

Trinity Church of England School



Trinity

LEARNING • LOVING • LIVING

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Introduction

The Trinity community will 'live life in all its fullness' by establishing a unique and personalised learning journey through Trinity and beyond. We seek to develop knowledgeable, open-minded and insightful learners. Through the use of online learning platforms, we are able to consolidate and stretch learning to facilitate pupils to reach their potential.

Under the current circumstances, Trinity has prepared for four scenarios:

1. All pupils and staff are in school. Home learning is provided through Microsoft Teams (Teams).
2. All staff are in school and a pupil is self-isolating and conducting their learning through Teams.
3. A staff member is self-isolating and supporting learning in the classroom and home learning through Teams.
4. All staff and pupils are isolating and learning continues through Teams.

We recognise that pupils need as much ongoing support, consistency, routine and structure in their day and therefore we have developed a Remote Teaching and Learning approach that fully supports this and equally balances workload for staff and pupils.

Please see the table for the timings of lessons as per our normal school day:

Lesson	Lesson Timings
FG time	8.45 – 9.15
Period 1	9.15 – 10.55
Period 2	10.55 – 10.55
Break	10.55 – 11.10
Period 3	11.10 – 12.00
Period 4	12.00 – 12.50
Lunch	12.50 – 13.35
Period 5	13.35 – 14.25
Period 6	14.25 – 15.00

Our Blended Learning Approach

The following document details the home learning arrangements for pupils from Monday 4th January. During this time pupils will be expected to follow their usual school timetable throughout each day.

Remote Learning Arrangements

- Remote learning will consist of a combination of live teaching, pre-recorded lessons, independent practice for all subjects.
- Lessons will follow your child's normal timetable for the term and for all subjects.
- Attendance and engagement to live lessons and completion of work will be tracked for each lesson.

What Work Can your Child Expect

Each week your child will continue with the curriculum in each subject. Therefore it is imperative that pupils engage with live lessons, pre-recorded lessons, and independent work set to ensure that they are learning the new content being delivered

Quantities of Work

The quantity of work being set should not exceed the timings for the lesson. For example, if a lesson is live and lasts for 20 minutes the teacher may set some independent work which will last for 40 minutes. If you do have any feedback regarding the quantities of work please do contact us at: admin@trinity.lewisham.sch.uk

Microsoft Teams

Each pupil has an account set up on Microsoft Teams which contains a separate Team for each of their classes. Pupils are shown how to access this at the start of the academic year. Homework is also posted on Microsoft Teams and it is used regularly throughout the course of the year.



Students Guide to Microsoft Teams - Installing Teams on your Device at Home

<https://www.youtube.com/watch?v=Zoc78NKvTK0&list=PLxp90x5c0ttY6YQiUyoG9gmoAx2OVncHa>

Students Guide to Microsoft Teams - Introducing your new Virtual Classroom

https://www.youtube.com/watch?v=jx36qQf_Qpk

Very clear, step by step guide.

Students Guide to Microsoft Teams - Completing Assignments (Homework/remote learning tasks) in Teams

<https://www.youtube.com/watch?v=ARLONxW8o4g&list=PLxp90x5c0ttY6YQiUyoG9gmoAx2OVncHa&index=4>

Should you or your child need any further support please contact admin@trinity.lewisham.sch.uk

It is crucial that pupils ensure they click the **HAND IN** button when they have completed their assignments. If they do not do this teachers may not be aware that they have completed the work.

Uploading Work

For some lessons, pupils may be completing their work on paper/in their exercise book and they will need to submit a photo of their work. They should follow these instructions to do so:

- Using their phone, pupils should use the Teams app to go to the relevant subject's team.
- Click on the 'assignments', click the relevant assignment. Under 'my work' click 'Add work'.
Select the option to "add attachment", then select the option to take a photo.
- Pupils should take a photo of their work (they may need to take multiple if there is more than one page of work) and submit or hand in their assignment. (Try and avoid shadows so teachers can read the work easily).

For problems with Microsoft Teams passwords please contact us using the following email distribution:

admin@trinity.lewisham.sch.uk

Notification Setting in Microsoft Teams

Teachers have fed back that some students have switched off the 'notification' setting in their Google Classroom. By doing this, it turns off the alert that a subject teacher has sent them a message, which could be about a piece of work, or a reminder that they have missed a deadline. Please ensure that your child has this important setting on.

Live Lessons Guidelines

Teachers of each class, where possible, will be delivering live lessons to support pupils continued learning, where this is the case please keep an eye out on your child's google classroom for schedules of live lessons as teachers will be advising of these as early as possible to enable pupils to attend these throughout the forthcoming week. If teachers are providing live lessons they may notify pupils of this and any tasks may be given during these lessons therefore please do keep an eye out for these live lessons.

Pupil Expectations/Behaviour/Online Safety

As part of our development of home learning, we will continue to use Microsoft Teams. Teams acts as an online classroom platform that will allow your child to access their home learning at any point in the year. Each pupil will have their own account with all their classes added as Teams. All pupils are required to abide by the following rules:

- I will only use technology for school purposes as directed by my teacher.
- I will only take part in 'live' stream if an adult at home knows I am doing it.
- I will not reveal my passwords to anyone.
- I will be responsible for my behaviour and actions when using technology (Microsoft Teams and other interactive applications), this includes the resources I access and the language I use.
- I will make sure that all my communication with students, teachers or others using technology is responsible and sensible.
- I will not deliberately browse, download, upload or forward material that I should not be viewing. If I accidentally come across any such material, I will report it immediately to my teacher or my parent.
- I will not share resources or videos created by my teachers with anyone who is not a pupil or member of staff at Trinity.
- I will not record or take photos of my classmates or teachers during a face-to-face session.
- I will not share any school content on social media platforms.
- I understand that when using Microsoft Teams and other applications provided by the school that my use can be monitored and logged and can be made available to my teachers.
- If audio/video conferencing is used, I understand that this might be recorded by the teacher only in order for pupils to be able to continue to learn outside of the time of the lesson itself.
- I will continue to follow the rules regarding my use of technology as outlined in the school's Pupil Acceptable User Agreement.
- I understand that these rules are designed to help keep me safe and that they are not followed, school sanctions will be applied and my parent may be contacted.

We expect all pupils:

- When participating in a video conference on Microsoft Teams, or any other video conferencing software, remember that this is an extension of the classroom and you should conduct yourself as you would when on your best behaviour in a classroom. This includes:
 - Being on time for your interactive session
 - Being dressed appropriately for learning (e.g. no pyjamas)
 - Remaining attentive during sessions
 - Interacting patiently and respectfully with your teachers and peers
 - Providing feedback to teachers about your experiences and any relevant suggestions
 - Video conferencing from an environment that is quiet, safe, public and free from distractions. Please avoid using a bedroom for video conferencing.

- You MUST NOT record each other’s online interactions. If the lesson is to be recorded, this will be done by the teacher.
- Make sure you end the session as soon as the teacher indicates to do so and do not stay in the session after the teacher has left.

General Rules and Guidelines

- Please complete tasks as they are set for each lesson. Teachers will aim to be available at the times when they would normally be teaching you in order to answer questions. This will be either through Teams, Seneca, MathsWatch or an alternative.
- As soon as you have completed each task, please indicate this to your teacher. If a pupil is using their own device, which may not have a camera or they may be sharing a family device this may not be possible, but the expectation remains that cameras should be used if available.
- Pupils use the “hands up” and “chat” function in a live lesson to ask questions. Do not just ‘call out’ just like a classroom situation.
- Pupils are able to change their backgrounds (this must be appropriate). This can be done by clicking the three vertical dots on the bottom right of the screen, then select the background.
- classroom, deny access.
- We ask that parents/carers or other unintended audience members do not attend the lesson (actively taking part in the lesson). Teachers will ask them to not be active or visible. If there is a concern surrounding this, the pupil may be removed from the meet.

Marking, Feedback and Assessment

During this remote period time the assessment, marking and feedback that pupils will receive will differ to adjust to the circumstances. All pupils will receive feedback via the methods below at least fortnightly.

Assignment Type	Written Work / Coursework	Retention Quizzes/ Mini-Tests / End of Topic Test	Live Lessons
Description of Remote Learning Task	Written work is generally handed in by pupils on Microsoft Teams via an upload or on Microsoft Forms. This means it can be shared online with the teacher for review.	Quizzes on Microsoft Forms are a form of assessment designed and created by our teachers based on the content and skills they have covered and prior learning. ‘Quizzes’ are marked immediately giving instant feedback and scores. They can be used as short weekly quizzes or to replace our normal end of topic milestones.	These are where pupils are asked to join a Teams meeting at the time of the normal scheduled lesson and there is some direct instruction, discussion, live interaction and communication between pupils and the Teacher. Following direct instruction some teachers are available throughout the lesson through the class stream, private comments and on a jamboard for Q&A and feedback.
Subjects Using it	All written subjects including Engineering and Food Technology	All subjects	All subjects

Assignment Type	Written Work / Coursework	Retention Quizzes/ Mini-Tests / End of Topic Test	Live Lessons
<p>How these would be assessed in school</p>	<p>Teachers read specific pieces of work and provide verbal feedback on common misconceptions for pupils to act on in Blue Review lessons.</p> <p>Pupils are given marking criteria to self-assess and peer assess their writing nearly every lesson. This empowers pupils to self analyse, critique and improve their own work/or their peers' work.</p> <p>Teachers write comments on individuals' formal assessment pieces at least once a term. Teachers comments highlight strengths and areas for improvement. Pupils review and improve their work in Blue Review lessons using the feedback.</p>	<p>Retention tests (low stakes quizzes) are peer marked by pupils in lessons using mark schemes and explanations provided by teachers. This empowers them to better understand their own level of retention and understanding.</p> <p>Teachers write comments on individuals' formal assessment pieces (e.g. milestone tests) a minimum of once a term. Teachers write summary comments to share strengths and improvements</p>	<p>During lessons in class, teachers would ask questions, circulate the class to review pupils' work, ask pupils to peer assess each others' work, provide answers for pupils to self-assess and this may be against a mark scheme, provide modelled answers and also use videos and tutorials to support their misconceptions.</p>

Assignment Type	Written Work / Coursework	Retention Quizzes/ Mini-Tests / End of Topic Test	Live Lessons
<p>How these are assessed remotely</p>	<p>Pupils are given marking criteria to regularly self-assess assess their writing themselves. This empowers pupils to self analyse, critique and improve their own work.</p> <p>Teachers can read the work and share whole class feedback on common misconceptions through the 'Google Classroom Stream'.</p> <p>Where written work is indicated to be a formal assessment by the teacher (minimum one piece per term). This will be annotated using the 'comments' function in 'Google Documents' to highlight strengths and areas of improvement and can be given a score. The work is returned to pupils to review and re-submit their work.</p>	<p>Teachers add pre-populated answers to the 'Google Quiz' so it is automatically marked by the computer giving pupils instant feedback and scores on their answers.</p> <p>When pupils give incorrect answers, teachers design the quiz to automatically provide explanations, additional links to videos/tutorials and further information about the question, instantly addressing the areas they don't understand. It is crucial pupils take the time to look through these and read them.</p> <p>Teachers can review pupils' responses to the quizzes and share whole class feedback on common misconceptions through the 'Google Classroom Stream'.</p>	<p>Whole class feedback and individual feedback can take place during live lessons in a variety of ways which can include teachers using the virtual 'hands up' tool, asking for students to write their answers in a using a jamboard, pupils using a frame in google slide for their own written work, answering a google quiz and then having feedback immediately once submitted, in the private comments and also in the live stream.</p>

Homework

We recognise the importance of limiting the amount of screen time pupils will have each day, therefore there will be limited formal homework set for pupils. However, we are aware that for some pupils, exam groups in particular, they may wish to complete more independent study and practice to support their revision and progress.

Therefore teachers may upload some independent work that pupils can complete, which may include some of the following:

- Practice exam questions
- Extended pieces of writing (e.g. essay writing practice)

- Knowledge organiser learning
- Seneca quizzes
- Mathswatch clips
- Oak Academy lessons

Where possible, teachers will provide paper based activities to further reduce screen time although this will depend on the subject.

Supporting Pupils with SEND

1. All staff and pupils attending school – so using Teams to supplement classroom learning at home.

SEN

- The SEN team to support SEN pupils with log ins and how to use the platforms.
- TA's check Weduc and Teams with pupils they are supporting on a regular basis.
- When teachers are producing screencasts, they should make sure there is differentiation for SEN pupils.
- TA's, SENCO and SEN Manager quality assure a range of screencasts for different year groups and subjects for quality first teaching. Provide feedback to relevant YPL's, subject leads and SLT.

Mental Health and Wellbeing

- ALE and SSI to use the school website to provide all stakeholders with a range of Mental Health and Wellbeing resources.
- ALE and SSI to do a weekly screencast (for TEAMS) on a relevant MH&W issue.
- AWA is arranging for our outside supervisor to be available for staff to contact remotely if they require and support and counselling.

Safeguarding

Pupils and staff need to use the following protocols:

- The only methods of communication between school, parent and pupil is via Teams and Weduc.
- These platforms should be used formally. It is not a chat facility and should be focussed on attainment, teaching and learning and wellbeing.
- Please use my concern to report any conversations which you feel relate to child protection or safeguarding.
- Please only use school registered devices to access these platforms.
- Do not use other platforms with children however there will be occasions when you will need to use other platforms (EG Zoom) with parents and outside agencies but please use your school email to register an account.
- Please make sure that when having video or audio calls with pupils or parents that your setting is appropriate.
- If using Zoom with parents and outside agencies, we recommend you record the meeting (with consent from those involved).

2. A staff member having to self-isolate: using Teams to continue classroom learning.

SEN

- Member of staff to produce screencasts for all classes. If they have SEN pupils in their groups then they should liaise with the SEN team for advice if needed. They will have access to the SEN spreadsheet and SIMS which includes key information and copies of EHCP plans. It would be good practice for the teacher to use TEAMS to specifically contact pupils with SEN to make sure they can access the work.
- The SEN team will be used as in class cover for teachers who are isolating.

Safeguarding

– follow the procedures above.

MH&W

- ALE is available for staff members who are isolating. They can also use the wellbeing section of the website for MH&W signposts and activities.

3. A pupil having to self-isolate: using Teams to keep up with classroom learning.

SEN

- Work to be sent home to the pupil via Weduc and TEAMS from the class teacher.
- The SEN team to contact pupils with EHCP's (and a small selection of those identified as particularly vulnerable on the SEN support register) who are self-isolating to offer support with learning. This is to be done through Weduc or TEAMS.

Safeguarding

- SSI to contact any vulnerable pupils who are self-isolating. This will have to be by a variety of means, including phone calls, Weduc and TEAMS.

MH&W

- ALE has a counselling client list. If any of them are self-isolating she will contact them via Weduc initially but then can give them a video call on TEAMS if necessary.

4. All staff and pupils isolating: total online learning.

Safeguarding – the protocols above MUST be followed by all staff.

SEN

- All TA's (and other support staff) given a client list to call/contact via TEAMS, Weduc or phone. Those with EHCP's and vulnerable's should be contacted weekly.
- The SEN Manager to do a weekly screencast for those on the SEN list with hints and tips to support learning.

MH&W

- Weekly screencasts continue. Website resources regularly referred to on Weduc. ALE continues to contact her client list on Weduc.

It is important to highlight that frequent changes of routine can be very unsettling and can provoke anxiety for pupils, therefore parents may notice increased behavioural difficulties or emotional dysregulation. If your child is one of the many who depend on routine, it's important to set a clear structure to your day -

Morning/Evening Routines - it's important to maintain sleep routines. Disruption to sleep routines will be particularly difficult for SEN children: for example, a child with ADHD taking stimulant medication needs to get up at the same time every day to take their medication, otherwise it may affect their ability to fall asleep at night.

Learning Activities - Where possible, try and follow the school timetable. This will help your child know what to expect, and prevent frustration and procrastination. If your child is finding the work difficult, communicate with the teacher through the google classroom, there is a private comment function, and we can then review the activities set.

Exercise and physical activity: it's vital that children with SEN stay active. Giving your child the opportunity for some physical activity - whether that's going for a daily walk as a family, playing a game in the garden or riding their bike , this will help them release the energy that has built up throughout the day.

Relaxation time: make sure your child has time for their favourite relaxing activities like computer time or watching TV: essential for helping them decompress after a school day that looks very different from usual.

If teachers/parents continue to be concerned that a pupil is struggling to engage with the lessons, the pupil will be discussed during weekly online meetings held by the SEN department to decide if extra interventions are needed. The SENCo will meet with key members of the team to agree and evaluate actions, so that the principle of plan-do-review can be maintained.

General Online Safety

Keeping Children safe remains a priority during our School closure period, especially with the increased amount of time pupils are spending on line to access their learning. Please find the links below for more information on keeping your child safe online whilst working at home.

[Internet matters](#)- for support for parents and carers to keep their children safe online [London](#)

[Grid for Learning](#)- for support for parents and carers to keep their children safe online [Net-](#)

[aware](#)- for support for parents and carers from the NSPCC

[Parent info](#)- for support for parents and carers to keep their children safe online

[Thinkuknow](#)- for advice from the National Crime Agency to stay safe online

[UK Safer Internet Centre](#)- advice for parents and carers

As young people spend more time online there is also an increase in the chances they will see something online which isn't intended for them. Whether this is fake news or unkind, inappropriate and mean comments. Trinity staff are still available to offer advice, support and guidance. If there is an issue online that you think the school should be aware of please send an email to admin@trinity.lewisham.sch.uk. This email will be passed to the relevant member of staff who will be able to support.

Together as a family you can also help prepare your children and build their critical thinking skills. A family agreement is a great way to talk to the whole family about how you all use the internet. As you have everybody at home, you can set boundaries and discuss how you are all going to use technology during this time. Discuss and agree: Where is technology going to be used in your home? How are you going to share it? What times of the day can different family members have access? It is also a great opportunity to discuss and reinforce how to behave online.

Guidance for Pupils

Cyber bullying

Do not write anything in a message that you are not happy for the world to see. It may be addressed to a single person but remember how easy it is for them to forward it on to other people. Funny messages are great- but be careful with jokes, what you may think is witty- others might take offence.

Think Ahead

Before posting photos or comments anywhere, remember they can remain there for many years to come. By then they may be a source of embarrassment rather than amusement. Don't forget – they could be seen by a future employer.

Stay Sceptical

If a complete stranger walked up to you in the street and asked for your name would you give it to them? If they also asked for your mobile number, your email address, your date of birth and your home address, you would be cautious. Always apply that same level of caution about yourself online – and don't share your password. Always be cautious

NO to Bullying

Whether it's sending hurtful or abusive text messages or emails, posting nasty comments or embarrassing images, cyber bullying can have a devastating effect. Bullying is always wrong and unacceptable.

Sleep on it

If you are annoyed about something and have created a message to send to them that will show them to mess with you. Sleep on it. Then delete it.

Strategies for Parents to Support Engagement

Trinity recognises that supporting your child in their home learning may at times be challenging for a variety of reasons personal to each household. Please ensure you are making Trinity aware of any difficulties there may be for your child or family by emailing – admin@trinity.lewisham.sch.uk , which will allow us to offer the most appropriate support to you all.

Creating a Suitable Learning Environment - 10 Top Tips

1. Designate an area for learning if you can
2. Minimize clutter or distractions
3. Keep the learning environment as accessible as possible.
4. Make the space functional, but personalized.
5. Establish a “no tech” rule if technology is not needed for the activity or task.
6. Set daily routines.
7. Keep your home in good working order.
8. Provide rest breaks, build in opportunities for physical activity and healthy food.
9. Give your child choices and empower them to make decisions about their learning
10. Offer positive reinforcements/rewards for achievements

Digital Resources to Support with Remote Learning

Mathswatch

Mathswatch is an online Maths learning platform that is available to all pupils. There are tutorials and practice questions that will support all pupils with the progress in Maths.

Website: <https://vle.mathswatch.co.uk/vle/>

Seneca

Seneca is a free online learning platform that pupils in all years can access. It revises content in most subjects and provides pupils with opportunities to complete regular low stakes quizzes to improve their knowledge. It is important they select the correct exam board if completing GCSE subjects and they should ask their teacher if they do not already know their exam board.

Website: <https://app.senecalearning.com/>

Wellbeing and Resilience

We recognise these are unprecedented times, and we are all adjusting to our new, albeit temporary way of life.

PSHE/Personal Development

<p><i>1. All staff and pupils attending school – so using Teams to supplement classroom learning at home.</i></p>
<ul style="list-style-type: none">• All PowerPoints for PSHE uploaded on Teams.• Year 10 guided by FGL to activity on Teams as Home Learning to supplement lack of FG time.• Work Experience materials on TEAMS – WEX Folder• Progression Folder on Teams
<p><i>2. A staff member having to self-isolate: using Teams to continue classroom learning.</i></p>
<ul style="list-style-type: none">• All PowerPoints for PSHE uploaded on TEAMS• Staff member sets PSHE activity as part of their cover.• Cover supervisor uses classroom materials, pupil books as normal• Classroom pupil representative organises the box of materials for Character Charter (Should all pupils take Charters home now?)• Character Charter work to include Virtual tours of museums etc.• Character Charter booklet uploaded onto TEAMS
<p><i>3. A pupil having to self-isolate: using Teams to keep up with classroom learning.</i></p>
<ul style="list-style-type: none">• All PowerPoints for PSHE uploaded on TEAMS• PSHE set as part of Home Learning by FGL. (Is there a FG folder on TEAMS to house this?)• Screencast used to supplement PowerPoint where necessary. (FGL to create screencast for each lesson where necessary)• Character Charter work to include Virtual tours of museums etc.• Character Charter booklet uploaded onto TEAMS• Pupils can submit video evidence and screencast as part of PSHE discussion work and Character Charter work• Careers folder on Teams• Personal Development Days material uploaded onto TEAMS
<p><i>4. All staff and pupils isolating: total online learning.</i></p>
<ul style="list-style-type: none">• All PowerPoints for PSHE uploaded on TEAMS• PSHE set as part of Home Learning by FGL. (Is there a FG folder on TEAMS to house this?)• Screencast used to supplement PowerPoint. (FGL to create screencast for each lesson)• Character Charter work to include Virtual tours of museums etc.• Character Charter booklet uploaded onto TEAMS• Pupils can submit video evidence and screencast as part of PSHE discussion work and Character Charter work• Whole class TEAMS discussion for PSHE sessions?• Use of weekly Character Corner materials/suggestions from newsletter (Weduc/Teams)• Careers folder on TEAMS• Regular Posts and Updates which are year group specific• Personal Development Days material uploaded onto TEAMS

We have many people in Trinity who can offer support to pupils. If you feel your child needs some additional support please contact their form tutor or email admin@trinity.lewisham.sch.uk so a member of the Wellbeing team can contact you.

If your young person is struggling with their emotional well-being or mental health there are lots of resources out there that can help. Here are a list of on-line support and apps:

Childline 0800 11 11 www.childline.org.uk

Young minds www.youngminds.org.uk - there is a parents helpline 0808 802 5544

Shout www.giveusashout.org. text 85258 a crisis text line

Mindfresh <https://mindfresh.nelft.nhs.uk/>

Apps Mindshift, MindFresh, Headspace, Blue Ice, Chill Panda

Information about how to talk to your child about Coronavirus: <https://youngminds.org.uk/blog/talking-to-your-child-about-coronavirus/> <https://childmind.org/article/talking-to-kids-about-coronavirus/>

How Pupils can Self-Care during this time

- Think and be positive! Congratulate yourself on your successes
- Have a varied lifestyle - Build a routine and within this build opportunities for relaxation into your schedule.
- Keep a sense of proportion and perspective
- Get plenty of sleep and do not stay up late. Stick to your routine.
- Lists are helpful – there is satisfaction in ticking things off
- Break down tasks and make them more manageable – they will not seem as daunting then
- Try to smile – you will feel better for smiling and so will others around you.

Spiritual Wellbeing

<p><i>1. All staff and pupils attending school – so using Teams to supplement classroom learning at home.</i></p>
<ul style="list-style-type: none">• Chaplaincy events/competitions to be shared through TEAMS• Chaplaincy corner in the newsletter to inform Trinity families about chaplaincy developments• FG worship PowerPoints to be saved locally on TEAMS for access• Whole school worship videos – shared with staff/TEAMS allowing all to access in their family group time• Staff prayer group run on TEAMS each week
<p><i>2. A staff member having to self-isolate: using Teams to continue classroom learning.</i></p>
<ul style="list-style-type: none">• Chaplaincy events/competitions to be shared through TEAMS• Chaplaincy corner in the newsletter to inform Trinity families about chaplaincy developments• FG worship PowerPoints to be saved locally on TEAMS for access• Whole school worship videos – shared with staff/TEAMS allowing all to access in their family group time
<p><i>3. A pupil having to self-isolate: using Teams to keep up with classroom learning.</i></p>
<ul style="list-style-type: none">• FG worship PowerPoints to be saved locally on TEAMS for access• Whole school worship videos – shared with staff/TEAMS allowing all to access in their family group time• Screencast used to supplement PowerPoint where necessary.• Pupil faith team to be conducted via Teams allowing pupils who are isolating to still participate
<p><i>4. All staff and pupils isolating: total online learning.</i></p>
<ul style="list-style-type: none">• Staff prayer group to occur on TEAMS• Pupil Faith Team to occur on TEAMS• Daily family group prayers to be uploaded on TEAMS• Whole school worship video to be uploaded onto TEAMS• Chaplaincy support for staff and pupils to be available through TEAMS• Chaplaincy events/competitions to be shared through TEAMS• Chaplaincy corner in the newsletter to inform Trinity families about chaplaincy developments

Additional Support - Parent FAQs

What if my child is ill so cannot complete work?

We understand that this could happen, in the same way that Trinity staff may also become ill. Where possible, we would ask that you contact the school at admin@trinity.lewisham.sch.uk to let us know if a pupil will be unable to complete work for a prolonged period of time. This will allow us to inform teachers so that outstanding work does not continue to be chased and teachers can support once the pupil returns to online learning after being unwell.

What if I cannot provide computer access for my child?

We have worked to identify which pupils this impacts and provided pupils with workpacks. **If you feel your child has not been recognised by Trinity as needing a work pack please contact us on using the email:** admin@trinity.lewisham.sch.uk

What do I do if my child has forgotten their login details or password to access work?

As outlined in the 'Parental Online Learning Guidance' please contact the email address below for specific enquiries linked to login details: admin@trinity.lewisham.sch.uk

What is my child expected to do if they are finding the work too hard without teacher input?

We would encourage your child to contact their teacher through the 'post' on their Microsoft Team page if they are having lots of challenges.

What if they run out of work or I feel the teacher is not setting enough work over time?

Please use the admin@trinity.lewisham.sch.uk distribution so that we can then direct this to the relevant line manager of the teacher so they can liaise with them to ensure more work is provided.

What do I do if my child is persistently refusing to engage in work?

It is very important to model to your child the expectation of working e.g. do not watch something on the TV / use phone or something they will want to be involved in while you expect them to sit and work. Perhaps read a book or complete work yourself to model this to them and promote a calm positive working environment. Set up short term and long term reward systems to sustain this over time and set a clear routine for them.

If this still isn't working persistently over a period of time please contact the school using the following distribution and make it clear that you would like your email to be responded to by a member of the senior leadership team so that we can support you. admin@trinity.lewisham.sch.uk

If the school is closed how can I contact the staff if I have any queries?

Please contact the email address below for any general enquiries and a member of staff will aim to respond within 48 hours. admin@trinity.lewisham.sch.uk

Are pupils expected to submit all pieces of work for marking?

It will be dependent on the instructions given by each teacher for each task. A number of the assignments set may require pupils to research, revise or complete questions which will then be self assessed. Teachers will make it clear however if they require pupils to submit their completed work to the teacher either via an online Microsoft document or uploaded photographs of their work