



Ministry of Education
Male', Republic of Maldives

Guideline for School Reopening
Second Term
(10th January 2021 – 24th June 2021)

Introduction

This paper includes the general instructions on the arrangement of teaching and learning for the schools to operate in the New Normal when the schools reopen for the second term of 2020-2021 academic year (10th January 2021 – 24th June 2021). All the schools are advised to follow the guidelines in order to ensure the smooth continuity of learning during this unprecedented time. In addition to this set of instructions, schools are advised to follow circulars, number 22-E/CIR/2020/35, 22-E/CIR/2020/36, 22-E/CIR/2020/37, 22-E/CIR/2020/39 and 22-E/CIR/2020/41.

Arrangement of Learning - Summary

- In schools where physical classes can be conducted, face to face teaching should take place.
- For schools in islands where there is a community spread of Covid-19, dual modes (face to face and distance learning where required) of teaching should be arranged.
- If there is any instance where physical or online classes cannot be conducted Teaching and learning will continue via Telikilaas.
- When teaching online, Google Classroom and G-suite applications shall be used to conduct interactive sessions with students.
- Schools must enter the students' attendance of face to face, Telikilaas and online sessions to MEMIS.
- Schools are categorized into 3 types, depending on student population.
 - Type 1: School that can operate in single session under physical distancing conditions. In these schools, all the students must attend school 5 days per week.
 - Type 2: Schools that can operate in 2 sessions under physical distancing conditions. In these schools, all the students must attend school 5 days per week.
 - Type 3: Schools that can operate in 2 sessions under physical distancing conditions and students can only attend every other day. In these schools every student must get a chance to attend school every other day.
- For Type 1 and Type 2 schools, all the students should attend school 5 days per week

- For Type 3 schools, students must attend school every other day weekly. In two weeks every student must have the opportunity to attend school 5 days. The learning in these schools will be on dual mode; face to face and online.

Reopening of Schools for Term 2

While Maldives is working towards returning to the "normal", the fluidity of the current situation must be kept in mind. Hence:

- Schools will be reopened in islands with consideration of the public health situation of the island.
- The same classification used by HPA in classifying islands with regard to the public health situation will be adopted by MoE. Hence, schools will be referred to as, schools in "Islands with NO identified cases", schools in "Islands under monitoring" and schools in "islands under lockdown".

School Reopening Phases

Category	Island Status	Key stages to attend School
Category 1	Islands under lockdown	All schools Closed
Category 2	Islands under monitoring	As directed by HPA
Category 3	Islands with NO identified positive cases	Foundation to KS-5

- The status of teaching in the school will change as and when the public health situation of the island changes.

Session Duration

The session duration for Key Stage 1 to 5 should be between 4 to 5 hours per day with 5 days of teaching (Sunday to Thursday) during the week. Session duration for Foundation Stage shall be no less than 2 hours per day with 5 teaching days (Sunday to Thursday) during the week.

During the sessions, a minimum of 60 minutes per day shall be utilized for activities such as daily temperature check, hand washing, reporting and dismissal, student interacting/physical activity time.

Period allocation

The period allocation shall not be less than that recommended by NIE.

Please allocate periods as per the tables given below.

Key Stage 1 (Grades 1, 2, 3) & Key Stage 2 (Grades 4, 5, 6)

The Primary Curriculum	Time allocation /week					
	Key Stage 1 (Grades 1,2 and 3)		Key Stage 2 (Grades 4,5 and 6)		Key Stage 3 (Grades 7 and 8)	
	min	Periods (35 min)	min	Periods (35 min)	min	Periods (35 min)
Quran	35	1	35	1	35	1
Islam	105	3	105	3	70	2
Dhivehi	140	4	140	4	105	3
English Language	140	4	140	4	140	4
Arabic	35	1	35	1	35	1
Mathematics	140	4	140	4	140	4
Science	105	3	105	3	105	3
Social Studies	70	2	70	2	70	2
Creative Arts	35	1	35	1	35	1
HPE	35	1	35	1	35	1
Business Studies					70	2
Total	840	24 periods	840	24 periods	840	24 periods
Average contact hours	14hrs 00min/week		14hrs 00min/week		14hrs 00min/week	

NB: Please note that this is only a time allocation; The Time Table should be arranged by schools as per the above time allocation.

Roles and Responsibilities

School Principal/Head of School

School Principal or the Head of School should ensure the following standards;

- All the activities carried out within the school are in strict adherence to the guidelines developed by MoE.

Senior Management Team

SMT should ensure the following standards;

- The SMT shall ensure that all the steps of the guidelines developed by the Ministry of Education are followed with strict adherence by all staff, students and parents of the school.
- The teaching and learning arrangements in adherence to the school situation are in place to reopen schools in the 'new normal' situation.
- In accordance with regulations, school shall notify MoE, local health officials, staff, and families immediately of any suspected case of COVID-19.
- If a student or staff develops symptoms of Covid-19, School must follow the procedures mentioned in 22-E/CIR/2020/36, clause 7.5
- Face masks shall be worn by staff and students at all times when in school.
- Class distribution and time tabling must be done in alignment with MoE SOPs and guidelines.
- Arrangements must to be made to conduct daily temperature checks of staff and students as stated in the SOPs and isolate individuals if they feel unwell during the school day.
- Drop-off times and locations must be identified and informed to the parents.
- Practice protocols to limit contact between students and the direct contact between staff and parents as much as possible.
- Teaching and learning arrangements are made in such a way that it follows the requirements stated in this guideline.
- Ensure that teachers update the student attendance to MEMIS daily.

Teachers

Teachers should ensure the following standards;

- Teaching and learning in the modes appropriate for school shall take place as per the guidance by SMT.
- Preparation of face to face and online teaching materials in a timely manner, as guided by the school.
- Be vigilant of students' health at all times. Report immediately to the leading teachers if self or any student shows signs of illness, and act according to the instructions given.
- Student attendance must be updated to MEMIS daily.
- Make arrangements to ensure physical distancing during classes.

Learning Arrangement for Students with Special Needs

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

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

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.

The process for schools to ensure the continuity of learning for vulnerable students is annexed in the Annex 2

Scheme of work

- All Schools shall prepare a new scheme of work for Foundation stage to KS3 to cover the learning outcomes that were not covered during the first term.

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 online sessions.
- For key stages that will be attending school, attendance is compulsory for face to face and online sessions if conducted.
- For students who are in isolation, quarantine, or any situation where attendance to school is restricted, attendance is compulsory for Telikilaas and online classes.
- SEN students' attendance shall be marked as per the guideline in Annex 1

Assessments

For all the classes conducted, students' progress of learning and students' extent of learning achievement of curriculum outcomes has to be measured regularly.

ANNEX 2

Ensuring continuity of learning for vulnerable students.

This document attempts to list the measures that can be taken to reduce the vulnerabilities and ensure continuity of learning for these children when the school closure is in effect due to the pandemic situation due to the spread of the COVID-19 virus.

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.

Monitoring

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.

<p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <th data-bbox="1268 465 1482 795"> <p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <th data-bbox="1268 795 1482 1243"> <p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <th data-bbox="1268 1243 1482 1780"> <p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <th data-bbox="1268 1780 1482 1948"> <p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> </th></th></th></th>	<p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <th data-bbox="1268 795 1482 1243"> <p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <th data-bbox="1268 1243 1482 1780"> <p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <th data-bbox="1268 1780 1482 1948"> <p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> </th></th></th>	<p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <th data-bbox="1268 1243 1482 1780"> <p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <th data-bbox="1268 1780 1482 1948"> <p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> </th></th>	<p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <th data-bbox="1268 1780 1482 1948"> <p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> </th>	<p>بهره‌برداران</p> <p>بهره‌برداران (م)</p>
<p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p>	<p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p>	<p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p>	<p>بهره‌برداران</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p> <p>بهره‌برداران (م)</p>	<p>بهره‌برداران</p> <p>بهره‌برداران (م)</p>