Ministry of Education

Learning Arrangement to Reopen School

13th June 2020

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Introduction

This paper is aimed at giving the general instructions on the arrangement of teaching and learning for the schools to operate in the New Normal. All schools are advised to follow the guidelines in order to ensure the smooth continuity of learning during this unprecedented time.

Guidance and Instructions for Teachers

The approach to teaching and learning highlighted in this plan is different from what was practiced earlier and immediately before the lockdown. This plan will become effective when schools reopen. Once this plan becomes effective, the learning arrangements stipulated in circular 22-E/CIR/2020/35 (14th May 2020) will be revoked. The approach to teaching under the current emergency situation can be different to the normal modes of teaching. Hence, it is important to ensure the continuity of learning and to make learning a part of the daily routine of students.

Arrangement of Learning - Summary

- The schools shall organize its sessions and classes in accordance with the guidelines issued by the Ministry of Education.

- Total number of learning hours shall align with the number of hours stated in the curriculum for Key Stages 4 and 5 and the condensed curriculum for Key Stages 1, 2 and 3. The learning hours comprise of face to face and online sessions. Telikilaas sessions will complement the face to face and online sessions.

- All schools shall prepare a teaching plan that aligns with the curriculum for Key Stages 4 and 5 and the condensed curriculum for Key Stages 1, 2 and 3.
- Google Classroom and G suite applications are to be used to conduct interactive sessions with students. The schools will be using G suite tools to conduct live sessions and assign work to students.

- For the Telikilaas, the lessons will be recorded by individual teachers using their smartphones and other available hardware. If there is any need for a commonly used hardware/software, MoE is committed to explore the possibility of providing such support. Where the schools are opened teachers could opt to use school facilities.

- The lessons, worksheets, handouts and other materials prepared will be uploaded to Filaa portal.

- Schools will record the students' attendance of face to face, Telikilaas and Google sessions daily in MEMIS.

- Each school will have 4 academic working days when students are to attend the classes as per the timetables.

- On the fifth day, teachers will attend school for coordination and material preparation. Schools have the authority to schedule coordinations as per their convenience.

- For students who are in isolation, quarantine, or any other situation where attendance to school is restricted, schools shall make alternative learning arrangements. (e.g. Telikilaas, online sessions, paper based lessons, etc.) Please refer to guidelines issued by MoE for students in a facility
- to ensure continuity of learning for students who have been identified as vulnerable to follow Annex 2 of this document.

Phases of Reopening Schools

Schools will be reopened in phases depending on the public health situation of each island. (Refer to HPA guidelines)

Category	Island Status	Key stages to attend School
Category 1	Islands under full lockdown	All schools Closed
Category 2	Islands under monitoring	KS-4 and KS-5
Category 3	Islands with NO identified positive cases	KS-1 to KS-5

The category to which a school belongs will change with the public health status of the island.

Session Duration

The session duration for each key stage will be 4 hours. During the session, maximum academic time shall be 4 subject periods, each of 45 minutes. This will amount to 16 academic periods per week. The remaining time shall be utilised for activities such as daily health assessment, assembly, hand washing, reporting and dismissal, etc.

Period allocation

The period allocation shall be done as per the recommended learning hours guideline below. While doing period allocation, the hours that could not be covered through face to face modality shall be supplemented with Google classroom sessions. All teachers are required to conduct at least one online class every fortnight.

Proposed Learning Hours Guideline

Key Stage 1 (Grades 1, 2, 3)

The Primary Curriculum	Time allocation per week	
	Minutes	Periods (45 minutes)
Quran	45	1
Islam	90	2
Dhivehi	135	3
English Language	135	3
Arabic	45	1
Mathematics	135	3
Science	90	2
Social Studies	90	2
Creative Arts	45	1
HPE	45	1
Total	**855**	**19 periods**
Average contact hours	**14hrs 15min/week**	

Key Stage 2 (Grades 4, 5, 6)

The Primary Curriculum	Time allocation per week	
	Minutes	Periods (45 minutes)
Quran	45	1
Islam	90	2
Dhivehi	135	3
English Language	135	3
Arabic	45	1
Mathematics	135	3
Science	90	2
Social Studies	90	2
Creative Arts	45	1
HPE	45	1
Total	**855**	**19 periods**
Average contact hours	**14hrs 15min/week**	

Key Stage 3 (Grades 7 and 8)

The Lower Secondary Curriculum	Time allocation per week	
	Minutes	Periods (45 minutes)
Quran	45	1
Islam	90	2
Dhivehi	90	2
English Language	90	2
Arabic	45	1
Mathematics	90	2
Science	90	2
Social Studies	90	2
Business Studies	90	2
Creative Arts	45	1
HPE	45	1
Total	**810**	**18 periods**
Average contact hours	**13hrs 30min/week**	

Key Stage 4 (Grades 9 and 10)

Cambridge IGCSE syllabuses require students to have approximately 180 guided learning hours per subject over the duration of the course (two years).

Key Stage 5 (Grades 11 and 12)

Edexcel A levels syllabuses require students to have approximately 230 guided learning hours per subject over the duration of the course (two years).

Learning Arrangements for Students with Special Needs

- Special arrangements must be made by the school to cater for the learning needs of students with special needs, while considering the physical distancing and safety guideline.
- Schools should follow the guideline (refer to Annex 1) developed by the Department of Inclusive Education in preparing lessons for the students.

NB: This is only a time allocation. The time table is to be arranged by schools according to this time allocation. A specific time is allocated rather than a percentage weightage because if a percentage weightage is specified, some subjects would get less time than required.

Teachers will have to provide reading materials in Dhivehi and English and should conduct reading tasks in the online classes.

Roles and Responsibilities

Principal and Senior Management Team

School Principal and SMT should;
- Ensure that all the activities carried out within the school are in strict adherence to the SOPs developed by MoE.
- Ensure that the recommended learning hours are covered for all the subjects.
- Conduct regular supervision and monitoring of face to face and online sessions to maintain quality of teaching and learning.
- Provide guidance to teachers regarding the teaching and learning arrangements on a weekly basis.
- Ensure that teachers update the student attendance to MEMIS daily.
- Seek training opportunities on required areas for teachers, in consultation with MoE.
- Coordinate, communicate and engage frequently with SMT members, teachers and parents to ensure the smooth continuity of teaching and learning.

Teachers

Teachers should;
- Ensure with the guidance of the SMT that the lessons are delivered in the most appropriate modes.
- Prepare face to face and online teaching materials in a timely manner, as guided by the school.
- Ascertain that lessons conducted and the materials produced must be of high quality.
- Be vigilant of students' health at all times.
- Assure that the lessons are in adherence with the condensed curriculum.
- Update student attendance daily in MEMIS.
- Report to the parents and LT weekly of the issues of the class attendance
- Conduct regular checks on students' work and progress.

Telikilaas

Telikilaas sessions will continue as per the following schedule after the schools reopen.

Key Stage	Number of sessions per week
Foundation Stage, KS1, KS2 and KS 3	5 sessions
KS 4 and KS 5	2 sessions

Attendance

Student attendance shall be recorded daily in MEMIS as per the following:
- for key stages that will not be attending school, attendance is compulsory for Telikilaas, and Google classes/online sessions.
- for key stages that will be attending school, attendance is compulsory for face to face, and Google classes/online sessions.
- for students who are in isolation, quarantine, or any situation where attendance to school is restricted, attendance is compulsory for Telikilaas, and Google classes/online classes.
- SEN students' attendance shall be marked as per the guideline in Annex 1

Assessments

For all the classes conducted, regardless of whether they are delivered in face to face or distance modality (Google classroom, etc.), students' progress of learning and students' extent of learning achievement of curriculum outcomes have to be measured regularly.

To measure the learning achievement of curriculum outcomes, the teachers have to conduct lessons with interactive and collaborative learning activities. As the Assessment Policy focuses on only formative assessments for Foundation Stage, KS1 and KS2,

teachers will conduct such assessments for those grades. However, for the KS3, KS4 & KS5 both formative and summative assessments need to be conducted (addendum to assessment policy will be circulated). Assessment of children with SEN should be followed as per the learning guidelines for children with SEN in Annex 1. The outcomes of the assessments should be recorded daily on the MEMIS.

It is highly recommended by the Ministry of Education that teachers focus more on modes of assessments that can be conducted through online sessions, than in-class face to face sessions. This will equip teachers with more time for academic work during the face to face sessions.

Training and Support

The Ministry of Education aims to train and prepare teachers for distance learning mode. These training will cover areas of theory and delivery of content, creation, editing and posting of content on various media outlets.

The Ministry of Education shall conduct a series of online workshops and meetings via TRCs to address the challenges faced by the teachers, students and parents when and before schools reopen.

Annex

Annex 1 - Learning Arrangements for Students with Special Needs

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ދިވެހި ރާއްޖޭގެ މަދަރުސާގެ ނަމްބަރ 476//GS-3/2020/72 (17 މާރިޗު 2020) ސާކިއުލަރ ސިޓީއާއި ހަވާލާދީ، އެސް.އީ.އެން
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1. ކިޔަވައިދޭ އެސް.އީ.އެން އިން، އެ އެހީތެރިކަ/ޤަބަލަން، ހާސިލު ކުރުމަށް ކަސްޓަމައި ފަސްޓަރސައިޓައް

2. ކިޔަވައިދޭ އަމަޒު ކުރާ ފެރިވެރިން (ހޯދ ސޯކަމު، ސޯކަމު ގެޔިސަރ، ސޯޕިސޯ އެޖިއްސަހަރ،
މުއިންސޯޓިބިރޑ، އަދި އިންޓަރވިންސޯން)

3. ކިޔަވައިދޭ ހިއްވުން މާއްޓެއް އަދި ހާސަ ޢޫދިއިންސޯޓައް

4. ފިޔަވުޅެއް ނަރަގިޑުވުން ޖެހޭއް

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(ށ) ސްކޫލުގެ އައި.އީ.ޕީ ކޮމިޓީގެ ލަފާއާއެކު ދަރިވަރަށް އަމާޒު ކުރެވޭ ޕްރޮގްރާމް (ހޯމް ސްކޫލް، ސްކޫލް ރެޑިނަސް، ސްޕެޝަލް އެޑިއުކޭޝަން، މެއިންސްޓްރީމް، އާލީ އިންޓަވެންޝަން) އައި.އީ.ޕީ ގައި ބަޔާން ވެފައި އޮތުން. މިގޮތުން ވަކި ޕްރޮގްރާމެއް ހަމަޖައްސަން ޖެހޭނީ އެކި ކުދިންގެ ދަރަޖަ ތަފާތުވުމާއި، ސްކޫލުގެ ވަސީލަތްތަކާއި އެންމެ ގޮތުގައި ބޭނުން ހިފޭނީ، ދަރިވަރުގެ ދަރަޖައަށް ބަލާ މަރުހަލާ ތަކަކަށް ބަހާލައިގެން ކިޔަވައި ދިނުން ކަމުގައި ވާނީއެވެ.

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Annex 2

Ensuring continuity of learning for vulnerable students.

Often schools become the safest places for children with vulnerabilities. These vulnerabilities include children from economically disadvantaged backgrounds, children who prefer the streets to their homes because of issues at home (like domestic violence, living with offenders and substance abusers etc), children who can potentially be harmed due to neglect and abuse. These students belong to families who often do not have capacity to support students academically and or provide the safety that the schools provide in terms of breakfast and a safe environment. Further, these students might not have the means to participate in distance learning activities due to connectivity issues, although tablets have been provided to all students.

Further there are students in schools, who go through mental health issues whose only help has been the counsellor in the schools. Some of these children include children with suicidal ideation, children with severe anxiety and/or depression. When psychiatric provision is not available on the islands, the school and the school counsellor becomes their only source of help. Hence ensuring that there is a continuity of support for these children becomes of utmost importance.

This document attempts to list the measures that can be taken to reduce the vulnerabilities and ensure continuity of learning for these children. The school management can consider bringing the students who have been identified as vulnerable into school for the continuity of learning even when special measures are in place.

Schools

Schools should ensure the following;

1. Have an updated list of students who would require specialist support (home learning support as well as psychological support)
2. Appoint a school focal point (a leading teacher or a deputy principal) who would ensure the continuity of learning for these children.
3. Focal point to make a learning continuity and support plan for the identified children.
4. Ensure that the child gets educational and support provision according to the learning continuity and support plan.
5. Each student (identified in the list) should be made a support plan as per the template below;

Area of concern(s)	Action to be taken	Time frame	Desired outcome	Review date	Responsible person

Plan developed by:

Name: Designation: Date:

Signature:

The learning continuity and support plan should be based on the background information (home situation; family support available; internet connectivity available; meals available for the child; psychological support need required for the child). If for any reason children whose vulnerabilities fall into the following categories, then the learning continuity and support plan can include bringing these children to school for a pre-determined period of time. In a situation where the schools do bring these children to school, a group should not consist of more than 3 children at a time.

Children who should be identified to give learning and psychological support in school;

1. Those attending school (under normal circumstances) but who has a high risk of being in conflict with the law due to being on the streets most of the time;
2. Children who has experienced abuse and/or neglect, and when the school knows that the home environment is unstable and there is potential for re-victimization;
3. Those who require counselling services (who are unable to access this service anywhere else) who experiences severe anxiety/depression and with suicidal ideation

Arranging provision

Learning Support Plan

Name of student

Class	
Identity No:	
Brief description of risk factors	

Subject		
No: of hours/week		
New learning/revision		
Worksheets		
Support required		

Counsellors to use their own session notes. However times to be set for intervention and support should be authorized by the focal point.

<u>Monitoring</u>

The focal point should maintain a log of interventions and make sure that the attendance of students who come to school are maintained. The work of the focal point should be closely monitored by the head of school or someone designated by the head of school. Furthermore, if the support plan needs to be revised it needs to be communicated with the principal and subsequent changes should be made.