

THE TRINITY CATHOLIC SCHOOL



Remote Education Provision:
Information for Parents

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 where national or local restrictions require entire cohorts (or bubbles) to remain at home.

OLoL CMAT schools are now fully open to all pupils and operating a full timetable of lessons.

Should any pupil test positive for Covid, The Trinity School will provide any work via Teams/ Google Classroom but not on-line if the pupil is unwell. Should any pupil be off for a period of isolation with or without Covid but are fit and well, parents may contact the school to request access to 'on-line' lessons; it will be at the discretion of The Trinity School as to the number and frequency of on-line lessons that can be provided during the pupil's absence.

In the case of any future lockdowns, where The Trinity School is required to fully or partially close, staff will revert to the timetable as set out in this Remote Learning (Protocol/Policy).

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?

- Where remote education is taking place as a consequence of a government decision to impose a national lockdown, pupils who are in exam years will take first priority for implementing curriculum delivery.
- In the first day or two, if we have had no notice all lessons would be on Google Classroom. Lessons for Y11-13 will be 'live' as soon as possible and Y7-10 will be set a timetable of Google Classroom activities. Live lessons would commence for Y7-10 in the following week.

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 aim to offer the same varied curriculum to keep your child's learning as broad and engaging as possible.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, PE activities will consist of challenges and videos to exercise to, and practical subjects, such as D&T, will adapt their activities to meet the access to equipment and reasonable limitations of not being in specialist rooms.

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:

Key Stage 3	Approximately 4-5 hours.
Key Stage 4	Approximately 4-5 hours. (Pupils nearing assessment or exam periods may expect more, as they would in normal school teaching time.)
Key Stage 5	Approximately 6-7 hours, including self-directed study, revision and research. (Pupils nearing assessment or exam periods may expect more, as they would in normal school teaching time.)

Accessing remote education

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

- Pupils will use Google Classroom as the platform used across the whole school.
- Departments may incorporate other teaching tools specific to their areas, e.g. Hegarty Maths or Seneca. However, all directions for activities will be sent to pupils through Google Classrooms which automatically links to their email accounts so that they have two possible routes to easily access the materials and tasks.

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:

- Pupils who do not have access to digital equipment in the home can request assistance from the school. We will issue a laptop or tablet to pupils who have a recognised need. The first cohorts to be offered assistance will be those in receipt of pupil premium, those who we know to be disadvantaged and those with a specific need.
- Parents can contact the school main office to inform us if their child does not have access to a device.
- Parents and children will be emailed 'How to' guides so that they have written advice for how to access and use Google Classroom. (Prior to this, pupils will have received training in school either through assembly or through classroom teaching.
- Where internet connection is a problem, parents can inform the school as we may be able to offer one of our limited supply of dongles that enable free connection.
- If pupils cannot access work online, and their parents are key workers (as identified by the published government lists), they will be able to work in school and use the school's facilities.

How will my child be taught remotely?

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

- live teaching (online lessons via Google Classroom/Google Meet). This is our main mode of delivery. Other methods will be used if the personal circumstances of the students or staff require it.
- recorded teaching (e.g. recordings made by teachers of live lessons or voice-over PowerPoints)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- printed paper packs produced by teachers (e.g. workbooks, worksheets)

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

- We will check engagement with learning through our lessons, either through verbal discussions or through the chat feature on Google Meet. We will periodically ask for work to be uploaded to Google Classroom either for a cursory completion check or for a more detailed assessment (see below).
- We will take registers as normal to check attendance at remote live lessons.
- Any concerns will be communicated to parents either through phone calls, emails or SIMS achievement and behaviour points.

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 expect our parents to support the huge efforts of our staff who, in many cases, are also contending with the same challenges faced by our parents, such as caring for young children or the elderly.
- We expect our parents to support their child(ren) in logging onto lessons on time, participating fully, ensuring work is completed (where this is age-appropriate and practical for the parent) and maintaining a positive approach to online learning.
- We would like our parents to make sure that their child maintains healthy habits for their well-being by ensuring regular hours of work and sleep, a (preferably) quiet place to work, and encouragement to take breaks at the appropriate times.
- We would like our parents to support the teachers' attempts to maintain consistency of learning in these challenging times. This will include reporting achievements but also may mean reporting a lack of engagement in lessons or a failure to meet deadlines. We understand the difficulties faced globally but also want to make sure that your children continue to make progress and maintain a sense of purpose, structure and direction to make the most of their talents and potential. We do not want any child to fall behind in the long term and take this responsibility seriously.
- We ask that parents communicate with us if there are obstacles to online learning so that we can work together to overcome problems. Maintaining dialogue between home and school will allow productive and creative solutions to be found.
- If a pupil is unable to complete work due to sickness, sudden loss of access or any other reason, we ask that parents inform the school so that the pupil does not accrue points for a 'lack of engagement in remote learning'.

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:

- Pupils will receive general feedback via class discussions in lesson time. They may also have feedback given through the chat feature if the comment is to be made to the whole or substantial part of the class.
- On the whole, teachers have been encouraged to make wide use of tasks in the live lesson time and self assessment during that period so that pupils can mark their own work and make amendments to improve. This allows the benefits of immediate feedback and for the teacher to spend their time and resourcing high quality future live lessons.
- Pieces of work that the teacher wants to assess more closely will be requested for upload to the Google Classroom where the teacher can assign marks and comments individually to each student. These will be at intervals determined by the class teacher and when it is deemed most appropriate.

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:

- We will prioritise pupils with SEND requirement for the allocation of digital devices, if needed.
- Pupils with additional needs will be offered the opportunity to work in school, often with their normal TA, if the school and parents regard it as the best option for their individual needs.

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?

- When parents inform us that a pupil is self-isolating, the office will inform the progress co-ordinator, form tutor and class teachers that they will not be attending school.
- Teachers will put the classwork and instructions onto Google Classroom so that the isolating student can 'keep up' with their peers and follow the same curriculum. If parents inform us, at this point, that there is no digital access we will send a 'pack' of work home.
- As teachers may be informed of a pupil's absence after they have begun their teaching day, there may be a 'lag' between notification and the assigning of work. We ask pupils and parents for forbearance during this time.
- Any work the class teacher wants to assess can be uploaded, as above.