



Online Learning Framework

Our online educational philosophy

Distance learning cannot replicate the classroom experience. Instead, it focuses on maintaining continuity of learning, connection of relationships, and structured routines while adapting to learning from home. Our approach is guided by four principles;



Learning quality remains central



Relationships between teachers and students remain strong



Independence develops progressively with age



Wellbeing and balance are prioritised

Our approach to distance learning

Horizon English School adopts a blended learning model combining asynchronous learning, live teaching and independent study.

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

Phase	Approach to distance learning
Early years	Predominantly play based. Daily live sessions but minimal screen time.
Year 1 – 6	An age appropriate blend of pre-recorded lessons, tasks to complete, live lessons and small group tutorials.

Approach to distance learning

Distance learning at Horizon English School combines several complementary approaches to ensure learning remains structured, engaging and flexible. These approaches allow teachers to adapt lessons depending on subject, age of students and the needs of the learning activity.



Live Lessons

A live lesson delivered by a teacher where children interact in real time. Involves explanation, questioning, discussion and feedback.



Pre-recorded Lessons & Seesaw Tasks

Teacher directed tasks completed independently. May include written work, reading, practice questions or project work aligned to the curriculum.



Live Tuition Drop Ins

Small group or one-to-one sessions focused on academic support, feedback, wellbeing and monitoring progress.



Online Platforms and Offline Learning Packs

Resources on learning platforms, or printed resources specifically designed to support fluency in key academic areas which students can revise independently.

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

Distance learning by year group

Year Group	Summary of approach	Live Lessons (as per timetable)	Pre-recorded + tasks on Seesaw	Online platforms	Tuition Drop Ins
EYFS	<p>Predominantly play based.</p> <p>Minimal screen Time – offline opportunities available</p> <p>Class split in smaller groups for live lessons</p>	<p>Connection daily</p> <p>Phonics</p> <p>Maths</p> <p>PE</p> <p>Storytime</p> <p>FS1 Rhyme time x 1</p>	<p>PE</p> <p>Arabic</p> <p>Literacy</p> <p>Understanding the World</p>	Bug Club (FS2)	Small group Communication and Language each Friday
Year 1	Blend of pre-recorded and Live sessions with smaller group reading	<p>Connection daily</p> <p>Phonics</p> <p>Maths</p> <p>English</p> <p>Arabic</p> <p>PE</p> <p>Music</p> <p>Reading</p> <p>Handwriting</p> <p>Library</p> <p>Islamic Education</p>	<p>Reading</p> <p>Art</p> <p>Maths</p> <p>English</p> <p>Science</p> <p>Topic</p>	Bug Club, Numbots	Small Group reading

<p>Year 2</p>	<p>Blend of pre-recorded and Live sessions with smaller group reading</p> <p>After live input, teachers are available on Teams for support to complete independent work</p>	<p>Connection daily</p> <p>Maths</p> <p>English</p> <p>Arabic</p> <p>PE</p> <p>Music</p> <p>Reading</p> <p>Library</p> <p>Islamic Education</p>	<p>MSC</p> <p>Arabic</p> <p>Computing</p> <p>Science</p> <p>Spelling</p> <p>Art</p>	<p>Bug Club, Numbots, Spelling Shed, Century Tech</p>	<p>Small Group reading</p>
<p>Year 3</p>	<p>Blend of pre-recorded and Live sessions with tutorial drop in time</p>	<p>Connection daily</p> <p>Maths</p> <p>English</p> <p>Arabic</p> <p>PE</p> <p>Reading</p> <p>Library</p> <p>Science</p> <p>Islamic Education</p>	<p>MSC</p> <p>Arabic</p> <p>Computing</p> <p>Science</p> <p>Spelling</p> <p>Art</p> <p>Level up with the Digital Prefects</p>	<p>Bug Club, Spelling Shed, Century Tech, TTRS</p>	<p>Daily Tutorial Support</p>
<p>Year 4</p>	<p>Blend of pre-recorded and Live sessions with tutorial drop in time</p>	<p>Connection daily</p> <p>Maths</p> <p>English</p> <p>Arabic</p> <p>PE</p> <p>Music</p> <p>Reading</p> <p>Science</p> <p>Islamic Education</p>	<p>MSC</p> <p>Arabic</p> <p>Computing</p> <p>Science</p> <p>Spelling</p> <p>Art</p> <p>Level up with the Digital Prefects</p> <p>French</p>	<p>Bug Club, Spelling Shed, Century Tech, TTRS</p>	<p>Daily Tutorial Support</p>

Year 5	Blend of pre-recorded and Live sessions with tutorial drop in time	Connection daily Maths English Arabic PE Music Reading Science Islamic Education	MSC Arabic Computing Science Spelling Art Leadership Education French	Bug Club, Spelling Shed, Century Tech, TTRS	Daily Tutorial Support
Year 6	Blend of pre-recorded and Live sessions with tutorial drop in time	Connection daily Maths English Arabic PE Music Reading Science Islamic Education	MSC Arabic Computing Science Spelling Art Leadership Education French	Bug Club, Spelling Shed, Century Tech, TTRS	Daily Tutorial Support
Inclusion	As for their year group + work adapted by inclusion team	New Horizons daily (some W3)		Nessy	1:1 / small group with inclusion team, including ELL
Wellbeing	Tips and support		Wellbeing bites Wellbeing checks		1-1 and small group support where needed

Safeguarding and support

Safeguarding & Online Learning

The following is expected of our children when they are online:

- Attend lessons appropriately dressed from a suitable workspace
- Cameras on where possible to support engagement
- Some lessons may be recorded for instructional purposes
- 1:1 support sessions require an adult present at home
- 1:1 support sessions are not recorded

Supporting Your Child at Home

A supportive home environment helps children stay organised, motivated and confident. As parents, you play an important role in helping your child(ren) maintain structure and focus during periods of online learning. While teachers frame the learning, as well as providing explanation and feedback, a supportive home environment helps your child(ren) remain organised, motivated and confident in their learning.

Families can support learning by:

- Create a quiet, organised learning space
- Establish a consistent daily routine
- Encourage preparation for lessons on time
- Support regular breaks away from screens
- Encourage balance between online and offline activities
- Help organise tasks while building independence

Parents are not expected to replace the role of the teacher. Please connect with your child's class teacher if you need support or guidance.

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.

Talking to children about recent world events

Children look to adults for reassurance and safety.



Start With You

Children read your nervous system before they hear your words. Slow your tone, breathing, and pace. Calm is contagious.



Understand the Child First

Children use their threat detector before their thinking brain. Young children cannot judge probability — "unlikely" can feel like "it could happen." Consider who your child is before deciding what to say.



Ask Before You Tell

Start by understanding what your child already knows: "What have you heard?" or "Is there something you're wondering about?" Children's understanding is often smaller than we imagine.

What to say | Age-appropriate guidance

Acknowledge emotions while keeping reassurance central: *"It's okay to feel worried sometimes."*



Ages 3–7 | Keep it simple

"Some countries are having disagreements. There are adults whose job is to keep people safe, and we are safe right now."



Ages 8–12 | Add context

Answer questions honestly and correct misinformation gently.
"Sometimes there is tension between governments and power can be shown in ways that sound scary. The UAE has strong systems to protect people."



Older children (Teens) | Teach thinking, not panic

Talk about checking reliable sources. Explain how algorithms can amplify fear. Discuss the emotional impact of constant exposure online.

If children ask directly

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About noises or explosions

"Those loud noises were from systems that protect the country. The adults responsible for safety were doing their job, and you are safe."

”

“

Are we in danger?

"Right now we are safe. Lots of people are working together to keep everyone protected."

”

“

If they feel scared

"That makes sense — unexpected noises can feel scary. I'm here with you and you are safe."

”

“

If you don't know the answer

"That's a good question. I don't know all the details, but people are working hard to keep everyone safe."

”

Speaking to your child

Limit Overexposure

- Avoid constant news coverage
- Discuss information together rather than children searching online alone
- Be mindful of adult conversations children may overhear
- Too much exposure can increase anxiety and fixation on events

Protect Their Nervous System

- Keep routines normal and predictable
- Prioritise connection, rest, and familiar activities
- Predictability and safety support regulation

End With Agency

"We have a plan. There are trained people handling this, and if anything changes, I know what we will do."

Children feel safest when adults are calm, prepared, and reassuring.

References

- ♦ www.mentalhealth.org.uk/explore-mental-health/articles/talking-children-about-scary-world-events
- ♦ <https://www.unicef.org/parenting/child-care/how-talk-your-children-about-conflict-and-war>
- ♦ <https://www.savethechildren.org.uk/blogs/2022/talking-about-distressing-current-events-with-kids->
- ♦ parentprospercoaching.me

Other available resources



Bug Club

FS2 – Year 6



Numbots

Year 1–2



Century Tech

Year 2–6



Times Tables Rock Stars

Year 3–6



Spelling Shed

Year 2–6

Alongside the recorded lessons, children can continue to access familiar online platforms such as Century, Numbots, Bug Club, Times Tables Rock Stars and Spelling Shed. Children should already have their login details for these platforms. If you experience any difficulties accessing them, please contact your child's class teacher who will be happy to help.