

REGULATIONS

for the Organisation of the Educational Process During Distance Learning

1. General Provisions

1.1. These Regulations define the procedure for organising the educational process during the temporary transition of LLC NOO “Russian School in Abu Dhabi” (hereinafter referred to as the “School”) to a distance learning format.

1.2. These Regulations apply to the School administration, teaching staff, class teachers, heads of departments, IT specialists, reception staff, support specialists, students, and parents (legal guardians).

1.3. The purpose of these Regulations is to ensure the continuity of the educational process, the delivery of educational programmes, the maintenance of teaching quality, transparency of expectations for students, a unified communication procedure, technical support, and effective management of processes during the period of distance learning.

1.4. During the period of distance learning, the School shall continue to deliver its approved educational programmes, with possible adjustments to lesson formats, assessment methods, the volume of independent work, and forms of feedback.

1.5. The distance learning format does not remove the obligation to attend lessons, complete academic tasks, meet submission deadlines, observe academic integrity, and follow the norms of school communication.

2. The School’s Aims and Objectives During the Period of Distance Learning

2.1. To ensure the continuity and stability of the educational process.

2.2. To ensure that students have access to all lessons, learning materials, assignments, consultations, and feedback.

2.3. To maintain the quality of teaching, support, and assessment.

2.4. To establish unified expectations for lessons, attendance, assessment, technical interaction, and routes for enquiries.

2.5. To minimise organisational, technical, and communication risks.

2.6. To ensure the protection of personal data and the safe use of the School's digital resources.

3. Principles of Organising Distance Learning

3.1. **Consistency** — the School uses unified organisational rules, platforms, and approaches.

3.2. **Systematic organisation** — learning is delivered according to the approved timetable and a clear structure of the school day.

3.3. **Accessibility** — every student must have the opportunity to join lessons and complete assignments.

3.4. **Age appropriateness** — the format, duration, and volume of work must correspond to students' age.

3.5. **Accountability** — the School monitors attendance, engagement, completion of work, and the presence of academic risks.

3.6. **Support** — learning includes not only the assignment of tasks, but also explanation, guidance, checking, and feedback.

3.7. **Safety and confidentiality** — digital tools and school accounts are used in compliance with data protection requirements.

4. Grounds and Procedure for Transitioning to the Distance Learning Format

4.1. The decision to transition to a distance learning format is made by the School Director on the basis of external instructions, internal circumstances, or managerial necessity.

4.2. When a decision is made to transition to the distance learning format, the School administration shall:

- determine the duration of the distance learning period;
- approve the working timetable;
- issue an internal order / directive;
- appoint the responsible staff members;
- organise communication with teachers, parents, and students;
- initiate a review of the School's readiness for the distance learning format.

4.3. Before the start of the distance learning period, the School must check:

- the readiness of digital platforms;
- the availability and accuracy of links;
- teachers' readiness to work in the distance learning format;
- students' access to the required resources;
- the mechanisms for monitoring attendance and the quality of learning.

5. Digital Learning Environment

5.1. Online lessons are conducted via the Google Meet video conferencing platform approved by the School.

5.2. All materials, lesson links, assignments, deadlines, comments, and instructions for students in Years 1–11 are posted in the School's unified digital environment, Mojo.

5.3. For each class and subject, the following must be prepared and uploaded in advance:

- a link to online lessons;
- the timetable;
- lesson materials;
- assignments and deadlines;
- assessment criteria, where required.

5.4. The use of multiple uncoordinated platforms within one class is not permitted if this makes learning more difficult for students and parents.

6. Organisation of the Educational Process

6.1. Learning is delivered according to the approved timetable unless otherwise determined by the administration.

6.2. The school day in the distance learning format may include:

- synchronous online lessons;
- independent study;
- consultations;
- checking and feedback;
- additional support for students at risk.

6.3. Each distance lesson must include:

- an organisational start;
- a clear statement of the topic and objective;
- explanation of new material or instruction;
- active student participation;
- consolidation of learning;
- assignment of a task, including the format of completion and submission deadline;
- lesson reflection / summary.

6.4. The teacher is obliged to ensure a genuine educational process, rather than simply sending learning materials and tasks.

6.5. For senior classes, a consultation-based format may be used for certain subjects, provided that this is approved by the administration and aligned with educational objectives.

6.6. For preschool groups and lower primary classes, priority is given to short structured sessions, visual support, clear instructions, and active family support.

7. Requirements for an Online Lesson

7.1. The teacher joins the lesson in advance and starts it on time.

7.2. Within an online lesson, the following must be ensured:

- attendance check;
- clear instructions;
- presentation of learning materials;
- interaction with students;
- indication of the next step after the lesson.

7.3. It is not acceptable to limit a lesson to sending a presentation, textbook page, or list of tasks without explanation and support.

7.4. The teacher records absent students in the Mojo electronic journal and leaves comments for students who were formally present but did not engage in the lesson.

7.5. In the event of a technical difficulty, the teacher must use a backup scenario:

- repeat the attempt to connect;
- upload the materials and instructions to the School system;
- inform the class of the further steps;
- if necessary, report the issue to the technical support service.

8. Homework and Independent Work

8.1. Assignments must be manageable, clear, meaningfully connected to the lesson, and appropriate to students' age.

8.2. Each assignment must specify:

- what exactly must be completed;
- in what format;
- by what deadline;
- how and where to submit the result;
- assessment criteria, where possible.

8.3. The volume of homework is coordinated within year groups and across subjects in order to avoid student overload.

8.4. Heads of departments and class teachers monitor the balance of workload.

9. Attendance, Engagement, and Assessment

9.1. Attendance is recorded at every lesson.

9.2. A student is considered present if they:

- joined the lesson;
- take part in the lesson;
- follow the teacher's instructions;
- where required, complete and submit assignments in the prescribed manner.

9.3. Formal presence without participation may be recorded as insufficient engagement by means of a comment in the Mojo electronic journal.

9.4. During the distance learning period, the following remain in place:

- ongoing assessment;
- formative assessment;
- topic-based assessment;
- consultations and oral checks where necessary.

9.5. The teacher must regularly obtain evidence of learning through:

- real-time responses (oral answers or written answers in the chat);
- written work;
- tests;
- mini quizzes;
- practical tasks;
- projects.

9.6. Feedback must be timely, meaningful, and clear to the student.

9.7. If there are doubts about the independence of a student's work, the teacher has the right to use additional forms of knowledge checking.

10. Communication and Enquiry Procedures

10.1. The School establishes a unified communication procedure between staff, students, and parents.

10.2. For questions related to lesson content, assignments, deadlines, assessment, and consultations, parents and students should contact the subject teacher by email or via the chat in the Mojo digital platform.

10.3. For questions related to the child's general academic situation, absences, coordination between the family and several teachers, and the initial communication of a difficulty, parents should contact the class teacher by email or via the Mojo digital platform chat.

10.4. For questions related to consistent subject requirements, disputed subject-specific situations, coordination of teachers' work, and overload in a subject, parents and students should contact the Head of Department by email or via the Mojo digital platform chat.

10.5. For questions related to the use of digital learning tools, uploading materials, forms, tests, and the digital organisation of teaching, teaching staff may contact the ICT / Computer Science teachers by email or via the Mojo digital platform chat.

10.6. For questions related to access to accounts, non-functioning links, the technical functioning of platforms, major technical failures, and restoration of access, students may contact the ICT / Computer Science teachers, who will, where necessary, forward the request to the IT Administrator by email.

10.7. For questions related to adaptation of workload, support arrangements for students with special educational needs, the child's emotional well-being, and individual support, enquiries should be addressed to the Head of the Inclusion Department by email.

10.8. For issues that have not been resolved at the previous level or require a management decision, enquiries should be addressed to the Deputy Director by email.

10.9. For official enquiries, strategic matters, and complex conflict situations, enquiries should be addressed to the School Director by email.

10.10. If a parent, student, or staff member is unsure whom to contact, the initial enquiry may be sent to the School Reception email address, which will ensure the correct routing of the matter.

11. Technical Support for Distance Learning

11.1. The School provides technical support for distance learning to teachers, students, and parents.

11.2. The purpose of technical support is to ensure stable access to all digital platforms in use, minimise disruption to the educational process, and provide a prompt response to technical difficulties.

11.3. Technical support includes:

- checking the functioning of digital platforms;
- checking and updating links;
- support with accounts and access;
- guidance on connection issues;
- receiving and processing technical enquiries;
- backup arrangements in the event of technical failure.

11.4. Before the start of the distance learning period, the following must be determined:

- the staff responsible for technical support;
- a unified channel for technical enquiries;
- the hours of operational technical support;
- the procedure for escalating complex cases.

11.5. All major technical failures must be recorded and analysed by the administration.

12. Access to Student Accounts and Data Protection

12.1. School student accounts are classified as confidential information and are used exclusively for educational purposes.

12.2. The creation, reset, and recovery of passwords are carried out centrally by authorised staff members.

12.3. Subject teachers, class teachers, and other staff members who are not specifically authorised must not store lists of student passwords and are not permitted to request students' current passwords.

12.4. The right to manage access to student accounts is granted only to staff members appointed by order of the Director:

- the IT Administrator;
- a backup authorised staff member.

12.5. Temporary access details are issued individually through an agreed secure channel to the parent (legal guardian), and in senior classes in accordance with the School's approved procedure for personal student access.

12.6. For middle and senior school students, it is recommended that the temporary password be changed to a personal one after the first login.

12.7. For lower classes, a model is permitted in which the parent helps to ensure the child's access without passwords being distributed among School staff.

12.8. The following are not permitted:

- sending passwords in group chats;
- storing passwords in open spreadsheets;
- transmitting login details through unsecured channels;
- use of student accounts by third parties without necessity and authority.

12.9. In the event of loss of access, a unified recovery procedure is applied through the IT Administrator.

13. Roles and Responsibilities

13.1. School Director

- makes final management decisions;
- approves the transition to the distance learning format;
- approves key rules and responsible persons;
- considers strategic and conflict-related issues.

13.2. Deputy Director

- coordinates distance learning at the School level;
- approves or agrees the timetable;
- monitors the quality of implementation of the educational programme;
- analyses summary data on attendance, workload, and issues;
- makes operational management decisions.

13.3. Head of Department

- agrees consistent subject requirements;
- monitors the availability of materials, assignments, and assessment;
- provides methodological support to teachers.

13.4. Subject Teacher

- teaches lessons according to the timetable;
- uploads materials and assignments;
- records attendance;
- checks work and provides feedback;
- promptly reports risks to the class teacher and administration where necessary.

13.5. Class Teacher

- coordinates the overall academic situation of the class;
- monitors absences and student engagement;
- communicates with parents;
- collects information about issues;
- passes issues to the next level.

13.6. IT Administrator

- ensures the technical functioning of the digital environment;
- manages accounts and access;
- resets and restores passwords;
- resolves technical failures;
- keeps records of technical enquiries.

13.7. ICT / Computer Science Teacher

- provides teachers with methodological and technical support in the use of digital tools;
- gives short instructions and consultations;
- assists with forms, tests, uploading materials, and the organisation of digital work;
- does not replace the IT Administrator in matters related to access, accounts, and system permissions.

13.8. Head of the Inclusion Department

- supports students who require adaptation;
- advises teachers and parents;
- assists with emotional well-being and engagement in learning.

13.9. Reception

- receives initial enquiries from parents, students, and staff on general organisational issues related to distance learning;
- receives and records messages about student absence, lateness, inability to connect on time, and other circumstances requiring information to be passed to the School;
- directs enquiries to the appropriate class teacher, subject teacher, IT Administrator, Head of Department, or administration;
- provides basic navigational information, including where the timetable is posted, which communication channels are used officially, and whom to contact regarding academic, technical, and organisational matters;
- where necessary, keeps a log of enquiries and passes summary information to the administration;
- helps ensure continuity of communication between the family and the School if a parent does not know whom to contact.

Reception does not:

- explain academic content;
- comment on grades and academic results;
- resolve subject-specific or methodological issues;
- reset or distribute passwords;
- resolve technical failures;
- make management decisions.

13.10. Parents (Legal Guardians)

- provide the conditions necessary for the child's participation in learning;
- monitor the daily routine and timely connection to lessons;
- inform the School of the reasons for absence and any arising difficulties;
- do not complete academic work on behalf of the child.

13.11. Students

- join lessons on time;
- follow the rules of the online lesson;
- complete assignments independently;
- use school accounts and platforms responsibly;
- report difficulties in a timely manner.

14. Support for Students with Special Educational Needs

14.1. Teachers provide reasonable adaptation of tasks, instructions, pace of work, and forms of feedback for students who require this.

14.2. For students at risk, the following may be organised:

- additional consultations;
- targeted support;
- support from the class teacher and relevant specialists.

14.3. For certain students, higher-level tasks may be provided.

15. Quality Assurance of Distance Learning

15.1. The School administration organises regular monitoring of:

- attendance;
- lesson quality;
- the content of the digital environment;
- the timeliness and quality of feedback;
- academic workload;
- technical problems;
- the number of students at risk;
- typical enquiries from parents and staff.

15.2. Forms of monitoring may include:

- selective visits to online lessons;
- checking uploaded materials;
- analysis of daily reports;
- analysis of enquiries through class teachers, IT support, and Reception;
- weekly coordination meetings.

15.3. Corrective management decisions are made at the end of each week.

16. Completion of the Distance Learning Period

16.1. At the end of the distance learning period, the administration:

- analyses the outcomes;
- identifies problem areas;
- determines which topics require follow-up work;
- adjusts approaches in case of a repeated transition to distance learning.

16.2. Teachers carry out the necessary diagnostic work, identify learning gaps, and restore the face-to-face learning routine.