Trinity Church of England School

Remote Learning information for parents

LEARNING — LOVING — LIVING

Remote Education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

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

The remote curriculum: what is taught to pupils at home

A pupil'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.

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

Our remote learning procedure is fully in place and pupils should expect to start learning immediately from when they are sent home. Further information will be given to families via our normal methods of communication: text, website and weduc (school app). Our online platforms were introduced last academic year and have been embedded throughout the autumn term to ensure pupils are familiar with them to prepare them for a possible period of remote learning at any time.

Primary Phase: Live meets for whole bubble closures will start at the beginning of the first day. Work will be uploaded onto ClassDojo and our website for pupils to complete. Pupils will be expected to upload completed work.

Secondary Phase: The normal timetable will be followed by pupils on TEAMS. Pupils are expected to have their exercise books (unless a teacher has them for marking and feedback purposes), and any other class materials (such as workbooks, knowledge organisers, revision guides etc.), in their possession. In the first instance, pupils should follow their daily lesson timetable and make use of workbooks and knowledge organisers for each subject. Teachers will endeavour to post directions for work on Teams directing pupils to specific tasks and topics. 'Live' lessons will occur on TEAMS for pupils to follow during whole bubble closure.

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 broadly teach the same curriculum remotely as we do in school. Our curriculum is blended from school to home to ensure pupils do not miss out on learning whether in school or at home. This ensures pupils have meaningful and ambitious work each day in a number of different subjects.

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 pupils broadly the following number of hours each day:

Primary school-aged pupils	Our pupils have a morning and afternoon meet live with their teacher on Zoom. This will introduce new material; discuss the content of the learning to take place throughout the day; and provide verbal and whole class feedback. Blended online learning will then be set throughout the day on ClassDojo / school website. Completed work is uploaded for the teacher to give feedback. Between 3 and 5 hours of learning time is set each day, inclusive of zoom meets, uploaded video links and time to complete tasks.
Secondary school-aged pupils: Year 7 through to 16.	Pupils will follow their normal school timetable. Within this they will be given work to fill their normal day. A proportion will involve 'live' learning. The rest will involve screencasts / pre-prepared material within the lesson time where pupils need to work independently and upload within TEAMS for the teacher to assess and give feedback on. They should be spending 315 minutes (5.25 hours) each day on learning which is the same as their usual school day. This ensures the set work is of equivalent length to the teaching pupils would receive in school.

Accessing remote education

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

Primary pupils will be using ClassDojo. Each day classes have a morning and afternoon live meeting with their teacher on Zoom to support the learning taking place throughout the day. Other stimulus material will then be used throughout the day including online specific subject software, learning videos (including that set from national produced material and those produced within the school) and specific worksheets.

Secondary phase pupils will be using TEAMS. Teachers will deliver 'live' lessons on Teams, as well as uploading screencast productions and other resources to enable pupils to work independently. Work will be assessed throughout using assignments and class notebook. Teachers will gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback using digitally facilitated or whole-class feedback where appropriate. Other packages will

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 pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

We have an ICT loan scheme in place where we provide equipment to some of our families to support their online access to our learning platforms. This includes help with access to the internet.

We also provide paper packs for pupils / families to collect for those that require further support.

If we are open for vulnerable families we can offer in-school support for some families if they are struggling to access the material.

We work with our families to make sure we tailor our support to their need.

How will my child be taught remotely?

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

Trinity uses a blended approach to delivering learning remotely. This includes:

- live teaching (online lessons)

- recorded teaching e.g. Oak National Academy lessons, BBC material, White Rose Maths, Seneca Learning, Screencasts and Loom (video/audio recordings made by teachers)

- printed paper packs produced by teachers (e.g. Knowledge Organisers, workbooks, worksheets, Mastery booklets, revision guides)

- textbooks and reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (Mathletics / White Rose / MathsWatch / Kerboodle)

- project work and/or internet research activities

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?

The school will register pupils each day to check on the engagement. Those not attending will get a call home to find out the reasons and identify what further support the school can offer. Feedback will be used to enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising materials or simplifying explanations to ensure pupils' understanding and engagement.

Primary Phase: Attendance is monitored each day on the Zoom call and to those that have not submitted work. Work submitted is reviewed by the teacher. Parents are expected to follow the Virtual Conferencing Agreement to ensure pupils and staff are safeguarded / supported during live zoom meets. Parents of younger pupils are expected to support pupils in uploading learning to Class Dojo and ensuring attendance. Parents can seek support with this through the school office.

Secondary Phase: attendance is monitored at each lesson and a system is in place to notify pupils / parents if pupils are not taking part in the learning. Feedback is given to pupils in a variety of ways, including orally and through the class notebook / assessment element of TEAMS.

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

Engagement will be checked through attendance and quality of work produced and submitted to teachers.

Where engagement is a concern the school will contact home and offer additional support or alternative methods of carrying out the 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 pupil work is as follows:

Feedback to pupils is through:
- questioning and discussion in the live elements of learning;
- oral feedback in lessons based on submission of work;
- whole class feedback from assessments / class notebook work;
- Individual feedback through submitted work.

Additional support for pupils 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 pupils, for example some pupils 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 pupils in the following ways:

Those pupils that are vulnerable will be offered a place within the school setting where possible.

Where this is not possible Trinity will work with individual families and pupils to set up a bespoke support plan to ensure each person's needs are met. This could include:

- Providing differentiated materials that will further support families

- Offering regular calls / support remotely to ensure pupils and families can access the materials

- Altering the curriculum offer for some individuals

Remote education for self-isolating pupils

Where individual pupils 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 pupils 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?

Each situation will be evaluated and the appropriate support put in place. This includes work packs created, live learning, video links of lessons uploaded for all to access.