



TOWNLEY
— EST 1937 —
GRAMMAR SCHOOL

**REMOTE EDUCATION PROVISION:
INFORMATION FOR
PARENTS AND CARERS**



This document is intended to provide transparency for students, parents/ carers and staff about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

1. What to expect in the first couple of days

In the event that restrictions require entire cohorts (or particular groups) to remain at home, the school may offer a slightly different remote offer for the first couple of days. This will ensure that where necessary, the school has time to plan for a longer period of online learning. In the first couple of days students will be provided with a menu of choices covering aspects of the curriculum and will also include some wellbeing activities. These will be posted on Google Classroom, using the Year group Hubs.

2. In the event of prolonged school closure

Townley@home is our platform for remote learning provision. Townley@home offers high quality remote learning for students and is of equal importance to the provision delivered in school. The online platforms are facilitated by Google Classrooms and complement the classroom experience for all curriculum areas. Following a full school closure, the school will continue to offer the same curriculum as if pupils were in school and pupils will therefore follow their usual timetable. The teachers will deliver live teaching for the majority of lessons. Some lessons may be delivered through pre-recorded teaching; Live and posted videos may not last for the whole lesson duration as they may provide time for activities and reflection being built into the normal lesson duration, allowing screen time breaks. Lessons may also include assessments that are completed within the lesson time.

3. Expectations in live lessons

Staff will request that where possible, student cameras are switched on during live lessons in order to increase levels of engagement, encouraging greater participation and a stronger sense of community. We continually strive to improve the quality of remote learning via Townley@home and as such, we ask staff to encourage higher levels of participation from our student body as research suggests this is vital to high quality learning; we must therefore recognise that it poses a significant challenge for teachers when they are delivering a lesson to a blank and silent screen. The use of student cameras for online lessons helps to mirror a physical lesson more closely whilst also, of course, allowing further opportunities to safeguard and check on student wellbeing.

- All students should aim to have their cameras switched on for all live lessons.
- Students have been advised to use one of the Google backgrounds so that other participants are unable to view the home environment. This further supports our safeguarding protocols.
- Students should be appropriately dressed.
- Students should engage fully by answering questions, using the 'hands up' and chat function where appropriate and sharing their work and ideas when requested.



Despite the clear advantages of this request, please note that we also recognise that having cameras switched on may not be possible for all students and appreciate that technology issues, bandwidth restrictions and other factors can often prevent students from participating in this way. In this event:

- Please could all students switch their cameras on at least for lesson registration and the introduction of each lesson.
- Where this is not possible, students should actively use the chat function on Google Classrooms to increase levels of engagement and interactivity in the remote lessons offered.

Out of courtesy, please could students communicate with their subject teachers if they are unable to switch their cameras on.

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

For information on how to join remote learning via Google Classroom, please see separate [Google Classroom Cheat Sheet for students: Shake Up Learning](#). Students will receive a link to online lessons from teachers in advance of live lessons, and instructions will be posted to the stream/discussed via live lessons. Please note, students can also access Google Classroom using a PlayStation or Xbox (with a mouse and keyboard attached). Tutorials are available via YouTube for this type of access.

This Cheat Sheet covers the following:

- How to login to Google Classroom
- How to access a 'classroom' on Google Classroom
- How to navigate the main areas of Google Classroom, as a student
- The Main Menu
- Student stream - where students and staff can post comments and resources to each other
- Student Classwork - where students can 'turn in' their work online, and teachers will set assignments for students
- How to submit assignments and answer specific questions assigned by teachers

5. Backgrounds on Google Classroom:

In order to make sure staff and students feel comfortable and secure whilst interacting with each other when interacting with each other via Google Meet, we recommend staff and students have a suitable and professional background/backdrop whilst lessons take place. You can find more information on how to complete this using the instructions for how to set background here:

<https://support.google.com/meet/answer/10058482?co=GENIE.Platform%3DDesktop&hl=en>

6. What if my child/children does/do not have digital or online access at home?



If there are any barriers to students accessing learning from home, the school will work with students and families on a case by case basis to overcome these issues. Townley Grammar School will actively support to ensure that no student is left behind or disadvantaged. It is imperative that all students maintain interaction with their teachers and peers to foster and grow a sense of belonging to the Townley Grammar School community.

- Students will be responsible for keeping Learning Managers (LMs) and Assistant Learning Managers (ALMs) up to date on their digital or online access at home as soon as possible
- In the event that students are unable to access remote learning, work may either be emailed home or printed and sent to the student's home address. On some occasions, work may also be left at reception.
- Where possible, school laptops will be loaned to students whose digital or online access is interrupted or not available

Townley Grammar School will take advantage of any Government or Industry schemes which support teachers and students in ensuring they have access to a regular and high-quality remote learning provision.

7. Expectations if someone is unwell and unable to attend live lessons

If students would have been well enough to attend school, they must access all of their lessons on the Google Classroom Hubs

- If students are unwell at home or have a commitment which means they are unable to attend their lessons remotely, parents/ carers should communicate with the school, following the same process for reporting/ requesting absence as if school were open.
- Students should aim to submit all work by the deadlines. In the event that exceptional circumstances make it difficult to meet deadlines, communication should take place between the teacher and/ or Learning Manager, following the same process for requesting extensions as students/ parents/ carers would if students were in school

8. Remote education for absent students when the majority of students are accessing their education physically in school

Where individual students are absent from school but the majority of their peer group remains in school, remote education will differ from the approach for large groups. This is due to the challenges of teaching students both at home and in school:

- If a pupil is unwell for a short term period of absence then there is no expectation for them to access remote learning; the school would encourage students to rest in order to aid recovery
- If an individual pupil, for a limited duration, is unable to physically attend school but is able to continue learning, for example because:



- o They have an infectious illness
- o They are preparing for or recovering from some types of operation
- o They are recovering from injury and attendance in school may inhibit such recovery
- o Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis, requests for remote education should be discussed with the Pastoral Team..

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school via a Individual Education Plan (IEPs).
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

This will be communicated via the Learning Manager to parents / carers for management of workload whilst at home.

If students are unwell at home or have a commitment which means they are unable to attend their lessons remotely, parents/ carers should communicate with the school, following the same process for reporting/ requesting absence as if school were open. In the event of student absence, for general illness this must be reported every day. This may change depending on Department For Education guidance.

9. Methods of Assessment

Google Classroom provides a variety of ways to engage with students, and provide feedback. These may include the following:

- Quizzes via Google Forms,
- Completion of presentations using Google Slides,
- Completion of assignments via Google Classroom with either comments, or marks being included, depending on the nature of the task
- Whole class feedback



- Self and peer assessment may also be used to gauge student understanding of progress and assessment where pertinent.
- Informal assessments will be made through Q & A and student responses
- Informal assessments will be made through comments posted via the chat function and other tools like Jamboard As we continue to adapt to remote learning there are likely to be additional tools used in providing students with feedback.

10. Engagement and Feedback

10.1 How will the school assess my child's work and progress?

Students should submit work to their teachers via Google Classrooms. Feedback can take many forms and may include:

- Written comments for individual students, provided by their subject teacher.
- Whole-class feedback or quizzes marked automatically via digital platforms. are also valid and effective methods, amongst many others.
- On occasion, staff may provide levels or grades for student work but this won't always be the case
- DIRT lessons will often follow on from a piece of work produced by a student. These lessons encourage students to reflect on their own practice, considering ways that they might make improvements. Research suggests that this is an effective tool for student progress and will therefore be regularly used by Townley staff.
- Via relevant websites e.g. Hegarty Maths.
- Via follow up, consolidation lessons based on student self-evaluation
- Verbal feedback

10.2 How often will my child be assessed?

Since we are following our usual curriculum, staff will continue to assess students according to their subject specific Schemes of Work. Formal assessments will take place as usual and interim assessments, in the form of classwork and lesson contributions, will take place at regular intervals throughout the term, as the subject teacher feels appropriate.

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

All staff will be monitoring the engagement of students in remote lessons as we understand that this is fundamental to learning. As such, staff will:



- Make a note of attendance in every lesson. In the event that we do not have a valid reason for absence, parents/ carers will be contacted if a student is not present.
- Students have been asked to turn their cameras on and use the hands up and chat function more readily. These measures contribute significantly to student engagement and will be actively encouraged/ monitored by subject teachers.
- In lessons, a variety of methods for engagement are considered. This can include the use of the ‘chat’ function, Jamboard sessions, where students can place ‘post its’ virtually, as well as via Google forms designed by teachers.
- School interim and full reports will continue to be published and descriptors and staff comments will reflect student engagement. In the event of significant concerns regarding engagement, parents/ carers will always be contacted in advance.
- Subject teachers, Heads of Departments, Learning Managers and the Senior Leadership team will communicate regularly about student engagement, continually introducing new initiatives and measures to increase levels of interactivity.
- Parents/ carers may be contacted via telephone or email where a concern has been raised.

As with usual procedure when the school is open, if a parent/ carer wishes to raise a concern about their child’s engagement or progress, they should contact the subject teacher, Head of Department or Learning Manager

11. Independent Learning

Independent Learning is always closely aligned with classroom learning and set only when it cements understanding, allows students to retrieve and review subject knowledge or aids preparation for the next lesson. All teachers will ensure the purpose of independent learning is clear for students, emphasising task quality over quantity. Independent learning is an integral, purposeful component of the learning experience, fostering engagement, deepening understanding and developing essential skills. Independent learning is not an isolated addition but a vital and interconnected element, contributing significantly to learning whilst simultaneously considering well-being and workload.

11.1 When to set Independent Learning

- Independent Learning will not be set for the next day in any subject.
- Independent Learning will not be set on a Friday for submission on Monday.

11.2 Regularity

Year 7 (from January in their first year*)

- Once per week per subject 20 minutes 7 days minimum deadline.

Year 8 (this will include any project work related to the Townley Baccalaureate)

- Once per week per subject. 20 minutes 7 days minimum deadline.

Year 9

- Once per week per subject. 30 minutes 5 days minimum deadline.

Year 10 and 11

- Once per week per subject. 45 minutes 4 days minimum deadline.

***KS3 Phased Independent Learning**

- Year 7 Autumn term 1 – no Independent Learning will be set.
- Year 7 Autumn term 2 – reading, research or revision will be set.
- Year 7 Spring term 1 – full Independent Learning begins.

Year 12 and 13

- Once per week per course (subject teachers to coordinate).
- 4-5 hours including study time. 3 days minimum deadline.

11.3 Types of Independent Learning Tasks

- Critical reading preparation.
- Essay/task planning and preparation.
- Research or project-based tasks.
- Revision for low-stakes testing.
- Application of knowledge to set task.
- Retrieval tasks.

12. Remote Learning – Pastoral

Townley@home also extends beyond the curriculum as the range of hubs provide students with a virtual school environment that caters for all, ranging from the Inclusion and Wellbeing Hub, providing support for mental health and wellbeing to Pastoral Hubs, overseen by Learning Managers and House Tutors. Underpinned by our school values, Townley@Home ensures that we offer blended learning, support and opportunity to the entire school community.

13. Safeguarding

All staff and volunteers must continue to act on any concerns they have about a child immediately and report via MyConcern platform. It is vitally important to do this; both for children at school and those at home.

If any pupil, parent or carer has concerns about child protection, safeguarding, mental health and wellbeing, they can contact the Townley Grammar safeguarding team via

safeguarding@townleygrammar.org.uk



If a child is in immediate danger you should always call 999.

If you want to talk to a social worker, regarding a particular young person you can contact the borough in which the young person lives.

Bexley Children's Services Multi-Agency Safeguarding Hub (MASH) at the number below. If you are concerned that by calling you may be put in a difficult position, you can make a referral anonymously.

Telephone:

Daytime hours (Monday to Friday 9.00am to 5.00pm) 020 3045 5440

Out of hours (5.00pm to 9.00am Monday to Friday and 24 hour cover at weekends) 020 8303 7777 or 020 8303 7171

Secure email: childrensocialcare.admin@bexley.gov.uk

Further information is available here:

<https://www.townleygrammar.org.uk/information/safeguarding/>

Students can make an anonymous report using the "whisper" tool by following the link below:

<https://swgfl.org.uk/whisper/tow00/> alternatively they can report directly to childline

<https://www.childline.org.uk/get-support/> .

Remote learning will be monitored by staff and phone calls will be made for learners who are not completing the work or attending the lessons. Staff will call home to try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary, they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

We will make sure all staff:

- Only communicate with learners online via their professional email and using the platform google classroom.
- Only use a school phone to call home. If they do not have a school phone, they can use a personal phone but must ensure their personal number is withheld.
- Ensure the background area is free from personal items (for example, family photographs, links to address).
- Ensure the microphones of learners is muted when not needed - staff will invite learners to speak rather than allow a free for all.



- Ensure they use the “Leave call’ function when ending a live lesson; to close the meeting to all students.
- Comply with GDPR and protect all children and staff by ensuring no adult or child films or takes photographs during the lesson.
- Oversee the chat function whilst the lesson is taking place and raise any safeguarding issues. immediately- children may be removed from the session for inappropriate behaviour.

Further Information for additional support and advice regarding online safety

Kooth- An online mental health community. Kooth offer free counselling to young people.

<https://www.kooth.com/video>

YoungMinds- Offer a wealth of information on supporting the mental health of young people. YoungMinds have a parent support line available to parents who are concerned about their child’s mental well-being. <https://youngminds.org.uk/about-us/>

Childline- Offer support on friendships, feelings, and school life. Childline have a free support line available to young people. <https://www.childline.org.uk/>

Childnet - Childnet is a UK-based charity who empower children, young people, and those who support them in their online lives, and its mission is to work with others to make the internet a great and safe place for children and young people. <https://www.childnet.com/parents-and-carers/parent-and-carer-toolkit>

CEOP education - The National Crime Agency's CEOP Education team aim to help protect children and young people from online child sexual abuse. Advice and support about online relationships, grooming, sexual abuse, nude images and risky behaviours. <https://www.ceopeducation.co.uk/parents/>

The child protection and safeguarding policy holds further information.

14. Townley @ Home- Special Educational Needs and Disabilities (SEND)

At Townley Grammar School, we aim to ensure that all our learners with additional needs are fully supported, whether they are learning at school or 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 SENDCo and pastoral support will liaise with families to ensure that any approved Access Arrangements can be used at home.



- Parents or carers may need to help their child manage time if the arrangement requires extra time. We ask parents or carers, wherever possible, to help their child record when their Access Arrangement is used so that we have accurate records once we return to school.
- Pupils requiring modified resources will continue to provide these where practically possible.
- Where parents cannot provide support for their child or feel this is not working effectively, we encourage pupils to attend school so that they can access support from support staff and teaching staff wherever possible.
- The pastoral staff will monitor engagement with work and carry out regular check-ins to discuss how pupils with SEND are managing their work and guiding motivation and focus.
- If a child with particular needs is struggling, we will liaise with teaching staff, support staff and parents to help the child manage the demands of the curriculum.

14.1 The Pastoral and Student Hubs teams will continue to support learners by:

- Making weekly ‘well-being’ calls to students with additional needs/ vulnerable learners while at home. Staff will liaise with learning managers/heads of department to address concerns or difficulties the student may have.
- Ensure that school-based interventions, such as counselling, peer mentoring, etc., continue to take place virtually or via the telephone where practical.
- Liaising with external agencies to ensure that external support is delivered virtually (where possible).
- Organise virtual Annual Reviews/ progress meetings to ensure everyone can attend safely.

Students and their families can access SEND/ well-being resources on Townley’s ‘Inclusion and Support’ Google Classroom. Please see below for organisations that may be able to offer further support.

15. Free School Meals (FSM) and Pupil Premium (PP) Enquiries

- Information of how to apply for Free School Meals is shown on our website, if you believe your child is entitled to free school meals please use the link below to check their eligibility:
<https://www.cloudforedu.org.uk/ofsm/link2ict>
- If you need assistance with your application, please contact
pupilpremium@townleygrammar.org.uk

16. In addition to the work provided on Google Classroom, there are a range of useful websites, which students can access at any time:

www.gcsepod.com : This website provides learning and revision resources for 28 subjects and is relevant to both key stage 3 and key stage 4. Resources include pods (videos) along with Quizzes and other



revision tools. There is information on the Pastoral hubs about how to login to this website. Students should be familiar with this online provision.

www.snaprevise.co.uk : Snap Revise is suitable for GCSE and A level students. It provides concise videos covering every specification point explained clearly. There are also Exam walkthrough videos which help students to understand how to break down questions and write exam responses. *Some subjects have access to this via a free trial and students have been given details of how-to login.

www.senecalearning.com : Seneca provides free resources for Key stage 3, 4&5. Students can use it to help them understand and learn their subjects whilst at school or when revising for exams.

www.bbc.co.uk/learning : BBC bitesize helps students with their coursework, homework and exam preparation. It provides ‘bite sized’ interactive content, video and audio summaries and mock exams.

www.thenational.academy : This is a fantastic website with over 10,000 free lessons and resources made by teachers.

www.london.gov.uk/learning-at-home : This is a free learning resource focused on cultural offers.

www.mathskitchen.com/topics : This is an interactive GCSE revision website. Resources are categorised by topic, including video lessons and practice questions.

www.natgeokids.com/uk : A mix of games, quizzes, videos and free downloadable resources which is perfect for keeping active minds busy.

www.tate.org.uk/kids : Inspiration to get creative but with a nod to styles of famous artists. You can find quizzes, craft activities, videos and art history, easy to find information and easy to use.

www.isaacphysics.org : Free online teaching resources for physics.