Horizon International School Education Continuity Policy (ECP)

Everyone Counts, Everyone Contributes, Everyone Succeeds

Contents

Overview

The purpose of this document is to outline the actions and approach Horizon International School (HIS) has put into effect during the extended school closure (COVID – 19). We will continue to offer an effective and rigorous approach towards education in line with our Education Continuity Policy (ECP).

The ECP outlines the experience that students will have during the time the school remains in session, but when students are unable to physically attend school due to an enforced closure. While an ECP cannot replicate onsite learning, our teachers can deliver meaningful learning which allows students to meet expected and/or exceed curriculum standards in an online environment.

Our ECP aligns with our HIS mission and curriculum expectations. Our students will be inspired to achieve clearly defined learning goals; have opportunities to collaborate online to solve authentic problems; take intellectual risks and persevere through challenges; be supported with modeling, differentiation, individual feedback, and opportunities for reflection and revision. The aim is for our learners to continue to be inspired, passionate, and intrinsically motivated to reach their learning goals.

The success of our ECP requires a true partnership. Firstly, our dedicated teachers will commit to careful planning, maintaining an online presence, and providing regular feedback. Our students will need to bring motivation, presence and engagement to each session and subsequent online work. Lastly, our families will need to support this alternative mode of instruction in the home environment. The result of such learning experiences will continue to support students' academic progress and will be mindful to attend to students' social and emotional well-being.

While this is a challenging time of uncertainty and change, these circumstances also provide an opportunity to explore innovative learning opportunities for our students. Our infrastructure and Academic team are well prepared to support our learners. HIS is prepared for this challenge and will work tirelessly to ensure that there is continuity and support for our community.

Education Continuity Platforms at HIS

The following Online Platforms support both our Education Continuity Policy and school/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

1. HIS email and iSAM's Parent Portal are the communication tools used to contact and communicate with HIS families, FS1 – Year 13.

2. Seesaw, Padlet and Zoom are the online Distance Learning platforms used in the Primary School
(FS1 - Year 6).

3. HIS Office 365 tools (which includes Microsoft Teams) and subject specific Digital Platforms are the online Distance Learning platforms used in the Secondary School (Year 7 - Year 13).

4. Zoom and HIS Office 365 tools (e.g., email, shared docs, OneNote, Microsoft Teams) are school online collaboration platforms for remote instructional planning.

The purposes of this policy are fourfold:

❖ To outline procedures and practice for **students**, during an extended school closure, who are otherwise fit and healthy, to continue with their academic program, **(Appendix A)**
❖ To outline procedures and practice for all HIS staff, during an extended, school closure, who are otherwise fit and healthy, to continue to fulfil their roles and responsibilities as part of a normal academic program, **(Appendix B)**
❖ To outline procedures and practice for **parents,** during an extended school closure, **(Appendix C)**
❖ To outline procedures, practice and safeguarding for **teachers, parents and students** during an extended school closure, **(Appendix D)**

For clarification of terms used within this policy:
Asynchronous Learning Experiences:

When school is closed and students are spread across many time zones, teachers can still connect them asynchronously. For example, teachers can use familiar discussion forums or tools like Flipgrid, Seesaw and Padlet to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

Synchronous Learning Experiences:

When it comes to student engagement and learning, relationships matter as much online as they do in person. During the school closure, students will be able to gather for synchronous learning times via video chat using Zoom in the Foundation Stage and

Primary and Microsoft TEAMS in Secondary. Collaboration remains important and there are many ways teachers can foster it through synchronous learning.

Education Continuity Policy: **Appendix A**

Foundation Stage and Primary School Context

Teachers will communicate with parents through Email or Seesaw and will use Seesaw, along with other online subscriptions, to engage students in rich learning tasks. All Foundation Stage and Primary School Teachers and subject specialists may also invite students to optional interactive synchronous lessons and activities using Zoom each week.

Foundation Stage (FS1 & FS2) Priorities & Considerations

1. The primary tools for communication between teachers and families will be Seesaw, Email, ISAMs' Parent Portal and Zoom.

2. Students will have both off and on-screen learning activities designed to engage foundation stage learners in experiences that connect to the current curriculum.

3. Learning for Early Years students will remain holistically focused on broad language, cognitive, physical and social-emotional development.

4. Learning activities and experiences will emphasise interaction and creativity.

5. Children will have live access to academic staff throughout the week, where staff will meet individuals or groups of children to discuss their completed work and set additional challenges. where appropriate.

Primary School (Year 1 to Year 6) Priorities & Considerations

1. The primary tools for communication between teachers and families will be Seesaw, Email, ISAM's Parent Portal and Zoom.

2. Students will have both off and on-screen learning activities designed to engage primary learners in experiences that connect to the current curriculum.

3. Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in Years 1 to 3 will need higher levels of support than students in Years 4 to 6.

4. Children will have live access to academic staff throughout the week. These sessions will be clearly communicated on weekly Newsletters.

FOUNDATION STAGE AND PRIMARY SCHOOL STUDENT ROLES AND RESPONSIBILITIES:

1. Establish daily routines for engaging in the learning experiences (8.00 am start).
2. Identify a comfortable, quiet space in the home where work can be done effectively and successfully.
3. Regularly monitor online platforms (Seesaw, Email, Zoom) to check for announcements and feedback from teachers.
4. Complete assignments with integrity and academic honesty, doing the best work.
5. Meet timelines, commitments, and due dates when possible around individual family situations.
6. Communicate proactively with teachers if deadlines you cannot meet or additional support is required.
7. Collaborate and support HIS peers in their learning.
8. Ensure own social and emotional balance by keeping healthy habits
9. Proactively seek out and communicate with other adults at Horizon International School as different needs arise (see below)

Questions related to:	Contact:
Classroom learning or resources.	Classroom teacher or specialist subject teacher
A technology issue/request.	jaleesr@horizonintlschool.com
Personal, social, emotional, safeguarding and Inclusion concerns or queries	Ms. Amanda Buckley amandab@horizonintlschool.com
Other issues related to learning beyond the classroom.	Other issues related to learning beyond the classroom walls ● Foundation Stage 1: Progress Leader patriziac@horizonintlschool.com ● Foundation Stage 2: Progress Leader paigel@horizonintlschool.com ● Year 1: Progress Leader ashleighb@horizonintlschool.com ● Year 2: Progress Leader roisinl@horizonintlschool.com ● Year 3: Progress Leader laureng@horizonintlschool.com ● Year 4: Progress Leader nadinew@horizonintlschool.com ● Year 5: Progress Leader liamg@horizonintlschool.com ● Year 6: Progress Leader racheld@horizonintlschool.com
Leadership Queries:	Assistant Principal, Head of Foundation Stage: Rebecca Cregan rebeccac@horizonintlschool.com Assistant Head of Primary: Anne Clampett annec@horizonintlschool.com

	Vice Principal - Head of Primary: Stephen Quinn stephenq@horizonintlschool.com

Secondary School Context

Over the course of this school closure, students will be invited to engage in learning experiences that will stretch their thinking and will encourage new ways of learning in each of their subjects, even though they will not be physically present on school grounds. Students will learn through a blended learning model, which includes asynchronous learning as well as synchronous, real-time interactive sessions with their teachers and peers. Each of these learning experiences may be followed up with appropriate homework or a formative/summative assessment to confirm that the students have engaged appropriately with the content and that their understanding of the content supports their progress towards the identified target standards.

The clear goal for these days is to be analogous to the students' experiences on typical days at school: to interact, to engage, to grow, and, ultimately, to learn.

Secondary School (Year 7 - Year 13) Priorities & Considerations

1. The primary tools for communication between teachers and families will be email and iSAM's Parent Portal.
2. Teachers will link materials in their subject specific Digital Platforms and share materials directly to each class/subject through Microsoft TEAMs that has been created.
3. Distance learning for students will focus on having a balanced, holistic learning experience and students will have both off- and on-screen learning activities designed to engage them.
4. Learning experiences are designed to be completed independently or in collaboration with other students.
5. Resources vary by class, year group and subject, and may include Microsoft TEAMs Video Calls, Teacher Screen Sharing options via Microsoft TEAMs, links to videos, graphic organisers, scanned material to read and engage with, independent research material, reading materials including ebooks and audiobooks via Microsoft TEAMs.
6. Students are encouraged to be proactive in reaching out to teachers when they have questions or are unclear about a task that has been set.

SECONDARY STUDENT ROLES AND RESPONSIBILITIES:

1. Establish daily routines for engaging in the learning experiences (e.g. check in with form tutor at the start of the day).
2. Identify a comfortable, quiet space in the home where the student can work effectively and successfully.
3. Regularly monitor online platforms (School Emails, Microsoft TEAMs and Subject Specific Digital Platforms) to check for announcements and feedback from teachers.
4. Complete assignments with integrity and academic honesty, doing the best work.
5. Ensure that face-to-face communication is only between teachers and students.
6. Under no circumstance should students record a TEAMs video call or chat.
7. Under no circumstances should students comment on staff members though school Emails, Microsoft TEAMs chat or via public forums.
8. Students are expected to meet regular timelines, commitments, and due dates.
9. Communicate proactively with teachers if deadlines cannot be met or additional support is required.
10. Collaborate and support HIS peers in their learning.
11. Proactively seek out and communicate with other adults at HIS as different needs arise (see below).

Questions related to:	Contact:
Subject Specific learning or resources.	Subject teacher or Subject Head of Department.
A technology issue/request.	jaleesr@horizonintlschool.com
Personal social-emotional, safeguarding or inclusion queries. Pastoral queries	• Ms. Amanda Buckley amandab@horizonintlschool.com • Ms. Almas Syed almass@horizonintlschool.com • Key Stage 3 Progress Leader: Ms. Brandariz Jones joannaj@horizonintlschool.com • Key stage 4 & 5 Progress Leader: Mr. Whittaker mattheww@horizonintlschool.com
Other issues related to learning beyond the classroom walls.	• Vice Principal – Head of Secondary Mrs. Clifford (Maternity Leave until Oct half term) katherines@horizonintlschool.com • Assistant Principal Mrs. Nicola Peacock nicolap@horizonintlschool.com

Education Continuity Policy: <u>**Phase 3 Blended Learning (from September 2020 for those parents who opted for this for Term 1)**</u>

Foundation Stage

The Foundation Stage will deliver Distance Learning in Term 1 by following the guidelines below:

Seesaw

- Seesaw will be the platform in which we will be sharing educational communication between home and school. In addition to Seesaw, teachers will use email to communicate other information.
- You will receive your child's log on for Seesaw directly from the class teacher in Week One.
- Learning experiences and activities for the whole week will be uploaded onto Seesaw on Thursday afternoon, giving families ample time to plan the week ahead and collate any resources required.
- A timetable will be provided weekly to outline the learning schedule.
- Completed work should be uploaded through Seesaw to await feedback: feedback can be given by a voice note, face to face feedback through Zoom or a written comment.
- Feedback is given by teachers in a timely manner and when appropriate.
- Mrs Haidy (our Arabic specialist for FS) will send home the links for the songs she has been teaching in class for your children to listen to on Seesaw. You can send her your child's completed activities and communicate via email.
- Miss Ay (Our PE specialist) will send home a weekly challenge via Seesaw. You can send her your child's completed activities and communicate via email.

Zoom

- Zoom will be the platform in which we will make face to face contact with your child. Your child's teacher and Learning Assistant will let you know when these sessions will take place in plenty of time for your to be able to log on for your child.
- Class teachers will arrange a welcome Zoom session during the first week of the academic year.
- Class teachers will plan a minimum of two face to face sessions per week where they will feedback on your child's learning and set further challenges, where appropriate.
- Your child will be invited to daily 'Proud Peacock' moments where they will join the rest of their class to discuss their proudest moments of their day at school/ Distance Learning.
- Your child will receive an invitation to 'Library Time' with Ms Elvie (our Librarian) on Zoom.

Primary School

The Primary School will deliver distance learning in the following ways and through the channels outlined below:

- Seesaw is the predominant platform used for educational communication between home and school. In addition to Seesaw, Padlet is used to share activities and resources.
- Seesaw will be used be all teachers and departments.
- Class teachers will arrange a welcome Zoom session during the first week of the academic year.
- Work will be uploaded to Seesaw daily to ensure families can plan out their working day ahead.
- A timetable will be provided weekly to outline the learning schedule.
- Completed work should be uploaded through Seesaw to await feedback.
- Feedback is given by teachers in a timely manner and when appropriate.
- Regular academic Zoom sessions are arranged weekly by the academic staff and support staff in order to support home learning. These sessions will be clearly timetabled and communicated to families.
- Circle time Zoom sessions will also arranged by the class teacher.

Secondary School

The following guidelines will be followed by all departments. There may be variation in the way individual subjects deliver their on-line material for DL.

- Microsoft Teams will be used as the Distance Learning platform
- Form tutors will put a welcome message onto the form group Team each morning; the student should 'like' it to demonstrate attendance
- Subject teachers will upload work prior to the start of the lesson
- Students should follow their timetable and access the work for each lesson at the lesson start time; any questions or queries can be asked on the Team and the teacher will respond when they check the Team
- Any work that needs to be submitted should be done so in the manner requested by the subject teacher
- Feedback will be either written or recorded
- Teachers will arrange a regular Teams meeting with all of the students in their class who are doing DL to talk through content, clarify misunderstandings and answer questions (in Key Stage 3 (Years 7 – 9), meetings in core subjects will be weekly and non-core will be fortnightly; in Key stage 4 and Post-16 (Years 10 – 13) meetings for all subjects will be weekly)
- Form tutors will schedule a weekly Teams call with anyone in their tutor group doing DL in order to monitor well-being and provide general support

Education Continuity Policy: Appendix B

Leadership Expectations

Horizon International School's leadership team play a pivotal role in communicating and model what is expected for every member of our learning community. The list below outlines the minimum expectations of the HIS leadership team. The role of the HIS leadership team is to rise to any occasion or need that results from our extended Distance Learning Programme.

LEADERSHIP TEAM ROLES AND RESPONSIBILITIES:
1. Develop, monitor and adjust whole school plans and procedures for distance learning.
2. Share the ECP with the student and parent community.
3. Communicate with staff on at least a weekly basis and for parents on a weekly basis.
4. Support faculty/staff and parents in utilizing the ECP.
5. Ensure effective implementation of ECP and accountability to student learning.
6. Respond to emails in compliance with our norms of no more than 24 hours.
7. Disseminate a student and parent survey at key milestones in the Distance Learning journey and analyse results to make the necessary changes to the programme.
8. Continue to hold regularly scheduled meetings virtually i.e. year level, department, and school meetings.
9. Attend virtual Executive Leadership Meetings, Core ELT meetings, and other regularly scheduled meetings.
10. Review new admission files as disseminated and return to Admissions Dept (acknowledge within 24 hours.)

Teacher Expectations

HIS teachers are expected to maintain the school's high expectations for professionalism and conduct. As a result, we have outlined the school-wide expectations for teachers below.

WHOLE SCHOOL TEACHER ROLES AND RESPONSIBILITIES:
1. Be available to students, colleagues, and parents during normal working hours (i.e. 7:40 am – 3.00 pm), Sunday through Wednesday - 2pm Thursday.
2. Document any parental communication.
3. Deliver lessons as per school expectations.
4. Follow the current daily class schedule.
5. Communicate Learning Targets and describe Learning Activities for classes.
6. Provide Assessments/Feedback/Interactions as per school agreements to support students' learning.
7. Track students' daily achievement and progress.
8. Connect with students during timetabled lesson via appropriate school platforms.

9. Assign meaningful work that is personalized to students' needs.
10. Collaborate with team members or departments to design distance learning experiences during scheduled or agreed upon collaborative planning times.
11. In the event that a teacher is sick, the teacher is to follow the same protocol of reporting an absence.

Achievement Center and Learning Assistants Expectations

SPECIFIC ROLES AND RESPONSIBILITIES:

Achievement Centre (Inclusion) Teachers, Higher Level Teaching Assistants and Learning Support Assistants:
1. Partner with classroom and subject teachers to accommodate additional educational needs through the online learning curriculum, ensuring inclusive practice and accommodation as required.
2. Communicate with all parents of students as required regarding the online learning and how they will provide opportunities to work on IEP targets through targeted intervention.
3. Recommend to parents and teachers other online learning platforms that students of determination might benefit from at this time.
4. Work in collaboration with class teachers, form tutors and subject teachers to review the progress of students of determination or those requiring additional support.

Learning Assistants:
1. Provide support and assistance to assigned year group and/or subject area teachers as requested.
2. Collaborate with teachers to facilitate opportunities to interact with the students through Microsoft TEAMS, Seesaw or Zoom.

Education Continuity Policy: Appendix C

Parent Expectations

With the transition to Distance Learning, parents, in partnership with teachers, will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with distance learning, while others may find it challenging as this is a new way to access the curriculum. The guidelines provided below are intended to help parents think about what they can do to help their children find success in a distance learning environment.

PARENT RESPONSIBILITIES:

Establish routines and expectations:

Parents need to establish routines and expectations, and HIS encourages parents to set regular hours for their children's school work. We recommend keeping normal bedtime routines for younger children (Primary School) and expect the same from our Secondary School students, too. The children should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their days.

Define the physical space for your child's study:

Children may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time. Families are encouraged to establish a space/location where children will learn most of the time. This could be a family space, and not necessarily in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where parents/guardians are present and monitoring their children's learning.

Monitor communications from the children's teacher(s):

Teachers will communicate with parents and students through email, or other educational platforms when and as necessary. The frequency and detail of these communications will be determined by the children's ages, maturity, and their degree of independence. HIS wants parents to contact their children's teachers. However, we ask parents to remember that teachers will be communicating with many families and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain the Learning Platforms/Systems (Seesaw, Microsoft Office, Digital Platforms etc.) that teachers are using.

Begin and end each day with a check-in:

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what the student is learning that day? What are the learning targets or goals? How will the students spend their time? What resources are required? What support is needed? This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents, but they should nevertheless. Parents should establish these check-ins as regular parts of each day. Not all students thrive in a distance learning environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.

Take an active role in helping children process and own their learning:

In the course of a regular school day at HIS, children engage with other students or adult's numerous times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not.

Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning, whenever possible. However, it is important that children own their work; do not complete assignments for them, even when they find it challenging.

Establish times for quiet reflection:
A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are of different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones to block out distractions.

Encourage physical activity and/or exercise:
Make sure children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. HIS's physical education teachers will recommend activities and exercises, but it is important for parents to model and encourage exercise! Think also about how children can pitch in more around the house with chores or other responsibilities. Do not let children off the hook – expect them to pitch in!

Remain mindful of stress or worry:
It is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience. Difficult as it may be, try not to transfer stress or worry to children. They will be out of their normal routine and need as much normal routine as parents can provide. As usual, feel free to reach out to the school counselor or progress leaders for strategies to support as needed.

Monitor how much time is spent online:
HIS is mindful of how much screen time students may be exposed to, and believe in a program that balances online and hands-on learning experiences. Therefore, the school will endeavor to plan a balanced program. HIS thanks you in advance for your support and partnership.

Keep children social, but set rules around social media interactions:
The initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help children maintain contact with friends and see them in person when circumstances permit. Please also monitor children's social media use, especially during the school closure. Older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, or Facebook are not official school-sanctioned channels of communication.

HIS asks parents to monitor children's use of social media. Remind children to be polite, respectful, and appropriate in their communications and to represent family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others.

ZOOM GUIDELINES & USER AGREEMENT FOR PARENTS:

The following guidelines are in place to safeguard your child and their teacher when using Zoom for live interactions.

At HIS, the use of Zoom is monitored, recorded and logged. It is made available to the school. This includes the recording of sessions which will be stored securely on the cloud (One Drive) and not locally on teachers' laptops. Recording is important for safeguarding and child protection purposes.

Additionally, all Zoom interactions are passcode protected and timings of these will be sent out in advance by your child's teacher.

Whilst learning remains at the heart of everything we do, our main priority is always the safety of our students; therefore, we strongly suggest adhering to the guidelines/agreement below to help to ensure the safety of students online:

1. Ensure children work where there is high speed internet access and in a location known and approved. This must not be in bedrooms and ideally it should be against a neutral background in a quiet, distraction free zone.
2. Teachers will provide the timings for any Zoom interactions; please ensure your child is only on the Zoom app at these times.
3. Ensure your child has the Zoom app downloaded on their device, along with appropriate firewall settings.
4. Please monitor their behaviour when using Zoom, including the resources they access and the language they use.
5. Ensure that children and adults in the house wear appropriate clothing when in a Zoom class, i.e., no pyjamas.
6. Have an open dialogue with your child about staying safe online; talk to them about things that they can do if they come across any content online that they feel uncomfortable with, such as turning off their device and telling a trusted adult.
7. Neither parents nor students may record or take pictures of a Zoom session.
8. Once in a Zoom session, students should not end a Zoom call during a class.
9. Students should not mute others during any Zoom session taking place.

We also strongly recommend that you regularly check your child's understanding of the following:

1. Children will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If they do come across any such material, report it immediately to their teacher and parent.
2. They will not share the URL code for the Zoom meeting with anybody.
3. No photos or recordings of classmates should take place during a face to face session.
4. Ensure that they refrain from using virtual backgrounds.
5. That these rules are in place to keep everybody safe online.

SCHOOL PLATFORMS, MICROSOFT OFFICE & MICROSOFT TEAMS AGREEMENT FOR PARENTS:

Kindly take the time to read through the below safeguarding points with your child and ensure their understanding, as well as yours, as part of this agreement.

What is classified as unacceptable use:
1. Use of systems, applications, websites or other mechanisms that bypass the filtering or other online safety infrastructures employed by Horizon International School.
2. Distribute online via the school platforms any information which may be offensive to teachers, students and the wider community or breaches the integrity of the school or brings the school into disrepute.
3. Uploading, downloading or transmitting commercial software or any copyrighted materials belonging to third parties, without the necessary licensing permissions via the school platforms.
4. Creating or propagating computer viruses or other harmful files via the school platforms.
5. On-line gaming during school time and within a lesson.
6. Use of social networking sites during school time and within a lesson.

7. Recording any form of video and chat sessions within Microsoft Teams or any other application which is being used as part of the distance learning programme at HIS. This includes class group discussions, group collaboration, teacher led conversations and student led conversations.
8. Ending a Microsoft TEAM's video call during a lesson.
9. Muting others that are part of a Microsoft TEAM's video call during a lesson.
10. Taking pictures of a Microsoft TEAM's video call during a lesson.

Education Continuity Policy (Appendix D)

Teachers, Parents and Students Expectations

SAFEGUARDING GUIDELINES FOR TEACHERS WHEN USING MICROSOFT TEAMS OR ZOOM:

1. **Have your lesson with a blank wall behind you or in a neutral place if possible:**
   This will help to ensure the privacy of your own home and ensure personal items are out of sight of parents and students. Don't use virtual backgrounds yourself and don't allow students to use these.
2. **Use the first session to go through rules and parameters for the students when using Zoom:**
   This will ensure that everybody is clear on the expectations.
3. **Present yourself in the same way that you would in school:**
   Wearing professional attire and uphold usual professional standards. This will help to ensure the relationship remains professional and will remind students that you are there to deliver a lesson as normal.
4. **Avoid filming in your bedroom:**
   If there are days when you have to work from your bedroom, do not use the video camera and just have audio on.
5. **Parents have the opportunity to opt out of live teaching for their children:**
   Some parents might not want their children to have access to a live internet tool. Lists of students opting out will be circulated and meeting invites should not be shared with these students.
6. **Record your live sessions:**
   Open the Zoom app, Zoom app settings, then go to recordings; you can select to store your recorded sessions directly to One Drive. This will provide a bank of evidence of Zoom lessons, should we need to go back to these at any point.
7. **Don't feel that you have to use the video function for all live sessions:**
   Although it would be nice for students to have face to face contact with their teachers, this might just be for the first few minutes as an introduction or for pupil conferencing.
8. **Have a parent present for any 1:1 meetings with students:**
   This is to protect yourselves and is the same expectation as we would have in school in terms of keeping classroom doors open etc if you were in a 1:1 situation with a student.
9. **Parents will be receiving a user agreement and guidelines for the use of Zoom:**

This will help them to understand that the interactions are between student and teacher and no recording of sessions is permitted on their part. As part of this, students will also be asked to dress appropriately; no pyjamas.

10. **Do not allow students to use virtual backgrounds.**
    This enables teachers to see who/what is behind them.
11. **If a student or parent is not using Zoom correctly, please inform the Designated Safeguarding Lead or Assistant Principal immediately.**
    This will be followed up on as a serious matter.

Below are some settings to use in Zoom that will support with safeguarding Students and Parents:

Recommended setting:	Why?
Enable the setting where a password is required to schedule a new meeting	It provides an additional layer of security; this setting can also be found when scheduling a meeting.
Mute participants upon entry	This will start the lesson with everyone muted and will prevent conversations being overheard in the homes of different students.
Allow host to put attendee on hold	You can use this to remove a student from the meeting temporarily and it places them in the 'waiting room'.
Select the option that enables only the host to screen share	This will prevent students from sharing other things on their screens.
Make use of the waiting room option	It will require your approval for a student to join the meeting and allows an additional layer of security.
Start with all video turned off (yours and the students) and don't feel that you have to be live on video for a full lesson	You can limit the time you are spending on video by using the 'live' teaching as a check in tool, a student conferencing strategy, introducing a concept or starting them off on a task. This will also help to provide pace; students can still post their work on Seesaw in the same way.
Enable 'Prevent participants from saving chat'	The chat can be a very useful feature, especially with older students but this will prevent students from saving it on their computers.
Lock Meeting	Once everyone is in the meeting, this will prevent anyone else entering without permission.
Ask students to clear their browser history after using Zoom.	This will stop Zoom from tracking students on their devices.

Settings to ensure you have turned OFF:

Recommended Setting	Why?
Turn off the option to 'join before host'	This will prevent students from meeting unsupervised before you start.
Turn off private chat	Prevents students from having unsupervised conversations amongst themselves. This is automatically off if chat is turned off entirely.
Turn off file transfer	It will stop students from privately sharing files. Although this is automatically off anyway if chat is disabled.

Date of implementation: WB 19th April 2020 and reviewed termly

Date of review: December 2020

Accountability: Principal

Approval status: Approved as V3

Approved by: ELT

School stamp:

Horizon International School

مدرسة هورايزن الدولية