



# Membership Engagement Report

for

My Online Schooling

June 2022



## CIS Code of Ethics

My Online Schooling was built on foundations of respect and inclusion, with policies in place that support our school's values and ethos, as well as ensuring all pupils in our families are safe and respected when schooling with us. We offer an individualised, inclusive and internationally accessible British education where our pupils are respected as individuals, enjoy learning and are empowered to thrive in the 21st Century. We believe that the aims, visions and values of My Online Schooling is shared with those of CIS. My Online Schooling is truly international, educating over 1200 pupils in over 90 countries worldwide. With this, it is fundamentally important that we work with our young people to ensure intercultural respect and understanding for everyone and everything around them. Under our four pillars: inclusion, individualised, international, and innovation, My Online Schooling is a progressive 21st century school, pushing the boundaries in the online space to ensure young people can access education - no barriers, no borders.


In line with the UKCRC (1990) and the CIS Code of Ethics, our school has created ten 'We Believe' statements, which highlight our stance on the rights of young people, and these are shared with pupils and families in the school. As a school, we respect the dignity and equality of each individual and culture. We recognise that, as an international school, we must be culturally aware and sensitive to the differing laws and cultures of different countries. In sharing our 'We Believe' statements, this is a way of communicating our school's stance on different elements of children's rights, in instances where these may differ from the British values our school promotes.

With further reference to the CIS Code of Ethics, our school believes that our school policies, procedures, contracts and terms and conditions are transparent and fair. Our school's leadership team work collaboratively to review and adapt our policies and procedures for any required updates.

The information in the subsequent responses will convey the dedication and passion we have for education and our commitment to the safety and wellbeing of our pupils and staff. We continue to strive for excellence in all that we do and believe that we are constantly reflecting on our practice and processes to innovate and improve in the best interest of our pupils, teachers and our school community.

## CIS Response

My Online Schooling (henceforth MOS) has shared a range of documentation, as well as examples in its narrative, that supports the fact that there is good alignment with the spirit of the UNCRC and CIS Code of Ethics, in intent, policy and practice. Fundamental documents that demonstrate alignment include school policies such as Admission, Inclusion, Behavior and Safeguarding which emphasise the positive and respectful intent of the school relating to the needs and rights of children.



Specific to the CIS Code of Ethics, there was no evidence to suggest that the school does not fulfil the promises stated in its guiding statements, policies, contracts and promotional materials. On the contrary, student feedback gathered in meetings was very positive in regard to the school meeting their fundamental needs. Should there be an issue, a complaints procedure is shared on the website. In regard to striving for excellence, the aspirations and ambitious aims of the school are captured in its mission and vision relating to empowering students and helping them thrive. This is further broken down into We Believe statements.

Further to this, students and staff described the culture of care in which their education, safety and the well-being of students and others are paramount. The school operates both an anti-bullying and inclusion policy to ensure that it respects the dignity and equality of all individuals, groups and cultures. The school also promotes global citizenship education, which is supported by its stated commitment to being international, though there is scope to define this as a common agreement (see global citizenship feedback). As indicated in the published (website) Behavior policy that guides students and staff, the UN Convention of the Rights of the Child (1990) is very much aligned to practice, though there is scope to anchor it in even further policy and documentation, noting that it is already present in several policies. Should the school apply for accreditation, The CIS Code of Ethics could be anchored in policy and greater awareness of the commitments shared with the community.

## Developmental Considerations

1. Perhaps it would be valuable to consider how the CIS Code of Ethics can be fully integrated into the relevant documentation and policies of the school and agency where relevant to do so.
2. It may be valuable to incorporate the UN Rights of the Child into policy and other documentation, where applicable, to anchor it as a guidance and reference tool.

## Purpose and Direction


The My Online Schooling team have worked collaboratively to determine our school's mission statement, vision, and our promise to our families.

### Our Mission

"We offer an individualised, inclusive and internationally accessible British education where our pupils are respected as individuals, enjoy learning and are empowered to thrive in the 21st Century."

### Our Vision

Our vision falls under our four pillars: inclusion, individualised, international, and innovation.

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- Inclusive - We believe every child is capable of success and we empower our pupils to determine what success means to them
  - Individualised - We create confident and empowered independent learners equipped with skills and pathways to achieving their goals
  - International - We enable families across the world to live a more enriched life by aligning their lifestyle to the educational needs of their child
  - Innovative - We are a progressive British online school, rooted in values of innovation, inclusivity and creativity, to UK and international families

Our school motto, 'Respect, Empower, Thrive' is threaded through many of our schools messaging, internally and externally, to ensure we continue to develop our school culture in line with our mission and vision.

At regular intervals, our school leadership team, create inspiring videos that communicate our vision, mission, reflections and developments to both our teaching team and to our families. Whilst our main form of communication is written, via email and through our school newsletter, we believe it is important for leaders to be present and our families know who we are. We are delighted to start virtual coffee mornings with school leadership, in the last few months, where parents come along and share their lived experiences with one another, provide feedback to the school on how we can improve our provision, and to hear updates on changes and improvements we've made as a form of 'you said, we did'. Parents and carers very much welcome this opportunity to meet with the school team and we are pleased that we are able to empower our parents in the school community.

Our school has a five-year strategic development plan which highlights our ambitions as a school over the next five years. Learning in the online space is evolving at a significant pace and we want to ensure we are ahead of the curve in this regard. Our school community is aware of our development plan and our next step is to hone in on the most salient elements of this to provide a summary for our school website.

In the last six months, My Online Schooling has been recognised as a 'social enterprise' which means that our economical, social, cultural and environmental mission is aligned to public and/or community benefit. We are privileged to work with some external organisations, including Refugee Education UK, and offer free tuition to young people who are refugees or asylum seekers under the support of REUK. We are also looking to offer places to families impacted by the conflict in Ukraine. Through education, we aim to build a better and brighter future for young people and the world around us.



## CIS Response

MOS has clearly articulated guiding statements to give it purpose and direction and these are evident in its policies and Prospectus. There are strong aspirations within the vision of preparing students to thrive and to empower them. There is a focus in the mission of providing for the individual development of students in a way that is inclusive. It is evident that the school has invested in its purpose and direction and this is manifest in the opportunities that are given to students in their broad learning program, in which some electives are offered, and also in the accessible clubs and activities. The mission is also reflected in the way that MOS has set up supportive systems, such as 1-1 meetings, that value individuality and well-being.

Though there is clarity of intent in the vision and mission, it may be valuable to give more consideration to how the school monitors its mission and vision for impact. Further to this, the school is encouraged to reflect on the degree in which the mission, vision and values are readily accessible on its public website.

## Developmental Considerations

1. It may be valuable for the school to reflect on the level of impact of its mission and vision and how it monitors how successful it is in implementing these goals and promises.
2. It may be helpful to give the mission, vision and values a more prominent and accessible location on the public website as a way of increasing transparency.


## High-Quality Learning and Teaching

As a school, we pride ourselves on the high-quality teaching and learning experiences we offer to our pupils at My Online Schooling. We ensure we have fully-qualified teachers in our classes, who have a variety of teaching experiences, both in physical schools and online, and in different countries. We believe our recruitment processes are rigorous and robust to ensure that we have teachers who are committed to the education of young people and are proficient in delivering high-quality lessons online.

Our school leaders, teachers and Leaders of Teaching and Learning have working conscientiously and collaboratively to develop our school curriculum and ensuring this is mapped out to support teachers and to demonstrate progression of learning and skills for our pupils. Throughout the curriculum, our teachers use a range of pedagogical approaches to ensure a rich, interactive and varied learning experiences for our pupils. We fully understand that our pupils are learning online and at a desk for extended periods during the day. Our teachers aim to have activities and 'brain breaks' during lessons for pupils to encourage movement and to promote physical wellbeing throughout the day.

Our pupils are expected to complete independent learning activities in addition to their live lessons. These activities could take shape of a 'flipped classroom' model,





with pupils preparing for future lessons, the time could be used for consolidation from previous lessons, it could be used for project and collaborative work, and we also set activities for pupils to complete with their families. Home-school partnerships are incredibly important to us and we want to continue to foster strong, positive relationships with our pupils' families.

Our teachers undertake regular professional development through school INSET days. We also have a structure for school appraisal which involves lesson observations, reflections and target setting. We also ensure there are opportunities for peer observations.


In terms of monitoring and tracking, our teaching team use different tools to track attainment and progression of skills. One central point of tracking is our LMS (Canvas), which has gradebooks for teachers to keep records of pupil attainment. We also utilise our MIS (iSAMS) for reporting purposes, with our pupils and parents/carers receiving regular updates on the child's progress. We also currently have parent-teacher consultations in our Junior School and are rolling this out for our Secondary School in 2022-23.

Academic honesty and integrity is important to us and we have policies in place to communicate this to our pupils and school community. By enrolling in the school, families agree to abide by the policies set out by the school. We use Turnitin software to screen pupil submissions for similarity to extraneous sources. We are exploring the possibility of integrating proctoring tools into our virtual classroom platform (Zoom) to further enhance our security around assessments.

As our Year 12 and 13 cohorts grow, we have an increasing number of pupils looking to move onto further education and it is important to us that we can provide guidance and support about FE/HE and careers. This support is in place from teachers and school leaders, but we are launching our 'Next Steps' programme soon, which will support pupils with career and further study guidance from an external careers organisation.

## CIS Response

Focused meetings were held with representatives from the leadership and teaching team, as well as with students. It is clear on the basis of these discussions that the school has already developed a targeted approach to high-quality learning and teaching. This level of focus is made clear in curriculum policy, subject guides, as well as in independent learning policies, assessment guides, grading rubrics etc. Beyond this, the school has a number of systems and structures to enable it to consolidate learning in a way that is aligned with its mission, vision and values. In addition, student attainment is tracked and this enables the school to see the impact of learning and intervene where necessary. A supportive team of professionals are also in place to ensure that student mental health and other needs are met in a way that provides a positive foundation for their learning (see well-being).



The above highlighted school policies provide a sense of clarity and accountability, which is supported by the school's programs and learning and teaching observations. Furthermore, it was suggested by the leadership team that staff members are encouraged to reflect on their practice and on the nature of student learning.


## Developmental Considerations

1. A next step for the school might be to develop an engaging, mission-aligned common agreement around high-quality learning and teaching to help guide and refine its practice consistently. In doing so, the MOS is advised to avoid a dictionary-style definition but should look towards the desired traits of learning that its style of teaching should facilitate. This common agreement could then guide both professional reflection and development as well as lesson observations and appraisal (performance management) systems.
2. MOS may consider how it might develop a linked and referenced (to other policies) teaching and learning policy anchored on the mission-aligned common agreement around high-quality learning and teaching. It is suggested that the comprehensive and concise format is used here, proceeding from the conceptual base, as it has in its other policies.
3. It may be valuable to reflect on how continuous professional development and ongoing staff discussion and reflection are guided and facilitated to ensure that the common agreement around high-quality learning and teaching is consistently implemented.

## Well-Being

The wellbeing and safeguarding of our young people is of paramount importance to us at My Online Schooling. My Online Schooling staff are connected to our pupils and have an essential role to play in ensuring our school safe and secure. We take a robust approach to online safety, both to protect and educate our pupils in responsible use of technology, and to establish mechanisms which can escalate any safeguarding question or concern.

We have the relevant policies and procedures in place with regarding to safeguarding and child protections i.e. safer recruitment, safeguarding and e-safety. We liaise closely with the UK Government's official documentation i.e. Keeping Children Safe in Education (2021) to ensure we are following best practice. Our school has three Designated Safeguarding Leads who are primarily responsible for maintaining high standards with safeguarding in the school. The DSLs have regular safeguarding meetings to discuss pupils of concern and also to review and improve our processes and procedures. The DSLs have worked conscientiously to build relationships with external agencies, such as local authorities MASH hubs in the UK, and embassies and consulates in many countries around the world. Our teachers participate in annual safeguarding training to ensure their knowledge and understanding is up to date in this area. We also use



mock safeguarding scenarios in team meetings and discuss best practice in how to respond to concerns. To ensure our pupils are safe online with us, we work hard to ensure our platforms are safe and secure. We have enhanced security features on our platforms to ensure that only pupils who are enrolled in the school are able to access our platforms and live lessons. We also have a specific E-Safety page on our virtual school Common Room which is regularly updated with information to support pupils. We also collect the necessary identification documents at the Admissions stage of enrolment.

To support our pupils' wellbeing, our teachers are take on frontline pastoral support for the pupils in their lessons. Pupils are able to contact an adult they trust to speak with them about issues that concern them. Our Junior School pupils have the same teacher for the majority of their lessons, so more easily build up strong, positive relationships with their teachers. We also have Form Tutors in our Secondary School who are a point of contact for our Secondary Pupils. We have a school Wellbeing Team who are there to support pupils and families. The team support wellbeing interventions for our pupils and regular speak with families about our young people. The team liaise regularly with teachers and leadership, in Education/Wellbeing meetings to discuss pupil progress and pupils of concern. We also have a Wellbeing Club and wellbeing drop-ins for pupils to speak to a member of our wellbeing team. Our school currently have a wellbeing app for pupils to report to us how they are feeling, when they wish to. We are looking to improve on this by implementing wellbeing tracking and monitoring.


## CIS Response

Based on conversations with students, leadership and staff representatives, the school has a multifaceted approach to supporting well-being and mental health. Examples were given relating to having a comprehensive safeguarding policy that includes reports and referrals, staff training including using Educare and TES online courses, 3 DSLs, access to a school counsellor, a well-being team, a well-being reporting process, a well-being policy, a well-being register, regular 1-1 meetings with pupils, anxiety management classes, support with developing social Skills, Laughtercise & role models, a young carers programme. Health is also incorporated into the PSHE curriculum and also consolidated in events such as sports day. One student shared an example of how the Strava app was useful here. Conversations with school representatives including staff and students showed that well-being and mental health are placed as priorities in the school. A profound student statement was "MOS puts well-being first and classes later, but they take the learning seriously!"

Also, fundamental to wellbeing, the inclusive nature of the school is manifest in a number of ways including detecting student needs in their admission and enrolment and process, a SEND policy / SEND Code of Practice, OAP documentation, a SEND support referral process and register, and support with EHCPs and access arrangements.

Though teachers are encouraged to give children learning breaks to ensure that





lessons and activities are varied and engaging, students are required to spend a lot of time at their desk and on screens. To further offset the threat of sedentary home experiences, the school has enabled students to work asynchronously in a way that gives them choice and ability to move around and also take exercise in between. One student commented that they are encouraged to go for a walk in between classes and that the schedule often has a longer break every few lessons. It is noted here that some online schools are encouraging mobility furniture at home for children as well as adjustable stand-up desks and other forms of technology that encourage movement and adaptability. This expectation is often accompanied by a guidance document that obliges parents to try and support the home office set up of students in this way.

It is advised that MOS continue to explore ways that encourage, facilitate and monitor student activity and physical needs. It may be interesting to look at how the CAS program is implemented in IB schools and if this is something that can be facilitated by relatives and responsible adults to all ages. Perhaps students can track and reflect on their activity and dedication to their personal fitness and health. In holding such conversations, it would be valuable to involve students and they can also discuss and share ideas about how they can commit to their own physical well-being and health but also involve levels of choice and agency, central to becoming independent learners that develop healthy lifestyles and habits.

Though the school has access to MASH, as listed in its narrative, it is encouraged to continue to find ways for students who are abroad to have access to counselling and referrals. Several companies are now in place to operate such services and make themselves available to families. The school is also encouraged to continue to hire its own personnel, commensurate to its size to ensure that the mental health and social and emotional development of students are adequately supported.

## Developmental Considerations

1. It may useful to consider how the school can continue to support the physical needs of students by encouraging, facilitating and monitoring fitness and sports activities in a way that impacts positively on all students ages and developmental phases and helps them form healthy life habits as independent young people. It is suggested that student representatives be involved in these discussions and make a commitment in keeping with the respectful and inclusive nature of the school.
2. It may be helpful to reflect on the value of developing greater interagency cross-country knowledge for well-being, educational psychology and counselling referrals, considering remote services such as Linden Global if it offers value. In doing so the school is advised to create, develop and share any related counselling and confidentiality policy so its processes are guided and transparent.



## Global Citizenship

My Online Schooling highly values intercultural respect and understanding, recognising that the embedding and promotion of this will work towards a better world for us all. In the last five years, our school has evolved from a small tutoring-like service to a fully-fledged international online school which celebrates inclusion and diversity every day in our classrooms. In each of our 1200 classes per week, it is highly possible that we will have young people from multiple countries in each lesson, and we are proud and privileged to have a truly international community. Our young people work collaboratively with their peers from around the world, learning about each other's lives, cultures and customs, their exposure of which would be more limited in a physical school setting.

We are working hard to develop our school curriculum to ensure learning can be experienced and viewed from multiple perspectives, and that our school staff are confident to hold and facilitate discussions around diversity and inclusion. We would like to reach a point where young people from a wide variety of communities can see themselves represented in the curriculum and resources as a matter of course. This will ensure that pupils feel an increased sense of belonging in our school.

Through our assembly, form time, and House meeting programme, we work with our pupils to celebrate and educate our community about different cultures. Our PSHE curriculum covers multiple topics which explore world issues and relationships which promote acceptance and tolerance. We work hard to ensure elements of SMSC are embedded across the curriculum to support the holistic development of our pupils. We have multiple awareness days and weeks, throughout the school year, to support our pupils' understanding of the work around them and to develop enquiring, caring and internationally-minded young people who can think critically about the world around them. Our teachers, pupils, parents, and guest speakers all participate in this programme to ensure we strive for excellence in developing our pupils holistically.

Our school has recently embarked on an innovative programme of developing DEI in our school. Our teachers participate in professional development activities, via external organisations and TES Develop self-study programmes. We will continue to work with our teaching and support teams to build their knowledge and understanding in this area.

As a truly international school, with 90 countries represented, we want to ensure that international-mindedness is central to all that we do.



## CIS Response

MOS predominantly addresses Global Citizenship and Intercultural Learning (GCIL) by striving to live its core values of inclusiveness and respect. The diverse student body enables the school to capitalise on intercultural experiences; which to a large degree are embedded in the Cambridge curriculums. The inclusiveness of the community, which the school has listed as 90 countries across both its sites, provides a great opportunity for intercultural experiences and discourse. Within the British curriculum, there are multiple opportunities to learning about other cultures and societies as well as a range of global issues. To manage the common challenge that international schools face when offering a national curriculum to many foreign students, the leadership team commented that teachers are encouraged to invite students to apply learning to their context and locate their own values and cultural experiences. The school is encouraged to continue with this approach by asking students to explore and reflect on 'how this learning is relevant to you and your context and identity?'

Should the school proceed to apply for accreditation, then a large degree of intentionality would be required in this area around global citizenship and intercultural learning. Common areas that schools explore here are service learning, in both local and international contexts, multilingualism, learning about and aiming to resolve global issues, environment and sustainability work, and social justice learning and action. The student council is in a young stage of development and could be further developed in regard to taking leadership in some of these areas, as it has begun to do with DEI.

It is noted here that the Council of International Schools offers leading professional development and workshops in the area of global citizenship and intercultural learning that could be made available to some key members of staff who could then cascade the learning to their colleagues. In addition, a number of publications and a blog <https://www.cois.org/about-cis/perspectives-blog> are shared by CIS that would benefit staff-guided reading. Upon access to the CIS Community Portal granted after membership, many further resources are available.

## Developmental Considerations

1. It may be valuable to engage faculty to define (a common agreement), deepen and unpack Global Citizenship and Intercultural Learning (GCIL) by performing an inventory of how it is supported by their subject learning outcomes and other activities and events.
2. It could be useful to reflect on the value of continuing to deepen the GCIL programme and continue to find ways for students to have intercultural exposure that explores the depth and breadth of beliefs, customs and norms.
3. Perhaps the school could consider training its teachers on global citizenship and intercultural learning so that they effectively support and develop related



understanding, skills and disposition in students.

## Conclusion

CIS would like to thank everyone involved for their participation in the CIS membership engagement visit and ensuring the visit went smoothly and efficiently. CIS extends its appreciation to the school leaders and the students who were involved in the visit. The intention of the visit was to engage in a meaningful conversation, providing time to reflect on what the school does well, and to identify possible developmental steps.

Despite MOS only being in its 6th year of operation, these conversations revealed several areas of emerging strength, in particular:

1. the clarity of purpose and direction provided by the MOS which filters through to students who can articulate how they are included and safe and how their individual needs are met;
2. a leadership team which is very dedicated to student care and well-being, whilst retaining the focus on learning; and
3. the multifaceted approach to supporting student learning and mental health.

The engagement visit also highlighted areas for developmental consideration, notably with regard to:

1. working with the school community to form a common agreement for both high-quality learning and teaching and global citizenship and intercultural learning;
2. further facilitating student physical activity, fitness and health; and
3. building awareness of the CIS Code of Ethics, referencing them as guidance documents where applicable.

CIS wishes My Online Schooling in its growth and development.