



Queen Mary's Grammar School: Remote Learning Statement

Rationale:

In line with DfE requirements (<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>), Queen Mary's Grammar School recognises the importance of high quality, consistent remote education where required during the Covid-19 pandemic. In the longer term, the School also recognises the benefits of establishing a blended learning curriculum.

Principles:

Our approach to Remote Learning is governed by the following key principles;

- Pupils working remotely will still have full access to our broad, balanced and challenging curriculum, roughly following their daily timetable.
- Remote education will be well sequenced, following the in-school curriculum intent offer for all subjects, giving students access to high quality remote learning resources including teacher support.
- Our remote offer will be the equivalent length to the core teaching pupils would receive in school.
- Recognition of the workload implications on teaching staff who are still offering in school education whilst offering remote education.
- Our remote learning is conducted using Microsoft Teams.
- Keeping children safe through adapting our Safeguarding policy for remote education. Please see separate document.

Procedures:

In the case where a whole class/year group are receiving remote education;

- Work set should follow the class timetable for the time the group is off. The amount of work set should be approximately in line with the amount of lesson time for that subject, bearing in mind that it often takes students longer to work through work remotely.
- Work set should all be via the Teams assignments function - to allow parents to see this in the weekly email digest. Students should be given a reasonable length of time to complete this.
- If the work set remotely would not normally be formatively marked in a classroom scenario, then there is no expectation for it to be marked online in detail. However, teachers will check that work is being submitted via the assignment function.
- Teachers may make use of self-marked formative assessment where possible.
- Where there are concerns about the amount or quality of remote work from a student, teachers will contact the Head of Year.
- Staff will make themselves available during their timetabled lesson slots to support pupils via the Teams 'conversation' function.
- Live, synchronous learning, may be offered by staff but this is not a school expectation.

In the case where an individual or individuals from a class are receiving remote education;

- Staff will make all lesson resources available on MS Teams and communicate this
- There is not an expectation to set assignments for these individual students, but the completion of work will be checked once the pupil/s have returned to school.
- Students have self-nominated 'work buddies', to communicate with each other over work issues.
- Teachers will make themselves available online to offer support to pupils if needed.
- Some teachers may also 'live stream' lessons according to the normal timetable and allow those pupils working remotely to access them. However, this is not a school expectation.

In the case where the school is forced to close and the entire student body receives remote education;

- All students will receive assignment work, following subject curriculums, on MS Teams following a clear timetable.
- Teachers will offer support to pupils either in the form of 'live' synchronous learning or being online at specified times.

Who is responsible for monitoring the quality of remote education?

Heads of Department are responsible for monitoring the quality and setting of remote education. This will be further monitored by the Headmaster, with the support of the Assistant Head with Teaching and Learning responsibilities.

