

**Remote Teaching & Learning Webinar June 2020
Questions and Feedback**

Lunch / breaktime arrangements and activities	
<p>Have Year 10 breaktime drop-in sessions commenced?</p>	<p>All year groups have had the opportunity to meet with Mrs Giblin for drop-in sessions, and this is something which can be on-going. The pastoral support for the girls has been extensive, including live registration sessions, one-to-one support sessions with tutors, and breaktime coffee morning sessions with Heads of Year. Following the results of the recent parental survey, Heads of Year and tutors have also offered additional follow up sessions with some individual students. Year 10 drop-in sessions are at breaktime on Mondays and Fridays.</p>
<p>It is often difficult to encourage the girls to step away from their screens during breaktime and after school. What guidance/ideas are in place to support parents in achieving this?</p>	<p>During the webinar we presented our top 10 tips for successful remote learning; this was designed as much for the girls as parents. In terms of academic lessons, we have re-structured the school day by collapsing the timetable and removing periods 4 and 6. As remote learning and extensive screen time can be tiring for both students and teachers, by adjusting the timetable we have addressed the wellbeing aspect of the school week to ensure there are blocks of time away from screens. There are a variety of non-screen activities on offer, such as PE challenges, House activities and bake-offs. We have also encouraged students to keep a regular structure to their day and suggest parents discuss with your daughter so that you can encourage to be away from her screen at the right times. In addition to adjusting the timetable, we reduced the amount of homework set to further reduce time spent in front of a screen. You can support your daughter by ensuring that family time is based around the requirements of the school day. Some parents have put restrictions on when their home WiFi is available.</p>
Physical Education	
<p>If PE is based around recorded videos, how is the school monitoring and ensuring proper engagement and interaction from the girls?</p>	<p>During the first half of the summer term, the PE Department provided daily pre-recorded PE challenges and exercises for periods 4, 6 and after school. The take-up and engagement in these sessions has been great, and the feedback has been positive. For the second half of term, PE sessions will be live on Mondays and Wednesday to increase enjoyment and engagement. We are expecting the participation in these sessions to increase. Parents are of course welcome to join in too!</p>

Teaching of lessons	
Can we have academic set teaching in Year 7 in core subjects?	We will continue to review and amend sets for all year groups to ensure each girl is working to the correct pace and receives appropriate support. Setting and banding is always under review, and this will continue during remote teaching and learning.
Will triple science be offered again soon?	Early in the summer term we increased the number of lessons for student taking triple science and will continue to review whether more are needed.
Can classes be split into smaller groups with one teacher each to give more tailored learning/support for those that need it, and a faster pace for those that are doing the triple science or in higher sets?	Following the feedback from the webinar we have split the Y10 science groups further.
Remote lessons	
There is often an audio delay in Teams. Please can teachers speak a little slower during lessons to allow for this?	Teachers are aware and understand these technical anomalies and are trained to deal with them. Teachers will often repeat instructions and questions several times, and post information, files, questions and instructions in the chat function. This type of learning does require a mix of communication methods. We will remind teachers about speaking slowly.
Can all girls be asked to put their camera on at the start of a lesson?	Teachers continue to request all students put their cameras on. We know it's important – it was our <u>first</u> top tip for successful remote learning and is a requirement for lessons. We will reinforce this message with the girls. Parental encouragement would be helpful too.
How are you engaging the more introverted girls to participate fully in lessons, school life and all the opportunities that exist?	Most of the interaction within a physical lesson relies on 70% non-verbal communication enabling teachers to respond to the dynamic of the lesson and see which students might require additional support or further explanations. However, with remote learning communication channels between teacher and student are very different. We are confident that teachers know the individual needs of each of our students and continue to support them as best they can. Parents can support and help by encouraging your daughter to reach out for help and support when needed. This doesn't have to be during the live lesson. Any student who feels more comfortable contacting the teacher at a different time can request a one-to-one session. All teachers have received technical support on remote learning. Sharing best practice and student involvement has been a key topic throughout the training. We will continue with training and sharing to optimise learning opportunities for each student. We will remind teachers this week of the need for inclusivity for all in lessons. In terms of the wider school community interaction, there are a lot of activities on offer, and we

	welcome parental support to encourage students to get involved in at least two extra-curricular activities.
Exams	
When it comes to revision for exams, will the girls be at a disadvantage having been submitting most of their work online?	The short answer is no. All teachers have adapted their approach in terms of in-class and homework materials and resources. Much less physical and paper resources are being accumulated. However, all the resources are covering the requirements of the specifications and schemes of work. The use of one-note is essentially an on-line or soft copy of a physical file and resources with relevant materials in one place. Therefore, when it comes to revision, your daughter will have the necessary resources to hand, including any paper copies of resources from earlier in the year. Heads of Department and subject teachers will continue to provide full revision lists and guidance to ensure all aspects of courses are covered, and students understand the exact requirements of any exam. Students have access to subject textbooks to support their learning; many of these textbooks have a free online version which can be directly downloaded to devices. We encourage students to do this where possible as it's important to have learning resources in one place, and, if they want to, print materials. However, it is important we start to develop good habits having a mix of on-line and physical resources available. This is something which may continue in September to reduce the volume of physical resources passed around in lessons.
Are there any provisions for the Year 9 Latin language and Roman civilisation exams that were due to be taken in June 2020?	The Classics Department has submitted Centre Assessed Grades to the exam board (WJEC) so that a grade can be awarded in this qualification.
Plans for reopening	
Will the autumn term begin on the date published?	At this stage we are planning for the autumn term to begin as originally planned. If there are any changes or amendments to this (in line with UK government requirements) we will tell you as soon as we can. We are planning, as far as we can, for all possible scenarios.
What provisions are in place for keyworker children?	We aim to provide support for the children of key workers in Years 7, 8 and 9 in school from Monday 22 June. We will supervise these students while they do their normal remote lessons. If you said you would be interested in this when you replied to the parent survey in May, we should have already been in contact with you. If you fall into this category as a key worker and have had no contact from school, please email Charlotte Owen, Head of Marden, on owenc@woldinghamschool.co.uk