Remote education provision: further information for parents

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

This document should be read in conjunction with Camden School for Girls' Learning from Home Contingency Plan which is on the 'Remote Learning' section of the website.

1. 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 during the first day or two of pupils being sent home?

> All pupils are familiar users of the school's online platform Google for Education. They will have immediate access to their individual classrooms as they would in school. Through this they will be able to access work which will be set by their usual teachers.

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?

> CSG will provide high quality remote education which is closely aligned with in-school provision. Teachers will teach our planned curriculum across all subjects, ensuring that meaningful and ambitious learning continues.
>
> In the event of an extended period of remote learning the school will keep this under review and may make some adaptations to the curriculum in some areas, particularly for younger students.

2. 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:

Year 7	5 hours
Year 8	5 hours
Year 9	5 hours 30 minutes

Year 10	6 hours 30 minutes
Year 11	7 hours
Year 12	7 hours 30 minutes
Year 13	8 hours

3. Accessing remote education

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

The school's digital platform to deliver remote learning is Google for Education. This includes several web applications which pupils will use including Classroom, Meet, GMail, Clickview, Drive, Docs, Slides, and Sheets. There is a parents' guide to Google for Education on the 'Remote Learning' section of the website.

Some departments may also use other online tools including BBC Bitesize, Hegarty Maths, Dr Frost, Socratic, MY GCSE Science, carousel-learning.com, Doddle and others.

If my child does not have digital or online access at home, how will the school 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:

The school has loaned Chromebooks to all students who need one. These laptop computers have been provided using a combination of our DfE allocation and the school's existing resources.

We have contacted all parents and asked them to email csg@csg.school or call 020 7485 3414 if they have any issues regarding access to technology.

We have posted printed materials home where this is required for certain subjects.

How will my child be taught remotely?

Pupils follow their regular timetable which they would normally have in school. This is to ensure that they continue to be taught by their usual teachers at the identified time on their timetable. We have planned for the pupils' learning experience to mirror as closely as possible that of their lessons taught in school. We use a combination of the following approaches across all key stages and subjects to teach pupils remotely:

- Live online lessons using Google Meet. This might be a whole lesson or part of a lesson and is used to introduce new content, explain, model, consolidate learning, check understanding, set up a task and more. It includes both teacher and peer-to-peer interaction with the whole class as well as group work using 'break out' rooms.

- Pre-recorded teaching using online tools such as Loom or recorded Google Meets which are posted after the lesson.

- Assignments and work which pupils complete independently. Pupils are supported with independent learning through live teacher support via the Classroom stream and 'chat' function, as well as collaborative planning and questioning using docs, slides and other means. In some cases this will be supplemented by email and phone calls.

- Paper resources such as workbooks, worksheets, revision guides and other non-digital materials.

- Textbooks and reading books.

- Pupils may also be asked to visit websites which support the teaching of specific subjects. This may include video clips, documentaries and relevant programmes.

In addition to the teaching outlined above, all of the usual pastoral support structures will remain in place. PSHE (Personal, Social, Health and Economic) Education is highly valued and taught to all pupils by their tutor (Y7-13) every Monday. Part of the PSHE curriculum addresses resilience and coping strategies while learning at home and so this is a key way in which we are supporting pupil wellbeing at this time.

We continue to hold all assemblies remotely to promote a sense of community and belonging and to counteract any feelings of isolation among pupils. In the sixth form, 1:1 tutor sessions will take place for all students for academic mentoring.

Teachers are planning learning which also provides a break from screen time. We continue to provide a wealth of resources about wellbeing and mental health on our website and highlighted through the 'Friday News'.

4. **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?

The school expects all pupils to engage in remote education by attending registration and daily lessons. Pupils should be ready to learn as they normally would in school and play an active part in school life. Pupils should complete work and assignments to the best of their ability and ask for help if they need it. They should adhere to all the normal standards of behaviour and conduct that we would expect in school.

Parents are absolutely critical to the success of all learning - including remote learning. We appreciate the commitment of all parents in supporting your child to engage with online learning. We ask all parents and carers to:
- Help establish routines by knowing your child's daily timetable and providing a quiet place for engagement in lessons and work.
- Ensure your child attends morning registration (main school) and their daily timetabled lessons.

> - Notify the school if your child is sick or otherwise unable to complete work.
> - Help ensure that your child is safe online. Further details can be found in CSG's Remote Learning Addendum to the eSafety Policy which can be found in the 'Policies and Procedures' section of the website.
> - Seek help from the school if required.

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

> We will check pupils' engagement with remote education every day. This is done through a daily Google Meet registration for each tutor group, as well as the monitoring of lesson attendance and engagement in work which can be seen in real time. In the sixth form we have introduced regular tutor 1:1 sessions for academic mentoring. An established early warning system will enable the school to identify pupils who are not engaging -parents will be notified of this and further measures of support will be put in place if 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 pupils. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Pupils will receive regular feedback which is designed to encourage and motivate them to engage with remote learning. Departments have devised an approach to feedback and assessment which is appropriate to their subject. This approach to feedback will include:

> - Teacher written comments, grades and improvement targets on assessments submitted on Google classroom.
> - Use of editing and suggestion functions on docs to support formative feedback.
> - 'Live' timed pieces of work which are submitted at the end of the lesson.
> - Oral feedback (whole class and individual) during Google Meet lessons and live written feedback via the 'chat' stream.
> - Whole class written feedback through shared docs.
> - Tools to mark tests such as Hegarty Maths.
> - Google forms and polls.
> - Personalised audio feedback using mote, a voice notes and feedback tool.
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> In addition to this regular feedback received by pupils, Parents' Consultation evenings will continue as planned but be conducted remotely. Progress Checks and Profiles will continue as usual.

5. **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 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:

- Ensure that teachers plan high quality home learning which differentiates for SEND and EAL pupils just as they would do in school. This includes clarity of explanations, checking understanding, retrieval practice and preparing activities and resources which divide content into smaller segments.
- Provide LSA 1:1 support for SEND pupils who will attend live lessons, work with individuals and small groups.
- Weekly phone calls home from the pastoral and Learning Support teams.
- Continue all of our pastoral systems to support wellbeing.
- Continue all mentoring programmes remotely.
- Continue to provide in-school provision for vulnerable pupils which includes LSA 1:1 classroom support.

6. 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 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?

If an individual pupil is self-isolating but well, teachers will post work daily on Google Classroom for the pupil to complete independently. This work will be aligned with the curriculum in-school to minimise the impact of the absence. Feedback will be provided at least once every three lessons of each subject. In some cases it may be possible to live stream lessons taking place in the classroom which an individual pupil will be able to access at home. When the individual pupil returns to school we will ensure that they are equipped to rapidly catch up on anything missed or not fully understood.