow the student's visual timetable. Teachers provide direct instruction, clear explanations, modelling, and questioning to check understanding. Lessons include tasks, practice questions, and project-based work.

## Independent Learning

Teacher directed tasks completed independently, often with a pre-recorded instruction element. May include written work, reading practice questions, or project-based activities. The teacher remains available with live chat support throughout the scheduled lesson.

## Form Time Year 6-13

Form time runs each day via MS Teams at 11:25am – 12:00pm. It is important that children attend Form time as this is the opportunity for wellbeing checks and reflections.

While our secondary students use Microsoft Teams (MS Teams) regularly and are familiar with its features, we recognise that our primary and younger students are less accustomed to the platform. To support this, we will run practice sessions in school throughout the year to ensure all children know how to log in and navigate Teams with confidence. Login details will be shared with you, and we strongly recommend keeping these somewhere visible and accessible at home so that, in the event of a swift transition to remote learning, your child is able to log in and access their learning independently with ease.



# Student Expectations & Students with Additional Support

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- Cameras should be on where possible to support engagement.
- Some lessons may be recorded for instructional purposes.

## Students with Additional Support

Learning support assistants joining lessons

- Individual check-ins where required
- Small group support sessions

Please contact our Head of learning support for more assistance:

[Hayley.hill@Cognita.com](mailto:Hayley.hill@Cognita.com)

- 📄 Regular attendance and active engagement are crucial for successful remote learning.

*An adventure in education*