Flixton Girls School: Remote Learning Plan

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Flixton Girls School has developed the following plan. This plan offers remote learning opportunities through our G Suite tools as a Google for education school.

This plan will be applied in the following instances:

- An individual is self-isolating because of a positive test within the household;
- A group of children are self-isolating because of a case of coronavirus in the bubble;
- A whole bubble, cohort or the vast majority of the school is self-isolating because of an outbreak of coronavirus or due to a forced school closure

The plan complies with the expectations and principles outlined in the DFE contingency framework and in the updated restricting attendance during the national lockdown DfE guidance.

1. **What should my child expect from immediate remote education in the first day or two of students being sent home?**

If the school is contacted on the Monday morning that a student is to be X coded we will endeavour to contact class teachers to ensure there is work on Google classroom for students to access. In the event of the teacher not being available due to teaching we will direct students to log on to SAM learning and GCSE POD and complete independent work until the class teacher can set formal tasks to be completed. However, we will ensure that work for all X coded students will be in their classrooms within 24 hours and we ask parents/carer to email admin@flixtongirls.com where this is not in place. Where there is a full lockdown situation students will have work ready and set on Google Classroom and will follow their normal timetable.

2. 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?

We teach the same curriculum remotely as we do in school **wherever possible and appropriate**. However, we have needed to make some adaptations to subjects. For example, Core PE, Music, Computing, Art and Technology due to the practical elements of the subject. If Students are working remotely subjects may have to move the scheme of learning around and teach it in a different order so that students are able to access their learning without being in the classroom environment. Some subjects, for example languages will rely on pre-recording lessons so that students have the opportunity to copy and repeat target language which will be more difficult in a live Google Meet environment. Remote learning at Flixton will be offered both asynchronously and synchronously. This means there will be a blend of live teaching, pre-recorded, independent learning tasks set and the use of external digital platforms. We will not deliver 100% of the school timetable and curriculum live face to face on Google meet but will ensure that teachers interact live with students if they need help via the Google classroom chat function and through feedback on submitted high quality work.

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

KS 3 and 4: We will set work in line with the DfE expectations, which is 5 hours learning a day. *This does not have to be 5 hours of taught lessons or contact with a teacher; this is the amount of time that set tasks should take.* We will work with our parents and carers if there are any issues which arise with student workload and will try our best to support this. Due to the complexities of remote learning we will not set students extra homework on top of their learning but their may be occasions where they are asked by the classroom teacher to complete any missing work that was set that week.

KS5: Students have less subjects to contend with and may be set work of a longer length to complete due to the nature of A levels

4. How will my child access any online remote education we are providing as a school?

Our whole school digital platform for the setting of work is **Google classroom.** This is the student's central area for all classwork and teacher engagement and is similar to Microsoft Teams. Within all plans, teachers will set appropriate work in line with our current curriculum. This may be supplemented by additional online programmes such as: SAM learning, GCSE Pod, Hegarty Maths, Memrise (MFL), Seneca learning, Kerboodle, Google forms, YouTube and The Oak National Academy recorded lessons. Students will be directed in the classwork section which platform is required for a particular lesson or assessment.

5. 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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education and have invested in a number of chromebooks (outside of the DfE allocation) which we will issue to students in the following ways. Firstly if a group of students are sent to self-isolate and do not have a laptop we can loan these out for the isolation period, whilst the majority of the student population remains in school. If the school is in a full

lockdown we ensure that the vulnerable and key worker students have access to devices in school and the remaining laptops are given out to parents/families based on level of need and requests which are made through school. Our Assistant Headteacher for Inclusion is in charge of this allocation and if any families need to request this support they email ahulse@flixtongirls.com

We have a limited number of chromebooks and laptops available and not all requests will be able to be granted. During a full lockdown period where we are unable to provide access due to availability we will look to invite students into school to support them with their learning. If families need support with improved internet access and data please email admin@flixtongirls.com and we will liaise with families to look at giving access to dongle devices or complete a data increase request online via the DfE.

6. How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely. Teachers will not be teaching 100% of timetabled lessons live but will they always be available for students in their Google classroom during the timetabled lesson to support students and answer any questions they may have. As a school we have read the DfE expectations, the Education Endowment Fund research and have asked teachers to offer a blended approach to remote education and whilst many will deliver live lessons via Google meet it is not always possible, when they are in school on a rota basis also supervising the key worker and vulnerable students. As a result we are using Google Classroom as our main digital platform for engaging and setting work and will utilise other digital platforms within the teaching and learning delivery.

Google classroom will be utilised in a number of ways
- **Year group Google classroom** - students will need to answer an attendance question in their year group Google classroom by 9 am every day. If a student is unwell please call the school and we will log this as sickness absence

- **Subject Google classroom** - students will have been invited to all their subject Google classrooms. They can join the classroom in the following ways:
    - Log on to Google using their school username and password, click the 9 grey dots **(waffle icon)** and go to the Google classroom and accept any invite
    - Join a Google classroom using the class code from your teacher or access it via the spreadsheet here
    - Log into your school email account and accept a Google classroom invitation. Follow this link https://webmail.flixtongirls.com/owa/ and enter your username and password to view your school emails
    - Students **MUST** use their school email and password to access all remote learning. Private email accounts cannot be used.
    - The online platforms such as SAM learning, Seneca learning and Hegarty Maths are already used widely in school and will be used to support remote learning. Class teachers may set tasks through these platforms but will post all instructions via Google classroom about how they are to be completed. Most of these will be utilised to support the retention and retrieval of core skills.

Lessons will be a combination of

- Live tutorials or drop-ins via Google meet where the student can speak to the teacher face to face (any live lesson will be announced by the teacher in the google classroom and a meet link shared)
- Powerpoint/Google slides provided for students to complete activities and the teacher will be available on the chat button in Google classroom via the chat function to answer any questions
- Pre-recorded videos that students watch and then comment on in the Google classroom. The Oak National Academy videos may also be used for students to watch. There use is actively encouraged by the DfE and Government
- Activities, tasks and quizzes set via SAM learning, Hegarty and the other online platforms we offer as a school

Preparation for home learning

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- **SAM LEARNING** - click here for instructions. The school **ID is M41 FH**. To reset a SAM learning password **please email student_admin@flixtongirls.com**
- **Google classroom and Google drive** - login using your school email address and password which is the year you leave school e.g. 2024 so you would use the number 24. The first 4 letters of your surname and the first 2 of your forename e.g. 24blogjo@flixtongirls.com
- **GCSE POD** - click here and when you arrive at the site click the purple **NEW HERE** icon and follow the registration instructions
- Details of any other subject-specific platforms will be shared in the Google classroom. If you have any queries about these **please email student_admin@flixtongirls.com**

If a student is struggling to access online learning or has forgotten their school username and password please email admin@flixtongirls.com and we will address this. Further information and Google 'How to' guides have been emailed to parents and can be re-emailed if requested. We have also generated a parental and student FAQ sheet here that can guide you with some of your remote education queries.

The initial response to any isolation will be to provide children with home learning via Google classroom. If there are any students who cannot access online material please email admin@flixtongirls.com or call the school.

What will my child's daily routine look like?
- Students to log on and register attendance in their Year group Google Classroom **by 9 am**
- Students to follow their school timetable and complete the work set in their subject classrooms for that period

Block 1a - 9:00 - 9:50

Block 1b - 9:50 - 10:40

Block 2a - 10:55 - 11:45

Block 2b - 11:45 - 13:15

Block 3a - 13:15 - 14:05

Block 3b 14:05 - 14:55

- Students can ask questions in the Google classrooms and message teachers for help *(teachers will be in their classrooms at the allocated timetable time)*
- Teachers will notify you if they are delivering a live lesson on the Google classroom stream
- To attend a live lesson click the Google meet link in the Google classroom. Students do not have to be on camera and can mute themselves. Students can ask questions in the chat function and we ask that students engage as much as possible in these forums
- If a student is unwell please let the school know via admin@flixtongirls.com so that teachers are aware some work may not be completed on time

Please Note Some subjects will offer a slightly different curriculum online to that delivered in the school. This is mainly subjects that require specialist equipment such as music, physical education and some technology subjects. Some subjects may also teach the scheme of learning in a different order than originally planned to maximise learning.

7. 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?

Please click here to read the roles and responsibilities table and expectations of parents/carers, students and staff with regards to providing effective remote education. It is a legal requirement for schools to offer remote education so it is expected that **all** students engage with their remote learning. Systems will be in place to reward and praise high levels of engagement and to follow up any poor engagement and contact parents and carers where students may be causing concern.

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

Classroom teachers will be ensuring students are engaging with remote education daily through the completion of work set and attendance at any live lessons via Google meet. We have the ability as a school to see every student's engagement with Google classroom. A report is generated every 24 hours tracking the number of tasks set, completed, late and missing across every Google classroom. This data will be extracted weekly and students will be placed on a tier using data from the % of tasks completed in relation to the number set within the week. The boundaries for each tier are:

Tier 1 – 60% and higher
Tier 2 – 50% - 59%
Tier 3 – 31% - 49%
Tier 4 – 30% and lower

How will we praise and recognise high engagement?

Each week the list of students in the year group will be sent to all teachers. Any student on a tier 1 - 2 will receive a positive email home congratulating them for their engagement each week. The top 10% of students in each year group will receive an extra well done from the Assistant Headteacher and any students who are in the top 10% for two weeks running will receive a handwritten praise postcard from the Headteacher. Students who may have engaged in 1 or 2 of their subjects on tier 3 and 4 we will ask classroom teachers to ensure they are given appropriate praise and recognition.

How will we take action where engagement is a concern?

The weekly tracker will allow us to track if students are submitting and completing work set. Any student on tier 1-3 not engaging with individual subjects will be contacted by individual classroom teachers to remind them that work needs completing.

- Poor quality work will be resent to the student to improve within a reasonable timeframe
- If a student has not submitted their work the teacher will message them in the Google classroom (a gentle reminder)
- Continued non-engagement at a subject level the classroom teacher will then email or call home to update the parent/carer
- If further non-engagement in an individual subject continues the Head of House will then contact home and the escalation process continues

Any student on a tier 4 not engaging with a number of subjects will be called either by the Head of House, the welfare team or a member of SLT and these students will be closely monitored each week. The welfare team and EWO will also identify a list of students whose class teachers will not contact, this could be due to safeguarding concerns or that student having a key point of contact. This list will be checked and updated weekly.

This tracking of engagement will work alongside our daily welfare calls and where possible we will endeavour to ensure that academic engagement concerns are addressed during these calls so that parents and guardians do not get overwhelmed with communication from school.

The sharing of the engagement ragged tracking is not easily shared due to how the data is generated. If parents would like to see the finer details of this please email admin@flixtongirls.com and we will be able to contact you about this

8. 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 Google forms and the chosen digital platforms are also valid and effective methods, amongst many others. Our approach to feedback on a students work is as follows:

- If the work submitted is not of the standard expected it will be resent to students and not marked until resubmitted

- Teachers will use the methods which work best for their subject and have a balance of providing good feedback which is meaningful and manageable for the teacher

Here is a list of the methods we are currently using across a range of subjects:

- Private feedback comments in the Google classroom
- Whole class feedback on the Google classroom stream - this will be used if many students message with similar questions privately
- Feedback on submitted work - students may see comments on the work itself
- Google forms automated feedback
- GCSE POD and SAM learning tasks feedback
- Mote - voice recorded feedback in Google classroom and/ or on work submitted
- Feedback within a live Google meet
- Whole class feedback sheets

9. Additional support for students 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 students, for example those with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at thome. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students in the following ways:

- Students in the first instance will be offered a place at school so they can be supported on site
- Those who are unable to attend school will have a key adult who contacts them for support via phone or Google meet
- All teachers have access to students provision plans to ensure that work set is realistic and achievable
- Where students would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Google meet as long as the agencies engage
- Any students who are self-isolating and working from home who have an EHCP will be invited to attend school. those who do not attend will be provided with appropriate support, as agreed with the SENDCO but if there are concerns about engagement we will work with appropriate agencies and the families to get the students into school

10. Remote education for self-isolating students

Where individual students 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 of whole school 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?

Students will continue to be set work via Google classroom, which is in line with the scheme of learning and where possible will follow the curriculum and what their peers are completing too. Feedback will be given on work completed and submitted. Some teachers may offer a live Google meet for students to attend but this is at the discretion of the teacher and may not always be possible.

*If you have any concerns regarding work set for a students who is self-isolating please contact admin@flixtongirls.com

11. Behaviour

Students' conduct, engagement and behaviour with their remote education will be monitored. It is expected that students engage with their learning as they would if they were in school and conduct themselves appropriately at all times.

Student roles regarding technology

- I will follow the students IT acceptable use policy (clearly stated in the students planner)
- I will be responsible for my behaviour and actions while using Google classroom and other digital platforms. This includes the resources I access and the language I use
- I will not join any other Google classrooms or Google meet lessons that are not those I am timetabled to
- I will make sure that all my communication with students, teachers or others using technology is responsible and sensible
- I will not deliberately browse, download, upload or forward materials that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to a teacher
- I will not record or take pictures of my classmates or teachers during live or face to face sessions
- I will not share any school content via social media sites
- I understand that when using Google classroom and other applications provided by the school that my use can be monitored and logged and can be made available to my teachers
- If teachers use Google meets or audio/video conferencing I understand that this might be recorded by the teacher only in order for this to be forwarded to any student who missed the live conferencing
- I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent my be contacted
- I understand I can comment on the Google classroom stream to ask for help about their learning or can message their teacher for support in the private message function. Any inappropriate comments or comments not related to learning will be deleted and students will be 'muted' from the stream
- I understand any comments I make which are deemed a safeguarding concern will be passed on to our safeguarding team immediately

Conduct during a live lesson

When participating in a live lesson or drop in offer by the teacher via Google meet you should conduct yourself as you would when on your best behaviour in a classroom.
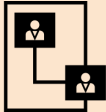
- Be on time to your live lesson
- Be dressed appropriately - please do not attend in pyjamas
- Remain attentive during sessions
- Interact patiently and respectfully with your peers and teachers
- You MUST NOT record each other's online interactions. If the lesson is to be recorded, this will be done by the teacher
- If you are silly in the classroom you will be muted and exited by the teacher

*Google classroom should only be used by students to communicate with teachers. Parents and carers must not message any teachers via this platform. If you have any concerns please email admin@flixtongirls.com

12. Safeguarding/SEND

- Engagement with learning will be tracked weekly and appropriate communication will be made to parents and carers for concerns an positive recognition
- Morning attendance log is tracked daily - students must answer the attendance question in their year group classroom and non-attendance is followed up daily with a text message home
- Welfare calls will take place and these are logged centrally on our CPOMS system (every child will receive a welfare call during lock down and the team will work through the students using their priority lists)
- If a student is vulnerable in any way the DSL and Deputy DSL will ensure that appropriate agencies are notified and arrange for regular safe and welfare checks. These will be logged on CPOMS
- ***Teachers will be available online for the students they teach during the timetabled lesson/ in normal school working hours- queries outside of this time will be answered in a timely manner***
- Some teachers will mark work later in the evening - **WE DO NOT** expect students to have to respond at this time
- We recommend that students turn off any Google classroom notifications in the evening and switch them back on when they begin lessons in the morning. Click here for instructions on how to do this
- Any students who are submitting work late in the evening will be passed to our welfare team and follow this up with parents and carers
- Any students who are sending teachers messages that are a cause for concern, for example late at night or lots of messages via the private chat function will prompt staff to alert the school safeguarding team
- The welfare team will make appropriate contact with all students and have systems in place to contact our most vulnerable students based on an individual risk assessment

Responsibilities when Remote Learning is taking place

SLT	Curriculum Leaders and HoH	Classroom Teacher	Student	Parent/Carer

To support in the delivery of remote learning for isolating students or in the event of all teaching to be delivered remotely, the SLT role is to:

Lesson Monitoring:
- Ensure that all teachers are uploading work which mirrors the timetable of the school day
- Quality assure the online curriculum and work uploaded to Google classroom

Behaviour
- Follow up behaviour incidents as per school policy **(if escalated from HoH)**

Safeguarding and IT AUP
- Ensure that all guidelines are followed
- Ensure that the safeguarding policy and procedure are followed

Wellbeing
- Monitor and be responsive to teacher well-being
- Monitor student and family wellbeing

Be responsive:
- Evaluate if systems are effective and adapt where needed (attendance tracking, welfare calls, safeguarding

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To support in the delivery of remote learning for isolating students or in the event of all teaching to be delivered remotely, the subject lead role is to:

Lesson Monitoring
- Quality assure that work has been set for students online and is uploaded to Google classroom
- Ensure that staff are providing high quality lesson content within the agreed remote learning curriculum
- Ensure that the timetable is followed by all Team members
- Quality assure lessons delivered to students and tasks set
- Ensure staff are confident and well-equipped to deliver high quality remote learning

Engagement and Effort Monitoring
- Track lack of effort and engagement of students using feedback from your Team
- Support your team with non-engaged students. Report persistent lack of effort and engagement to the student's HoH

Wellbeing
- Monitor your teams'

To support in the delivery of remote learning for isolating students or in the event of all teaching to be delivered remotely, the teacher role is to:

Lesson planning/delivery
- Upload lessons to the classes you are responsible for to ensure that isolating/absent students are learning. Assignments can be set to individual students on Google Classroom by selecting their names when creating the assignment. Or to whole groups if you have more students not in
- Ensure that the tasks are challenging and appropriate for the students in that class, using responsive teaching to plan for student progress
- Ensure that students are given clear explanations of what they must do for your lesson (tasks to complete, hand in and submit)
- Ensure that there are assessment mechanisms embedded in each lesson and **provide feedback** on submissions and summative assessments in line with the DfE expectations and T&L guidance

Engagement and Effort
- Monitor student engagement in lessons by checking the Google engagement dashboard and tiered tracker and share any concerns with the curriculum leader
- Challenge students over failure to complete work or complete work to the expected standard and work with parents and carers to overcome this - DO NOT use the Google chat function to engage in large debates with students
- Pass on continued concerns with attendance and engagement to the curriculum leader if you have already spoken to students/parents and carers
- If you have students continually not engaging please log this on SIMS and liaise with your curriculum leader for further support

Safeguarding and IT Acceptable Use Policy
- Follow all AUP guidelines when delivering remote learning, including live lessons - Google meet now has a blur background function. Please use this, students should be muted when you deliver and ask them to turn off cameras
- Adhere to the safeguarding policy and procedure

The students' role during a period of self-isolation or forced home learning is to follow their timetable throughout the remote school day logging on to Google Classroom:

Lessons
- Log onto Google classroom and go to your Year group classroom before 9am and log your attendance
- Complete all work set for that day as per the timetable
- Follow the provided lesson instructions
- Attend any live lessons that are scheduled
- Seek support when needed through the Google Classroom chat function
- Use the self-assessment mechanisms to assess work
- Complete assessments in the allotted time and submit as requested by your subject teacher.
- Respond to feedback given

Engagement and Effort
- All work should be completed with maximum effort - make sure you click **'mark as done'** or **'submit work'** for teachers to mark

Behaviour, Safeguarding and IT acceptable use policy
- Follow the school behaviour policy
- Follow IT AUP guidelines at all times (find this in your planner)

If students do not engage with online learning during the absence and parents

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The parent/carer's role during a period of self-isolation or forced home learning is to ensure that their child is following their timetable, completing the work set and submitting it by the deadlines given.

The role of the parent/carer is to ensure that their child continues to **engage** if absent, and well enough, or self-isolating. Parents should continue to monitor, encourage and motivate their child to complete a work set, always to the best of their ability.

Parents can support by observing the following:
- Ensuring that each day their child logs in to Google classroom and logs their attendance in the year group classroom
- Ensure that each day the student opens relevant lessons and follows their timetable
- Assignments will regularly be set by class teachers. These should be completed by the deadline set and submitted in the format indicated by the teacher's instructions
- Students who have been absent for any reason will be expected to complete previously assigned work or work missed during absence on return to school
- To contact the admin@flixtongirls.com if they

procedures, quality of T&L, changes to synchronous and asynchronous learning etc)	wellbeing and be responsive to this ==HoH - follow similar roles as the CL's ensuring quality of any assemblies, students answer attendance Qs, safeguarding and behaviour follow-up etc.==		have been contacted with no impact, when the pupil returns, staff should set an achievable and realistic deadline for completion of this work.	are experiencing any access issues