



Bangkok Patana School

The British International School in Thailand

Established 1957

CSL COMMUNITY GUIDE



Continuing Student Learning

FOR BANGKOK PATANA SCHOOL PARENTS AND GUARDIANS



WELL-BEING



LEARNING



GLOBAL CITIZENSHIP

PURPOSE

This document explains how Bangkok Patana School operates when the school campus closes.

RATIONALE/HISTORY

Bangkok Patana opened its doors back in 1957 and since that time, there have been several occasions when the school campus has had to close:

- In the early 1990's, Soi La Salle was renowned for flooding in the wet season and students and staff would have to work from home.
- Thailand has experienced times of political instability where it was not safe for students and staff to travel to school.
- Health monitoring requirements for communicable diseases such as foot and mouth means that we are sometimes directed to close classes by the Ministry of Health.
- During the Covid-19 pandemic our campus closed three times similar to schools and organisations worldwide.

CONTINUING STUDENT LEARNING (CSL)

- Technology means that we can continue to learn when our campus is closed. Our CSL plans are in a continuous state of readiness.
- These plans may look different depending on the reason for closure, the age and stage of learners, and the duration of a campus closure.

GUIDING PRINCIPLES

- Safety of all community members at all times
- Clearly communicated expectations and routines
- Positive and productive relationships between all stakeholders
- Blended synchronous and asynchronous learning to meet the needs of learners
- Learning both on and off devices
- Timely communication and feedback

OUR CORE ONLINE LEARNING PLATFORMS

MICROSOFT TEAMS

MS Teams allows for individual and class video conferencing, collaborative conversations and sharing of files. It is safe and robust and allows us to replicate the face-to-face learning environment with ease. Students can attend live classes, engage in group work in breakout rooms and even take the reins and present to the class. Lesson recordings, conversations and files are stored securely within the MS Teams platform to comply with data protection regulations.

In the Secondary School we continue to utilise Firefly to set tasks and provide feedback during CSL.

SEESAW

This interactive platform is used extensively in our Primary School, allowing our youngest learners to share their learning and receive feedback from both their teachers and their peers in an age-appropriate manner. Seesaw builds a virtual portfolio of each student's learning which can be shared at school and at home.

FIREFLY

This acts as a portal for all members of our community and links to all of our learning apps. It is our learning management system which is used extensively to set and submit Home Learning during face-to-face school.

Should you have any technical questions or challenges accessing the learning you can contact our IT team Monday - Friday during school hours on helpdesk@patana.ac.th.

SCHOOL CALENDAR

During campus closures we will continue to observe our regular school calendar with regard to Term Dates and Holiday periods, unless the situation which prompted the closure makes this unsafe to do so. This allows the

school and you as families to plan accordingly. Where possible we try to still recognise key school events in our calendar in a virtual format. Any change to this approach will be clearly communicated in advance.



STUDENT WELLBEING

Wellbeing remains at the forefront of on-site provision by conducting a daily check-in during registration/tutorial and then an additional weekly well-being call with our students in smaller groups or individually.

The provision of Physical Education continues and we encourage students to remain active and take time away from their screens. Our pastoral teams provide a range of fun and engaging activities during PSHE (Primary) and Wellbeing (Secondary) to allow students to interact with their peers, talk through their feelings, relax and enjoy themselves, despite being at home. Our vibrant Secondary House system continues during CSL with adapted competitions and challenges.

Our Social and Emotional Counselling Team continue to work with those students they normally see and are available for referral should a student require their support.

Our student support services teachers and instructors in Learning Support, EAL, Support for Learning and Extended Learning join with the class teacher (as they would normally) to support students online during live

lessons. We recognise these students can be particularly vulnerable during CSL and our teachers are ready to support 1:1, in small groups and within regular class calls.

Information on how best to support your child is shared via Patana News and the regular emails from our Senior Leadership Team.

Our Designated Safeguarding Leads remain available to assist and receive concerns or disclosures about harm or abuse to children. Our Whisper Button in Secondary remains operational. Principals can also be contacted directly.

Primary – Hannah Pinkney hapi@patana.ac.th

Secondary – Grant Robertson grro@patana.ac.th

Cross Campus – Alice Curwood alcu@patana.ac.th

If you have any concerns about your child's well-being or learning progress during CSL, do not hesitate to reach out to their Class Teacher or Tutor in the first instance.



TIMETABLES

PRIMARY PROGRAMME

Nursery

Registration and Small Group Learning Calls	Child Initiated Learning	Story Time	Lunch	Child Initiated Learning	End of the School Day
08:00-10:00	10:00-11:10	11:10 - 11:30	11:30-13:30	13:30-14:20	

Students in Nursery will be offered daily 'Small Group Learning' calls accompanied with a daily CSL blog providing a wide variety of learning opportunities. They will also have a daily live whole class story time.



FS1 and FS2

Registration and Small Group Learning Calls	1st Break	Class Input and Child Initiated Learning	Lunch	Class Input and Child Initiated Learning	Storytime	End of the School Day
08:00-10:00	10:00-10:15	10:15-11:30	11:30-12:30	12:30-14:00	14:00-14:20	

Students in FS1 and FS2 will be offered a mixture of 'Small Group Learning' calls, live lessons and story times between 8am - 1.40pm. Their learning will be complimented by a weekly CSL Blog.

The FS Blog pages contain bilingual information to assist parents and caregivers in supporting their children from home. They also contain videos of the FS teachers and TAs, thus allowing an extra line of connection for the students when they are not in live lessons.

We have found that our students look forward to their Small Group Learning sessions, having the opportunity to connect with their friends and teachers, sing, laugh and listen to stories. We continue to promote the importance of play, storytelling, modelling language and listening skills and physical activity.

Year 1 to Year 6

Registration	Lesson 1	1st Break	Lesson 2	2nd Break	Lesson 3	3rd Break	Lesson 4	Lunch	Lesson 5	Story-time	End of the School Day
08:00 - 10:00	10:00 - 10:15	10:15 - 11:30	11:30 - 12:30	12:30 - 14:00	14:00 - 14:20	10:50 - 11:10	11:10 - 11:50	11:50 - 12:50	12:50 - 13:30	14:00 - 14:20	

Students in Years 1 - 6 will take part in five, 40-minute live lessons each day plus a story time. There are regular times scheduled, during which students are encouraged to take a break from their devices.

Each class has a blog. Teachers update their blog every Friday with a celebration of the current week's learning and information about the following week's learning, including resources that may be needed. This will go live on Friday afternoon so that it can be viewed over the week-end in preparation for the coming week's learning and gives parents time to make plans on how best to support their child with their learning.



SECONDARY PROGRAMME

Year 7 to Year 13

Registration	Period 1 & 2	1st Break	Period 3 & 4	2nd Break	Period 5 & 6	Lunch	Period 7 & 8	End of the School Day
07:40 - 07:55	07:55 - 09:15	09:15 - 09:35	09:35 - 10:50	10:50 - 10:55	10:55 - 12:15	12:15 - 13:10	13:10 - 14:30	

Senior Studies

Students in Secondary take part in a slightly adapted 8 period learning day which includes a morning registration with their tutor daily. All lessons include a live video call and it is common for the live lesson to last the full period. There are regular breaks scheduled, during which students are encouraged to break from their devices. Students are encouraged to exercise in their own time. Home Learning will be set to ensure students stay on track in their academic studies.

LIVE LESSON EXPECTATIONS

To ensure live lessons are as authentic as possible, but safe for all participants and our staff, we ask the following of our students:

- ✓ Be on time and come prepared
- ✓ Turn your camera ON
- ✓ Mute your mic upon arrival into the call
- ✓ Blur your background
- ✓ For Primary students, only join the live lesson with a parent/adult close by
- ✓ Be appropriately dressed and ready to learn
- ✓ No eating during live lessons
- ✓ Use the chat function or virtual 'hands up' to ask questions and wait to be called upon
- ✓ Do not take or share screenshots, audio or video of the lessons unless instructed by the teacher
- ✓ Let your teacher or parent or carer know straight away if you see something inappropriate
- ✓ Keep your personal data private
- ✓ Use your device and platforms in an appropriate manner for school
- ✓ Private chat groups are not permitted for students in the Primary School

Age appropriate adaptations to the expectations above will be made for our youngest learners.

RESOURCE ACCESS

TEXT BOOKS

Textbooks are essential in some subject areas, particularly in Secondary School. Students will be permitted to take these home to continue with their learning. Arrangements will be shared regarding how to safely pick-up and return these. This is usually via a drive-through at a designated day/time/location, which does not require you to enter the campus.

LIBRARY BOOKS

During school closures, the Libraries may need to physically close. The Library will make a range of digital e-books available for families to enjoy. During extended closures a drive through "click and collect" service will be available to allow families to borrow library books and refresh their reading materials at home.

OTHER LEARNING RESOURCES

In some subject areas there are additional resources required to support learning, this might include (but is

not limited to) devices, cameras and audiovisual equipment, art supplies and musical instruments. Resource learning packs will be made available which include key items for every child to learn effectively at home.

DAMAGED/LOST RESOURCES

Just like when face-to-face school is in session, we expect our students to take responsibility for the school's property and any damaged or lost resources will be subject to existing policies.

PERSONAL EFFECTS

If CSL continues until the end of an academic year, Primary Teachers will pack their students belongings from their "cubbies" and make these available for collection. ID cards will be passed to the Leader of Learning/Head of Year for the next Year group up for safekeeping. For leavers and graduates, special appointments will be available for students to clear their lockers and return all resources as well as their locker key.

ASYNCHRONOUS AND SYNCHRONOUS LEARNING

There may be rare occasions when CSL cannot be offered LIVE. This might be due to a clear and present danger affecting staff, a large-scale technical issue, or more operational reasons such as a whole staff meeting. In general, these pauses to our CSL provision will be planned and communicated in advance and students will be set tasks to complete and share with their teacher(s).

If you or your child must travel abroad during periods of CSL and are no longer able to live and learn on a Bangkok time zone with ease, we ask you to reach out to your child's Class Teacher/Tutor to engage in a discussion about the most appropriate approach for your child to maintain their learning.

EXAM SUCCESS AND TRANSITION TO UNIVERSITY

Students in Key Stage 4 and Senior Studies will still have access to their link careers counsellor throughout any period of CSL. Our careers team will continue to offer parent coffee mornings in a virtual format and provide useful information regarding the application

process for tertiary study. Should CSL be implemented because of a situation which has a significant impact on international travel, our careers team is ideally placed to provide families with advice on their decisions and destinations.

ECAS

During campus closures the ECA programme pauses; however, a number of resources are shared with students to ensure they stay connected to the activities they enjoy and they can resume participation once school re-opens.

During prolonged periods of closure, a schedule of live classes will be offered on a weekly basis from 3.00 - 4.00pm, staffed by our highly qualified coaches and teachers aimed at keeping your child physically active. Instrumental music lessons will be offered online.

Members of our five Sports Academy programmes

can engage with their coaches and students via Teams Calls, Community Quizzes, Live Workouts and more. The Academies also maintain a strong presence on social media .

Several innovative competitions have sprung up in the region via our membership with FOBISIA and our students regularly participate in virtual challenges for Dance, Maths, Science, Choir, Music, Creative Writing, Drama, Photography, Model United Nations and more. We aim to stay connected to our friends from other international schools throughout Asia.



COMMUNICATIONS

During periods of upheaval (like those that lead to school closures) Bangkok Patana School recognises that clear and timely communications are vital. During any period of school closure you can expect the following:

- A pop-up alert to appear on our school website www.patana.ac.th at the start of the closure, letting you know that the school is operating continuing student learning or “CSL” rather than face-to-face learning.
- Should the school need to close at very short notice you will receive an SMS with instructions on how to collect your child and directing you to more information.
- A regular weekly email from our Head of School and/or Senior Leadership team sharing key information and other useful information pertaining to the situation. Occasionally, this takes the form of a video so that we can continue to connect in a more personal manner.
- In some situations that are fluid and evolving, we

will establish a dedicated website page for information including frequently asked questions, links to key government announcements and a record of our communications.

- Key meetings with your child(ren)’s teacher(s) concerning their learning, progress and well-being will continue as usual in a virtual format via email, phone call and/or MS Teams, this includes our 2-way and 3-way conferences in Primary and our Parent Teacher Conferences in Secondary. As always your first point of contact if you have a concern about your child is your child’s Class Teacher/Tutor.
- School reports are issued according to the regular schedule.
- Patana News will continue to go out each Friday during term time.
- Our school social media channels will continue to celebrate student success and share key information.

FEEDBACK

Gathering regular feedback from our student and parent community is a cornerstone to our approach to delivering high quality, challenging and rigorous learning experiences during critical campus closures. You can expect to be surveyed at least once every half term during school closures and sometimes more often. Our Senior Leadership Team then collate this data and share with our faculty to adjust our provision and ensure we are meeting the learning needs of our students. Parent

feedback has directly resulted in positive improvements to our CSL programme over time.

Students will from time to time be asked to complete ‘Exit Tickets’ or surveys as part of their daily learning programme to provide on the spot feedback for class and subject teachers to allow us to gauge their understanding, progress and enjoyment of the activities offered.

LEADERSHIP OVERSIGHT

Senior and Middle Leaders will continuously monitor the programme by regularly dropping into live calls to connect with students and observe their learning. Adjustments will be made to the provision based upon the needs of the student, the nature of the crisis and then

resources the majority of families are able to access at that time. A tiered framework exists which determines which staff are based on-campus and those that work from home.

FINANCIAL

Bangkok Patana School aims to provide learning regardless of whether the campus is closed or open.

TUITION

Tuition fees are payable as normal. Management will continuously review the financial position of the school and any adjustments will be communicated via normal channels.

SCHOOL BUS FEES

In the event of an extended continuous campus closure of three weeks or more, school bus fees for the closure period will be refunded in full.

SCHOOL LUNCH FEES

In the event of an extended continuous campus closure of three weeks or more, school lunch fees for the closure period will be refunded in full.

ECA FEES

In the event of an extended continuous campus closure of three weeks or more, ECA fees for the closure period will be refunded in full.

TRIPS AND EXCURSIONS

In the event that any trips or excursions are cancelled, the charges for these will be refunded in full.

CASHIER

Our cashier will aim to remain open during campus-closures if safe to do so, any adjusted opening hours will be advertised. The cashier is not inside the main campus but located adjacent to the main entrance. On-line payment is available.

EMERGENCY CONTACTS

When the school campus has been suddenly closed please;

- Check the front page of the school website
- Email contact either primary@patana.ac.th OR secondary@patana.ac.th if you have any urgent queries.
- Our Nursing Team on nurse@patana.ac.th is ideally placed to assist if your emergency is medical

in nature. In the case of critical campus closures, which are related to infectious disease out-breaks (both local to our school and global) this team will manage all tracking and tracing as well as assist our community to access information about available treatments, vaccines and government mandates.



COMMUNITY READINESS CHECKLISTS

We recognise that every family context is different. Our aim is to work in partnership to provide a safe, supportive and consistent learning experience for every student.

STUDENTS

- ☐ I have access to a device, a charger and all necessary accessories (head-phones, stylus, mouse etc) to be an active and engaged learner
 - ☐ I have access to a stable Internet connection with the appropriate safeguards in place
 - ☐ I have access to a calm, well-organised workspace where I can focus on my learning without distractions.
 - ☐ I know my logins and passwords to access the platforms I need to engage in my learning.
 - ☐ I know which trusted adults I will reach out to if learning online becomes challenging and I need to talk.
 - ☐ I know what off-line activities make me feel happy and relaxed and I have a routine which includes these.
 - ☐ I have a water bottle, healthy snacks and appropriate attire for learning (no pajamas during lessons please)
 - ☐ I will use my camera when instructed to do so and blur the background.
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FAMILIES WITH PRIMARY-AGED CHILDREN

- ☐ I have ensured my child has access to a suitable device, charger and any necessary accessories (head-phones strongly recommended).
- ☐ I have set up a safe, visible learning space (e.g. kitchen, living area) where my child can be supervised during learning.
- ☐ I understand that my child will need active supervision and support, especially during live lessons.
- ☐ I know my child's timetable and will help them:
 - Log in on time
 - Transition between lessons
 - Stay engaged with learning tasks.
- ☐ I have checked that our home internet connection is stable and that online safety settings are in place.
- ☐ I understand expectations around online behaviour, and will support my child to:
 - Speak respectfully
 - Use chat appropriately
 - Keep personal information private.
- ☐ I know how to access key school platforms (e.g. Teams, Firefly/Cloud systems) if needed to support my child.
- ☐ I know who to contact if my child needs support (teacher, Year Leader, school office, tech support).
- ☐ I will communicate proactively with the school if there are any concerns or barriers to learning.
- ☐ I have planned a simple daily routine that includes:
 - Regular breaks
 - Movement and play
 - Time away from screens.

- ☐ I am supporting my child to maintain healthy habits:
 - Sleep
 - Nutrition
 - Hydration.
 - ☐ My child is dressed appropriately for learning.
 - ☐ I will encourage my child to begin developing independence, while recognising they still need guidance.
 - ☐ I will support my child's well-being and sense of belonging by helping them stay connected with their teacher and classmates.
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FAMILIES WITH SECONDARY STUDENTS

- ☐ I have ensured my child has access to a suitable device, charger and any necessary accessories (head-phones, mouse, stylus etc.) to support their learning
- ☐ I have checked that our home internet connection is stable and that appropriate online safety settings and parental controls are in place
- ☐ I have set up a calm, well-organised learning space for my child where they can focus with minimal distractions
- ☐ I know my child's timetable and daily routine and can support them to be ready and on time for their learning
- ☐ I understand expectations around online behaviour and safety, and have reinforced these with my child (e.g. appropriate communication, camera use, and reporting concerns)
- ☐ I have ensured that my child is supervised appropriately for their age, particularly during live lessons and online interactions
- ☐ I know who to contact at school if I need support (teacher, tutor, school office, tech support)
- ☐ I will communicate proactively with the school if:
 - My child is unwell
 - We experience technical difficulties
 - There are challenges impacting learning at home
- ☐ I have discussed with my child how to ask for help if they are finding learning difficult or feel overwhelmed
- ☐ I have planned a daily routine that includes:
 - Regular breaks
 - Time for movement and physical activity
 - Opportunities for rest and offline time
- ☐ I am supporting my child to maintain healthy habits, including sleep, hydration, nutrition and appropriate dress for learning
- ☐ I understand that a balance is needed between supporting my child and encouraging independence and responsibility in their learning
- ☐ I have considered how our family will manage:
 - Multiple children learning at home
 - Work commitments alongside supervision
 - Shared spaces and devices if needed
- ☐ I will help my child stay connected to their peers in safe and appropriate ways to support their well-being and sense of belonging.

STAFF

- ☐ I have a plan for my own family in place and have sought support from my Line Manager if necessary.
- ☐ I have my laptop, charger and other key resources with me.
- ☐ I have a quiet, calm space to teach from, with a reliable internet connection.
- ☐ I am familiar with the content of our CSL Firefly page and the CSL Timetable for my section of the school.
- ☐ I am a member of a Microsoft Team with my colleagues for planning and sharing of resources.
- ☐ I have Microsoft Teams set up with my class(es) to support CSL at short notice.
- ☐ Links to my teaching resources are available to the students via Microsoft Teams.
- ☐ The timetable for my lessons is my Microsoft Outlook calendar so that I can easily convert them into a Microsoft Teams call and invite my students as attendees.
- ☐ I know how to test and use the camera and microphone on a Microsoft Teams call. The camera privacy switch is not closed!
- ☐ I know the common keyboard shortcuts in Microsoft Teams, and I have shared them with my students and parents of younger students.
- ☐ I know how to access the meeting options and control who is the organiser and add other adults that may be supporting students in my CSL lessons so that they can share their screen in a call.
- ☐ I know how to share my screen in an MS Teams call. I can hide participants to reduce distraction and have shown my students how they can focus on the content of my shared screen.
- ☐ I have checked I can access iSAMS to take attendance when off-site using the Authenticator app.
- ☐ I have practiced a Microsoft Teams call with my students.
- ☐ I have access to the passwords of my students (Year 5 and below) and know I need to request the Primary office to share the passwords with my parents via mail merge in the event of CSL.
- ☐ I have access to a monitor I can sign out from school if CSL is planned for an extended period. Please contact helpdesk@patana.ac.th.
- ☐ I have access to a school iPad and sign out from helpdesk@patana.ac.th if CSL is planned for an extended period (Primary TAs, Class Teachers, Specialists).
- ☐ I know how to VPN to the school's BPSfiles system if any of my resources are stored there.
- ☐ I have re-familiarised myself with these (where relevant) Apps which support learning during CSL:
 - Padlet – <https://padlet.com>
 - Kahoot – <https://kahoot.com>
 - Wayground (formerly Quizizz) – <https://wayground.com/>
 - Canva – <https://canva.com>
 - Mentimeter – <https://mentimeter.com>
 - Blooket – <https://blooket.com>
 - Edpuzzle – <https://edpuzzle.com>
 - FigJam – <https://figma.com/figjam>



Bangkok Patana School

*The British International School in Thailand
Established 1957*

Main Reception

(0) 2785 2200

reception@patana.ac.th

Primary Office

(0) 2785 2260

primary@patana.ac.th

Secondary Office

(0) 2785 2310

secondary@patana.ac.th