PARKLANE
International School

Distance Learning Plan

Guidance for Parents and Carers
FAQ's

Updated November 2020

Introduction

There may be times when it is necessary for one of our school sites to close due to unforeseen circumstances. In these cases, Park Lane International School is committed to providing an alternative means of education in the form of distance or hybrid learning during full or partial closure of the school.

Possible situations when such a measure may be necessary will usually involve concerns relating to the health and safety of members of our school community, such as:

❏ School facility issues (e.g. breakdown of heating in winter, flooding, etc.);
❏ Extreme weather conditions;
❏ An epidemic or pandemic illness situation in Prague or the Czech Republic.

In most cases, the school will only fully close if directed to do so by the local authorities, but the Principal reserves the right to make the decision to close the school in certain circumstances, after consultation with the Managing Board and the School Management Team.

This Distance Learning Plan is designed to provide a flexible learning framework with guidelines to support our community, should such a measure be taken. We are very fortunate to be well equipped to deal with distance and hybrid learning at Park Lane; our teachers and students are already well-versed in the use of many online learning apps and resources, and many of our classrooms have been kitted out with the latest web cameras and omnidirectional/wireless microphones. We are therefore confident that high-quality learning will continue to take place.

However, we should also bear in mind that this adapted way of working will take some adjustment and we will offer ongoing support to students, teachers and parents during the period of school closure.
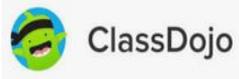
SECTION 1. Communication

The table below outlines our various communication channels and how they will be utilised during distance/hybrid learning:

Whole school communication channels	
Channel	**Description & Access**
Email	All major communication will take place via email, including: ❏ Communication between parents/carers and teachers; ❏ Communication between secondary students and teachers *(through the @parklane-is.com email address exclusively);* ❏ Updates from the Principal/Head of Primary.
Zoom	This video conferencing software provides the opportunity for face-to-face interaction between pupils, and with teachers. It enables the teacher to share their screen for learning purposes, and students can work in groups in 'Break-out Rooms'.
Parent Portal Welcome to **Park Lane International School Parent Portal** **Link**	EYFS and Primary: ❏ Specific plans for your child's age phase/year group; ❏ Roles and responsibilities ❏ Frequently asked questions; ❏ How to use *Zoom* guide. Secondary: ❏ Curriculum maps and Weekly Plans - keep track of your child's learning; ❏ Screen-free learning materials; ❏ Online learning updates.
School website	General information regarding the school's closure status will be shared here.

Early Years & Foundation Stage communication channels

Channel	Description & Access
Tapestry	The online platform used to share the daily distance learning plans with details of activities and resources in the Documents tab. Parents and carers will use it to share photos and videos of their child/children engaging in activities. Accessible via web browser or App.

Key Stage 1 (Years 1 & 2) communication channels

Channel	Description & Access
ClassDojo	The online platform used to share timetables, daily activities, videos and resources. ClassDojo platform used for pupils to share completed work and teachers to provide feedback. Accessible via web browser or App.
GoogleSites	The Czech department Google Site is used to share timetables, weekly plans, links, activities and downloadable resources. You can find the information here.

Key Stage 2 (Years 3, 4, 5 & 6) communication channels

Channel	Description & Access
Google Classroom	This will be used to share timetables, daily activities, videos and resources. Pupils share completed work and teachers provide feedback.
Google Sites	The Czech department Google Site is used to share timetables, weekly plans, links, activities and downloadable resources. You can find the information here.

Key Stage 3 & 4 (Years 7, 8, 9, 10 & 11) communication channels

Channel	Description & Access
Google Classroom	This will be used for the setting of and submission of work, giving feedback to students and the sharing of resources.
Google G Suite	Docs, Slides, Forms etc. to be used in the usual manner for the completion of work and feedback from the teacher.

Key Stage 5 (Years 12 & 13) communication channels

Channel	Description & Access
Managebac	This will be used for the setting of and submission of work, giving feedback to students and the sharing of resources.
Google G Suite	Docs, Slides, Forms etc. to be used in the usual manner for the completion of work and feedback from the teacher.

Essential hardware and resource requirements:

- Electronic device. Primary - tablet/laptop; Secondary - Macbook Air;
- Strong Internet connection;
- Printer;
- Paper (both lined and plain);
- Stationery items (pens, pencils, colours, scissors, glue, etc)

SECTION 2. EYFS & Primary Distance Learning

Each year group/age phase has its own Distance Learning Plan (DLP) tailored to the group's specific learning needs. These can be found on the Parent Portal and examples can be found below:

Distance Learning Plan (example)

EYFS Distance Learning Plan (Monday – Friday)		
Age Group	**Minimum recommended time for a child's attendance on zoom**	**Notes**
Reception	5 times per week	3 zoom meetings per day. Parents and carers can choose which times to attend, providing more flexibility for families.
Nursery	4 times per week	
Pre Nursery	2 times per week	
Daily Plan posted on **Tapestry** before 9 am		
Morning & Afternoon	**Approximate time per day**	**Platform/tool**
Carpet time	15 minutes per day	Live face to face via Zoom
Activity	Time determined by parents	Videos/resources shared on Tapestry.
Story time	15 minutes per day	Live face to face via Zoom

Specialists	Czech for Reception once a week for 15 minutes	Live face to face via Zoom
	Music and PE once a week for 15 – 20 minutes (optional)	Live face to face via Zoom
Check-in time	The class teacher and teaching partner are available online to support the pupils and parents.	Live face to face via Zoom

Distance Learning Plan (example)

Primary Distance Learning (Monday – Friday)			
Morning	**Approx. time**	**Platform/tool**	**Mandatory/optional**
Resources posted by Class Teacher	By 08.30 am	Class Dojo /Google Classroom	Mandatory
English/Mathematics	30 – 40 minutes	Zoom	Mandatory
Czech	30 – 40 minutes	Zoom	Mandatory
Afternoon			
English/Mathematics	30 – 40 minutes	Zoom	Mandatory

Specialists	**Subject**	**Approximate time**	**Platform / tool**	**Mandatory/optional**
Specialists lessons timetabled during the week	PE	30 – 40 minutes	Live face to face via Zoom / videos / Zoom/videoed on Class Dojo / Google Classroom	Optional
	Music	30 – 40 minutes		
	Art	30 – 40 minutes		
	IT & Computing	30 – 40 minutes		

Parents and Carers		
Check-in time	The class teacher and teaching partner are available online to support the pupils.	Live face to face via Zoom

Frequently Asked Questions

What will the DLP look like if my child is unable to attend school due to travel restrictions or quarantine?
A reduced DLP programme will be put in place whilst the school is open and operational for in school teaching and learning. This will include *one live face to face Zoom with the class teacher per day* with lesson activities and resources shared on ClassDojo.

Does my child have to complete the activities?
We actively and strongly encourage this and will contact parents directly if activities are not completed. However, we appreciate the challenges that Distance Learning provides. Many parents work during the day and struggle to access the activities during school hours. We are here to support your child as best as possible so please contact your child's class teacher with any problems you are facing.

Can my child complete the activities the following day?
Yes. If your child is unable to complete the activities on a given day, they can carry this over to the following day(s) if required. This is not recommended, but we appreciate that it may need to happen, depending on the situation at home.

Will my child receive activities over the weekend?
No activities will be set specifically over the weekend. Family time, especially during this period, is actively encouraged. If your child does not complete activities from the week and you wish to use this as an opportunity to catch up, then that is at your discretion.

My child does not understand what to do. What do I do?
The **check-in time zoom session** is when the class teacher and teaching partner are available online to support the pupils. If a child is struggling with a concept in Mathematics or needs more support in English they can contact the class teacher for more support. During whole-class zoom sessions, some pupils can often be shy about asking questions in front of the whole class. The check-in time has been scheduled into the daily timetable to allow pupils to speak with their class teacher/teaching partner either one to one or in a small group. This provides the opportunity for pupils to ask more questions about the learning material and to develop a better understanding of what they are learning.

My child finds the activities too hard / easy. What do I do?
Please contact your child's class teacher and they will aim to support you. Throughout the day, teachers will strive to answer any questions that you may have. Your patience here is greatly appreciated if the response is not immediate.

If my child receives 1:1 support, do they have additional activities?
Your child's class teacher sets activities appropriate to the need of all pupils. If your child works with Mrs. Tina or Miss Andrea in school and you would like additional support or activities, please contact them directly: *tina.chapman@parklane-is.com* *andrea.arciuolo@parklane-is.com*

How will the class teacher monitor attendance during DLP?
Your child's class teacher will track pupil's attendance daily via Zoom, Class Dojo or Google Classroom.

Will assessments still continue during DLP?
Assessment is one of the most challenging adjustments for teachers during online learning. Online assessments have been created and class teachers will provide opportunities for pupils, individually or collaboratively to complete writing assignments, make video presentations along with oral assessments or video chat. Teachers are encouraged to think differently about the frequency and the end goal of assessment, to ensure a positive influence experience for pupils, to leverage the strengths of distance learning, and to prevent frustration on the teacher's part when traditional methods do not work.

Useful contacts

For queries about...	Contact:
My child's learning, activities or resource	Class Teacher
Technology-related problems or issues	IT support Mr Jakub Zalopa
A personal, social or emotional concern	Class Teacher or Primary Lead Teacher
Other issues related to distance learning	Deputy Head of EYFS and Primary

Roles and Responsibilities

School	
School Management Team (SMT)	❏ Create and distribute the Park Lane Distance Learning Plan ❏ Establish clear lines of communication between all stakeholders ❏ Support staff, students and parents with the distance learning plan
Primary Leadership Team (PLT)	❏ Establish clear channels of communications between staff, families, and pupils ❏ Support staff and pupils/families shifting to a distance learning environment ❏ Help teachers implement DLP and ensure high-quality learning experience for all pupils ❏ Support all teachers and teams in the implementation of Park Lane's DLP ❏ Provide models and examples of outstanding distance learning units and lessons ❏ Monitor the types of activities being set in year groups are suitably challenging ❏ Recommend new methods techniques for providing feedback to pupils ❏ Support teachers and teams in developing strategies for differentiation ❏ Support teachers and teams in developing new methods of assessment
Class teachers including subject specialists	❏ Collaborate with other members of your team to design high-quality learning experiences for your pupils ❏ Provide a balance of learning experiences – both new learning and consolidation learning opportunities ❏ Responsible for all online learning resources provided for pupils ❏ Delivering online zoom lessons per the timetable ❏ Making learning accessible to all pupils ❏ Monitoring pupil's attendance ❏ Communicate frequently with your pupils and with their parents ❏ Provide timely feedback to support your pupils' learning via Class Dojo/Google classroom

Teaching Partners	❏ Communicate regularly with the class teachers ❏ Attend all zoom sessions with the class teacher ❏ Offer to scaffold or modify assignments, as necessary to support the class teachers ❏ Help the class teacher differentiate lessons and activities for the pupils ❏ Communicate regularly with pupils to ensure they have success with distance learning ❏ Provide supplementary learning activities for pupils who may benefit from additional practice to close academic and curricular gaps

Home

Pupils	❏ Establish daily routines for engaging in the learning experiences (e.g. 8:30 am start time) ❏ Identify a comfortable, quiet space in your home where you can work effectively and successfully ❏ To follow the agreed online usage rules for Zoom/ Google classroom as set by the teacher ❏ Regularly monitor online platforms (Class Dojo/Google Classroom) to check for announcements and feedback from your teachers ❏ Complete assignments with integrity and academic honesty, doing your best work ❏ Do your best to meet timelines, commitments, and due dates ❏ Communicate with your teacher(s) and parent/guardians if you do not have the resources to participate in distance learning ❏ Communicate proactively with your teachers if you cannot meet deadlines or require additional support ❏ Use the Check-in zoom session to speak to your class teacher if you need support ❏ Comply with Park Lane's Acceptable Use IT Policy, including expectations for online etiquette ❏ Be a good digital citizen
Parents	❏ Establish routines and expectations ❏ Inform the teacher if you do not have Internet access at home ❏ Define the physical space for your child's study ❏ Monitor communications from your children's teachers ❏ Take an active role in helping your children process their learning ❏ Remember that the distance learning days are designed to be flexible: if a child struggles with a concept or lesson/activity and is unable to complete the work that day, parents should remind their child to communicate with the teacher about how to meet requirements ❏ Establish times for quiet work and reflection ❏ Encourage physical activity and/or exercise ❏ Remain mindful of your child's stress or worry ❏ Monitor how much time your child is spending online ❏ Keep your children social, but set rules around their social media interactions ❏ Daily attendance continues to be required during distance learning

SECTION 3. Secondary Distance & Hybrid Learning

Guiding Principles

It is acknowledged that usual classroom-based, face-to-face learning experiences cannot be replicated. However, Park Lane International School teachers will endeavour to follow these guidelines as far as possible, in the event of a school closure:

- ❏ The usual secondary timetable will be followed as far as possible;
- ❏ At the beginning of the lesson, a face-to-face Zoom register will be taken;
- ❏ Each lesson will involve **at least one offline learning activity** to avoid too much screen time;
- ❏ A Weekly Planning Brief will be shared with parents on the Parent Portal, including information about the learning to be carried out in the week ahead;
- ❏ Students will be expected to upload completed work/photographs to GoogleClassroom / Managebac and can expect to get regular feedback from the subject teacher;
- ❏ Students in Years 7 - 10 will not be set homework during distance learning;
- ❏ Lesson times will be reduced by 10 minutes during distance learning to enable a short break between lessons, as would be the case when in school.

Hybrid Learning

There may be situations where only part of the school needs to close, for example, the Klárov building may be closed, but Valdštejnská and Pohádka remain open. In such a case, Key Stage 4 and 5 students will revert to learning through the DLP and Key Stage 3 students will continue with face to face learning.

Likewise, there may be occasions where some students who attend school in one building need to remain at home, while others continue with face to face lessons. For example, if a family has a medical vulnerability during a pandemic situation, they may not wish for their children to be physically in school. In this case, face to face learning will continue as usual for those who can be in school. Those at home will follow a reduced version of our Distance Learning plan:

- ❏ All subjects will use Google Classroom (or Managebac for Key Stage 5) to set work;
- ❏ One of the co-Form Tutors will be in contact with each child for a catch up once per day;
- ❏ Those learning from home will be paired up with a student buddy who is learning from school who they will be in regular contact with;
- ❏ Each subject area will provide at least one drop-in slot during the course of the week with a subject specialist who will be available to support learning and answer questions, 'if it is not feasible for a student to attend ordinary lessons via Zoom or if a student is falling behind;
- ❏ The subject teacher will be in regular (at least 2 or 3 times per week) email contact, copying in the Form Tutors and Pastoral Coordinator if there are any problems to report;
- ❏ All work submitted will be given the same feedback as usual;
- ❏ **When appropriate**, the teacher may invite the student to Zoom into the lesson, particularly when new content is being taught.

Student Attendance

We will endeavour to keep attendance records as usual in the case of a school closure.

❏ If a student is unwell, they are not expected to participate in the lesson, but parents should email the usual office.valdstejnska@parklane-is.com;
❏ Students should not 'opt-out' of lessons during the course of the day. Notice must be given to the school office by parents for any lessons missed during the course of a day;
❏ At the beginning of every lesson, students will be required to log into Zoom for the teacher to take the register and offer further instructions where required.
❏ We will use the '/' code for students who 'attend' the virtual lesson;
❏ The 'M' code for sickness and any of the other usual codes for authorised absence;
❏ If a student does not 'attend' the virtual lesson and parents have not written to the Office, they will be marked as code 'N' by the teacher and then 'U' for unauthorised once the admin staff have confirmed this to be the case.

Advice for Parents:

Be prepared by:

❏ Where possible trying to arrange for a printer to be available at home;
❏ Checking that your child's laptop has a working microphone and camera;
❏ Having some paper, pens and other stationery such as felt pens, glue sticks, etc. available if possible.

Take an active role by:

❏ Establishing clear routines and expectations;
❏ Helping your child to find a quiet and comfortable space at home from which to work;
❏ Monitoring communication from your child's teachers and checking the Daily Planning Brief (for KS3 and KS4);
❏ Checking in with your child and taking an active interest in their learning;
❏ Encouraging your child to carry out the daily physical and mindfulness activities;
❏ Understanding that distance learning may be stressful for your child and that they may be worried about their understanding or progress;
❏ Monitoring their daily online activity and trying to keep screen time to a minimum;
❏ Monitoring their social media usage and setting boundaries for its use.

Useful contacts	
I have a question/concern about my child's learning.	**Director of Studies** KS3/4 richard.maclean@parklane-is.com **IB Coordinator** KS5 jan.cihak@parklane-is.com **Deputy Head of Secondary** erica.warne@parklane-is.com **Challenge and Potential Coordinator** Jennifer.hutton@parklane-is.com **SENDCO** kim.godman@parklane-is.com **Subject leaders/teacher email addresses** can be found in the parent guidelines shared at the beginning of the school year.

I have a question or concern about my child's wellbeing, safeguarding concern or a behaviour issue to report.	**Designated Safeguarding Lead** erica.warne@parklane-is.com iveta.slavetinska@parklane-is.com **Pastoral Coordinators** **Y7** sue.gifford@parklane-is.com **Y8 & 9** lauren.castello@parklane-is.com **Y10 & 11** thale.herbertson@parklane-is.com **Y12 & 13** erica.warne@parklane-is.com **For tutors email addresses** can be found in the parent guidelines shared at the beginning of the school year.
I have an IT related problem	jakub.syrovy@parklane-is.com

Advice for Students:

Be prepared by:
- ❏ Making sure Zoom is set up on your laptop - Computing teachers at KS3 and form tutors at KS4/5 will help with this;
- ❏ Making sure your laptop microphone/camera is working and if not, letting your form tutor and parents know.

Be responsible by:
- ❏ Establishing a daily routine. Get up and dressed ready for an 8.05 start. Be online and ready to learn by 8 am;
- ❏ Find a comfortable, quiet space to work;
- ❏ Check GoogleClassroom / Managebac / your email regularly for updates;
- ❏ Complete all tasks to the best of your ability and with academic honesty in mind;
- ❏ Take care to meet deadlines and communicate in advance with your teacher if you do not think you will be able to complete a task on time;
- ❏ Collaborate with and support your classmates;
- ❏ Comply with the Park Lane International School Network , E-Safety and Acceptable Use Policy.

What should I do if...?	
I have a question about my learning?	Email your subject teacher for advice.
I have a technology-related problem?	Email jakub.syrovy@parklane-is.com
I am worried or concerned about myself or one of my friends?	Email your form tutor or pastoral coordinator for advice.
I have another issue related to distance learning?	Email one of the following members of the Secondary Leadership Team: KS3/4 richard.maclean@parklane-is.com KS5 jan.cihak@parklane-is.com erica.warne@parklane-is.com

Roles and Responsibilities During Distance Learning

School Management Team (SMT)	❏ Create and distribute the Park Lane International School Distance Learning Plan; ❏ Establish clear lines of communication between all stakeholders; ❏ Support staff, students and parents with the distance learning plan; ❏ Ensure the Parent Portal is up-to-date.
Director of Studies & IB Coordinator	❏ Available to answer queries relating to the secondary curriculum; ❏ Support staff, students and parents with the distance learning plan; ❏ Provide models and examples of successful distance learning approaches; ❏ Support teachers and subject teams with their design of the distance learning curriculum.
SENDCO and C&P Coordinator	❏ Available to answer questions relating to SEND or challenge and potential; ❏ Support staff, students and parents with the distance learning plan; ❏ Supporting teachers and subject teams in developing strategies for differentiation.
Subject Leaders	❏ Available to answer questions related specifically related to their subject area; ❏ Support staff, students and parents with the distance learning plan; ❏ Monitoring the types of activities being set in their subject area are suitably challenging.
Subject teachers	❏ Available to answer queries relating to your child's progress; ❏ Complete the Weekly Planning Brief for the Parent Portal; ❏ Providing meaningful learning experiences for students using the guiding principles outlined above.
Pastoral Coordinators	❏ Available for parents/carers & students to contact with any personal, social or wellbeing concerns; ❏ Follow up with students and/or parents who may need extra support with their social or emotional wellbeing.
Form Tutors	❏ Available for parents/carers & students to contact with any personal, social or wellbeing concerns; ❏ Registering students each morning ❏ With the support of the PSHEE coordinator, planning PSHEE learning opportunities.
Learning Centre Coordinator	❏ Provision of the Library on Wheels.
LSA's	❏ Communicate regularly with subject teachers to identify ways in which they can support students; ❏ Attend Zoom sessions to support students during lesson time.
Admin team	❏ Monitor attendance; ❏ Maintain communication with the general public; ❏ Support teachers, students and parents as required.

Exams

In the case of a school closure, we are well equipped to support Year 11 and 13 students with their revision and preparation for examinations. Teachers will be available to support students with their individual study and will provide online revision materials for them to work on.

We will coordinate with Cambridge Examinations and the IBO and inform parents and students of any updates if necessary.

SECTION 4. Coronavirus (COVID-19) Measures

What will happen if a student/teacher at Park Lane tests positive for Coronavirus (COVID-19)?

- ❏ Parents should immediately contact the school if a member of their family tests positive for Coronavirus (COVID-19)
- ❏ The School Nurse will contact the local Hygiene Station for further advice;
- ❏ A risk assessment will be carried out by the SMT and the School Nurse;
- ❏ A decision will be made about which school buildings will be required to close
- ❏ Relevant members of the community will be required to quarantine for the regulation length of time;
- ❏ The Principal will communicate this plan with the Park Lane community.

Each case of school building closure will need to be judged based on the unique situation and circumstances. However, the following guiding principles will apply to such situations:

If a student or staff member has any or a combination of the following symptoms, they should consult a doctor immediately. COVID-19 PCR testing would be recommended.

- ❏ Fever
- ❏ Dry cough with a fever
- ❏ Tiredness with a fever
- ❏ Loss of smell and/or taste

The student or staff member can return to school when they have provided a negative COVID-19 test result AND written confirmation from a doctor.

If a student or staff member is absent due to any or a combination of the above symptoms for **more than 3 days** and after consultation with a doctor, COVID-19 testing has NOT been recommended, a return to school is possible only after ALL of the criteria is met below:

- ❏ The person is free of fever for 3 full calendar days without the use of fever-reducing medication.
- ❏ Any other symptoms (for example, cough or shortness of breath) have improved.
- ❏ At least 7 calendar days have passed since the symptoms first appeared (counting the first day of symptoms as day 1).

If due to the above, either 40% of students in a year group, or across the whole school/site, are absent, **or the numbers of teachers outlined below in scenario c.** are absent, the DLP will be reverted to with specified groups.

a. ***If a student tests positive with COVID-19:***
- ❏ In Secondary, depending on the student, KS5 or KS4 or a year group at KS3 revert to DLP;
- ❏ Whole School - A review of teachers who may have been impacted (which may lead to DLP for a whole site or campus, depending on who and how many) will be carried out.

b. ***If a student's family member tests positive with COVID-19:***
- ❏ The student will stay at home on the advice of the CDC until a test can take place;
- ❏ In Secondary, if 40% or more of a year group are in quarantine, we will revert to DLP.

c. ***If a teacher tests positive with COVID-19:***
- ❏ A review of the number of colleagues and pupils who are impacted will take place;
- ❏ In secondary, if there are (depending on their load) 10 subject teachers and/or leaders in quarantine, the Prague 1 campus will close and the DLP reverted to.

Hygiene measures in school:

The following measures, in line with WHO and Czech government guidelines will be implemented during periods when the school buildings are open or partially-open. These measures are up-to-date as of 28th August 2020:
- ❏ All members of the Park Lane Community will wear masks when travelling around the school buildings. There will be no need to wear a mask in classrooms unless a teacher or student wishes to;
- ❏ Thermo cameras are installed at all site entrances to measure on the spot temperatures of all students and staff arriving at school – and departing from school.
- ❏ Contactless hand sanitizers are installed at the school site entrances to use on entering and leaving school;
- ❏ All staff, school bus drivers and extra-curricular club staff will be tested for Covid-19 at the end of the week preceding our re-opening;
- ❏ Our buildings and school buses are regularly disinfected including using the ozone generator;
- ❏ The school will provide regular disinfection and ensure proper airing and cleaning takes place throughout the day;
- ❏ Regular handwashing habits will be strongly promoted and sufficient liquid soap and paper towels will be available at all times with restrooms regularly cleaned throughout the school day;
- ❏ Students will be expected to wash their hands for 20 seconds with warm water and soap on arrival at school;
- ❏ Classroom windows will be opened regularly during lessons and throughout break/lunch times, to aid the ventilation of the classrooms;
- ❏ Cleaning staff will be sanitising the dining room after each use, and will thoroughly clean frequently used surfaces throughout the day.

The Czech Republic has introduced a traffic light system to establish risk level and regulations for schools. This can be found in Appendix A. We will use this, as well as updates from the Czech authorities to establish our own level of risk, including times when we may need to close one or some of our school buildings.

SECTION 5. Safeguarding Guidance

Our usual Child Protection and Safeguarding Policy, Anti-bullying Policy, Behaviour Policy, Secondary Network, E-Safety and Internet Acceptable Use Policy, and Personal Data - Privacy Policy all apply during distance or hybrid learning. However, the following applies specifically to the use of Zoom, webcams and other distance/hybrid learning-related technologies.

The School has chosen Zoom for the delivery of distance and hybrid learning because it is the industry leader and offers a range of teaching and learning tools not offered by other video conferencing software. It enables teachers to deliver high-quality learning opportunities to our student community and allows students to collaborate effectively as they would in the usual classroom situation, for example by utilising screen share or organising students into breakout rooms. In addition, Zoom allows for safeguarding functions to be implemented by the School.

In order to use Zoom safely, the following measures and recommendations are in place:

The IT Systems Administrator has set the Park Lane International School Zoom user settings as follows (these settings can only be amended by the IT Systems Administrator):
- ❏ Every zoom meeting starts with participants being directed to the waiting room;
- ❏ Every Zoom meeting requires a passcode;
- ❏ Participants cannot join before the host;
- ❏ The host has full control of screen sharing and other functions during the course of the meeting;
- ❏ Hosts should be mindful of sharing only appropriate material during a Zoom meeting. For example, take care not to share your email screen or any confidential documentation. All such tabs should be closed before the meeting begins.
- ❏ Participants are muted and videos are off on joining the meeting (participants should be asked to switch these on when they arrive, as above);
- ❏ Chats cannot be saved;
- ❏ Zoom meetings cannot be recorded.

In addition, the following safeguarding guidance applies:
- ❏ Teachers and students are all registered with Zoom through their Park Lane International School email accounts;
- ❏ Teachers and students have been advised to download the Zoom App, rather than using Zoom in the web browser;
- ❏ **Primary teachers** connect with pupils either by sharing a Zoom personal meeting ID on Tapestry / Class Dojo / Google Classroom or by email or via a Channel;
- ❏ **Secondary teachers** connect with students either via a Channel or by sharing a personal meeting ID by school email, or on GoogleClassroom/Managebac;
- ❏ All members of the meeting/lesson should switch their camera on once they have arrived at the meeting;
- ❏ Anyone using Zoom must ensure that the background is neutral, with no personal items (e.g. photographs) on display;
- ❏ Hosts and participants should be dressed appropriately, as they would for school, during the course of the meeting/lesson;

- ❏ Where possible, there should not be anyone else in the room or visible during the course of a meeting/lesson;
- ❏ Parents/carers or other third parties should not participate in distance/hybrid learning lessons (unless the **written permission** of the teacher has been given)*;
- ❏ Recording, photos or screenshots of the Zoom meetings are not allowed by pupils;
- ❏ Zoom meetings may be recorded **by the hosting teacher with prior permission from parents/carers** and stored in line with the GDPR and ICT policies in case of one to one lessons and/or meetings. Access to the recording function will need to be agreed by a member of the SMT and the IT Director will need to be instructed to enable it in advance;
- ❏ If a teacher records a lesson, pupils will be reminded at the start of the session;
- ❏ The same behaviour expectations that are set within a classroom apply to the Zoom meeting and the teacher retains the right to terminate a pupil's participation.

It is acknowledged that Zoom meetings could be recorded by a third party App or screenshots taken of meetings. From October 2020, we no longer allow students, teachers, parents/carers, or other members of the community to record or photograph Zoom meetings unless the prior written permission of all those in attendance (or their legal guardian in the case of those under 18) has been sought.

In Primary:
- ❏ When zoom meetings finish, pupils should exit Zoom first and the teacher should close the meeting once complete;
- ❏ Teachers should continue to briefly remind pupils of the expectations and rules that keep pupils and staff safe online;
- ❏ Zoom meetings should be scheduled on distance learning timetables or posted on Tapestry / Class Dojo / Google Classroom in advance;
- ❏ Teachers should keep a record of attendance for each zoom meeting by seeing the child on a Zoom meeting;
- ❏ SENDCO / EAL Teachers should update and amend any changes to their daily timetables making sure they inform the Deputy / Head of EYFS and Primary;
- ❏ During zoom meetings, pupils participate. For younger pupils, parents may be encouraged to supervise (but not to appear on the screen)*;
- ❏ Teachers should communicate any inappropriate behaviour or any interactions that are not conducive to learning to the Deputy Head/Head of EYFS and Primary.

In Secondary:
We **recommend** that teachers avoid meeting one to one with students **outside of scheduled lesson times via Zoom** unless another adult member of the school staff is present in the room when they do so.

Parents/carers have given their permission for the school to utilise distance/hybrid learning tools such as Zoom, webcams, etc. for educational purposes.

Teachers will invite members of the Primary and Secondary Leadership Teams to drop-in to Zoom lessons on a regular basis. The purpose of these drop-ins will be to identify and promote best practice and to offer a further layer of safeguarding for teachers and pupils.

Appendix A. Government Guidance for Schools

Level of Emergency	Epidemiological criteria	Specific recommendations for schools and school settings	Level of warning
0	Zero or negligible risk	Standard operation of the facility in accordance with hygiene requirements and emergency measures of Ministry of Health for the operation of schools and school settings	0
I	Presence of the virus in the Czech rep. without community transmission	**Same as level 0, and additionally we recommend:** - To avoid unnecessary presence of third parties in school settings - Group consultations with parents (parent meetings) to be organised and held on-line if possible - To reduce the number of people on mass events - To reduce the organisation of mass events	1-3
II	Beginning of community transmission in the Czech rep.	**Same as level 0 and I, and additionally we recommend:** - To reduce activities beyond the standard school activities which are not necessary for fulfilling the school educational programme - To organise arrivals of clients in school advisory/consultancy settings so that their meetings in common areas (waiting rooms) are held at the minimum.	4-7
III	Increasing or persistent community transmission in the Czech rep.	**Same as level 0, I and II, and additionally we recommend:** - Probable restriction of service of schools, school settings and other educational/free-time activities, and setting a restricted regime of education with a preference of distance learning	8-10