



**HORIZON  
INTERNATIONAL  
SCHOOL**

**Online Learning Framework**

# Distance Learning Guide

At Horizon International School, our approach to Distance Learning is guided by three key principles:

**Age and Stage  
Appropriateness**

**Clarity and Consistency  
for Families**

**Student Engagement and  
Wellbeing**

Remote learning cannot fully replicate the classroom experience. Instead, it ensures continuity of learning, maintains relationships, and supports students through clear, structured routines that provide consistency and purpose each day.

Our approach is deliberately planned and sequenced to uphold high expectations for learning, while also recognising that every family situation is different and, where needed, allowing for appropriate flexibility within that structure. Our aim is to maintain high quality provision of learning within the confines and challenges of the current situation, balancing clarity and consistency with understanding and adaptability.

# Our Approach & Student Entitlement



## Live Lessons

Real-time lessons, check-ins, and feedback.



## Pre-recorded Lessons

Teacher explanations and guided instruction.



## Independent Learning

Structured tasks to consolidate understanding.



## Pastoral Support

Wellbeing check-ins and student mentoring.

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## Student Learning Entitlement

1

Structured Daily Schedule

2

Regular Teacher Interaction

3

Clear Instructions & Resources

4

Questions & Feedback

5

Pastoral Support

This approach is informed by international research, including the **Education Endowment Foundation (EEF)**, the **OECD**, and the **Harvard Graduate School of Education**.

# Live lessons

## A typical live lesson

Live lessons are designed to reflect the structure of effective classroom teaching. Rather than continuous screen time, lessons include a balance of explanation, independent thinking and teacher interaction. A typical lesson may follow the structure below:

SEQUENCE	WHAT HAPPENS
EXPLAIN	The teacher introduces the learning objective and models the task through explanation or demonstration.
TRY	Students begin working on questions linked to learning objectives.
SUPPORT	The teacher checks understanding, provides feedback and supports students who require additional help.
REFLECT	The class reviews key learning and prepares for the next stage of independent learning.

Not every moment of a lesson requires students to remain continuously focused on the screen. Teachers will regularly build in time for thinking, writing and practical activities. This approach helps students remain engaged while also reducing unnecessary screen fatigue.



Listen to explanations



Work independently



Collaborate with classmates



Receive teacher feedback



Review and improve work

# Learning Platforms by Year Group

FOUNDATION STAGE – YEAR 2

## Platform: Seesaw

In the early years and Key Stage 1, learning is designed to be developmentally appropriate, recognising that younger children do not learn most effectively through extended live online lessons. Research consistently indicates that shorter teacher inputs combined with practical learning activities lead to stronger engagement at this age. Learning will be:

- Predominantly play-based and asynchronous learning
- Regular short live interactions and check-ins
- A balance of teacher input and independent activities
- Strong focus on phonics, early maths, and communication skills
- Activities designed to limit extended screen time

YEAR 3 – YEAR 6

## Platform: Seesaw / Microsoft Teams

- A balanced approach of live teaching and independent learning
- Lessons aligned to the existing class timetable where possible
- Regular opportunities for interaction, feedback, and support
- Ongoing monitoring of engagement and progress

Curriculum coverage can be tracked through Curriculum Maps shared across the Foundation Stage and Primary School in the first few weeks of term.

YEAR 7 – YEAR 13

## Platform: Microsoft Teams / other subject specific platforms

- Majority live teaching, supported by independent and pre-recorded lessons
- Lessons delivered in line with student timetables
- Regular pastoral check-ins and mentoring support
- Additional intervention and exam preparation sessions where appropriate

Parents and students can track learning through Secondary Curriculum Booklets, which outline subject coverage across the academic year.

Students in examination years will receive separate communication regarding exam preparation and support. Official guidance from JCQ will be communicated directly when available.

# Attendance and Engagement

At HIS we are committed to ensuring that students are continuing to progress and engage with their learning during a period of Distance Learning. If students disengage from learning, HIS will have a staged response:

1

## Stage 1 – Early Concern

Students not engaging with any work for a short period. **Teacher will contact the student and parents with a reminder of expectations.**

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2

## Stage 2 – Escalation

Missed work or no engagement. **Concern logged by class / form teacher and Head of Year informed.**

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3

## Stage 3 – Pastoral Support

Repeated missed work or no engagement. **Head of Year to contact family to offer support.**

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4

## Stage 4 – Intervention

On-going disengagement despite support. **Senior Leadership Team contact parents and further intervention implemented.**

# Feedback, Monitoring and Progress

## How Teachers Check Understanding

Teachers will continuously check students' understanding through:

- Questioning and interaction during lessons
- Review of submitted work
- Structured tasks and assignments

## How Feedback is Provided

Feedback may be provided through:

- Verbal feedback during live lessons
- Written or digital feedback on submitted work
- Whole-class or group feedback

Teachers will monitor student engagement, participation, and progress, and will follow up where additional support is needed.

- 📄 In addition to on-going teacher assessment, all formal and end of year assessments are under review and further communication on these will be provided in due course.



# Communication and Community

Clear communication remains essential during periods of distance learning. The school will provide regular updates to parents, including school updates, curriculum delivery, and examination information where relevant.

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## Wellbeing and Student Support

Supporting students' wellbeing remains a central priority during periods of remote learning. Learning from home can sometimes feel unfamiliar, and maintaining strong relationships with teachers and peers is essential for student confidence and engagement. At HIS there will be:

-  **Regular tutor or class check-ins**
-  **Access to pastoral and counselling support**
-  **Opportunities for small group or individual mentoring**
-  **Ongoing communication with families**

We encourage students to maintain healthy routines, including regular breaks, physical activity, and social interaction where possible.

# What if...? Continuity of learning during external disruptions

While the UAE remains a safe and stable environment, regional circumstances may occasionally lead to brief interruptions or external noise audible during live online lessons.

In the unlikely event that this occurs during a live lesson, teachers may take one of the following steps to ensure children remain calm and focused:



## Pause

Temporarily pause or close the live session



## Continue

Direct students to an independent or asynchronous learning task already provided



## Resume

Resume the lesson once it is appropriate to do so

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

This approach allows teachers to manage situations calmly and minimise unnecessary concern for students.

# How Parents Can Support & Student Expectations

## How Parents Can Support



Provide a suitable learning environment



Encourage routine and structure



Support engagement with learning tasks



Communicate any concerns with the school

*Parents are not expected to replace the role of the teacher. Supporting routines and positive habits will help ensure success.*

## Student Expectations



Attend live lessons punctually and be prepared to learn



Participate respectfully and follow teacher guidance



Use technology appropriately



Complete and submit work on time



Communicate with teachers if support is needed

*Online learning remains part of the normal school day, and expectations for behaviour remain consistent.*

# Key Contacts

Part 1 of 2

Name	Designation	Email Address
Mr. Quinn	Principal	<a href="mailto:principalpa@coqnita.com">principalpa@coqnita.com</a>
Mrs. Cregan	Assistant Principal (Foundation Stage)	<a href="mailto:rebecca.cregan@coqnita.com">rebecca.cregan@coqnita.com</a>
Mrs. Buckley	Assistant Principal (Year 1 – 2)	<a href="mailto:amanda.buckley@hisdubai.ae">amanda.buckley@hisdubai.ae</a>
Miss. Lyons	Assistant Principal (Year 3 – 4)	<a href="mailto:roisin.lyons@coqnita.com">roisin.lyons@coqnita.com</a>
Mr. Gilhooley	Assistant Principal (Year 5 – 6)	<a href="mailto:liam.gilhooley@coqnita.com">liam.gilhooley@coqnita.com</a>
Miss. McNamee	Assistant Principal (Key Stage 3)	<a href="mailto:caroline.mcnamee@hisdubai.ae">caroline.mcnamee@hisdubai.ae</a>
Mrs. Peacock	Assistant Principal (Key Stage 4 and 5)	<a href="mailto:nicola.peacock@coqnita.com">nicola.peacock@coqnita.com</a>
Mr. Clifford	Assistant Principal (Secondary Curriculum)	<a href="mailto:andrew.clifford@coqnita.com">andrew.clifford@coqnita.com</a>
Mrs. Gilhooley	Assistant Principal (Secondary Teaching and Learning)	<a href="mailto:Kellie.gilhooley@coqnita.com">Kellie.gilhooley@coqnita.com</a>
Mr. Petkar	Assistant Principal (Secondary Assessment)	<a href="mailto:Zareef.petkar@coqnita.com">Zareef.petkar@coqnita.com</a>
Mrs. Armstrong	FS1 Progress Leader	<a href="mailto:cara.armstrong@hisdubai.ae">cara.armstrong@hisdubai.ae</a>
Mrs. Bladon	FS2 Teacher & Progress Leader	<a href="mailto:beth.bladon@hisdubai.ae">beth.bladon@hisdubai.ae</a>
Miss Lind	Year 1 Progress Leader	<a href="mailto:claire.lind@hisdubai.ae">claire.lind@hisdubai.ae</a>
Miss. Huggan	Year 2 Progress Leader	<a href="mailto:phoebe.huggan@hisdubai.ae">phoebe.huggan@hisdubai.ae</a>
Miss. Lawrence	Year 3 Progress Leader	<a href="mailto:ria.lawrence@hisdubai.ae">ria.lawrence@hisdubai.ae</a>
Mrs. Rowan	Year 4 Progress Leader	<a href="mailto:kayleigh.Rowan@hisdubai.ae">kayleigh.Rowan@hisdubai.ae</a>
Mr. O'Donnell	Year 5 Progress Leader	<a href="mailto:cathal.odonnell@hisdubai.ae">cathal.odonnell@hisdubai.ae</a>
Mrs. Pearson	Year 6 Progress Leader	<a href="mailto:sally.pearson@hisdubai.ae">sally.pearson@hisdubai.ae</a>
Miss. Williams	Head of Year 7	<a href="mailto:emily.williams1@hisdubai.ae">emily.williams1@hisdubai.ae</a>

# Key Contacts

Part 2 of 2

Name	Designation	Email Address
Miss Pease	Head of Year 8	<a href="mailto:charlotte.pease@hisdubai.ae">charlotte.pease@hisdubai.ae</a>
Mr. Calvert	Head of Year 9	<a href="mailto:simon.calvert@hisdubai.ae">simon.calvert@hisdubai.ae</a>
Mr. Lenihan	Head of Year 10	<a href="mailto:dominic.lenihan@hisdubai.ae">dominic.lenihan@hisdubai.ae</a>
Miss. Brandariz	Head of Year 11 and PL of Key Stage 4	<a href="mailto:joanna.brandariz@hisdubai.ae">joanna.brandariz@hisdubai.ae</a>
Miss. Harb	Head of Post 16	<a href="mailto:sanaa.harb@hisdubai.ae">sanaa.harb@hisdubai.ae</a>
Mr. Parker	Secondary Head of Maths	<a href="mailto:stuart.parker@hisdubai.ae">stuart.parker@hisdubai.ae</a>
Miss. Bull	Secondary Head of English	<a href="mailto:susannah.bull@cognita.com">susannah.bull@cognita.com</a>
Mr. Ali	Secondary Head of Science	<a href="mailto:yassar.ali@cognita.com">yassar.ali@cognita.com</a>
Mrs. Aly	Head of Arabic	<a href="mailto:abier.aly@hisdubai.ae">abier.aly@hisdubai.ae</a>
Mrs. Elbealy	Head of Islamic Studies	<a href="mailto:arzak.elbealy@cognita.com">arzak.elbealy@cognita.com</a>
Mrs. Manekshaw	Secondary Head of Computing	<a href="mailto:natasha.manekshaw@hisdubai.ae">natasha.manekshaw@hisdubai.ae</a>
Miss. Young	Secondary Head of Psychology	<a href="mailto:donna.young@cognita.com">donna.young@cognita.com</a>
Mrs. Suurd	Head of Music	<a href="mailto:frances.suurd@hisdubai.ae">frances.suurd@hisdubai.ae</a>
Miss. West	Head of Performance	<a href="mailto:kerri.west@hisdubai.ae">kerri.west@hisdubai.ae</a>
Mr. Tate	Director of Enrichment	<a href="mailto:alexander.tate@cognita.com">alexander.tate@cognita.com</a>
Mrs. Treliving	Head of PE	<a href="mailto:laura.treliving@cognita.com">laura.treliving@cognita.com</a>
Miss. Strickland	Secondary Head of Humanities	<a href="mailto:sheree.strickland@hisdubai.ae">sheree.strickland@hisdubai.ae</a>
Mr. Donnelly	Secondary Head of Business Studies	<a href="mailto:ciaran.donnelly@cognita.com">ciaran.donnelly@cognita.com</a>
Miss. Bhandal	Head of MFL	<a href="mailto:cian.bhandal@hisdubai.ae">cian.bhandal@hisdubai.ae</a>
Mrs. Barry	Head of Inclusion	<a href="mailto:ashleigh.barry@cognita.com">ashleigh.barry@cognita.com</a>