

## Remote provision at WGGG – as of September 2021

The staff and Governors of WGGG are determined to provide the outstanding education that each student deserves, and to ensure she does so safely. This guide is designed to brief parents on remote provision when this is necessary.

Remote provision may be necessary when:

- Pupils are unable to attend school due to Covid self-isolation
- Partial school closure occurs: as a result of a year group or whole class(es) being sent home due to COVID-19 cases, or due to government guidance that a rota system should be put in place to limit the spread of the virus.
- Full school closure occurs.

Different arrangements exist for each of these circumstances, and are outlined at the end of this guide.

### The curriculum

It is a guiding principle of our remote provision that we will maintain curriculum breadth. Therefore, when students are learning remotely, the school will provide broadly the same curriculum as would be on offer were students attending normally. During periods of partial and full closure, a reduced timetable will operate at Key Stage 3- detailed below – in order to help students manage workload and screen time. However, each student will continue to receive teaching in the full range of curriculum subjects.

### Work set

In line with Department for Education guidance, during partial and full closure we shall provide work which is the equivalent in length to the core teaching pupils would receive in school. This will include live contact time, and time for pupils to complete tasks and assignments independently. Students should expect to receive five hours of work per day.

### Accessing provision:

Remote provision is accessed via Microsoft Teams. All students have had training in using this platform.

Students who lack the necessary technology to access Teams should contact Mr Cowling ([s.cowling@watfordgirls.herts.sch.uk](mailto:s.cowling@watfordgirls.herts.sch.uk)) to explore support available.

### Remote teaching methods:

During partial and full closure, teachers will provide some live contact sessions, and also require students to complete some work independently.

A live contact lesson could take various forms and will include at least one of the following:

- Audio-visual contact via a Microsoft Teams meeting, with student and teacher cameras switched on
- Audio-visual contact via a Microsoft Teams meeting, with teacher camera switched on
- Audio contact via a Microsoft Teams meeting, with student and teacher cameras switched off (for example when screen sharing a powerpoint the teacher is using to teach)
- Written contact via the chat facility of Microsoft Teams

The most appropriate form of live contact will be determined by each department based on the material being studied, the needs of classes and the resources available. The time spent on live contact will be appropriate to the learning taking place and will balance teacher exposition with student independent or group working.

#### Monitoring engagement:

During partial and full closure, a register will be taken during each live contact session. Teaching staff will also record students who fail to submit set work. Parents will be contacted by Heads of Year and Directors of Key Stage if concerns exist about the engagement of their daughters.

#### Providing feedback:

During periods of remote learning, teachers will provide feedback to students in a range of ways which replicate, as far as possible, normal classroom practice:

- Through direct interaction in live lessons e.g. commenting on a student answer or a piece of work shared in the lesson.
- By providing written, individual feedback on work submitted.
- By providing whole-class feedback e.g. sharing an exemplar piece of work.

#### Supporting SEND students:

The SEDCO, Mrs Robinson, will ensure appropriate support is in place for students with identified additional needs. This may include:

- Assigning the student a key worker from the SEND team.
- Providing remote LSA support and additional, differentiated resources.
- If appropriate, exploring the use of on-site provision for the student.

#### Supporting vulnerable students:

Vulnerable young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:

- o children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services

- o adopted children or children on a special guardianship order

- o those at risk of becoming NEET ('not in employment, education or training')

- o those living in temporary accommodation
- o those who are young carers
- o those who may have difficulty engaging with remote education at home (for example, due to a lack of devices or quiet space to study)

- o care leavers

o other children and young people at the provider and local authority's discretion including pupils who need to attend to receive support or manage risks to their mental health

For these pupils, remote learning may be more challenging than for other pupils. As a result, during any period of partial or full closure we will put in place provision on the school site for students considered vulnerable as appropriate, provided they are not self-isolating.

## Remote learning provision – specific arrangements

This table sets out the provision which will exist in each of the circumstances which make remote learning necessary:

- **Students self-isolating.** This category of provision will arise when students are self-isolating because of Covid, but this does not result in a whole teaching group or year group being absent.
- **Year group absence, or full closure.** This category of provision will be offered when an entire year group have to self-isolate for a limited period of time, or the school is required to close. This category of provision will also be offered if a whole teaching group is absent.

	Year 7-9	Years 10 and 12	Years 11 and 13
<b>Students self-isolating</b>	<ul style="list-style-type: none"> <li>• Remote provision will start 24 hours after the student has been reported as self-isolating.</li> <li>• In most instances, lessons will be streamed from the classroom, using Teams, so that absent students are able to hear teacher exposition.</li> <li>• Resources for the lesson will also be placed on Teams for students at home to access.</li> <li>• On occasion, streaming may not be an appropriate form of provision (e.g. if the class in school is taking a test, or undertaking practical work). In these circumstances, the teacher will place instructions for isolating students on Teams, using the class forum or assignment tool.</li> <li>• Students should go to their class team at the time of their normal lesson, where they will find either a live stream or work set.</li> </ul>		
<b>Full school closure, or year group absent</b>	<ul style="list-style-type: none"> <li>• Live contact lessons will be offered on a reduced timetable (each subject will have a live contact lesson either once a week or once a fortnight. Please see “Timetable of live contact lessons at Key Stage 3 below.)</li> <li>• Students will be able to see their timetabled “live contact lessons” in their calendar on Teams</li> <li>• Work for non-live contact lessons set via Teams for students to work on independently</li> <li>• Weekly form time via Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Students follow normal timetable</li> <li>• Second lesson of the week in each subject is a live contact lesson via Teams</li> <li>• Students can see timetabled “live contact lessons” in the calendar on Teams</li> <li>• Work for remaining lessons set via Teams. This may involve further live contact if the member of staff judges it appropriate.</li> <li>• Weekly Teams form time</li> </ul>	<ul style="list-style-type: none"> <li>• Students follow normal timetable</li> <li>• First lesson of the week in each subject is a live contact lesson via Teams</li> <li>• Students can see timetabled “live contact lessons” in the calendar on Teams</li> <li>• Work for remaining lessons set via Teams. This may involve further live contact, if the member of staff judges this appropriate.</li> <li>• Weekly Teams form time (Year 11) / small group tutorial (Year 13)</li> </ul>