

January 2021 - Remote Education Provision: Information for Parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The Remote Curriculum: What is Taught to Pupils at Home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Students have access to remote learning, via Microsoft Teams, from the day following the day they have been sent home. Students follow their normal timetable and all lessons are livestreamed for 56/50 minutes. Registers are taken at the start of every lesson and form time. Students should expect homework and/or guided learning tasks to be set and to complete assessments in each subject. Students should also expect to be asked to unmute their microphones and/or write in the chat facility to get actively involved in live lessons.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in practical subjects such as Art, D&T, PE and Performing Arts, the aspects of the curriculum that are too difficult to deliver online are replaced with content that is. Where this is the case, the relevant teaching staff may create new content and/or deliver content that has been planned to be delivered at another time instead.

Remote Teaching and Study Time Each Day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 3	<p>Year 7 – 4 hours 50 minutes a day with a maximum of 30 minutes of homework set for each subject as per their homework timetable.</p> <p>Year 8 – 4 hours 50 minutes a day with a maximum of 30 minutes of homework set for each subject as per their homework timetable.</p>
Key Stage 4	<p>Year 9 – 4 hours 50 minutes of live lessons a day. Students will also be set at least one hour of homework for each subject as per their homework timetable. Extra guided reading learning tasks may be set on top of this.</p> <p>Year 10 – 4 hours 50 minutes of live lessons a day. Students will also be set at least one hour of homework for each subject as per their homework timetable. Extra guided reading learning tasks may be set on top of this.</p> <p>Year 11 – 4 hours 50 minutes of live lessons a day. Students will also be set at of homework set for each subject as per their homework timetable. Extra guided reading learning tasks may be set on top of this.</p>
Key Stage 5	<p>Year 12 – 5 to 6 hours a day (A combination of time spent in live lessons and time spent on homework and guided learning).</p> <p>Year 13 – Year 12 – 5 to 6 hours a day (A combination of time spent in live lessons and time spent on homework and guided learning).</p>

Accessing Remote Education

How will my child access any online remote education you are providing?

- Our remote education platform is Microsoft Teams. All students have received training on how to access it through the dedicated app (available for all devices) and/or the school's website.
- Live lessons for a subject takes place in the specific Team for that subject on Microsoft Teams. Live lessons are scheduled as 'Meetings' and can be accessed by clicking the 'Join Now' button once the lesson has started streaming.
- Depending on the subject and teacher, students may be directed to use Assignments, Forms and OneNote within Microsoft Teams. Students may also be directed to pre-recorded assemblies and messages from staff and the Senior Prefect Team on our Stream app.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We regularly survey all students to get an understanding of which students may need to borrow a laptop. We attempt to provide a laptop where we can.
- Parents/carers must notify the school via school@mgs.kent.sch.uk if they have any significant concerns about their son's / daughter's ability to access live lessons due to restricted access to technology etc at home.
- Where students require help and support accessing any printed materials, they should make contact with their teacher or member of the pastoral team. The necessary arrangements will then be made to enable full access to the required printed materials.
- Where paper-based resources are sent home, students can submit their work when they return to school, or it can be posted to the school so that it may be forwarded to the relevant member of staff.

How Will My Child Be Taught Remotely?

We use a combination of the following approaches to teach pupils remotely:

We use a combination of the following approaches when teaching students remotely:

- All lessons are livestreamed. Where this is not possible, video lessons may be pre-recorded to ensure that explanations are clear and effective.
- saved resources on our VLE.
- printed paper packs produced by teachers (e.g. workbooks, worksheets).
- textbooks and reading books students have at home.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

When teaching students remotely, we are:

- providing a provision that is of equivalent length to the teaching that students would receive in school.
- teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- providing frequent, clear explanations of new content, delivered by a teacher.
- setting work through Assignments, Forms, OneNote and Stream so that students have engaging, meaningful and challenging work.
- assessing how well students are progressing through the curriculum, using Assessment for Learning strategies such as 'no hands-up' and appropriately adjusting what is being taught in response.

Engagement and Feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Students are expected to engage with remote education as soon as it is required. Students must follow their normal timetable and be in attendance to each lesson timetabled. Students are also expected to attend form time each day and maintain contact with the tutor. This can help to troubleshoot any issues.
- Students are expected to be fully engaged and involved throughout their live lessons. Teachers will continue to adopt our No Hands Up policy and will call on students to unmute their microphones and/or write in chat facility in Microsoft Teams. Students may also be asked to turn their cameras on so that engagement can be seen. It remains up to individual teachers to decide whether they feel that the use of the camera is beneficial to teaching and learning in their lessons and whether they wish to allow this. Where staff do encourage the use of cameras they will never insist that students use the camera function. Students that turn their camera on must have a blurred background and be dressed in suitable clothing.
- As parents/carers we need your support to ensure your child sticks to the routines of completing school work at the right times and is provided with a space they can work without distraction. Where this is not possible, please let us know and we will do what we can to support.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Student engagement with remote learning is monitored daily. A register is taken for every lesson and tutor time session. Attendance staff monitor lesson by lesson registrations and make contact with parents where patterns of non-attendance to lessons are identified. Parents/carers must notify the school on a daily basis at attendance@mgs.kent.sch.uk if their son / daughter is unwell and unable to complete on line learning so that this can be flagged to teaching staff in class registers.
- Where students are attending remote education lessons but there are concerns with the quality and/or quantity of work being done, the individual teachers will make contact with home. When these concerns persist, a Head of Department will contact home. Following this, if a lack of engagement persists or it is evident that there is an issue across a number of subject areas, then concerns may be escalated to a Head of House, Assistant Head of House or Head of Key Stage to make contact home. If there continues to be significant concerns, the student in question may be classed as vulnerable and asked to attend the support hub in school.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Your son or daughter will continue to receive feedback on their work in line with usual school policy.
- Teachers will use appropriate Assessment for Learning strategies, including 'No Hand's Up', to systematically check understanding and will address any errors or misconceptions with students in that moment or in following lessons.
- Where work is submitted on Assignments, written feedback is provided through the function built into the platform. Rubrics are also used with Assignments to feedback how a student has successfully fulfilled success criteria.
- We also use Microsoft Forms to give both instant feedback and to provide bespoke written comments.
- Other online platforms, such as EduCake are also used to assess progress and give instant feedback.
- Work completed on paper can be submitted when students return to school, or it can be posted to the school so it may be forwarded to the relevant member of staff to mark and provide feedback.

Additional Support for Pupils with Particular Needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

Pastoral staff continue to monitor students across the school, including vulnerable students. We conduct a whole school welfare survey with students shortly after they begin remote education to gather further feedback from students about any concerns and issues. As always, students are welcomed and encouraged to send a 1:1 Microsoft Teams message to their subject teachers or members of the pastoral team during school hours (8.40am-3.20pm) at any point if they have a query or concern. We do encourage parents/carers to contact the school if there are any issues that they feel we need to be aware of so that we can offer appropriate support.

Key safeguarding staff are based in school and/or are readily available each day should a parent/carer, student or other individual need to make contact about a serious safeguarding concern.

Remote Education for Self-Isolating Pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

We use a blended learning approach for students who are required to self-isolate. Self-isolating students can access their live lessons in the same way, joining the rest of their class remotely. They can ask questions and should expect to be questioned. They submit their work through Microsoft Teams.

Teachers strive to teach both those in their class and students isolating at home, however, there might sometimes be a delay in students being admitted to the lesson as staff settle their class and take the register.