

## **GGG 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 can expect lessons to be set on the Google Classroom at the time of their timetabled lesson. In the first couple of days students may be expected to work with a higher autonomy than in subsequent lessons as teachers make the transition to online provision.

#### **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. We may on some occasions make changes to the sequencing of the planned curriculum to best fit the remote provision.
- Some practical subjects will deliver an alternative curriculum to best fit remote learning. These subjects could include PE, Food Technology and Engineering.

## 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	Work will be set to the equivalent amount of work that they would have expected to get through with the class in 40 minutes in school. This is in recognition that it generally takes students longer to access resources and interpret instructions online than it does face to face and is based on our experience from lockdown last March. It is expected that students will work for at least 4-5 hours per day.
Key Stage 4 & 5	Work is set to match the students' usual timetables. This includes the lesson time, homework and independent work. This should take students at least 5 hours per day.

## Accessing remote education

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

All work will be set via the Google Classroom.

## **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:

- Apply for a device to enable access to the remote provision from home via Mrs Humphreys ([humphreysh@gravesendgrammar.com](mailto:humphreysh@gravesendgrammar.com)) if you do not have one available to you.
- If students are unable to work at home due to a lack of access to an appropriate working environment they should contact the Inclusion Lead (Mr Fotheringham [fotheringhami@gravesendgrammar.com](mailto:fotheringhami@gravesendgrammar.com)) regarding working in school.
- If students run out of physical resources such as exercise books that are essential for the ongoing remote provision, they are able to collect additional resources from reception as per ongoing communication to parents and carers.

## **How will my child be taught remotely?**

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

Teachers have been encouraged to adopt a blended learning approach to include:

- Recorded explanatory videos.
- Live elements to teaching which could include:
  - Live starter sessions.
  - Live plenary sessions.
  - Live drop in sessions.
- Printed/electronic packs produced by teachers (e.g. workbooks, worksheets).
- Textbooks and reading books pupils have at home.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Other project work that matches the kind of approaches students would expect to see in school as part of the delivery of the normal curriculum.

## 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 to engage with the online fully and submit assessments and evidence of completed work as per the deadlines posted on the Google Classrooms.
- Students to attend live sessions where mandated.
- Parents to support students in achieving the above:
  - For younger students this may include helping managing deadlines, planning time, managing routines and checking the Google Classroom.
  - For all students this may involve engaging with teachers who may contact where students are falling behind.

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

- Deadlines and expectations of the submission of work will be set clearly on the Google Classroom. Teachers will check work is completed and engage with students to provide support if they are struggling.
- Teachers will assess and provide feedback as per the school assessment policy.
- Teachers will track their students engagement and contact home by phone or email where there are concerns. This may be escalated to subjects leaders and/or senior leaders where concerns persist.
- Where students are not engaging persistently their attendance in school will be requested.

### 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:

- Teachers will use a variety of methods to assess student work that best matches their subject and the remote setting.
- Students will be assessed and formative feedback will be given as per the school's assessment policy.

## **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:

Teachers will support SEND students in the usual manner. Where difficulties arise our Inclusion Lead and SENCO will work with families to create individual plans to support SEND students overcome and barriers to remote learning.

## **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?**

Resources and guidance for every lesson will be set on the Google Classroom. Students may need to work more independently than where full groups are out as the teaching resource is spread between those both in and out of school. In some cases live elements may be take place but in all cases students may contact their teachers for additional support and clarification.