



دائرة رأس الخيمة للمعرفة  
**RAS AL KHAIMAH**  
DEPARTMENT OF KNOWLEDGE

# General Protocol for Transitioning to Distance Learning

Guidelines for RAK Private  
Schools when transitioning to  
distance/online/hybrid learning  
in specific circumstances.

AY 2025/2026

Ras Al Khaimah Department of Knowledge

## Introduction

These guidelines have been designed to support private schools in Ras Al Khaimah transitioning to online learning environments in unforeseen circumstances (such as inclement weather).

The aim is to ensure that all students continue receiving a safe, high-quality education, regardless of the challenges of remote learning.

These guidelines provide a comprehensive framework that addresses the essential aspects of planning, implementing, and evaluating an effective online education system.

## Phase 1: Planning and Infrastructure Setup

### 1. Assessment of Needs:

- Assess whether the school can remain open for face-to-face instruction or if switching to distance learning is the only option. RAK DOK will communicate with all principals when there is a chance that inclement weather conditions require a school decision.
- Survey students, parents, and teachers to understand their needs, capabilities, and limitations regarding access to devices, internet connectivity, and digital literacy.

### 2. Technology Infrastructure:

- Ensure all students and staff have access to appropriate devices and internet connectivity.
- Select and set up a learning management system (LMS) such as Google Classroom, Microsoft Teams, Moodle, or any other system teachers and students use to conduct classes and submit work (if one is not already in place within the school).
- Establish a technical support team to address software and hardware issues and share their contact details with all students and school staff.
- Provide training for teachers and students on how to use online platforms and ensure that they have access to sufficient devices and sufficient internet for the day to support student learning.

## Phase 2: Curriculum Adaptation

### 3. Curriculum Modification:

- Adjust the curriculum to accommodate an online or hybrid learning format, ensuring that learning objectives can still be met virtually. Schools have the



autonomy to adjust the curriculum as required during the approved timeline for distance learning.

- Develop online-friendly materials and resources, such as digital textbooks, interactive activities, and video lessons.

#### **4. Teaching Strategies:**

- Train teachers in online pedagogical strategies, focusing on engagement, assessment, and feedback in a virtual environment.
- Ensure that teachers and students are aware of the live sessions and their scheduled times.
- Plan a mix of on-site and homework learning activities to accommodate diverse learning preferences.
- Be aware of this and develop a plan for students with poor internet connectivity or who cannot access the material synchronously (live). In some situations, multiple siblings may be required to share the same device. As a result, other activities for students who may not need a device should be developed (e.g. projects, activities from textbooks)

### **Phase 3: Communication**

- Regularly update the community, especially parents, as the situation evolves, and more information becomes available.

### **Phase 4: Monitoring and Evaluation**

#### **5. Continuous Assessment:**

- Monitor students' progress through regular assessments and provide constructive feedback.
- Evaluate the effectiveness of the online learning setup through surveys and feedback from students and teachers.
- Continuously improve learning and support with regular feedback and ongoing monitoring.

### **Key Considerations for the school to monitor.**

#### **Attendance and participation**

- Student attendance and participation in learning sessions and activities.
- Student behaviour must always be appropriate and responsible.

## Child Protection

- Students should receive clear directions and instructions about e-safety and protection on the internet and cyberbullying, as well as who they should contact if they have questions or concerns in this regard or are concerned about being exposed to any form of bullying.
- Students should feel safe while working on the internet and know the steps they must take if any problem or related issue arises. This should be clearly stated within the school's ICT/e-safety/technology policies.

## Learning opportunities

- Students should receive a balanced range of learning styles and methods, such as live online class sessions, recorded sessions, and integrated school assignments and activities.
- Maintaining the pattern and continuity of their learning

## Equal opportunities to access services and activities.

- Students should receive equal and fair opportunities from the school to access distance learning materials that are appropriate for them.
- Schools should document how IEPs (Individualized Education Plans) will be implemented remotely for students with additional learning needs.

## Materials Accessibility:

- Ensure all students have the necessary technology to access the school's distance learning services and activities.
- Ensure that all teachers receive the necessary training in the school's technologies to facilitate distance learning for students.

## Policy on Special Requests for Shifting a Student to Online Learning

In exceptional cases, schools may accommodate students who require a temporary transition to online learning due to extenuating circumstances, such as medical conditions or relocation outside the UAE during the academic year. However, prior approval from RAK DOK is mandatory before shifting a student to online learning.

Requests for online learning will only be considered under the following conditions:

1. **Medical Reasons:** If the student is unwell or accompanying a first-degree relative for medical treatment outside the UAE, the request must be supported by:
  - An attested medical report from a licensed healthcare provider.

- A copy of the flight ticket confirming travel.
- 2. **Temporary Relocation:** If the student is temporarily relocating outside the UAE for exceptional personal reasons (e.g., a parent's job transfer or government-related assignments), the school must provide:
  - A valid justification letter from the parent or guardian.
  - Supporting documents such as an employer letter (for job-related relocations).
- 3. **Academic and Attendance Compliance:**
  - Online learning arrangements must align with the school's approved curriculum and instructional model.
  - The student must maintain active participation and meet attendance requirements as specified by the MOE and DOK regulations.
  - Schools must monitor the student's progress and provide periodic reports to RAK DOK upon request.
- 4. **Duration & Review:**
  - Approval for online learning is temporary and subject to DOK review.
  - The student must return to in-person learning once the approved period expires unless RAK DOK grants an extension based on a valid justification.

### Compliance

- **Effective Date:** This policy shall take effect from the start of the 2025/26 academic year. Full compliance by all private schools is expected by the start of the 2026/27 academic year.
- **Enforcement and Penalties:** Schools that do not adhere to this policy will be subject to accountability measures as stipulated by DOK,

including possible penalties or other corrective actions. Non-compliance may result in intervention by DOK as per UAE federal regulations.

- **Compliance Audits:** DOK reserves the right to conduct periodic audits to ensure schools comply with this approved policy. The school administration must promptly resolve any discrepancies found during these audits to avoid further action.
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## Feedback and Improvement

- **Annual Review:** DOK will conduct a yearly review of this policy to incorporate feedback, address emerging needs, and ensure it aligns with the latest educational standards and regulatory requirements.
- **Feedback Mechanisms:** School administrators are encouraged to submit feedback on this policy to DOK, which allows for continuous improvement based on schools' practical experiences.

## Contact Information

For any questions related to this policy, please contact: [info@dok.rak.ae](mailto:info@dok.rak.ae)

## Conclusion

The RAK DOK *External Research Review Process* ensures research in private schools is ethical, student-focused, and aligned with educational priorities. While RAK DOK facilitates access, final approval rests with individual school principals. Researchers are expected to uphold privacy, integrity, and data security while contributing valuable insights to the field of education.





## Revision History

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**Note:**

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