



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 remote learning will compose of at least 1/3 of the timetabled time for each subject. This could take many forms; live delivery of subject matter, a question and answer session, or being available online to verbally interact and/or support pupils.

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.

What are the school's expectations regarding pupil engagement with remote learning?

It is vital that pupils fully engage with remote learning, to minimise the impact of their absence. To this end we expect;

- Pupils to complete and submit all assignments set within the deadline set by the teacher.
- Pupils to 'attend' any live synchronous learning events offered by teachers, as long as they are fit and well.

- Pupils should let staff know in advance if they are unable to meet the above expectations.
- Any concerns staff have about student engagement will be communicated to the relevant Head of Year. The school will contact parents and students where these concerns have arisen.
- Parental support can also play a key role in ensuring their child works effectively, by setting clear routines and minimising distractions at home.

What should parents do if their child is struggling to access remote learning?

QMGS recognises the importance of online and technological access in order to facilitate remote learning.

- Where students are encountering temporary issues accessing remote learning, they should contact relevant teachers and the Head of Year/Form Tutor to make them aware.
- Where students do not have access to a device and/or internet access at home, they should contact the school as a matter of urgency. We will do our best to support pupils where this is an issue.

How will the school help pupils who need additional support whilst they are working from home?

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 SEND and Pastoral Team will continue to “check in” with SEND pupils to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND pupil support plans.
- Parents should be aware of the remote education resources available with Oak National Academy. There is specialist content for pupils with SEND which covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This may complement the other remote education resources set by the subject teacher. <https://classroom.thenational.academy/specialist>
- We can provide printed resources, such as worksheets for pupils who do not have suitable online access. Please ask.

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.