



TOWNLEY  
GRAMMAR SCHOOL  
*From here it's possible*



TOWNLEY  
GRAMMAR SCHOOL

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REMOTE  
LEARNING  
CHARTER 2021



*Townley @ Home*



## Introduction

This document is intended to provide transparency in relation to guidelines provided by the DfE for students, guardians and staff about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home. It is a flexible working document, subject to review during the ongoing Covid-19 pandemic. It will discuss remote learning, the importance of wellbeing, as well as social interaction with friends and family. The importance of a routine for learning is also emphasised, in ensuring that students continue to utilise their normal timetable, as much as possible.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

## Remote Learning at Townley Grammar School – Curriculum

*Remote learning is used to refer to online learning provision. This may take the form of live video, audio or online chat where possible in the suggested lesson slot. In addition, where pertinent material may have been pre-recorded to allow for students to access materials. Live and posted videos may not last for the whole lesson duration, with time for activities and reflection being built into the normal lesson duration, allowing screen time breaks. All provision is provided by Townley@home.*

Townley@home offers high quality remote learning for students and is of equal importance to the provision delivered in school. The online platforms are facilitated by Google Classrooms and complement the classroom experience for all curriculum areas. Online lessons are planned and, in some cases, delivered by subject specialists and are created in line with educational research.

Townley@home also extends beyond the curriculum as the range of hubs provide students with a virtual school environment that caters for all, ranging from the Inclusion and Wellbeing Hub, providing support for mental health and wellbeing to Pastoral Hubs, overseen by Learning Managers and House Tutors. Underpinned by our school values, Townley@home ensures that we offer blended learning, support and opportunity to the entire school community.

Following the first few days of remote education, your son/ daughter will be able to access the same curriculum via Townley@home that we offer physically in school. Occasionally we may need to review and amend our wider curriculum offer, beyond subject areas, in recognition of national, local and individual priorities. This could, for example, result in changes to our 21c sessions or Elective programme.

### **How will my child be taught remotely?**

The normal curriculum is considered remotely, however due to the changing nature of education amid the pandemic this is subject to adaptations at times. However, teaching staff may use the following when teaching students remotely:

- Registration for all year groups will happen at 8.30am, with staff taking a register of students present in live lessons
- Live teaching via Google Classrooms (online lessons in real time)
- Recorded lessons which are also shared via Google Classrooms
- Printed paper packs for specific students provided to students with limited access to remote learning
- Textbooks/books that students have access to at home
- Websites supporting particular learning linked to subjects online: e.g. GCSEPod, SnapRevise, YouTube
- Project work/ research activities using the internet

### **Expectations in live lessons**

This decision for having cameras on during live lessons was made in the hope that we can increase levels of engagement, encouraging greater participation and a stronger sense of community. We continually strive to improve the quality of remote learning via Townley@home and as such, we have asked staff to encourage higher levels of participation from our student body as research suggests this is vital to high quality learning; we must therefore recognise that it poses a significant challenge for teachers when they are delivering a lesson to a blank and silent screen.

- All students should have their cameras switched on for all live lessons.
- Students have been advised to use one of the Google backgrounds so that other participants are unable to view the home environment. This further supports our safeguarding protocols.
- Students should engage fully by answering questions, using the 'hands up' and chat function where appropriate and sharing their work and ideas when requested.
- You may wish to ensure your daughter/son is able to take a break from screen time by encouraging them to spend their break and lunchtime away from the laptop/computer if possible.

Since launching this new initiative, feedback from staff has already been particularly positive, with teachers commenting on how the use of student cameras for online lessons helps to mirror a physical lesson more closely whilst also, of



## Remote Learning at Townley Grammar School – Curriculum

course, allowing further opportunities to safeguard and check on student wellbeing. We would therefore like to thank students for responding so enthusiastically to this request; we have no doubt that all students will benefit accordingly. Despite the clear advantages of this request, please note that we also recognise that having cameras switched on may not be possible for all students and appreciate that technology issues, bandwidth restrictions and other factors can often prevent students from participating in this way. In this event:

- Please could all students switch their cameras on at least for lesson registration and the introduction of each lesson.
- Where this is not possible, students should actively use the chat function on Google Classrooms to increase levels of engagement and interactivity in the remote lessons offered.
- Out of courtesy, please could students communicate with their subject teachers if they are unable to switch their cameras on.

**We would like to stress that ideally, the majority of students will use both the chat function and have their camera on for the entire lesson.**

**Under no circumstances should students screenshot or share any images from live lessons. This would be in serious breach of our school behaviour policy and any such reports would therefore be taken extremely seriously, with appropriate sanctions applied to reflect any such misuse of technology.**

**The sharing of Google Meet links or classroom and hub codes outside of the Townley community is strictly prohibited and will be taken as a breach of our internet use policy.**

## Remote Learning and Study Times

To be read in conjunction with the 'Live Lesson Schedule' for the current term

### KS3 Expectations

- A live House Tutor session at 8.30am every day on Google Meet to check in and register attendance
- All subjects will have live lessons at KS3 as shown in the schedule and teachers will expect full attendance
- Additional weekly independent study may include quizzes, set assignments and research- based tasks
- Weekly 21c sessions will continue, including opportunities for reading and physical activity
- All lessons will take place during their usual timetabled slot
- Maths and Science: all lessons will be live
- Other Subjects: Live lessons in alternating weeks
- All Subjects: Additional weekly work such as quizzes and marked assignments.
- Students will submit work using the Google Assignment function on Google Classroom
- The school day and therefore remote lessons will finish at the usual time each day, as per the usual timetable
- Staff will allow enough time during remote lessons to complete classwork and set tasks. Any independent study that takes places beyond the school day should not exceed the times set out in The Charter under 'Independent Study'



## KS4 Expectations

- A live House Tutor session at 8.30am every day on Google Meet to check in and register attendance
- All subjects will have live lessons at KS4 and teachers will expect full attendance
- English: One live lesson per fortnight with the split teacher (week 2) and one live lesson per week with the main teacher - all other lessons will be pre-recorded/voice over annotation lessons etc.
- Science, Art, Drama, Music, Dance, DT, Computer Science: all lessons will start with a short live session
- Classic Civilisation and Languages: 2 live lessons a week. These will take place during the single lesson and the first period of the double lesson
- Other Subjects: live lessons will take place on the days when students would have been set independent study/homework
- Additional weekly independent study may include quizzes, set assignments and research-based tasks
- Weekly 21c sessions will continue, including opportunities for reading and physical activity
- All lessons will take place during their usual timetabled slot
- Students will submit work using the Google Assignment function on Google Classroom
- The school day and therefore remote lessons will finish at the usual time each day, as per the usual timetable
- Staff will allow enough time during remote lessons to complete classwork and set tasks. Any independent study that takes places beyond the school day should not exceed the times set out in The Charter under 'Independent Study'

## KS5 Expectations

- A live Form Tutor session at 8.30am every day on Google Meets to check in and register attendance
- All KS5 lessons will be at least live in part and teachers will expect full attendance
- Additional weekly independent study may include quizzes, set assignments and research-based tasks
- Weekly 21c sessions will continue, including opportunities for reading and physical activity
- EPQ lessons will continue as per the usual timetable
- All lessons will take place during their usual timetabled slot, except for Electives
- Students will submit work using the Google Assignment function on Google Classroom
- The school day and therefore remote lessons will finish at the usual time each day, as per the usual timetable
- Staff will allow enough time during remote lessons to complete classwork and set tasks. Any independent study that takes places beyond the school day should not exceed the times set out in The Charter under 'Independent Study'

## Expectations if someone is unwell and unable to attend/self-isolating when back to blended learning

- Student expectation is that they attend online registration at 8:30 daily with their house tutor.
- In the event of student absence, for general illness this must be reported every day. In the event of COVID we would count 10 days absence from the date of symptoms, you do not need to report this daily.
- Student absence link: <https://www.cognitofirms.com/OdysseyTrustForEducation/tgsabsencereportingform>
- If students would have been well enough to attend school, they must access all of their lessons on the Google Classroom Hubs
- Students should aim to submit all work by the deadlines.

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## Expectations if someone is unwell and unable to attend/self-isolating when back to blended learning (Continued)

- In the event that exceptional circumstances make it difficult to meet deadlines, communication should take place between the teacher and/ or Learning Manager, following the same process for requesting extensions as students/ parents/ carers would if students were in school
- If students are unwell at home or have a commitment which means they are unable to attend their lessons remotely, parents/ carers should communicate with the school, following the same process for reporting/ requesting absence as if school were open.
- Where the majority of students are attending school physically but a child is not in school because they are self isolating, they will access the curriculum remotely via Google Classrooms. Occasionally, physical lessons may then be live streamed or recorded and posted on Google Classrooms. Alternatively the subject teacher will instead post resources, instructions and materials on Google Classrooms and communicate with students directly to assist where necessary. Students will have access to the same content being covered in physical lessons.

## Methods of assessment

Google Classroom provides a variety of ways to engage with students, and provide feedback. These may include the following:

- Quizzes via Google Forms,
- Completion of presentations using Google Slides,
- Completion of assignments via Google Classroom with either comments, or marks being included, depending on the nature of the task
- Whole class feedback
- self and peer assessment may also be used to gauge student understanding of progress and assessment where pertinent.
- Informal assessments will be made through Q & A and student responses
- Informal assessments will be made through comments posted via the chat function and other tools like Jamboard

As we continue to adapt to remote learning there are likely to be additional tools used in providing students with feedback.

### How will you assess my child's work and progress?

Students should submit work to their teachers via Google Classrooms. Feedback can take many forms and may include:

- Written comments for individual students, provided by their subject teacher.
- Whole-class feedback or quizzes marked automatically via digital platforms. are also valid and effective methods, amongst many others.
- On occasion, staff may provide levels or grades for student work but this won't always be the case
- DIRT lessons will often follow on from a piece of work produced by a student. These lessons encourage students to reflect on their own practice, considering ways that they might make improvements. Research suggests that this is an effective tool for student progress and will therefore be regularly used by Townley staff.
- Via relevant websites e.g. Hegarty Maths.
- Via follow up, consolidation lessons based on student self-evaluation
- Verbal feedback

### How often will my child be assessed?

Since we are following our usual curriculum, staff will continue to assess students according to their subject specific Schemes of Work. Formal assessments will take place at half termly intervals and interim assessments, in the form of classwork and lesson contributions, will take place at regular intervals throughout the term, as the subject teacher feels appropriate.



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

All staff will be monitoring the engagement of students in remote lessons as we understand that this is fundamental to learning. As such, staff will:

- Make a note of attendance in every lesson. In the event that we do not have a valid reason for absence, parents/ carers will be contacted if a student is not present.
- Students have been asked to turn their cameras on and use the hands up and chat function more readily. These measures contribute significantly to student engagement and will be actively encouraged/ monitored by subject teachers.
- In lessons, a variety of methods for engagement are considered. This can include the use of the 'chat' function, Jamboard sessions, where students can place 'post its' virtually, as well as via Google forms designed by teachers.
- School interim and full reports will continue to be published and descriptors and staff comments will reflect student engagement. In the event of significant concerns regarding engagement, parents/ carers will always be contacted in advance.
- Subject teachers, Heads of Departments, Learning Managers and the Senior Leadership team will communicate regularly about student engagement, continually introducing new initiatives and measures to increase levels of interactivity.
- Parents/ carers may be contacted via telephone or email where a concern has been raised.

**Key contact details for relevant staff have been included at the end of the Charter, to allow parents to contact relevant staff directly, if they are concerned about their child's wellbeing and engagement with remote learning.**

## Remote Learning at Townley Grammar School – Pastoral

The importance of relationships and wellbeing continue to be of central importance to the Townley learning community; students are encouraged to speak with staff members if they have any concerns - be it their teacher, form tutor or learning manager, at any point.

All students have access to a pastoral Google Classroom, named a pastoral hub. They should already be enrolled in their respective hub, if this is not the case then they can contact their learning manager (see final section of this document for details in relation to this). This involves signposting activities and wellbeing resources, alongside motivational tasks and use as a virtual notice board for the year group as a whole. The pastoral hubs provide a sense of community, allowing students permission to post and comment on posts. The hubs have rolled on from last academic year as a point of reference, students can refer back to previous resources or events.

### **Pastoral check ins:**

These are for students to complete daily, the House Tutor, Learning Manager and Assistant Learning Manager have access to these on a shared google drive. This allows for all members of the year group to access to all information. The information is monitored daily by House Tutors and picked up with regards to school safeguarding procedure should there be any concerns raised.

Example of form is available here: <https://forms.gle/Vir8dR1gCi76XcDH7>



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

For information on how to join remote learning via Google Classroom, **please see separate Google Classroom Cheat Sheet for students: Shake Up Learning**. Students will receive a link to online lessons from teachers in advance of live lessons, and instructions will be posted to the stream/discussed via live lessons. Please note, students can also access Google Classroom using a PlayStation or Xbox (with a mouse and keyboard attached). Tutorials are available via YouTube for this type of access. This article also discusses this: <https://www.google.co.uk/amp/s/edtechawesomeness.com/2020/03/17/access-google-classroom-with-your-phone-your-xbox-or-your-playstation/amp/>

The **Google Classroom Cheat Sheet for students: Shake Up Learning** covers the following:

- How to login to Google Classroom
- How to access a 'classroom' on Google Classroom
- How to navigate the main areas of Google Classroom, as a student
- The Main Menu
- Student stream - where students and staff can post comments and resources to each other
- Student Classwork - where students can 'turn in' their work online, and teachers will set assignments for students
- How to submit assignments and answer specific questions assigned by teachers

### What if my child/children does/do not have digital or online access at home?

Townley Grammar School will actively support students in the ways listed below to ensure that no student is left behind or disadvantaged. It is imperative that all students maintain interaction with their teachers and peers to foster and grow a sense of belonging to the Townley Grammar School community.

- Students will be responsible for keeping Learning Managers (LMs) and Assistant Learning Managers (ALMs) up to date on their digital or online access at home as soon as possible
- Teachers will be responsible for emailing work to LMs and ALMs who will then print out this work and send it once a week to the student's home address
- Where possible, school laptops will be loaned to students whose digital or online access is interrupted or not available
- Where possible, 3G SIM Cards will be given to students whose digital or online access is interrupted or not available.

**Townley Grammar School will continue to take advantage of any Government or Industry schemes which support teachers and students in ensuring they have access to a regular and high-quality remote learning provision.**

## General guidance for students and their use of Google Classroom

- A live House Tutor session at 8.30am every day on Google Meet to check in and register attendance, this is via the house tutor Google Classroom.
- To further enhance interactivity and engagement during live lessons, students are required to have their video on, and use the blur background function, or to use one of the backgrounds provided by Google on the Google Meet function.
- Teachers will expect students to submit work using the assignment function on Google Classroom.

### Backgrounds on Google Classroom:

As we continue to interact with each other via Google Meet, in order to make sure staff and students feel comfortable and secure whilst interacting with each other from home, we are asking that should you find it useful to have a suitable and professional background/backdrop whilst lessons take place instead of having your living rooms/bedrooms on show we have provided the images below, but please do use the google backgrounds or blur should you wish to make use of this facility.

Please note that this is not a requirement, but should you wish to you can find more information on how to complete this using the instructions for how to set background here: <https://support.google.com/meet/answer/10058482?co=GENIE.Platform%3DDesktop&hl=en>





## Townley@ Home- Special Educational Needs and Disabilities (SEND)

At Townley Grammar School we aim to ensure that all our learners with additional needs are fully supported whether they are learning at school or at home. These are very uncertain times for all of us and we are aware that some students may be experiencing increased anxiety whilst at home.

The Student Services team will continue to support learners by:

- Making weekly 'well-being' calls to students with additional needs/ vulnerable learners whilst they are at home. Staff will liaise with learning managers/ heads of department to sort out any concerns or difficulties the student may have.
- Ensuring that school-based interventions e.g. counselling, peer mentoring etc. continue to take place virtually or via the telephone.
- Liaising with external agencies to ensure that external support is delivered virtually (where possible).
- Organising virtual Annual Reviews/ progress meetings to ensure that everyone can attend safely.
- Regular SEND observations are taking place to ensure that SEND students can fully access their lessons.
- CPD sessions have been organised for all teaching staff on delivering 'Remote Learning Lessons for SEND Students (Best Practice).
- Parents have been encouraged to contact the Student Services team if they are concerned about their child's SEN, attendance, medical need or mental health.
- Students have been encouraged to contact the Student Services team if they are concerned about their mental health or struggling with remote learning.
- Vulnerable students will be able to access their remote learning from school if they are struggling to access their learning from home.

Students and their families can access a range of SEND/ well-being resources on Townley's 'Inclusion and Support' Google Classroom. Please see below for organisations that may be able to offer further support.

### Parents may support their child's remote learning by:

- Aiming for a consistent routine
- Creating a learning environment at home
- Encouraging their child to get ready on time to attend morning registration
- Praising their child's efforts to engage in remote learning
- Encouraging their child to attend all their lessons
- Encouraging their child to regularly check notices/ updates on their Google Classrooms
- Monitoring their child's engagement in lessons
- Encouraging their child to complete work for all their subjects
- Encouraging their child to ask their teachers' questions if they do not understand a topic/ subject

### Further Information

**Kooth**- An online mental health community. Kooth offer free counselling to young people.

<https://www.kooth.com/video>

**YoungMinds**- Offer a wealth of information on supporting the mental health of young people. YoungMinds have a parent support line available to parents who are concerned about their child's mental well-being.

<https://youngminds.org.uk/about-us/>

**Childline**- Offer support on friendships, feelings, and school life. Childline have a free support line available to young people.

<https://www.childline.org.uk/>





## Independent Study

In the event that all students are accessing the curriculum remotely, it is important that measures are put in place to reduce screen time whilst also increasing opportunities for physical exercise, time spent with family and time beyond the normal school day to engage in hobbies and other pastimes that support wellbeing. The rationale behind independent study is to consolidate learning and at times prepare students for future lessons via interest led independent research; while accessing a remote curriculum, independent study should embrace these principles. As a result, please note changes to Townley's Independent Study timings and expectations when all students are accessing the Townley@home curriculum:

Year 7	Year 8	Year 9	Year 10 & 11	Year 12 & 13
No independent study beyond allocated lesson time.	15 minutes of independent study per subject beyond allocated lesson time.	20 minutes of independent study per subject beyond allocated lesson time.	30 minutes of independent study per subject beyond allocated lesson time.	Independent study per subject should not exceed 50% of timetabled lesson time
Optional research focused study with subject guidance and in line with interest-led learning initiative.				

**Please note that staff will not ask students to complete any work for the next day; staff will always provide at least 3 days for any additional work to be complete.**



## Getting the most from Remote Learning – an overview for students, staff and parents/carers

Students are responsible for...	When delivering remote learning, subject teachers will...	Parents and carers can help by...
Following the Townley Grammar School Code of Conduct, as documented in planners.	Follow the Townley@home guidance, seeking permission from students to record online lessons and making a note of class presence in lessons.	Notifying the school of a student absence (Covid-19 or otherwise).
Attending all lessons and reviewing all lesson materials that are delivered live/watching pre-recorded lessons. These will be communicated via Google Classroom at the start of the lesson during timetabled slots, or prior to these lesson slots.	Ensure all work set follows the curriculum and supports student learning and progress and is provided at the start, or prior to the timetabled lesson slot. Instructions are clear, with time limits identified.	Taking an active interest in your child's learning and helping to establish a daily routine with clear structures.
Ensuring they understand assignments and ask any questions of teachers as soon as possible if unclear.	Monitor and assess any work set, providing feedback, signposting when this is due, and how it will be assessed for students e.g. comments, grades, grades and comments, individual or group feedback, or self-assessment.	Trying to ensure your child has a quiet space to work in, encouraging them to use their student planner to organise their learning.
Completing and submitting all work set to a high standard.	Include opportunities for peer interaction in remote lessons and a variety of tasks to keep students engaged.	Encouraging screen breaks and physical activity away from devices, as well as staying connected with others to promote wellbeing. As such, ensuring students do not engage in remote learning for extended periods of time, even if not complete as wellbeing, rest and effective sleep is needed to promote learning.
Engaging in the lessons delivered remotely, actively answering/ posing questions and using the chat function to collaborate with both staff and peers.	Offer a variety of lessons that include live lessons, pre-recorded lessons and engaging resources.	
Engaging fully in lessons, having cameras turned on and following guidance available on pastoral hubs about the use of Townley Grammar School backgrounds	Set independent study that will aid learning and progress	Monitoring your child's wellbeing and mental health, contacting your child's Learning Manager if additional support is needed, and access to remote learning is difficult during the day
Submit all work using the assignment function on Google Classrooms	Mute camera and microphones when students are completing activities 'live' to aid with student concentration. Consider how screen time can be reduced through lesson planning	Ensuring your child has a healthy and balanced diet and is exercising daily, in line with national restrictions
Follow instructions provided by staff when completing live lesson tasks	Consider how screen time can be reduced through lesson planning	You may also find the last two resources here, of particular use:  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_parents/Summary_of_Resources_-_Parents.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_parents/Summary_of_Resources_-_Parents.pdf</a>  <a href="#">Tech Toolkit for Families and Guardians: Google Classroom - YouTube</a>



## Key contact information

There are a number of different ways that members of the Townley Grammar School community can contact key staff in the school with their enquiries.

Pastoral system contacts information - these should be used for pastoral concerns, and generic Google Classroom enquiries should go via the appropriate Learning Manager, specific subject enquiries should be directed to the appropriate Head of Department

	Staff name:	Email
<b>Key Stage 3</b>		
Year 7 Learning Manager	Miss Brayton	KBrayton@townleygrammar.org.uk
Year 7 Deputy Learning Manager (DLM)	Ms. McCabe	EMcCabe@townleygrammar.org.uk
Year 8 Learning Manager	Ms. Groom	EGroom@townleygrammar.org.uk
Year 7, 8 & 9 Assistant Learning Manager (ALM)	Mrs. Johal	ejonal@townleygrammar.org.uk
Year 9 Learning Manager	Miss Singh	ssingh@townleygrammar.org.uk
Key Stage 3 Senior Learning Manger	Miss Singh	ssingh@townleygrammar.org.uk
<b>Key Stage 4</b>		
Year 10 Learning Manager	Mr. Rouse	DRouse@townleygrammar.org.uk
Year 11 Learning Manager	Miss Papen	VPapen@townleygrammar.org.uk
Year 9, 10 & 11 Assistant Learning Manager (ALM)	Mrs. Fitzgerald	mfitzgerald2@townleygrammar.org.uk
Key Stage 4 Senior Learning Manger	Mr. Rouse	DRouse@townleygrammar.org.uk
Student Services		studentservices@townleygrammar.org.uk
Safeguarding team		safeguarding@townleygrammar.org.uk
SENDCo	Mrs. Ogunsakin	senco@townleygrammar.org.uk
<b>Key Stage 5</b>		
Year 12 Learning Manager	Miss Orukpe	OOrukpe@townleygrammar.org.uk
Year 13 Learning Manager	Mrs. Khoshnevisan	skhoshnevisan@townleygrammar.org.uk
Sixth form administrator	Miss Sohal	msohal@townleygrammar.org.uk
Head of Sixth form	Mrs. Shetty	hshetty1@townleygrammar.org.uk



## Key contact information continued

### Free School Meals (FSM) and Pupil Premium (PP) Enquiries:

- Information of how to apply for Free School Meals is shown on our website, if you believe your daughter is entitled to free school meals please use the link below to check her/his eligibility: <https://www.cloudforedu.org.uk/ofsm/link2ict>
- If you need assistance with your application, please contact Mrs Bradshaw-Smith by email: [gbradshawsmith1.303@townleygrammar.org.uk](mailto:gbradshawsmith1.303@townleygrammar.org.uk)
- Townley are using the government voucher scheme for those eligible for free School Meals..

### Townley@home enquiries:

Ms Hannah Mitchem, Deputy Headteacher: [hmitchem@townleygrammar.org.uk](mailto:hmitchem@townleygrammar.org.uk)

### Limited internet access enquiries:

Ms Laura Acosta, Assistant Headteacher: [lacosta@townleygrammar.org.uk](mailto:lacosta@townleygrammar.org.uk)

### Subject specific enquiries

DEPARTMENT	EMAIL ADDRESS
Art	<a href="mailto:jchipol@townleygrammar.org.uk">jchipol@townleygrammar.org.uk</a>
Classical Civilisation	<a href="mailto:rhancock@townleygrammar.org.uk">rhancock@townleygrammar.org.uk</a>
Computing	<a href="mailto:lcomer@townleygrammar.org.uk">lcomer@townleygrammar.org.uk</a>
Dance - Performing/Visual Arts	<a href="mailto:mbrittle@townleygrammar.org.uk">mbrittle@townleygrammar.org.uk</a>
Design Technology Engineering	<a href="mailto:quinn3@townleygrammar.org.uk">quinn3@townleygrammar.org.uk</a>
Director Arts and Culture	<a href="mailto:sberryman@odysseytrust.org.uk">sberryman@odysseytrust.org.uk</a>
Drama	<a href="mailto:nmelluish@townleygrammar.org.uk">nmelluish@townleygrammar.org.uk</a>
Economics	<a href="mailto:tboulton@townleygrammar.org.uk">tboulton@townleygrammar.org.uk</a>
English and Film Studies	<a href="mailto:hronan@townleygrammar.org.uk">hronan@townleygrammar.org.uk</a>
Geography	<a href="mailto:sbannister@townleygramma.orr.org.uk">sbannister@townleygramma.orr.org.uk</a>
History	<a href="mailto:kohanlon1@townleygrammar.org.uk">kohanlon1@townleygrammar.org.uk</a>
Latin	<a href="mailto:tcowper@townleygrammar.org.uk">tcowper@townleygrammar.org.uk</a>
Maths	<a href="mailto:crobinson33@townleygrammar.org.uk">crobinson33@townleygrammar.org.uk</a>
MFL	<a href="mailto:swickington@townleygrammar.org.uk">swickington@townleygrammar.org.uk</a>
MFL French	<a href="mailto:fcheyms@townleygrammar.org.uk">fcheyms@townleygrammar.org.uk</a>
MFL German	<a href="mailto:vpapen@townleygrammar.org.uk">vpapen@townleygrammar.org.uk</a>
MFL Spanish	<a href="mailto:swickington@townleygrammar.org.uk">swickington@townleygrammar.org.uk</a>
Music	<a href="mailto:JoWard@townleygrammar.org.uk">JoWard@townleygrammar.org.uk</a>
PE	<a href="mailto:shawkey@townleygrammar.org.uk">shawkey@townleygrammar.org.uk</a>
Politics	<a href="mailto:mfranz.303@townleygrammar.org.uk">mfranz.303@townleygrammar.org.uk</a>
Religious Studies	<a href="mailto:rcox@townleygrammar.org.uk">rcox@townleygrammar.org.uk</a>
SCIENCE	<a href="mailto:mtugwell@townleygrammar.org.uk">mtugwell@townleygrammar.org.uk</a>
SCIENCE KS3 Sciences	<a href="mailto:smorley4@townleygrammar.org.uk">smorley4@townleygrammar.org.uk</a>
SCIENCE KS4 Biology	<a href="mailto:SKhoshnevisan@townleygrammar.org.uk">SKhoshnevisan@townleygrammar.org.uk</a>
SCIENCE KS4 Physics	<a href="mailto:smorley4@townleygrammar.org.uk">smorley4@townleygrammar.org.uk</a>
SCIENCE KS4/5 Chemistry	<a href="mailto:mtugwell@townleygrammar.org.uk">mtugwell@townleygrammar.org.uk</a>
SCIENCE KS5 Biology	<a href="mailto:SBatchelor@townleygrammar.org.uk">SBatchelor@townleygrammar.org.uk</a>
SCIENCE KS5 Physics	<a href="mailto:mraybould@townleygrammar.org.uk">mraybould@townleygrammar.org.uk</a>
Sociology	<a href="mailto:amoustafa@townleygrammar.org.uk">amoustafa@townleygrammar.org.uk</a>



## Additional Support

**In addition to the work provided on Google Classroom, there are a range of useful websites, which students can access at any time:**

### [www.gcsepod.com](http://www.gcsepod.com)

GCSE POD – This website provides learning and revision resources for 28 subjects and is relevant to both key stage 3 and key stage 4. Resources include pods (videos) along with Quizzes and other revision tools. There is information on the Pastoral hubs about how to login to this website. Students should be familiar with this online provision.

### [www.snaprevise.co.uk](http://www.snaprevise.co.uk)

Snap Revise is suitable for GCSE and A level students. It provides concise videos covering every specification point explained clearly. There are also Exam walkthrough videos which help students to understand how to break down questions and write exam responses. \*Some subjects have access to this via a free trial and students have been given details of how-to login.

### [www.senecalearning.com](http://www.senecalearning.com)

Seneca provides free resources for Key stage 3, 4&5. Students can use it to help them understand and learn their subjects whilst at school or when revising for exams.

### [www.bbc.co.uk/learning](http://www.bbc.co.uk/learning)

BBC bitesize helps students with their coursework, homework and exam preparation. It provides 'bite sized' interactive content, video and audio summaries and mock exams.

### [www.thenational.academy](http://www.thenational.academy)

THE NATIONAL OAK ACADEMY - This is a fantastic website with over 10,000 free lessons and resources made by teachers.

### [www.london.gov.uk/learning-at-home](http://www.london.gov.uk/learning-at-home)

This is a free learning resource focused on cultural offers.

### [www.mathskitchen.com/topics](http://www.mathskitchen.com/topics)

This is an interactive GCSE revision website. Resources are categorised by topic, including video lessons and practice questions.

### [www.natgeokids.com/uk](http://www.natgeokids.com/uk)

A mix of games, quizzes, videos and free downloadable resources which is perfect for keeping active minds busy.

### [www.tate.org.uk/kids](http://www.tate.org.uk/kids)

Inspiration to get creative but with a nod to styles of famous artists. You can find quizzes, craft activities, videos and art history, easy to find information and easy to use.

### [www.isaacphysics.org](http://www.isaacphysics.org)

Free online teaching resources for physics.



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