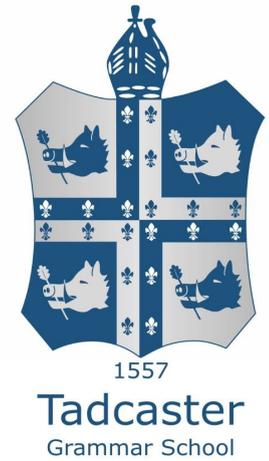


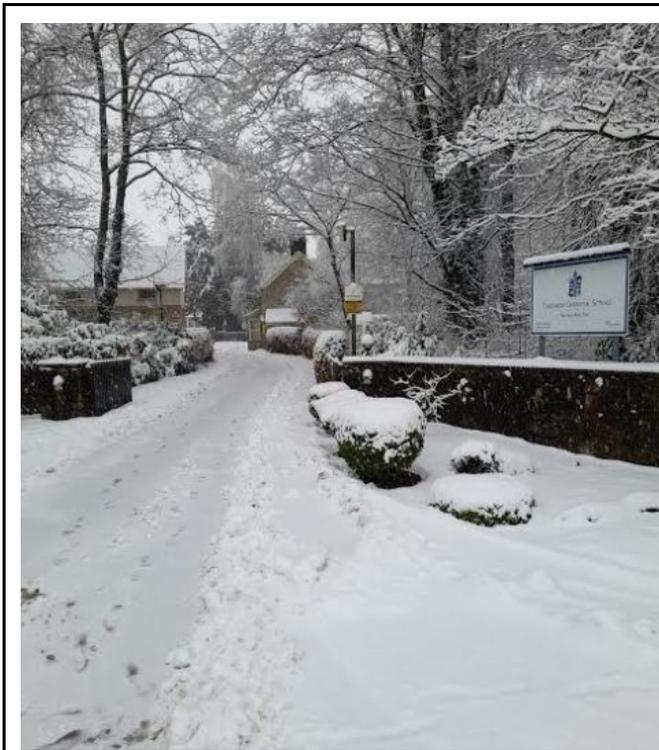
Be Your Best Self

Friday 15th January 2021



Dear Parents and Carers (& students),

Snow. It looks delightful on seasonal greetings cards, but every headteacher detests it. I thought I'd start this letter with the view out of my office window and a shot of the front of school yesterday. Extra marks if you can spot the assistant headteacher on duty on his way back from pushing a school service minibus out of the bus park.



On last week's letter I made the following request:

If you just send one member of staff a single line email to acknowledge their work this will definitely make their day, and probably their week. Staff email addresses are initial.surname@tgs.starmat.uk (e.g. j.brown@tgs.starmat.uk). Or use our school contact form: <https://tgs.starmat.uk/contact/>

Thank you so much for responding to this. I have seen a number of staff over the last few days close to tears having received a positive email. Sometimes it's just the little things.

Assessment for the summer qualifications round - Year 11 & 13

Still no substantial news from the Department for Education or Ofqual. It also looks as if it may be a good number of weeks until we do hear something definitive. Earlier this week, Gavin Williamson published his letter to Ofqual outlining his expectations. This is the most up to date information we have. It's worth a read [HERE](#)

In the meantime, our advice stays the same. All year 11 & 13 students should assiduously follow their remote learning programme.

Year 11, please continue to actively consider your school as a sixth form destination. The sixth form team will be in communication with you again shortly to discuss your options at TGS. Our track record of academic results, peerless student support and superb destinations for our sixth form students makes us very unique. You should know by now that we do not trade in gimmicks or false promises, just a relentless focus on ensuring each individual experiences success (see also our school Vision & Values in Appendix 3).

Coronavirus testing in school

Some excellent work has taken place in school this week further refining our on-site testing facility and we have started to test students and staff. Nothing to be anxious about as it is a very simple and quick procedure.

Thank you to all the parents/carers who have completed the consent form regarding lateral flow testing (LFT) for when we fully reopen the school. Please could I ask those of you who have not yet to completed the online form to do so by Friday 22nd January 2021 at the latest:

[CONSENT FORM FOR LATERAL FLOW TESTS](#)

Remote Learning

Earlier this week I posted a letter introducing the STAR MAT Remote Learning Policy:

[STAR MAT REMOTE LEARNING POLICY](#)

I'd also like to share with you the Tadcaster Grammar School approach which I hope will assist you to understand how we will be structuring our remote learning provision. Please see Appendix 1

Feedback from students and parents about our lessons using GMeet has been extremely positive. The ability for the teacher and class to interact seems to be making a real difference. However, please could I

remind parents of the responsibility students have to adhere to the Acceptable User Agreement which clearly outlines our common expectations around behaviour and participation in GMeet lessons. Breaches of the agreement may result in students facing sanctions and the school reviewing access to these elements of provision. Points of note from the AUA:

Any abuse of the live platform, such as recording or capturing of images of staff, use of abusive language or interrupting a session with the streaming of inappropriate music or video imagery will result in the termination of this agreement and incur appropriate follow up actions, sanctions and interventions.

Students are not permitted to share Google Classroom codes with other students or people external to the school.

Finally, I have included a reminder of our school vision and values in Appendix 3. Even though we are in a national lockdown, these are as relevant now as ever. Please be assured that we will continue to approach the current situation with our trademark sangfroid and always consider students first.

As always, thank you for your ongoing support.

Enjoy (?) the snow.

Mr A Parkinson
Headteacher

APPENDIX 1: REMOTE EDUCATION PROVISION

Remote Education Provision – Guide for Parents

Tadcaster Grammar School

January 2021



This information is intended to provide clarity to students and parents/carers about what to expect from remote education should entire groups (or bubbles) need to self-isolate or should the whole school need to close.

Please also see our [Trust Remote Learning Policy](#)

Who is the named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education?

Mr A Sykes (Senior Assistant Headteacher)

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

- A student's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.
- Students should follow their normal Week 1 and Week 2 timetables on Google Classrooms.
- Teachers will upload lesson resources to individual subject Google classrooms normally within one working day of the start of a student being sent home to isolate.
- Support for vulnerable students and those whose wellbeing may be impacted upon will take place by remote communication.

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 - some adaptations may be necessary, for example where practical lessons are taking place in school.
- Where individuals are self isolating the remote learning mirrors the work which has been delivered to the students in school.

- Where whole year groups are working from home the curriculum models continue to be followed - there may be slight adaptations to the order in which the curriculum is delivered to take account of topics areas which lend themselves better to being taught remotely.

Remote teaching and study time each day

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

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

Secondary school-aged students not working towards formal qualifications this year	Students will complete work in line with their school timetable. This should amount to 5 hours each day.
Secondary school-aged students working towards formal qualifications this year	As above but we would support students' use of additional time to access revision resources.

Homework will not normally be set. If it is, it should be completed within the 5 hour daily time budget detailed above.

Accessing remote education

How will my child access any online remote education you are providing?

- Students in all year groups will access their remote learning via the Google Classroom platform using their school Google log-on details.
- In addition, some students will have access to additional web-based resources e.g. Hegarty Maths.
- To access the enhanced remote learning offer, all students and parents must sign the STAR MAT Remote Learning: Interactive & Live Sessions Acceptable Use Agreement Acceptable Use Agreement: [HERE](#)
- Students should use the private comment section in Google Classrooms to contact their class teachers if they have any queries about their work.
- Parents and carers should contact commsteam@tgs.starmat.uk for support in relation to accessing remote education e.g. loaning Chromebooks, Chromebook support, access to enhanced mobile phone data packages.

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:

- Lending laptops/Chromebooks to students.
- Providing additional hardware e.g. keyboards/mice.
- If students are entirely dependent on mobile phone data as a result of the lack of a fixed internet connection in the home, we may be able to help with upgrading data packages free of charge m.dunphy@tgs.starmat.uk.
- Providing technical support through: commsteam@tgs.starmat.uk
- Actively exploring and supporting other methods for students to access Google Classrooms at home for families who have a limited number of devices and demand from a number of children , e.g.:
 - Many families now have a 'smart' television, and it might be possible to access school internet resources using the built-in browser that many of these TVs have. A cheap USB keyboard would make this even more feasible. If you are in receipt of free school meals, please contact Ms V Hubbard on v.hubbard@tgs.starmat.uk to discuss whether we can help you to access a keyboard if needed.
 - This is a useful tutorial on how to use a games console (XBox/Playstation) to access Google Classrooms: <https://ccyd.co.uk/learning-from-home-xbox-playstation>
- On-line learning should only very rarely require a hard copy outcome (e.g. Art) to minimise/eliminate the need for printing at home.

How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely:

Where individuals or small groups are isolating at home

Subject teachers will upload the work they are setting to their Google Classrooms. Students should follow their normal daily timetables.

Remote learning provision will consist of some or all of the following:

- Slides or other resources from a lesson plus short video explanations/links to resources on the internet.
- Worksheets or questions from the lessons along with an explanation of the work to be completed.
- Exemplar work, such as a worked example.
- Assessment and feedback in line with the rest of the teaching group where possible.

Where a whole year group or the entire school is working from home

Subject teachers will upload the work they are setting to their Google Classrooms. Students should follow their normal daily timetables.

Enhanced remote learning provision will consist of some or all of the following:

- A teacher-led introduction to the tasks to be completed, the resources which will help and the time limit for completion.
- “Live” explanation using Google Meet or pre-recorded lesson commentary.
- The teacher is available for students to ask questions during the timetabled lesson.
- Students asked to post work on the Google Classroom to check progress and understanding.
- The teacher provides additional resources to assess learning as the lesson progresses.
- Feedback from the teacher either to individual students or to the whole class.

Good health permitting, subject staff will normally be available for students to interact during at least 50% of the timetabled lesson time over a fortnight.

Students are expected to be online, accessing their Google Classrooms and school emails at the times when their normal timetabled lessons take place.

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?

- We are aware that parents may be working from home and/or have other commitments.
- We do not expect parents to act in the role of teacher.
- Students should be able to access the work set via their Google classrooms independently.
- The school day/lesson timings should be the structure your child uses to organise their day.
- Work set by school staff is not optional, unless otherwise stated.

Parents and carers can assist by:

- Contacting subject staff directly with concerns about the completion of remote learning work.
- Contacting year leaders and pastoral leaders with any pastoral concerns.
- Looking ahead to the next school day and ensuring your child is fully organised in preparation would be useful.

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

- Work set by teachers in Google classrooms is not optional, unless otherwise stated.
- Teaching staff will monitor students' engagement with their work on a lesson to lesson basis.
- Additional checks will be made by curriculum team leaders, year leaders and pastoral leaders.
- Positive attitudes to learning will be recognised via Class Charts which parents can access via the app.
- Parents will be contacted when teachers have a concern about students not engaging with their work.

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 digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on student work is as follows:

Assessment and feedback methods will vary between subjects and year groups.

A variety of methods will be used, including:

- Low stakes tests (often using Google quizzes)
- Digital platforms providing immediate feedback and adaptive learning software (such as Hegarty Maths)
- Feedback using the Google Classroom platform
- Whole class feedback
- Use of Google meet/Google Classroom Chat and private comments, for students to ask questions and gain immediate feedback

Teachers will aim to provide feedback once per every 4-6 contact periods.

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 some students with 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 with parents and carers to support those students in the following ways:

- During a local or national lockdown, students with additional needs would normally be invited into school on a daily basis.
- We aim to make remote learning provision accessible and enjoyable for all students.
- If students encounter difficulty accessing their work, they should contact the relevant subject teacher in the first instance (usually via a private comment in the relevant Google Classroom which will alert their subject teacher)
- If parents have a learning need concern which needs specific attention, please contact our SENCo (v.ward@tgs.starmat.uk)

In order to further support our vulnerable students we may provide:

- Telephone calls home.
- Support sessions for students via Google Meet.
- One to one/small group support in school.
- Bespoke timetables for individuals.

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 for whole groups. This is due to the challenges of teaching students 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?

Where individuals or small groups are isolating at home

Remote learning provision will consist of some or all of the following:

- Slides or other resources from a lesson plus short video explanations/links to resources on the internet.
- Worksheets or questions from the lessons along with an explanation of the work to be completed.
- Exemplar work, such as a worked example.
- Assessment and feedback in line with the rest of the teaching group where possible.

The contents of this Remote Learning Provision statement remain under dynamic review.

APPENDIX 2: KEY CONTACTS IN SCHOOL

	Year Leader	Pastoral Leader
Year 7 01937 837618 or extension: 218	Ms C Hodgson c.hodgson@tgs.starmat.uk	Mr D Bass d.bass@tgs.starmat.uk
Year 8 01937 837656 or extension: 256	Ms C Kenny c.kenny@tgs.starmat.uk	Ms J Hodgson j.hodgson@tgs.starmat.uk
Year 9 01937 837625 or extension: 225	Ms C Yewman c.yewman@tgs.starmat.uk	*NEW* Mrs N Weatherill (Mon - Wed) n.weatherill@tgs.starmat.uk Ms C Beal (Thu - Fri) c.beal@tgs.starmat.uk
Year 10 01937 837615 or extension: 315	Ms D Naylor d.naylor@tgs.starmat.uk	Mr J Fox j.fox@tgs.starmat.uk
Year 11 01937 837677 or extension: 277	*NEW* Ms S Buckley s.buckley@tgs.starmat.uk	Ms E Proctor e.proctor@tgs.starmat.uk

	Director	Pastoral Leader
Sixth Form	Ms R Knapton r.knapton@tgs.starmat.uk 01937 837623 or extension: 223	Ms J Gadsby j.gadsby@tgs.starmat.uk 01937 837635 or extension: 235

General contact with the school

Please ring Reception on: 01937 833466

Or use the following contact form: <https://tgs.starmat.uk/contact/>

APPENDIX 3: Tadcaster Grammar School Vision & Values

	<p>Creating outstanding education in all of our schools to enable every young person to flourish and realise their full potential.</p>		<p>Be your best self, be:</p> <p>Ambitious; Resilient; Responsible; Respectful to yourself and others.</p>
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OUR VISION *(Our cause; our key belief)*

<p>Be your best self</p>	<p>During their 7 years with us at the school, we want all students to maximise their potential through excellent academic and personal development.</p> <p>Each individual should also be:</p> <ul style="list-style-type: none"> ● aware of the needs of others in their thoughts and actions; ● empowered to control their own well-being; ● able to achieve fulfilment in their current and future lives.
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OUR CORE VALUES *(These should be seen, experienced & lived)*

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the STAR Multi Academy Trust **values** of trust, openness and service. In addition:

<p>Staff are guided by the following values which underpin everything we do, every day:</p>	
<p>Students considered first</p>	<p>All of our decisions should put the needs of students first. All students will be known well, included, valued and heard.</p>
<p>High expectations - no limitations</p>	<p>We do not prejudice potential by preconceptions about individuals or groups of students.</p>
<p>The right curriculum experience for each student</p>	<p>We respond to the aspirations and needs of individual students with a broad and balanced curriculum and diverse co-curricular offer.</p>
<p>The best support for each student</p>	<p>Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this.</p>

All **students** are expected and supported to show the following **values** every day:

<p>Ambition</p>	<p>To have a desire to achieve success.</p>
<p>Resilience</p>	<p>To show a determination to achieve success</p>
<p>Responsibility</p>	<p>To take ownership for their actions and work in and out of school.</p>
<p>Respect</p>	<p>To be considerate to themselves and others.</p>

