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?

Whilst we will make our best endeavours to make our full programme of resources available from day one, it is possible that there may be a slight delay with the implementation of our more interactive resources such as pre-recorded videos, google meet drop-ins and live lessons. All students will be provided with lesson resources which may include any of the following: PowerPoint lessons and worksheets with instructions; links to appropriate web-based video resources and to on-line platforms. The resources provided will follow the lessons on your child's timetable for that day.

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?

At the Folkestone School for Girls (FSG), in order to make the transition between the classroom and remote learning as seamless as possible, we intend to follow the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, our Year 7 students will be completing some citizenship resources during their timetabled FSGBacc sessions on Wednesdays are these sessions are usually based on outdoor, practical activities which do not translate to remote learning. For some subjects – notably PE, Science, Music, Drama, ICT, Art & Photography which may require either specific facilities, equipment or software or perhaps even students be able to collaborate through groupwork, whilst we have endeavoured to cover the same content, delivery may well have to change to accommodate the lack of usual resources. So, for example students may need to watch an experiment online rather than run the experiment themselves in Science and in ICT or Computing alternative software packages may be used or a focus on theory over coding may be necessary.

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 and 4	5 (in line with Government guidance)
Key Stage 5	The same number as their current guided learning hours for that subject. This varies from subject to subject.

Accessing remote education

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

All remote learning resources will be posted in Google Classroom, or sent via email. Students should check their school email regularly, as in addition to google meet and chat, staff will make contact with them in this way regarding their work.

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:

- We have a small number of devices available to loan where circumstances meet relevant criteria. In order to investigate this further, please contact your child's SDL in the first instance.

- We are currently in the process of distributing Government devices which have been provided primarily to support students in receipt of pupil premium – dongles to provide internet connectivity can be requested if necessary. If your child is not in receipt of pupil premium, but you have connectivity issues, please log this issue with the school through the SDL.

- Where students are unable to access resources online and we have explored all possibilities with regards to loaning equipment, printed work will be made available via the SDL.

- Should the submission of work electronically be impossible, arrangements for work to be posted/dropped at school at regular intervals will be arranged via the SDL. Where students do not have access to a computer or a laptop, they can take photos of their work and send them via email on mobile phones.

How will my child be taught remotely?

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

- live teaching (part lessons and full lessons).

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).

- PowerPoint and worksheet resources uploaded with instructions.

- Textbooks (this may be online versions available via a login) and reading books pupils have at home.

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (Hegarty Maths, GCSEPod, Pearson Active Learn, Kerboodle to name but a few).

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?

- We understand that working remotely may present some challenges and that everyone's circumstances are not the same. We ask that your child follow's their daily timetable as closely as possible – this will provide some much-needed routine, but also ensure that they have enough time to complete the 5 hours of learning provided, without creating a backlog. A number of lessons will provide opportunities for some live interaction with staff through google meet sessions, which we believe will be of benefit to our students. If your child is unable to take part in live learning, we recommend that they check-in regularly with their teachers and watch any pre-recorded video instructions as these will provide additional explanation and worked examples.

Parents and carers can support remote learning through the following:

- Helping our students to establish remote learning routines (planning start times for work and breaks possibly following school routines).

- Checking what work they have done each day.

- Encourage them to check their school emails two or three times per day for messages from their teachers or SDL.

- Reminding students to submit work where required.

- Encourage them to seek help from their teachers if they need it.

- Contacting the SDL if you have any concerns about how they are coping with remote learning.

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

Teachers will be monitoring your child's engagement through a combination of attendance of Google Meet; email communication and work submitted on a weekly basis. Concerns will initially be addressed directly with the student concerned and will be logged with the SDL. Where there are individual subject concerns and it is appropriate, the subject teacher will make contact with home. For all other concerns regarding pupil engagement, the SDL will make contact in the first instance.

Once contact has been made, individualised plans to improve engagement will be discussed with input from both home and school.

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:

Departments will continue to follow their usual marking and assessment routines where possible – these vary from subject to subject, but typically consist of two pieces of written feedback per half term. During a period of remote learning, teachers may decide that it is more appropriate to provide feedback using a different medium. It is therefore possible that students will receive feedback via the methods outlined above.

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:

- Regular check-ins with parents to check progress.

- Video calls to set the day up with the students, where appropriate.

- Differentiation of tasks and amount of work where required.

- Regular communication with staff to communicate difficulties.

- School place made available for students with an EHCP.

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?

- Where an individual student is self-isolating, but is feeling well and therefore able to work, the following will be put in place:

- Lesson resources will be uploaded to Google Classroom by the end of the first day of absence, depending on when the school is notified.

- From day 2 of absence onwards, lesson resources should be uploaded by the end of any timetabled lesson.

- Resources should be uploaded with clear instructions – these are likely to be in written format on Google Classroom or via an email to the student.

- The lesson resources provided will follow the curriculum being covered in lessons.

- The number of lessons provided should mirror the school timetable.

- Feedback will be provided in line with the usual programme.