



CIS Beijing

Home-School Communication Policy

CISB HOME SCHOOL COMMUNICATIONS POLICY Policy No: **CISBP10**

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CIS Beijing Guiding Statements

SCHOOL MISSION

Developing Learners into Passionate Leaders

SCHOOL VISION

Compassionate

Inquisitive

Successful

Balanced

SCHOOL VALUES

Community

Integrity

Resilience

Respect

Trust

SCHOOL MOTO

Together is Better!

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INTRODUCTION

Home-School Communication at CIS Beijing

In a multi-cultural, multi-lingual international school such as CIS Beijing, there are a range of challenges to effective Home-School communication. A substantial number of parents at CIS Beijing have limited or no understanding of English. In addition, many CISB parents do not actively use email due to WeChat being the primary platform for communication in China.

Many parents joining CISB create an email specifically for Admissions purposes and some then never re-activate this. Many CISB parents either do not own or use a computer and their device of choice is their smart phone. Direct, effective communication with all CISB parents/guardians can therefore be problematic. CISB has therefore adopted various channels and methods to maximise effective communication with all parents/guardians.

SECTION ONE: Face-to-Face

1.1 CISB Academic School Offices

Parents/guardians can directly contact the school through the Academic School Offices in MS/HS and EY/ES. These are staffed by bilingual staff who deal with a wide range of queries and can book appointments with teachers and school leaders.

The EY/ES and the MS/HS Academic Offices also send out notices directly to parents via Toddle and/or email regarding all school events.

All school events are communicated to parents a minimum of one school week in advance.

1.2 Parent-initiated meetings

Parents/guardians are also welcome to set up appointments with teachers or members of the leadership team when it is necessary to communicate directly on either the student's learning and/or a safety concern. Parents/guardians can email or telephone the school and book appointments through the EY/ES & MS/HS Academic Offices. As teachers, parents and

leadership have busy schedules, it is essential to book appointments in advance to ensure that the appropriate person is available at the same time. The subject of the meeting will be requested in advance to allow the necessary people to be there (as lesson cover may be required) and the appropriate information to be gathered in advance. The focus of the meeting can therefore be on resolving an issue, rather than merely identifying it. Where necessary, Chinese speaking parents are provided with a translator. Please note that records will be kept, covering the main points.

1.3 School-initiated meetings

During the school year, the school conducts several hundred meetings with parents for various reasons. CISB does not believe that contacting parents should only occur when there is an issue to be resolved. CISB teachers and leadership team members meet with parents and guardians to develop a better understanding of their child's individual strengths and identified needs, as well as building relationships between the home and school. This approach to personalized learning is accentuated in the High School, where the MS/HS Leadership team meets the parents/guardians of all G10, G11 and G12 students. These meetings are held to ensure there is alignment between student academic performance, subject selection, graduation pathways and desired post-secondary options for college/university, Parents/guardians are also invited to join such meetings virtually if this works better for them.

1.4 Personalized Learning Plan (PLP) Conferences

Parents/guardians are invited to conferences to receive an update on student learning and progress three times per year. CIS Beijing advocates educating students on *how to learn*. This entails students understanding where they are in their own learning, identifying strengths and weaknesses and the role they will need to play to grow further. Students prepare in advance and as much as possible and are given the opportunity to lead the conversation about their own learning. The focus for these meetings is the learner's ***Personalized Learning Plan***, that gives students ongoing detailed advice on where they are in their learning, and the specific steps they have to take to grow.

1.5 CISB Parent Workshop Programme

CIS Beijing organizes and hosts an ongoing series of presentations and workshops for parents/guardians on various topics such as the nature of international education, preparing students for living overseas, university guidance, the nature of the IB programmes and the school's learning platforms, etc. Parents are also surveyed for what they would like to see delivered in this programme. In order to improve the experience for all participants, where possible CISB will provide live simultaneous translation service for speakers of Chinese. This can be accessed through a WeCom channel on the parent/guardian phones.

While these workshops reflect a more traditional model of parent engagement, attendance has been inconsistent and does not yet fully match the needs of the CISB community. Many parents have indicated that their time is limited and that they prefer access to information that is flexible and easy to revisit. Staff are encouraged to explore alternative approaches to communicate key messages more effectively. This includes developing short-form video content, parent-friendly infographics, and concise articles shared through our official social media channels. By shifting to formats that are accessible on demand, we aim to ensure that important information reaches families in a way that supports their schedules and allows them to remain fully informed and connected to the educational journey of their children.

1.6 Coffee Mornings

CISB also provides opportunities for parents/guardians to come in and discuss a range of general topics on various occasions with different members of the senior academic leadership team in an informal setting. Discussions are for general feedback rather than about specific students.

1.7 CISB Executive Parent Committee

CIS Beijing has a long-standing model of parent/guardian representation based upon the CISB Parent Constitution. All parents/guardians are members of the CISB parent association. An election of officers occurs each fall, with representatives selected who represent each school level (Preschool, Elementary, Middle and High) to form the CISB Executive Parent Committee. The school will continue to work with parents/guardians to ensure that the structures and

procedures are in place so that this body and voice is fully representative of the school community to continue to serve as an effective bridge between the school and the wider school community.

SECTION TWO: Electronic/digital communication

2.1 Email and telephone

As part of the CIS Beijing Admissions process, *all* parents/ guardians are required to register two email addresses and two telephone numbers to enable direct communication. After registering through the admissions process, a number of parents no longer access their email account. CISB strongly encourages parent/guardians to do so, as email allows communications to be easily accessed, stored and retrieved at a later date. Staff are expected to respond to parent emails within a reasonable time-period. This may happen outside of lesson times to allow teachers to focus on learning. Parents need to be accessible by phone and ensure that they have supplied an up-to-date contact phone number with the appropriate Academic Office (EY/ES or MS/HS). Letters sent out via email and/or Toddle are in both English and Chinese.

2.2 WeCom

CIS Beijing also shares regular messages, articles, and updates through WeCom. For many of the parents/guardians this is the primary means that they will access information from the school.

2.3 Parent/Guardian surveys

It is essential that the school builds up and maintains a regular picture of parent feedback on a wide range of topics. CISB is in the membership process for both CIS and WASC, leading to accreditation within the next few years. CISB, as part of the accreditation process, will use the questions for parents/guardians from the CIS Community Survey. This will allow the school to build up and compare valuable longitudinal data from before membership, to during membership and going through the Accreditation process, to post-accreditation.

Parent/guardian feedback will be considered in the decision-making process, and the school community will see the results shared over time.

SECTION THREE: Learning Platforms

3.1 Toddle

CISB uses the Toddle learning platform as the primary tool for communication about teaching, learning, assessment, and student progress. Toddle is accessible through the CISB Toddle website (<https://web.toddleapp.cn/>) as well as through dedicated apps for teachers, students, and parents.

All parents/guardians are provided with individual login credentials at the beginning of the school year, along with in-person training offered in English or Chinese. Additional support materials, including “how-to” videos, are available on the school website. The platform interface can be set to a range of languages for ease of navigation; however, teacher-entered information and student work will appear in the language of instruction (English, French, or Chinese as appropriate). School-wide letters and notices sent through Toddle are provided in both English and Chinese.

Toddle allows teachers to assign learning tasks, share class updates, and provide ongoing feedback on student progress. Parents/guardians may view assignments, submitted work, grades, reflections, and comments that highlight student strengths and next steps for improvement. The platform can be accessed on a computer or mobile device for convenience and continuous engagement.

As a comprehensive platform aligned with the expectations of the International Baccalaureate (IB) programs, Toddle supports teachers in collaboratively planning units of inquiry, documenting learning, assessing student achievement, and reporting progress. It strengthens communication within teaching teams and between home and school, ensuring that families

remain well-informed about their child's learning journey. By providing timely and transparent communication, Toddle supports a strong partnership between families and the school, encourages student reflection and goal setting, and contributes to a cohesive, student-centered learning environment.

3.1a Types of Communication through Toddle:

Announcements provide general information about units, subjects, school events, and key updates to keep parents and students well informed.

- **Posts** share ongoing updates about students' learning progress. The format and frequency may vary between lower and upper elementary levels and between homeroom and specialist teachers.
- **School Reports** include formal academic reports and assessment summaries that provide an overview of student progress, achievement, and identified next steps for continued growth.
- **Behavior Notes** communicate information related to student conduct, social-emotional growth, and adherence to school expectations. Within this section, notes are categorized as Positive, Academic, Learning Support, Minor, Moderate, or Major, depending on the nature and level of the behaviour being documented.
- **The attendance dashboard** provides regular updates on student attendance and punctuality to ensure consistent monitoring and communication.
- **PLP/Goals** (Personalized Learning Plans) outline individual learning goals, action steps, Milestones and progress reflections to support student growth and ownership. These are currently accessible for parents through their web browser on desktop or mobile, and will be launched soon on the Toddle Family app.
- **Assignments/Homework** communicate learning tasks, project details, and practice activities for home reinforcement.
- **Upcoming Assessments** notify parents and students about upcoming quizzes, projects, or summative tasks to support preparation and time management.

Additionally, students are encouraged to take ownership of their learning by documenting their progress, further promoting engagement and self-reflection.

3.2. Moodle - Middle School/ High School

CIS Beijing uses Moodle as the Learning Management System (LMS) for students in Grades 6 to 12. The CISB Moodle platform has been customized for our school by the AKD group to ensure alignment with our curriculum and teaching practices.

Through Moodle, teachers upload lesson materials, resources, and course information that students can access at any time. The platform also supports ongoing formative assessment, enabling students to complete practice tasks and activities that help teachers monitor progress, assess understanding, and identify areas that may require further support or clarification.

Moodle provides a structured, consistent environment for learning, supporting students in developing independence, organization, and responsibility for their academic work.

3.3. The CIS Beijing Parent Portal

CIS Beijing has a parent portal on the school website that allows parents access to a wider range of information. This contains additional information on in-school events and photos.

3.4 Learning platforms and APPs

CIS Beijing uses a range of digital learning applications to support student engagement and reinforce key skills in an interactive and enjoyable way. Platforms such as Mathletics, Kognity, and RazKids etc, which provide structured practice in mathematics, reading, IB Diploma exam practice and other areas.

Student login credentials are issued at the beginning of the school year and are shared with parents/guardians. Families are encouraged to access these platforms to monitor their child's progress and celebrate learning growth at home.

SECTION FOUR: Learning reports

4.1 End of Semester Reports

In EY/ES and MS/HS *End of Semester Reports* are issued twice a year, at the end of each Semester. These reports include grades and teacher comments. These grades and comments reflect the learning that took place over that semester.

4.2 Personalized Learning Plan Reports (*mid- semester*)

In EY/ES and MS/HS a *PLP Report* is also issued close to the mid semester point, with a focus on identifying gaps in a student's learning against curriculum standards with specific advice on what they can do to improve. These are issued prior to the PLP Conferences and are used as the basis of the discussion.

4.3 MAP Reports

EY/ES and MS/HS students are assessed three times per year using the MAP platform. The results are used by teachers to identify learning needs, set goals, and target instruction to support each student's growth. A soft copy of the MAP report will be shared with families via Toddle on the student's portfolio within two to three weeks of each testing session. In addition, information sessions are offered to help parents understand how to read and interpret the reports and how they can support their child's learning at home.

SECTION FIVE: Teacher-Student Communication

5.1 Social Media

CISB teachers and students must use CISB email and/or Teams groups for all school communications. In order to professionalize and formalize communications and minimize child safeguarding concerns, CISB introduced the Teams platform. Please kindly note that teachers are not permitted to communicate with students via WeChat and should not have any students added to their list of contacts. For more information, please see our Safeguarding policy. If you

have immediate concerns, please speak to the Designated Safeguarding Lead or report it via our “keeping everyone safe” form.

5.2 Internal communication platforms

Teachers communicate via the official CISB Teams account for informal messages. Important, formal communications that require archiving and cc'ing as a record should be sent via the school email system.