



Remote Education Provision at Kings Norton Girls' School and Sixth Form

This information is intended to provide clarity and transparency to students and to parents/carers about what to expect from remote education if required to self-isolate at home during the continuing Covid-19 pandemic.

The curriculum

The same high quality and sequenced curriculum will be taught both in school and via remote learning although, occasionally, there may be some small changes where it is not possible to teach exactly the same content or skills. Amendments have been made to the curriculum to ensure full recovery of curriculum after each whole school lockdown and support given to individuals in need. Further information on these amendments are available on the school website on each subject page. Any further amendments will be communicated in due course.

Teaching and Learning via Remote Education Provision

Remote education will follow the usual school timetable and is therefore of equivalent length to the core teaching students of all years would receive in school. Students are asked to log on to Microsoft Teams at the start of each lesson, following their usual timetable. The teacher will either continue the lesson via Teams or will direct students to independent work from the Remote Learning folder in StudentShare. We recognise that not all students have a laptop available for sole use. However, advice and guidance on how to access Teams via mobile phones or other devices is also in the Remote Learning folder in StudentShare. If this is not possible, students should have access to pre-printed materials so that they can continue their learning. If students do not have access to a device, parents or carers are asked to contact the school via enquiry@kngs.co.uk so that support can be arranged.

During Remote Learning, feedback will be given to students to help with their understanding. At times, this will take the form of discussion on Teams, whole-class feedback or quizzes. Some teachers may use Microsoft Teams Assignments to receive work and to give feedback and again, further guidance is available for students in the Remote Learning folder.

Safeguarding

Teachers are aware that students use a range of devices in order to access Teams lessons and for this reason, students may be asked to respond in Teams lessons either via audio or the chat function. Both teachers and students are asked to be aware that they are in an appropriate environment and are aware of their background if cameras are used and follow the safe use of IT guidance at all times. This can be found at <https://www.kngs.co.uk/closure-informationintroduction/safeguarding/> This link contains guidance/expectations for parents/carers and a separate document for students to read. Parents/carers are asked to facilitate the reading and understanding of both documents. They contain expected processes and also how to access help if needed.

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In exceptional circumstances, Teams is used for intervention with individuals. In this case, students will initiate the call and parents/carers are asked to be present when calls are made. A record of the content of the intervention will be kept.

Letting us know if students should be accessing Remote Learning

If waiting for a PCR test or if the PCR test is positive then the student will be marked as ill (I). However, your child may be well enough to complete schoolwork. Consequently, we ask all parents/carers to communicate with the school as to whether or not their child is isolating only and well enough to attend lessons online and complete work or whether they are too ill to attend and complete work. If circumstances change parents/carers must inform the school.

Where students are isolating as an individual but the rest of the class are in school

In this situation, we ask that students use the same system as that outlined above. They should log on to Teams at the start of each lesson. The class teacher will then either continue to teach via Teams or ensure that the student self-isolating is clear about the work and how to access it. If students are sent home from school, they should access remote learning as soon as possible on reaching home and at the latest, the first full day in isolation. Students do not need to access form time via Teams unless the year group have an assembly.

Students with Special Educational Needs

We know that some students have special educational needs and disabilities. Teachers take these needs into account when planning and delivering remote learning. However, if students have difficulties, please ask them to talk to or contact via email subject teachers in the first instance. We endeavour to continually improve our provision and welcome feedback as to how to better support students with SEND needs.

Lack of engagement in Teams lessons

If students are self-isolating and parents/carers have informed us that they are well enough to work but do not join the Teams lesson, parents and carers should be informed either the same day or the next day. A message may be sent via the SIMS parent app letting parents/carers know of lack of engagement in remote learning where absence is not due to illness.

The Quality Of Remote Learning And Ease Of Access.

Finally, we know that these are exceptionally difficult circumstances for many families and we do not underestimate the challenges that may be faced in some households. We endeavour to support students to continue with their high quality learning whilst accessing education via remote learning. However, we at KNGS are continually developing and learning more about the most effective remote learning. This means that we ask for your support if we do not always get it right but we do value and seek feedback in our endeavours to improve.

Students are asked to feed back on the ease, access and quality of remote learning regularly via online student questionnaire, form tutors and subject teachers. We also ask that you let us know if there is anything we can do to improve via subject teachers, form tutors, Heads of Year. Please email enquiry@kngs.co.uk for any further assistance.

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