



# Tonbridge Grammar School

## Remote Learning Charter

### Key Principles

Remote Learning provision:

- is available to the individual or group of students from the first day an *approved Covid-19 reason for absence* is reported or closure of physical school;
- provides a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject;
- offers curriculum continuity and enables students to continue with their class learning that is of equivalent length to the core teaching students would receive in school (minimum of 5 hours a day);
- offers a blend of high quality online and offline resources;
- ensures there is some opportunity to student(s) for teacher interaction, feedback and assessment.

*Remote provision will include the use of interactive learning. This may include live video, audio or online chat with a teacher in a lesson. Live video and audio will be used where there is educational merit and it is logistically feasible to deliver. It will not necessarily be used for a full 1-hour lesson, but will operate as part of a suite of online and offline provision and will not be the exclusive or default method of delivery.*

### **Relationships are the most important aspect of successful online learning and wellbeing.**

We want students to maintain interaction with their teachers and their peers to maintain a sense of belonging to the TGS community. This charter encourages a balance between learning, screen-time and social time for family and friends.

### **Routine leads to more effective learning.**

Routine is important. This charter emphasises the need to follow the usual timetable for the day including HSEE activities in Learning Community Time and assemblies where available.

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### **Students are responsible for:**

- Checking Microsoft Teams at the start of each timetabled lesson and Learning Community time.
- Ensuring that they understand the assigned learning, i.e. timelines and any assessment criteria if relevant.
- Asking for help from the Subject Teacher if they don't understand the learning that has been set.
- Using the student planner to help organise their learning.
- Completing assigned remote learning in a timely manner - not leaving tasks to build up.
- Creating an appropriate environment for remote learning e.g. comfortable workspace.

Students can expect some live interactive learning where it is appropriate to the activity and if it is logistically feasible for the teacher to interact in this way. There may be a delay in the start of any live interaction where this is used.

**Students must follow the principles of the TGS Code of Conduct and usual classroom expectations of courtesy and respect to others when participating with any 'live' element of the lesson including 'team chat'.**

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### **Parents can help by:**

- Using the **COVID-19 Student Absence Reporting Form** to notify the School of a Covid-19 related individual student absence. (If your child has been sent home to isolate as part of a school response to a positive case there is no need to report the individual absence).
- Providing an appropriate environment for remote learning e.g. a comfortable, quiet workspace.
- Encouraging remote learning to be undertaken where possible in the hours of the school day but appreciating there may need to be some flexibility, especially where resources are shared as a family.
- Promoting a healthy balance between remote learning and family time.
- Contacting the Student Advisor/Sixth Form Support Co-ordinator if their child has repeated difficulty in completing remote learning during the school day.
- Providing encouragement and appropriate support without doing the remote learning for their child.
- Helping to motivate and coach their child in time management and self-organisation skills when needed.
- Encouraging positive self-talk and staying connected with others.
- Stopping their child from continuing to engage in remote learning for extended periods of time, even if it is not complete. This is to support wellbeing, rest periods, family and social time.
- Ensuring that their child follows the principles of the TGS Code of Conduct and usual classroom expectations of courtesy and respect to others, when participating with any 'live' element of the lesson including 'team chat'.

Parents can expect their child to receive some live interactive learning where it is appropriate to the learning activity and if it is feasible for the teacher to interact in this way. There may be a delay in the start of any live interaction where this is used.

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### **When delivering Remote Learning Subject Teachers will:**

- Use the class team to post lessons and make learning available at the start of the scheduled lesson.
- Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.
- Clearly signpost or link associated resources for lessons using the Year Group Resources tab at the top of the class team.
- Ensure instructions are clear and give students a way to ask for clarification through Team chat or a direct email.
- Give clear limits of how much should be done for each piece of work e.g. number of words/specific criteria to follow.
- Use the Meet Now function, *where appropriate*, in lessons – for example at the beginning of the lesson, key instructional moments or staging posts.
- Facilitate communication during a lesson with students self-isolating using audio, team chat or email.
- Mute the camera and microphone when not delivering live audio or video, to help students concentrate at home.
- Monitor student engagement in learning.
- Ensure that remote learning is meaningful and separate tasks are presented in a variety of formats to try to reduce the amount of *screen time*.
- Ensure that remote learning allows all students to develop a range of skills.
- When appropriate, give guidance on suitable websites when setting research activities.
- Apply the principles of the Homework Charter when setting any homework assignments.

## **Feedback, Marking and Monitoring**

Teachers will make it clear to students whether their feedback will take the form of

- Grades
- Comments
- Grades and Comments
- Individual or whole class

Teachers will make it clear when an assignment is self-marking i.e. no further individual feedback to be expected from the teacher.

If a sequence of self-marking tests is used, students will receive some whole class feedback picking up areas of strength and areas for improvement.

Teachers must give students an estimate of when they might expect to receive feedback after submitting a formal summative assessment. This should be within a maximum of 2 weeks of the submission.

Teachers will gauge how well students are progressing through the curriculum, using quizzes, questioning and other suitable Assessment for Learning (AfL) strategies.

Teachers will adjust the pace or difficulty of what is being taught in response to questions or assessments including where necessary, revising material or simplifying explanations to ensure students' understanding.

If there are concerns about a student's progress (e.g. they are not completing work or are producing poor quality work), parents/carers will be contacted by email or phone.

## **Supporting Students with SEND**

We recognise that some students with particular 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 collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

The SEN Team will support students with SEND in the following ways:

- Monitoring engagement with work and providing regular check-ins to discuss how students are managing their work.
- Providing online intervention from the specialist teacher when appropriate.
- Provide guidance on motivation and focus.
- Encouraging the use of ongoing access arrangements e.g. use of extra time.

## **Supporting Access to Online Remote Education**

Laptops have been offered to all disadvantaged students (those in receipt of Free School Meals or the Pupil Premium Grant) in line with DfE guidance.

Where a student may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study) parents/carers should contact the relevant Student Adviser for further support.

## Advice on How to Maintain Focus and Effort during Remote Learning

The biggest challenge reported by our students is maintaining focus and self-motivation during Remote Learning. To help with this, students should be encouraged to:

- Get dressed and make their bed.
- Create a quiet place for themselves to work - with no distractions.
- Follow the usual lesson timetable for the day. If students are taking less time than suggested for the activities, they may not be approaching the learning with the right level of depth and development. If they are taking longer, they may be going into too much detail.
- Keep in touch with teachers to ask for any help or clarification.
- Take the usual regular timetabled breaks from their learning. Drink plenty of water and have their usual snacks and lunch.
- If the computer screen is giving them a headache, print the resources out and work on paper.
- Stick a coloured sticker in the top right-hand corner of the screen and look at it regularly – this makes you blink and helps prevent dry eyes.
- Keep in touch with friends - social interaction is important. Take part in the assembly and HSEE activities that are posted.
- Whilst working, turn off their app notifications to avoid Social Media distraction. When multitasking we are 40% less productive.
- Make time in the day for exercise – outside of the house whenever possible, if safe and in line with national or local restrictions.

### Wellbeing Support

The School is committed to providing exemplary wellbeing support, and this will continue during any period of physical school closure or remote learning.

During such periods the normal channels of communication regarding pastoral care remain open. Students can contact their Learning Mentor, Student Adviser, Curriculum Director or Designated Safeguarding Lead or indeed any member of staff should they prefer.

During periods of physical school closure, Curriculum Directors and Learning Mentors/Tutors will endeavour to undertake a remote Learning Community activity or assembly with students on a weekly basis. This will enable Learning Mentors/Tutors to be available to answer any questions or deal with any issues as they arise during the period of remote learning.

Support for individuals from external agencies will continue remotely.

All students have been given [information about a range of support services](#).

Parents can contact Student Advisers to discuss any ongoing or emerging wellbeing needs.

### Safeguarding

During any period of school closure, the Child Protection and Safeguarding Policy and Online Safety Guidance still apply to ensure the safety and wellbeing of the entire school community.