



# The Central School

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## DISTANCE LEARNING PLAN APRIL 2020



DISTANCE LEARNING  
PLAN  
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**The Central School Dubai** is committed to ensuring the continuity of learning for students under exceptional circumstances that emerged since March 2020 followed by partial and then complete closure of schools. In this kind of scenario the school was directed to look for alternate means of reaching out to the student community in order to maintain the continuity of learning for students.

The Distance Learning Program was initiated keeping in mind the quality of education and expectations from all the stake holders. The success of our Distance Learning endeavor is a partnership and is dependent on careful planning by our dedicated faculty, appropriate student motivation and engagement, and strong parent support for this alternative mode of instruction.

**This DLP contains details of the following:**

- a. Roles and responsibilities of stake holders.
- b. Priorities agreed by the staff
- c. Student Behavior Management
- d. Consistency in Practice/ Support systems for smooth delivery of DLP.
- e. Assessment during DL
- f. Quality Assurance
- g. Targets and Priorities
- h. TCS Post COVID -19

**Priorities agreed by staff:**

- Planning for Integration of ICT in all curricular areas, with a primary focus on the key subjects .
- Move forward as an e-mature staff in terms of ICT in the curriculum, develop this among parents and prepare support structures for future staff to ensure this continues i.e. staff in temporary posts are guided in the use of Google Class rooms and EDUCORE the School Learning Management System.
- Become more e-mature as a staff in terms of professional development .
- To use Google Forms further for collecting data on Student assessments.
- Teachers use ICT diagnostic tools to address curriculum objectives and standards.
- To exploring new approaches to using e-learning to improve student learning
- Confidently share experiences and innovative practice within our school .

- Google Classrooms and Google Hangout / Google Meet /Google Forms and Google slides are the online Distance learning platforms used in the School KG-Gr 12 for independent and live and online learning

***In addition to the above resources, we encourage faculty, students, and parents to contact IT help desk at the school [subair@centralschool.net](mailto:subair@centralschool.net) for any tech related question and to expect a response within 24 hours. This email account is managed by our Online Tech Support Team.***

## **ROLES AND RESPONSIBILITIES**

### **Leadership Team:**

- Create and distribute TCS Distance Learning Plan, or DLP  
Establish clear channels of communications between faculty, staff, families, and students in the event of this DLP being activated
- Support faculty and students/families shifting to a distance learning environment
- Help teachers implement DLP and ensure high-quality learning experience for all students.

### **Parents**

During the distance-learning period, parents play an important role in their child's success. Therefore we encourage the parent to take an active interest in their online learning and provide the right learning environment at home.

### **Eco-system**

Safe online learning environment encourages the child's learning device to be placed in a common area of your home where you can monitor their online activity and time spent online. For older children, this strategy will allow them to monitor in an indirect manner.

For very young children, our Teachers encourage short learning periods under the direct supervision of the parent.

### **Learning Management and Support:**

Parent involvement will motivate the child and will have a positive impact on their success and self-confidence. We encourage the parent to check your child's learning objectives and learning timetable regularly. We also advise that you check in on their online e-learning platform daily to review course materials, announcements and assignment feedback.

Parents can support their children by going over the assignment with their children before they start their work and ideally parents should also look over the work and provide positive reinforcement to their children for the effort they put into their learning. Once parents receive feedback from teachers, they should also share the feedback with students as it is important for students to get feedback and know that parents are being kept up to date by their schools. For younger children, we recommend that parents help them with lessons and ensure they have completed work by deadline dates. Encouragement and celebration of your child's achievements can be a great motivator and make them feel that their efforts are being noticed.

After school hours of e-learning, parents are strongly encouraged to cultivate a leisure time activity with their children, this will make them ready for next day's school schedule.

1. Know your child's daily/weekly learning schedule and learning objectives beforehand.
2. Follow the timetable provided by the school.
3. Encourage and celebrate your child's achievements and efforts.
4. Give positive feedback about how they are handling their learning.
5. Have one-on-one positive conversations and interactions with your child, especially if they are misbehaving.
6. Talk about the importance of the activity at hand.
7. Expose them to new learning experiences that will excite their interest such as by creating small learning competitions among siblings or classmates.
8. Create a schedule for device usage if you do not have enough devices in case of two or more siblings. Teachers will help you work out a schedule in form of sharing documents /notes/ppt / staggered timing of classes in KG .

9. Divide monitoring and support duty with your family members.

10. Frequently check the information and materials being exchanged between your child, their peers, and the school or a third entity. This will not only help you to stay up to date on your child's learning progress, but you can also monitor if personal information, such as contact details have been exchanged with strangers, or if your child has been exposed to inappropriate materials.

11. If you witness something inappropriate on an online platform, report it immediately to the school. Have frequent conversations with your child to gauge if they may have experienced inappropriate behavior online. We urge you to take immediate action by reporting the matter to the school immediately. Do not edit any document sent by the teacher or school except when you are allowed to.

<b>For queries about...</b>	<b>Contact...</b>
A subject, assignment, or resource	Your classroom or subject teacher
A technology-related problem or issue	Online tech support IT helpdesk <b>subair@centralschool.net</b> for any tech related question and to expect a response within 24 hours
A personal, academic, or social emotional	Your assigned counsellor Concern
Other issue related to distance learning	Supervisor /HOS/ Principal and School Director / Teachers

## Teachers

### General Guidelines

#### Feedback:

- Timely feedback is essential to student learning; this is especially so in online learning environments when/where students are unable to ask questions as they normally would in classroom setting.
- Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines (email, Google Meet, document, ...).

- Active monitoring of your email for questions and communications from students/families.
- Avoiding, unless carefully scheduled and limited, real-time chats as “help” sessions for students as they are in different time zones.

### Offline work:

- Avoid requiring printing. All tasks must be completed on a device or uploaded as a picture.
- Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video.

### Work time:

- Strictly follow the divisional guidelines for time and schedule.
- Consider varying the activities you normally plan in a graduated way, from very different to slightly modified.
- Offer alternative opportunities for reading, research, online discussions/peer-feedback, and producing written work.
- Seek the support of colleagues and others who have specific interest and/or expertise in delivering online Distance Learning experiences.

### Deadlines:

- Provide students **FLEXIBLE** time to complete assignments. More time than you would usually provide in class may be necessary for students.
- Keep tasks simple and directions clear to make sure students understand what they are required to do.

### Bandwidth:

- If you embed videos, keep the size of the files small and avoid HD quality.
- Consider the size of the files to be downloaded by students; students’ WIFI access may have limited bandwidth.

## Files:

- Try to post only PDF or Office 365 documents as they are universal and are often easier to convert.
- Avoid email submissions. Consider requiring all submissions to take place through Google classroom or as a shared document.

## Students

- Comply with official times and dates in accordance with the regulations and laws issued by the Distance Learning Program by the School.
- Keep the device dedicated for the school work and possibly do not share with anyone.
- Follow all the guidelines and direction of your teacher for each subject and report for any difficulty. Always put the video on and mic off.
- For any other psychological and academic difficulties, and cyberbullying complaints please approach the Department of Empowerment to Inclusion and wellbeing (DEIW).
- Participate in all the School cultural functions on-line cooperatively.
- Establish daily routines for engaging in the learning experiences
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor online platforms (Google Class rooms / Meet , email, etc.) to check for announcements and feedback from your teachers
- Complete assignments with integrity and academic honesty, doing your best work
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Ensure they adhere to the MOE Discipline Policy during the course of DLP.

## Things to avoid

- Never take any kind of photograph, snapshot, snipping any of the classroom.
- Never share classroom out of the school

- Never chat during the class, except when the teacher is allowed to.
- Never interrupt the class.
- Do not edit any document sent by the teacher or school except when you are allowed to.

### **SEND Teachers:**

- Maintain communication with the assigned students.
- The teacher should communicate regularly with the subject or classroom teachers who teach the students on their caseload.
- Ensure all teachers are added as a collaborator on each divisional learning platform.
- Teachers will offer to scaffold or modify assignments, as per IEP recommendations, for students on their caseload to support subject or classroom teachers.
- Teachers will help the subject or classroom teacher differentiate lessons and activities for the students on their caseload.
- The teacher will communicate regularly with students on their caseload and/or the parents to ensure they have success with distance learning.
- Teachers will provide supplementary learning activities for students on their caseload who may benefit from additional practice to close academic and curricular gaps.

### **Student Behavior Management**

The Ministry of Education has launched the Distance Learning Initiative to address changing and emerging conditions in order to fulfil the requirements of the UAE School, as distance learning is a method of self-learning, that leads to strengthening the system of open and continuing education. The reasons for implementing the distance education system are:

1. Enabling all students to learn
2. Overcoming the time barrier



3. Overcoming geographical impediments
4. Utilizing qualified educational capacities
5. Employing modern technology in the educational process
6. Reducing student pressure on educational institutions in times of crisis, so as not to affect students' learning negatively. In terms of this initiative being innovative and supportive of the United Arab Emirates' pioneering role in educational initiatives and to achieve commitment and disciplinary behavior for students and for the stability of the program, guidelines and instructions have been extracted and developed from the Student Behavior Management Policy in line with this initiative, which will help in its success and achieve continuity for the academic year and the educational process. The behavioral offences are mentioned according to their degree, as mentioned in the Student Behavior Management Policy of 2018, and are coupled with behavioral offences specific to distance learning, in order to achieve the ease and flexibility of access to the detailed procedures mentioned in the Student Behavior Management Policy of 2018. (refer to the DL Student Behavior Management Policy by MOE)

### **Consistency in Practice**

To ensure the consistency in practice, following are the points to be followed:

- a. Teachers have to plan the lesson meticulously catering the needs of all learners.
- b. The skeleton of the PPT is shared with teachers. They have to customize it as per their lesson.
- c. Team of SLT and MLTs is meticulously monitoring teachers' performance and giving constructive feedbacks to teachers.
- d. Differentiation has to be planned properly and remedial class are extended for SODs.
- e. There will be department meeting every week lead by HOD to review and to share the best practices across the grades and classes.
- f. Similarly there will be SLT & MLT meeting once in a week lead by Principal this is particularly to review and analyse the practices.

## Assessment during DL

- As part of distant learning, teachers are following fair and transparent in assessment methods.
- All related activities are according to the curriculum expectations and learning objectives.
- Assessment schedules are timely communicated to students and parents through email circulars.
- Q&A, discussion threads and feedbacks with students are part of online classes through Google Meet.
- ELT ( Entry Level Test) is conducted through the School portal assessment system
- Padlet online platform is used as AFL (Assessment For Learning) tool in online class room.
- Online quizzes are conducted through Google Classrooms.
- Inquiry based projects are assigned to students as the part of assessment system.
- Software / online compilers are in use to support the hands own exercise and practical activities in higher classes.
- Teachers are using Chats, Discussion, Pre-Test, Post-test and Jam Boards as assessment tools.
- E portfolios are maintained in Google classroom to track the progress of students.
- Students activity results, like assignments, Test, practical evidences are saved in e portfolio in Google Class Room. Remedial coaching, special mentoring and tracking are ongoing for students with special needs.
- Challenging and higher order tasks are assigned to Gifted and Talented students.

## Quality Assurance

Although Teaching Learning is online, there is no compromise in quality. To ensure the quality of E learning, following are the steps taken by the school:

- Google sheet is shared where the teachers have to post the link of their class before commencement of class.
- Leaders at all levels can access the Daily track record Google sheet and monitor the classes.
- Learning walks are also conducted by MLT and SLTs.
- Lessons are observed by HODs and they give detailed feedbacks to teachers.
- Areas of concern are identified and continuous training is given to teachers.

- E – Learning team is formed. This team is directly in touch of teachers and giving guidance, support and training to teachers with regard to technical competency.
- Weekly meeting of SLTs and MLTs with Principal is scheduled on every Saturday in which weekly review is been done.
- Meeting of teachers with HOS on daily basis before the commencement of classes.
- Customized Learning Walk Format and Class Observation Format for ensuring the quality in learning.
- Training programs focusing on the identified areas of concern.
- Ongoing “review-action-analysis-review” process.

### Targets and Priorities

Priorities	Targets	Strategy	Time Frame	Resources	Success Criteria	Remarks
Leadership and Planning Providing information for parents & staff	Discuss with SLT/ Admin/ Governors - To work on the school LMS / WIFI access so that to implement information systems in the school and update those on the website.  Communicate to parents and students on DL	<ul style="list-style-type: none"> <li>• Meet with staff to discuss the emerging scenario and implementation.</li> <li>• Detailed circular on DL Provisions and protocols</li> <li>• Orientation sessions for the parents</li> <li>• Fortnightly meeting with parents</li> <li>• To update the list of parent e-mail addresses for school correspondence i.e. school e-newsletters/ Circulars etc</li> </ul>	March 2020.  Last week March 2020  End March / April beginning 2020	School portal  Email  Google Meet  IT dept  School LMS	All parents and students are aware of the protocols with regard to E learning. All parents are particularly aware of how they need to support their wards for effective utilization of DL Completed to Planning	Completed



Monitoring & Quality assurance	<p>Work on different tools of formative assessments</p> <p>Continue working on the Monitoring schedule of Learning work /formal and in formal DropIns.</p>	<ul style="list-style-type: none"> <li>Long term /Short term plans</li> </ul> <p>Conduct Q&amp;A sessions during teaching. Create discussion threads Conduct mini test and quizzes, Pre/Post test, Individual assignments, Create opportunities for collaboration and team assignments.</p> <p>Hos prepare the monitoring schedule and share with all teachers.</p>	<p>3<sup>rd</sup> week April 1st week of May 2020</p>	<p>Chat Tools Google forms. Assessment tool in school portal Padlet Google classroom Jam board</p> <p>Virtual lesson plan, Class observations and Learning walk ( format and rubrics)</p>	<p>To ensure uniformity of practices across grades</p> <p>Effective use of assessment tools.*Supporting students to progress in learning.*Increase collaboration and teamwork among students.</p>	<p>Ongoing</p>
Well Being of students and staff	<p>Formulate the wellbeing Policy Conduct In house surveys</p>	<p>Hos prepare the monitoring schedule and share with all teachers.</p>	<p>April/May 2020</p>	<p>Tracking through school portal and email id. Online meeting etc</p>	<p>Support and guidance to improve performance of low achievers and SODs. *Individual attention given to Students of Determination, Extended hours classes for students with learning</p>	<p>First round completed /2<sup>nd</sup> also ongoing</p>
Remedial Coaching for students	<p>One to one sessions with the students Super study classes</p>	<p>Collate data from Surveys Study the concerns and provide solutions Initiate awards and accolades for students / staff. Work on providing communities activities for mental and emotional wellbeing of staff and students.</p>	<p>April 2020</p>		<p>Support and guidance to improve performance of low achievers and SODs. *Individual attention given to Students of Determination, Extended hours classes for students with learning</p>	<p>Ongoing</p>

		<p>Individual Education plans are drafted and target set for SODs. Monitoring the progress (KG 1 to grade 8) Individual learning plan for ILP and setting target for high achievers. Monitoring the progress (Grade 10, 11 and 12)</p>		<p>Google classrooms School portal</p>	<p>difficulties and disabilities.</p> <p>Students character improvements Students abiding to guidelines. Increase awareness of do's and don'ts. To maintain the positive behavior and to develop exemplary behavior among the student. Improves motivation levels Provides emotional /social well being amongst staff and students</p> <p>All students are getting age appropriate and manageable extended tasks and assignments on regular basis. All students are aware on the support mechanism</p>	
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					available in the school to ensure online safety	
Professional development	Training of all 3 stake holders	<ul style="list-style-type: none"> <li>• Identification of In house resource person</li> <li>• Scheduled training session of staff on use of ICT in classrooms.</li> <li>• One to one session with parents of different phases</li> <li>• Initial training sessions with students briefing them about use of Google classrooms/ competent internet users</li> <li>• Training of parents /briefing them how to access EDUCORE / student assignments/ work /online virtual classes.</li> </ul>	<p>March 2020</p> <p>April 2020</p> <p>March 2020</p>	<p>Online sessions</p> <p>Video sharing</p> <p>Step by step instructions</p> <p>Circulars</p> <p>One to one session</p>	To ensure all stakeholders are comfortable and well versed with the use of Google class rooms and virtual learning.	<p>Ongoing</p> <p>Ongoing</p>
	<ul style="list-style-type: none"> <li>• Pupil experience</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils use specific websites to improve learning/ reinforce learning content</li> <li>• Pupils in the senior classes use search engines to locate information/ additional</li> </ul>	April 2020	<p>Laptops /Tablets</p> <p>Wifi</p> <p>Class sessions</p>	<p>To promote paperless learning amongst students</p> <p>Make them independent learners</p>	Ongoing

		<p>information about a topic assigned by the teacher for e.g. History/ Geography etc</p> <ul style="list-style-type: none"> <li>In phase 1 encourage phonic development through the use Jolly Phonics /Reading Eggs</li> <li>To enhance develop numeracy through the use Maths Whizz in classrooms/home</li> </ul>	<p>April 2020</p> <p>April 2020</p>		<p>Improve the skills in analysis/ Presentation</p> <p>To improve the basic maths skills</p>	<p>Ongoing</p>
Promote E-learning Culture	<ul style="list-style-type: none"> <li>All teachers understand their roles and responsibilities for promoting E- culture</li> <li>All activities to be conducted online</li> <li>To undertake a project with another school</li> </ul>	<ul style="list-style-type: none"> <li>Sharing of the expectation document for all stakeholders</li> <li>Re defining the role of the teachers during the course of E-Learning.</li> <li>Teachers to re-align the success criteria's for online in-house and inter school participation.</li> <li>Students and teachers organize video conferencing to undertake such projects with other schools.</li> <li>Elections / debates/science /language week and other</li> </ul>	<p>April 2020</p> <p>October onwards</p> <p>May 2020</p> <p>May 2020</p>	<p>Circulars</p> <p>Annual Activity calendar</p> <p>Google class rooms</p>	<p>Clarity of roles brings in clarity of expectation</p> <p>The teachers know how to conduct the lessons</p> <p>Effective planning to conduct online activities</p> <p>Students are able to use online forums to</p>	<p>Ongoing</p> <p>completed</p> <p>Ongoing</p>



	<ul style="list-style-type: none"> <li>Peer observations /Self assessment / corrections /formative and summative assessments to be conducted online</li> <li>To use the school website to share school work, projects &amp; achievements with parents, community and the wider world</li> <li>Release of E- Newsletters for each phase</li> </ul>	<p>activities and events to be conducted online</p> <ul style="list-style-type: none"> <li>Teachers start with 5 Marks assessments /pre assessments which are online.</li> <li>Correct assignments and share comments through Google classrooms with the students</li> <li>Every fortnight academic feedback is shared with parents</li> <li>All teachers are familiar with how to use the school Twitter account / FB and website.</li> </ul> <ul style="list-style-type: none"> <li>All activities are captured from each phase and shared with parents</li> <li>All work related student documents to be saved and presented into student E- portfolios instead of hard copies</li> </ul>	<p>April 2020</p> <p>April 2020</p> <p>1<sup>st</sup> week May</p>	<p>Assignments</p> <p>Online meetings</p> <p>E- Copy of Newsletters</p>	<p>nominate elect and interview</p> <p>Students / teachers are trained to evaluate student assignments online . students are confident about uploading their work for teacher evaluation.</p> <p>Prioritizing student well being</p> <p>Staff and student well being. Sharing awards and accolades. acknowledging good work</p>	<p>Completed</p>
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	<ul style="list-style-type: none"> <li>Student E-Portfolios</li> </ul>					
Logistics /Operational planning during distance learning	Keep a data driven record of TCs /admissions and trends of cancellations	<ul style="list-style-type: none"> <li>Work on a student strength for each classroom. Work on clubbing of sections.</li> <li>Have a combination of staggered timetable</li> <li>Work on a combination of virtual and physical classrooms</li> <li>Get a feedback on students joining back in the second term.</li> </ul>	Aug 2020	Data collection	To ensure that school operations are carried out smoothly	To be completed
			3 <sup>rd</sup> Week August 2020	Timetable / teachers	To ensure social distancing is maintained.	To be implemented
			June 2020	Circular /data collection	To be able to work on the logistics.	To be completed
	<ul style="list-style-type: none"> <li>Work on human resources for academic /ancillary staff</li> </ul>	<ul style="list-style-type: none"> <li>Collect data on teachers travelling during summer break.</li> </ul>	June 2020	Online data collection	To ensure smooth school operations	To be completed
		<ul style="list-style-type: none"> <li>Giving classroom access to standby teacher on school learning management systems in case of emergencies</li> </ul>	June 2020	HOS Meetings	To ensure classes continue smoothly	To be completed
		<ul style="list-style-type: none"> <li>Reporting date to be preponed</li> </ul>	June 2020	Email / formal intimation	To be sure of the human resources availability to work on logistics.	To be completed
		<ul style="list-style-type: none"> <li>Check on availability of staff</li> <li>Conduct interviews in June and keep standby staff .</li> </ul>	June 2020	HOS Meeting Data collection		To be completed
			June 2020			

		<ul style="list-style-type: none"> <li>• Stagger the vacation time for school leaders</li> <li>• Maintain ancillary staff on sustenance allowance and avoid travelling during summer vacation</li> <li>• Work on clubbing of bus routes</li> </ul>	<p>June 2020</p> <p>August 2020</p>	<p>Governors meetings</p> <p>Admin meeting /governor meeting online</p>	<p>To have the Plan B in place in case of immediate requirements</p> <p>To ensure Leaders Well-being as well as availability</p> <p>To plan out bus routing and work on a financially viable plan.</p>	<p>To be completed</p> <p>To be completed</p>
Wellbeing of staff and students	In house surveys to understand the mental health of staff and students	<ul style="list-style-type: none"> <li>• Review the policy on wellbeing of staff and students</li> <li>• Propose phase wise elements to keep staff and students motivated</li> <li>• Add an element of art / humor / fitness in between classes.</li> <li>• Keep daily routines flexible and prioritize agility in approach.</li> <li>• Phase wise create a platform for informal online meetings</li> <li>• Include community activities</li> </ul>	<p>April 2020</p> <p>3<sup>rd</sup> week April 2020</p> <p>April 2020</p> <p>April 2020</p> <p>May 2020</p> <p>May 2020</p> <p>May 2020</p>	<p>SLT meetings</p> <p>SLT /DEIW Meetings</p> <p>SLT / Teachers online meetings</p> <p>Online Meetings</p> <p>Online Fun activities</p>	<p>To prioritize the student and staff wellbeing across grades.</p> <p>To ensure students enjoy intermittent breaks</p> <p>To add in an element for social and emotional wellbeing of</p>	<p>Completed</p> <p>Ongoing</p> <p>Ongoing</p> <p>ongoing</p>

		/awards/accolades for staff and students <ul style="list-style-type: none"> <li>• Use of media to publicize the achievements of staff and students</li> </ul>		Newsletters/ FB /Twitter account	staff and students	
Review Policies	All school policies will have to be revisited	<ul style="list-style-type: none"> <li>• Immediate attention to E-Expectations for students/ teachers / Parents</li> <li>• Assessment policy for formative and summative assessment</li> <li>• Student assignment policy</li> <li>• Safety and hygiene Policy</li> <li>• Anti-Cyber bullying</li> <li>• Wellbeing policy to be aligned to changes during distance learning</li> </ul>	April 2020  May end 2020  May 2020  1 <sup>st</sup> week May 2020	Meetings /discussions/sharing of ideas online  School website  Soft copies sharing	To ensure all policies are aligned to the wellbeing of all stake holders.  To ensure that distance learning meets expectations  To ensure to maintain and sustain quality of education  To safeguard the interests of students	Completed  To be completed  Completed  Completed  Completed
Long Term plans	School reopening post COVID 19	<ul style="list-style-type: none"> <li>• Additional responsibilities of Clinic staff.</li> <li>• Duties of checking of temperature and sanitizing of hands and belongings at the entrance.</li> <li>• Rearranging the classrooms seating plan</li> </ul>	August 2020  April – ongoing  August 2020  August 2020	Documents /online meetings/ physical arrangements/ ancillary staff	To ensure that operations are planned and actions in place in case the school opens post COVID 19.	To be completed.

		<ul style="list-style-type: none"> <li>• Re arranging class sections as per the student strength</li> <li>• Manage the academic team with renewed responsibilities</li> <li>• Review the SOD plans for their E-Learning.</li> <li>• Curriculum plans to be reviewed.</li> </ul>	<p>August 2020</p> <p>April 2020</p> <p>April 2020</p>			
Effective implementation of inclusion in the School (Care and support)	To continue giving the best support to SOD students online	Identifying, Assessing, Coaching, counselling, remediation and Mentoring differently abled students and gifted and talented students.	April 2020	Online classes, Google Classroom, Learning app, School portal	Creating an inclusive environment with ethos, where differently abled students feel that they are equally considered with other students. To reach individual education goals according to each student's abilities Ensure that gifted and talented students are challenged and enriched throughout the online learning period. To comply with regulations in line with the curriculum.	ongoing