



MAYFIELD GRAMMAR SCHOOL
GRAVESEND

REMOTE LEARNING PROVISION

Approved by:
Last reviewed on:
Next review due by:

Date:

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

For details of what to expect when individual pupils are self-isolating and the rest of their class are on site, please see Section 6 of this document.

1. The Remote Curriculum

What is taught to pupils at home?

A pupil's first day or two of remote education may look a little different from our usual face to face approach, while our staff take all necessary actions to prepare for periods of remote teaching, particularly when notice to begin full remote delivery is short.

What should my child expect from immediate remote education in the first day or two of self-isolation during school closure?

We endeavour to make the transition from school-based learning to remote education as smooth as possible and will post a complete set of tasks for all pupils in self-isolation within 24 hours on the school's VLE. This will mean that on a pupil's second day of self-isolation, a full day's work will be ready to complete. Pupils will be sent details of their remote learning tasks via their school email by signing into www.office.com. From there they will receive notifications of their tasks which will be accessible using the school's VLE or Microsoft Teams.

If the set task is a live lesson, these will be conducted using Microsoft Teams. Pupils can access Microsoft Teams using www.office.com and by clicking the 'Teams' icon. If the set task is for a non-live lesson, details of this can be found by selecting the 'Tasks' tab at the top of the VLE homepage <https://msgg.fireflycloud.net>. Additional subject support for all pupils will be available via email or by using a drop-in session on Microsoft Teams. This support will be at the class teacher's discretion.

All pupils will continue to be reminded of how to access and submit their work remotely before any period of national lockdown.

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?

After the first 48 hours of school closure, pupils will be instructed to follow their published timetable. All live lessons will be conducted via Microsoft Teams. All pupils have been provided access to www.office.com, and can access Microsoft Teams by selecting the 'Teams' icon on the left-hand panel of the homepage. The minimum expectation is for 25% of remote education to be delivered via live lessons, which will give all pupils the opportunity to ask any questions they may have regarding their work. In practice, our offer of live lessons will be significantly above this expectation. Pupils are encouraged to email their teachers at any time about their work, and staff will respond as soon as is practicable around their timetable commitments.

The remote education curriculum follows planned programmes of study in all subjects. For some subjects, the teaching strategies and style of delivery may be adjusted, but the content will remain unchanged. For example, it may be better for pupils to access a short online video, rather than receive a lecture in a virtual classroom environment.

2. Remote Teaching

How long can I expect work set by the school to take my child each day?

In Years 7 – 11, we expect that remote education will take pupils five hours per day to complete in line with the published timetable. This may be slightly different for pupils in the Sixth Form, as independent study will be required outside of the school's daily timetable in line with our normal expectations for pupils at this stage of their education.

All remote learning tasks are set with the aim of filling a complete hour's timetabled lesson. Homework may be set following the school's Homework Timetable, when it is appropriate to do so. If you are concerned about your child's remote learning experience at the school, please contact us by emailing enquiries@mgsg.kent.sch.uk.

3. Accessing Remote Education

How will my child access any remote education?

As stated previously, all pupils will be informed of their remote learning tasks via email. Pupils will be required to access either the school's VLE or Microsoft Teams to attend and participate in their lessons. Attendance to live lessons is compulsory for all pupils.

Useful links:

- MSG VLE: <http://mgsg.fireflycloud.net>
(Pupils will use their school email address and password to log on)
- Office 365: www.office.com
(Pupils will use their school email address and password to log on)
- The school's email system may be accessed by visiting Office 365 and selecting the 'Outlook' icon.
- The school's Microsoft Teams system may be accessed by visiting Office 365 and selecting the 'Teams' icon.

All pupils are reminded how to do this when on site prior to any period of lockdown. They can access support by emailing helpdesk@mgsg.kent.sch.uk.

What if my child does not have digital or online access at home?

The school is committed to providing devices for all pupils who need to access their learning remotely.

If a pupil is in need of a device, please contact Mr Boyce on boyce@mgsg.kent.sch.uk detailing the reasons for your request.

Pupils are not generally required to print any of their remote learning work but should upload files to the school's VLE/MS Teams and mark each task as complete. All feedback can be completed by the teacher over the Internet, but where items require printing staff can arrange for this on site.

Pupils are entitled to apply for additional mobile data for their smartphones and can email mobiledata@mgsg.kent.sch.uk to apply. Pupils should include in their email:

- the name registered on the mobile phone account.
- the contact telephone number.
- the name of the mobile network provider used.

The school will apply to the appropriate network provider for the increase in mobile data. If the application has been successful, the pupil will receive a text message detailing the addition mobile data that has been issued.

How will my child be taught remotely?

Our minimum expectation is for teaching staff to conduct 25% of their lessons through Microsoft Teams Video Conferencing. This will mean that pupils who are accessing lessons from home can access and participate in these lessons remotely.

In some cases, teachers may upload educational packs for each unit of study. Pupils will then complete the pack from home before the deadline and submit for feedback, as directed by their class teacher.

Teachers may set tasks using our wide and varied range of e-learning platforms. These tasks may include videos, quizzes, assessments, and podcasts that will also develop key independent learning skills.

Long term project work may be set, which will enable pupils to manage their own time across a pre-determined set of lessons. However, regular checks on pupil progress will be made according to our 25% minimum expectation of live learning.

If a remote lesson is not live, unless unavoidable, for example due to illness, teaching staff are contactable via email or MS Teams to provide support.

4. Engagement and Feedback

What are the expectations for my child's engagement and the support we as parents/carers should provide at home?

In the transition information provided for parents/carers before the start of Year 7, the school states that we expect parents/carers to provide a safe and quiet working environment at home. In addition, we would ask that parents/carers actively discuss the remote learning provision with their daughter/son and offer support when required. It is very important to us that parents/carers communicate any issues to the school as quickly as possible, so that these are rectified as quickly as possible. In the first instance this contact should be directed to the class teacher if the concern is subject related or the Form Tutor for pastoral matters.

We expect all our pupils to follow the published timings of our school day and their normal school timetable. We have found that pupils who operate a strict period 1 – 5 working day are able to work effectively and complete a higher quality of work than those who work outside of this timeframe. Regular breaks are required for all pupils to complete schoolwork to the best of their ability, and the school timetable is the most familiar routine to all pupils.

For this reason, we retain our school movement breaks when operating remotely to provide a short comfort break between periods 1 and 2 and periods 3 and 4.

Pupils are expected to complete all tasks and meet the deadlines set by their teachers. If deadlines are not met, this can mean that vital feedback is not given to pupils at the most appropriate time.

Pupils may experience difficulties from time to time and are encouraged to contact subject staff or a member of the Pastoral Team who will provide support.

What checks will be made to ensure my child is engaging with their work and how will I be informed of any concerns?

If a pupil does not engage with a scheduled live lesson, parents/carers can expect a telephone call from the school informing them their child has not attended a live lesson. It is the pupil's responsibility to ensure they can access the school's remote learning provision at home and, if there are particular difficulties in accessing the set work, the school must be informed. Teaching staff will monitor the submission/attendance of all remote learning tasks daily and will communicate with parents/carers any causes for concern.

How will my child's work be assessed?

As part of the remote learning curriculum, teaching staff will set assessment tasks for pupils to complete. These may include written tasks that will need to be uploaded to the school's VLE (marked by the class teacher), or may be set on a subject specific e-learning platform (marked automatically online). Feedback will be provided to all pupils in line with the school's Assessment Policy and will be sent to pupils via the school's VLE if marked by the teacher, or immediately scored by the e-learning platform.

Setting assessment tasks using the school's e-learning platforms can be an effective way for pupils to get instant feedback on their work at home. These assessments are automatically marked by the online software and will then be reviewed by the teacher once completed. Any issues highlighted in these assessments may then be addressed during the next live lesson.

5. Children with Additional Needs

How will children with additional needs be supported at home to access remote education?

We recognise that some pupils, for example those with Special Educational Needs or Disabilities (SEND), may not be able to access the remote learning content without support from adults at home or additional support and guidance from us. We acknowledge the difficulties this may place on families, and we endeavour to work closely with parents/carers to support these pupils.

If you wish to raise a concern regarding SEND provision for pupils, please contact our school SENCO Mrs Lee on leet@mgsg.kent.sch.uk.

We recognise that this is a very difficult time for all pupils and periods of school closure may affect a child's general wellbeing and mental health. During periods of school closure, or individual self-isolation, the school will aim to contact all pupils who have a history of anxiety and make all necessary provisions to ease the stress levels on these pupils.

The school will operate a specific email address safeguarding@mgsg.kent.sch.uk where safeguarding concerns can be reported. This is regularly checked by specialist staff throughout periods of lockdown and during holiday periods which fall under periods of national lockdown. We inform parents/carers and pupils of when this is operating via our weekly Bulletin and Learning Leader Newsletters. We publish a wide range of support available for pupils to access during holiday periods should a pupil require additional support.

6. Remote Education for Individual Self-Isolating Pupils

If my child is not in school because they are self-isolating, but other members of the class remain in school, how will their remote education differ from the approaches described above?

During Terms 1 and 2 (September 2020 – December 2020), this was the most common type of remote education provision. In essence, the principles of the school's remote learning strategy will remain, but there will be occasions when pupils in self-isolation will not be able to access the classroom-based learning experienced by their peers.

Teaching staff are doing everything they can to ensure that lessons are prepared for remote or classroom-based learning. We are also working hard with our teaching staff to ensure they feel confident when delivering lessons to pupils both in the classroom and in self-isolation.

It is not always possible for teaching staff to operate a live lesson whilst also running a lesson on site. Our teaching staff aim to deliver this provision wherever appropriate. However, when this is not appropriate, our teaching staff will provide learning materials to all self-isolating pupils via the school's VLE or MS Teams. Pupils will receive notifications of work set via their school email.

MGSG Remote Learning Framework

Approach	Strengths	Gaps	Score (out of 5)	Actions
Leadership				
<p>Remote education plan</p> <p>There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.</p> <p>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum.</p>	<p>Remote education follows the established Schemes of Work across all subject areas. In practice there may be adjustments made to tasks to ensure they can be remotely accessed effectively. All lessons are delivered live in line with school expectations.</p> <p>Our minimum expectation is 25%, but in practice our staff are delivering significantly above this minimum expectation. We recognise that some topics, teaching strategies or planned lessons are best delivered in other ways. We give our staff the freedom to exercise their professional judgement in this regard.</p> <p>The expectations of all pupils are high. We expect that all live lessons are attended, and all work is completed and submitted on time.</p> <p>The school operates a tracking mechanism for this, informing parents via a telephone conversation if a live lesson is missed. Contact regarding work set is led by the class teacher in the first instance.</p>	<p>Staff are expected to use MS Teams for all live lessons to offer a consistent video conference platform. However, Zoom is used by some staff as appropriate.</p> <p>Line Managers to monitor and evaluate the effectiveness of remote learning within each department in line with normal expectations.</p>	4	<p>SLT line managers to discuss the effectiveness of remote learning with Curriculum Leaders.</p> <p>Audit live lesson coverage.</p> <p>SLT line managers to discuss with Curriculum Leaders the training required to move entirely to MS Teams by March 2021.</p>

<p>Communication</p> <p>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education.</p>	<p>All stakeholders have received notification of the school's remote learning expectations. These are published on the school's website.</p>	<p>With the development of our remote education practice, all stakeholders will be updated of any further changes.</p>	4	<p>The weekly School Bulletin will continue to provide updates as required to all stakeholders regarding remote learning provision.</p>
<p>Monitoring and evaluating</p> <p>The school has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> • understanding the impact on staff workload and how to mitigate against it • staffing changes • having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts 	<p>All teaching staff are to submit registers on SIMS when live lessons take place. The parents/carers of all absentees are called within 24 hours of the missed live lesson.</p> <p>All pupil sickness is entered onto SIMS when the school is notified in line with our requests to parents/carers. Phone calls are not made to absent pupils when a notification of pupil sickness is received.</p> <p>If a pupil has not submitted a task (on the school's VLE, MS Forms or MS Teams assignments) by a given deadline, a neutral behaviour notification is issued to parents/carers via Go4Schools.</p> <p>If a pupil persistently misses remote learning tasks, teachers will list them as a Cause for Concern and contact parents/carers via email or phone call.</p>	<p>Staff workload is regularly considered and reviewed.</p> <p>Regular consultations with Curriculum Leaders on effectiveness of remote education.</p> <p>Guidance and strategies for working remotely have been issued. These include if staff are working from home, including the need to take regular breaks in line with published timetable.</p> <p>Regular CPD (re: use of MS Teams) provided as well as individual feedback and assistance where required.</p>	4	<p>All teaching staff engage in departmental development time on a Friday afternoon (from 2:25pm – 3:25pm). Any staff concerns/issues are forwarded to SLT line managers where appropriate. Action/support can be given. This will be generally directed by Curriculum Leaders, except where the school calendar indicates and in exceptional circumstances when the time may, for example, be directed by SLT.</p> <p>If concerns continue, parents are to be contacted by the Subject Leader, who will track and monitor future work.</p>

	<p>Staff are free to conduct remote learning from home but are expected to assist the rooms for Key Worker or Vulnerable students the staff rota dictates. Staff may also choose to work on site in an assigned teaching room in line with the whole school risk assessment of on-site working during school closure.</p> <p>The School has also purchased software to assist staff (re: Parents' Evening).</p> <p>Teachers are not required to set work if they are unwell and any changes in attendance are monitored centrally to provide support as appropriate.</p>			
Remote Education Context and Pupil Engagement				
<p>Home environment</p> <p>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.</p> <p>The school supports pupils on how to self-regulate during remote education.</p>	<p>Learning Leaders are in regular communication with pupils who are considered vulnerable, including those who are educationally vulnerable. These pupils were mainly identified during the first lockdown, but lists are maintained and updated each day.</p> <p>Learning Leaders also provide a weekly newsletter which will include age-appropriate wellbeing information and guidance to manage mental health.</p>		5	

	All pupils have been informed that the best way to manage their time is to follow their school timetable and timings for the day in line with published documents. Reminders are shared via our weekly Bulletin.			
<p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school.</p>	<p>The school has invested heavily in remote learning devices to allocate to pupils since March 2020. We have allocated over 60 devices to pupils who are in need and have been allocated 39 devices from the Department for Education. The school actively identifies and offers pupils, who may benefit from working in school, the opportunity to do so.</p> <p>The school has received three requests for mobile data. Parents/carers may request an increase to their mobile data via email using mobiledata@msgg.kent.sch.uk.</p>		5	School will issue devices to pupils when requests are received.
<p>Supporting children with additional needs</p> <p>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.</p>	<p>All pupils who are within the vulnerable category are monitored weekly by Learning Leaders.</p> <p>Pupils/Parents/Carers can request devices, and those who are vulnerable take priority. Checks are made by the Learning Leaders and</p>	Parents/Carers of students with additional needs receive guidance on how to support students with additional needs when remote learning.	4	<p>SENCO to provide guidance to vulnerable pupils who require assistance with their remote learning education. Articles found to support students with additional needs are:</p> <p>Kami App Blog</p>

<p>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.</p>	<p>any improvements to provisions are made immediately.</p> <p>All pupils will access content online, whether this be via the school's VLE or MS Teams. Any access issues are quickly resolved by the IT Network Manager.</p>			<p>Supporting Resources for Students with Additional Needs</p>
<p>Monitoring engagement</p> <p>The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern.</p>	<p>The school has a clear Remote Learning Flowchart that provides teachers with key instructions when monitoring pupil engagement and progress for all remote learning tasks.</p> <p>Office staff will contact parents/carers within 24 hours when a student is absent for a live lesson. This is then tracked by Learning Leaders and class teachers each week,</p>		5	
<p>Pupil digital skills and literacy</p> <p>The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND.</p>	<p>A substantial majority of pupils have responded positively to the use of MS Teams or the school's VLE to access their remote learning.</p> <p>The school has distributed over 60 devices to its pupils, we are confident that all pupils are able to access their remote learning and access to appropriate technology is not a barrier.</p> <p>All pupils were shown how to use the school's VLE and MS Teams</p>		5	

	<p>throughout Term 2. Technical support is available via email at helpdesk@mgsg.kent.sch.uk.</p>			
Curriculum Planning and Delivery				
<p>Minimum provision School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <p><u>Lower and Upper School:</u></p> <p>5 hours a day</p> <p><u>Sixth Form:</u></p> <p>5 hours a day + independent learning</p>	<p>The school minimum expectation is for 25% of lessons to be conducted live across each timetable cycle. Staff are therefore encouraged to be flexible with their remote learning tasks to ensure that pupils make the most of their time working from home.</p> <p>Most staff will choose to deliver more than the minimum expected live lesson provision. It is expected that where lessons are not live the class teacher is available via email or MS Teams for the duration of each timetabled lesson.</p> <p>Pupils are directed to follow their normal timetable and will be given 5 hours of work per day in line with their published timetable.</p> <p>Independent study, outside of planned lessons, is expected for pupils in the Sixth Form.</p>		5	<p>Develop staff confidence to offer a significantly greater number of live lessons and a vast range of learning activities to engage all pupils</p>

	Staff may choose to set homework for all pupils according to the published Homework Timetable.			
<p>Curriculum planning</p> <p>The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different.</p>	<p>The school plans to operate its usual curriculum across all subject areas wherever possible.</p> <p>When pupils are at home whilst others are in school, they will be sent the class work and offered additional support.</p> <p>Pupils may also be invited into live lessons, so they can join their peers inside the classroom.</p>	Cameras in all classrooms may be required around the school for live lessons to take place.	4	<p>Audit of cameras to be completed by the end of Term 3 to prepare for the return of pupils to the classroom.</p> <p>Teaching staff to be offered a graphics tablets during Term 4 to facilitate home learning for students in isolation.</p>
<p>Curriculum delivery</p> <p>The school has a system in place to support remote education, using curriculum-aligned, resources.</p> <p>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such as Oak National Academy), and time given for pupils to complete tasks and assignments independently.</p> <p>The school uses a digital platform to support effective communication and accessibility</p>	<p>The school uses MS Teams to deliver live lessons using video conferencing. This software may also be used to set assignments for pupils under timed conditions.</p> <p>All teaching staff received training on MS Teams on Monday 23rd November in order to complete a managed transition from Zoom. Further support is available using the MS Teams Support Team.</p> <p>Non-live tasks will be uploaded to the school's VLE, MS Forms or as an assignment in MS Teams and pupils are expected to submit work for assessment in line with task directions.</p>	Teaching staff to receive further training by the end of Term 3 to accommodate a full use of MS Teams.	5	Identify staff teams or individuals who require further support to move to a full use of MS Teams by the beginning of Term 4.

<p>for all pupils, including those with SEND.</p>	<p>The school also has a considerable number of e-learning resources that support learning in multiple subject areas.</p> <p>Teachers are available to support all pupils via email, or may choose to arrange tuition or drop-in sessions on MS Teams.</p>			
<p>Assessment and feedback</p> <p>The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.</p> <p>The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate.</p>	<p>The school assessment policy states that written feedback must be provided to pupils once per fortnight. The policy states there are many ways to assess a pupil's work. All feedback options and target setting can be completed digitally when pupils are self-isolating.</p> <p>Pupils may receive work through the post where this is appropriate.</p> <p>Any Causes for Concern are tracked weekly by Learning Leaders and class teachers.</p> <p>Given the high proportion of live lessons each day, feedback is considered to be shared continuously, as it would be in any lesson. Pupils are expected to reflect this in their notes/workbooks.</p>	<p>Middle/Senior Leaders to track feedback issued to disadvantaged pupils.</p>	<p>4</p>	<p>Curriculum Leader tracking to take place during Friday afternoon departmental time or another appropriate time if team members are unavailable at this time.</p>

	<p>Pupils may also seek help when accessing MS Teams lessons or via email.</p> <p>Attendance data is monitored daily and analysed once per week and Pastoral staff monitor the progress of all pupils including those who are disadvantaged and have additional needs.</p>			
Capacity and Capability				
<p>Effective practice</p> <p>Senior leaders are aware of published guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching.</p>	<p>Senior Leaders send guidance from a range of sources to staff each week. Information is selected and targeted to appropriate groups of staff.</p> <p>Relevant articles are circulated via the school's staff briefing notes and anything of immediate use is sent via email. This may also be achieved through the school's National College, SSS Learning or Optimus subscriptions.</p> <p>An MS Teams help group is available for staff to request further MS Teams training.</p> <p>Good practice for remote learning is shared among all staff via an MS</p>		4	<p>Staff to request relevant CPD and attend appropriate webinars or remote CPD as appropriate.</p>

	<p>Teams group called 'Remote Teaching - Sharing Good Practice'. All members of staff are encouraged to contribute.</p> <p>Regular reminders of where to access support and good practice are given via Staff Briefings.</p>			
<p>Staff capability</p> <p>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.</p> <p>Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>	<p>All teaching staff have been trained on the use of MS Teams and the confidence when using this platform is increasing.</p> <p>Where staff require more training or guidance, an interactive MS Teams channel has been set up in order for staff to access the assistance they need called 'Teams Virtual Helpdesk'.</p> <p>Teaching staff may communicate their concerns to members of SLT who will assist them where possible.</p> <p>The school's IT Network Manager is on hand to provide support for any technical issues involving the school's VLE and MS Teams via helpdesk@mgsg.kent.sch.uk.</p> <p>Teaching staff have access to e-learning software used in their departments.</p>	<p>Support, guidance and help is available for teaching staff, in addition an IT skills audit may be helpful in understanding the training needs of all staff.</p> <p>The school SENDCO distributes appropriate information and guidance to staff about individual SEND pupils and how to support their learning.</p>	4	IT skills audit to be distributed in Term 4 and further training to be provided as appropriate.

Communication				
<p>Realistic expectations of pupils, parents and carers</p> <p>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.</p> <p>Pupils understand the expectations on how many hours they should be learning and how to participate in remote</p>	<p>All pupils have received guidance on how to submit assessments to their class teachers via the school's VLE or through MS Teams. Clear instructions were provided to pupils before March 2020 lockdown, and any instructions for new pupils have been distributed.</p> <p>Parents/Carers are encouraged to discuss remote learning with their child and help monitor the work set by class teachers. They are also encouraged to try to provide a safe and quiet working environment in the home to aid their child's learning.</p>		4	<p>Regular advice and guidance issued to parents throughout all periods of remote education. The school will continue to communicate with parents as appropriate. The school will share the 'Top 10 Tips: Remote Learning for Parents' document from National Online Safety.</p>

<p>education (for example, how to submit assignments).</p>	<p>This information has been distributed to parents/carers during our transition phase, but is re-emphasised continuously.</p> <p>The school also regularly invites parents/carers to readily communicate any concerns with the school, so they can be rectified as soon as is practicable.</p>			
<p>School community events</p> <p>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.</p>	<p>The school has maintained high quality pastoral support throughout periods of closure. Form Time runs twice per week when pupils are self-isolating. These are short 15-minute sessions which allow our pupils to get together with their tutors to discuss any issues/concerns they may have. They will also follow 5 planned tasks set by their Learning Leader and set by their Form Tutor. We are also running our normal PSHE programme, which also delivers key information and guidance on wellbeing.</p> <p>The school's PE department have set up a school House competition 'The Everest Challenge' and more House events will be organised across terms 3 and 4. House points will be issued to the winners of these competitions.</p>		5	<p>Learning Leaders to drop in during tutor time to check on student concerns.</p>

	<p>Our subject areas have launched competitions via our weekly Bulletin item #letskeepbusy.</p> <p>#letskeepbusy invites and actively encourages all members of our school community to share ideas and suggestions for what to do in lockdown.</p>			
Safeguarding and Wellbeing				
<p>Ensuring safety</p> <p>There are clear safeguarding protocols in place to ensure pupils are safe during remote education. It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding</p>	<p>The school operates a very clear procedure for safeguarding when remote learning from home. We are committed to ensuring our pupils are safe. Any incidents are monitored daily by the Learning Leader Team and reviewed weekly by SLT.</p>	<p>All members of our school community are made aware of the Safeguarding email via our weekly Bulletin.</p>	5	<p>Weekly Bulletin informs all stakeholders about or Safeguarding email address.</p>

<p>concerns in relation to remote education.</p>	<p>All safeguarding concerns can be sent via email to safeguarding@mgsg.kent.sch.uk. This email address will be checked daily and responded to accordingly.</p>			
<p>Online safety</p> <p>If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online.</p>	<p>The school has a commitment to protect pupils when online. Online Safety is promoted through all lessons and there are very high expectations of behaviour when participating in online learning. Parents/carers can sign up to the National Online Safety website, where extra training resources and articles can be accessed.</p>	<p>Pupils/Parents/Carers/Staff to receive:</p> <p>10 Top Tips: Remote Education for Parents</p> <p>10 Top Tips: Remote Education for Educators,</p> <p>10 Top Tips: Remote Education for Pupils</p> <p>guidance from National Online Safety.</p>	<p>4</p>	<p>All stakeholders to be issued the relevant guidance relating to Remote Education from NOS.</p> <p>Further relevant guidance to be issued where necessary. Parents are encouraged to download the free online safety app from NOS. Free Online Safety App (Apple) Free Online Safety App (Android)</p>
<p>Wellbeing</p> <p>Leaders, teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with pupils, one to one and via assemblies, particularly for those that are most vulnerable.</p>	<p>As stated previously, we are committed to the wellbeing of all pupils and staff.</p> <p>Learning Leaders have regular 'check-ins' with vulnerable pupils and discuss a range of issues surrounding wellbeing and remote education.</p> <p>Form tutors also meet their form groups twice per week, and any concerns are either discussed in the session or passed onto Learning</p>	<p>Learning Leaders make regular contact with the most vulnerable pupils, inviting them to attend school to access support or complete work.</p>	<p>5</p>	<p>The school participates in a remote relaxation session for all staff after school once per week.</p>

	<p>Leaders if more bespoke help is required.</p> <p>All class teachers complete a Cause for Concern document on a weekly basis and regular checks are made on all pupils who do not engage with remote learning, or whose work is deemed to be of an inadequate standard.</p> <p>The school has appointed a School Counsellor who will be able to support any individual pupil concerns.</p> <p>Staff members may discuss any issues/concerns with line managers during their fortnightly meetings and may request access an individual session with the School Counsellor.</p>			
<p>Data management</p> <p>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).</p>	<p>The school is in regular contact with its DPO and sends DPIAs to approve remote learning software.</p> <p>All data is regulated and managed according to our DPOs recommendations.</p>		5	
<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Pupils</p>	<p>The school's Behaviour Policy includes online infractions within its framework and suggests sanctions accordingly. All teachers are expected to monitor pupil behaviour and apply sanctions where</p>	<p>SLT review any behaviour incidents and respond to staff and pupils accordingly.</p>	4	<p>School behaviour checked regularly on Go4Schools. SLT line managers to discuss with Curriculum Leaders or pastoral staff as appropriate and parents contacted if necessary.</p>

<p>know them and teachers monitor and enforce them.</p>	<p>appropriate and in line with published school policy. The school has also issued a COVID Annexe to its Safeguarding policy.</p> <p>The school promotes positive attitudes in its pupils by issuing House points to students for excellent work, positive behaviour and supporting their peers. House points are totalled up weekly and will contribute to one of three House Trophies.</p> <p>#letskeepbusy also encourages pupils to celebrate their achievements through lockdown wand is published with the weekly Bulletin.</p>	<p>SLT and Middle Leaders to support teaching staff when managing behaviour incidents during live lessons.</p>		<p>School to update COVID Annexe to include Remote Learning behaviour expectations.</p>
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