Maidstone Grammar School
for Girls

Non sibi sed omnibus

Expectations for Remote Education at MGGS

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Remote Education Provision: Information for Parents

This information is intended to provide clarity and transparency to pupils and parents/ carers about what to expect from remote education if 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 student'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 During the First Two Days of Pupils Being Sent Home?
● Students will be provided with work via posts on their subject Google Classrooms. They may be directed to work from textbooks / workbooks, etc, in the short term.

Following the First Two Days of Remote Education, Will my Child be Taught Broadly the Same Curriculum as They Would if They Were in School?
● We teach to the same timetable remotely as we do in school.
● Wherever possible and appropriate, we teach the same curriculum remotely as we do in school. However, we may need to make some adaptations in some subjects; for example, in practical subjects where equipment / resources are not accessible at home or where coursework or non-examined assessments must be completed under staff supervision.

Remote Teaching and Study Time Each Day

How Long Can I Expect Remote Learning Set by the School to Take my Child Each Day?
Classwork:
As we are following our usual timetable for all students and, where possible, our normal curriculum, including formtimes. We expect that remote education will take the same amount of time as lessons in school (e.g. 5 hours a day plus form time).

Independent Learning (Homework):

Secondary school-aged pupils not working towards formal qualifications this year	To follow the published Independent Learning Timetable; however, we have advised staff that they may reduce the amount set, given the increased workload in working remotely* *efforts should be made to vary the types of tasks in order to reduce the amount of screentime students are exposed to.

Secondary school-aged pupils working towards formal qualifications (Years 10-13)	To follow the published Independent Learning Timetable; however, we have advised staff that they may reduce the amount set, given the increased workload in working remotely.

Accessing Remote Education

How Will my Child Access Any Online Remote Education you are Providing?
● The school primarily uses G Suite for Education (inc.Google Classrooms) to facilitate online learning; however, there are other approved platforms such as MyMaths, Kerboodle, ActiveLearn, Dynamic Learning and BandLab which have been approved for use by the Head of Department for each subject.
● The MGGS G Suite for Education platform has been assessed and approved by the Headteacher.

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:

● Since September 2019 Year 7 students have been issued with their own Chromebook device which they use both in school and at home. This means that all students currently in Years 7 and 8 have access to their own digital device to use during any period of home learning. In order to ensure that remote learning is fully inclusive within the remaining year groups, the school conducted a survey of all students' home access to the internet and digital devices. As a result of this survey, the school has lent over 60 laptops and related technology on a long term basis, to students in years 9 to 13 who do not have the necessary technology to access remote learning at home. We are confident that all students in the school can now access our remote learning provision. If a student's home situation changes they have all been instructed to make their form tutor aware so the school can provide the necessary support. If a parent or carer would like advice or support with regards to their child's home access to technology, please email central@mggs.org.
● On the rare occasion that a student cannot access online materials, printed materials may be sent home if this is administratively possible.
● In the unlikely event pupils cannot submit work to their teachers online, they can make arrangements with their subject teachers to submit work at a later date.

How Will my Child be Taught Remotely?
We use a combination of the following approaches to teach pupils remotely. Please note that work set *may vary depending on the situation and context at the time*; e.g. if there is a national lockdown and no-one is in school; if teachers are in school and whole classes / cohorts are learning at home, or if teachers are required to offer 'blended learning' when some students are present in a lesson whilst others in the same class are learning from home.

● Pre-recorded teaching; e.g. video / audio recordings made by teachers
● Live teaching where lesson topics are explained 'live' by the teacher
● Live tutorial / seminar / Q&A style sessions

- Online presentations (e.g. PPTs)
- Textbooks, reading books, worksheets and workbooks have access to at home
- Commercially available websites supporting the teaching of specific subjects or areas, including online textbooks, video clips or sequences
- Occasional internet research activities
- Project work, in particular for practical subjects

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 the work set by their teachers just as they would when they are in school. We understand that students may not be able to access work at the same time as their published timetable and, therefore, we will allow students until the morning following the day it is set for the submission of any required classwork.
- Deadlines for any independent learning / homework will be decided by class teachers and will allow sufficient time for its submission.
- Parents should ask their daughter / son to see their Google Classrooms to understand what work is being set and should support them in engaging with work and meeting deadlines.
- If the school raises concerns about lack of engagement, we require parents to support us in ensuring that their daughter / son fully engages as we have limited ability to do this whilst students are at home.
- Parents should encourage a routine that is inline with the normal school day so that students do not get behind and will find it easier to resume their usual routine on their return to school.

How Will You Check Whether my Child is Engaging With Their Work and How Will I be Informed if There are Concerns?
- We will primarily monitor student engagement through Google Classrooms and shared Google documents.
- Students are required to attend virtual formtime every morning between 8.40-9.00am.
- Class teachers and Form Tutors will primarily oversee the academic and pastoral engagement of students and will liaise with parents when there are concerns.
- Where there are particular needs or more serious concerns, further involvement from Heads of Department & Study, plus Learning Mentors, may be necessary.

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 assessments marked automatically via digital platforms are also valid and effective methods, amongst many others. Formtimes can also be a valuable source of feedback for students.

Examples of assessment at MGGS:
- Work may be assessed through Google Classroom Assignments, where grades / marks can be returned to the students and comments added directly to work. Teachers may also choose to print, mark and scan hard copies of work.

- Other Google applications such as 'Rubrics' and 'Forms' can be used for one to one, group and peer assessment.
- Other specific online resources for assessment, as determined by Heads of Department, may be used to provide feedback and guidance to students; e.g. plickers.com
- Students will receive feedback on their work in line with school policy, where possible.

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:
- The SENCO and SEND co-ordinator will maintain an overview of SEND student engagement.
- Contact will be made with the students via Google Meet, telephone or email (in line with the Remote Teaching and Meeting Policy) if additional support is deemed appropriate.
- In some cases, contact will be made to establish the well-being of students with specific needs by the SEND co-ordinator.
- Provision plans for those students with SEND will be reviewed and updated to incorporate any additional needs highlighted as a result of remote learning and teaching staff updated.
- Communication with parents will be maintained to help them best support their child with SEND and medical needs, with their wellbeing and learning.

Remote Education for Self-isolating Pupils

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