

Remote Learning at Holy Trinity

What will be taught

All children at Holy Trinity will have access to online maths, reading and writing tasks every day that they are absent from school, whether for Covid or some other reason. They will also have access to longer projects that incorporate foundation subjects such as the Humanities, Science, RE, music, art, PE, Spiritual growth, and IT.

Teachers will have a whole class in front of them through the school day, so there will be no real time access to direct teaching for those at home, in these circumstances. However, if the absence is of longer duration, the teacher will engage in feedback and support at other times during the school week for children learning from home who are well enough to access this teaching and learning on our Virtual Learning Platform.

If the whole class or school is closed down, then the teacher/s will launch our full Distance Learning provision. This will include daily recorded lessons by the teacher which each family can access at a time most convenient to them, real time engagement with the teacher through the chat box during school hours, assistance with learning tasks, projects and exercises to complete in books or on paper at home, submission tasks with formal feedback and targets, and access to all subjects and aspects of our usual broad and balanced curriculum as far as is possible in this medium. This will include the core subjects of reading, writing and maths, as well as the foundations subjects, opportunities for spiritual growth and mental and physical wellbeing.

Minimum expected duration of study

The government has stated that, as a minimum, every Key Stage 1 child (FS, Y1 and Y2) should work for at least 3 hours a day on school subjects and every Key Stage 2 child (Y3, Y4, Y5 and Y6) should work for at least 4 hours a day on school subjects.

However, we are very clear that under difficult circumstances, families must make the decision that supports the wellbeing of every member of the household as an absolute priority. Losing a few days or weeks of traditional school taught learning will not impact negatively on the rest of a child's life, but being exposed to undue pressure, stress, strain and anxiety can have lifelong impact.

School subjects can include lots of outdoor activities, play and sports. They can include creative activities, imaginative play and imaginative activities, and socialising. These are all important parts of a child's education. We do not expect any child to spend 4 hours a day in front of a computer screen being taught core subjects. Indeed, we would actively challenge such an approach as being unsuitable for primary school children.

Each teacher will provide an outline of their minimum expectations for reading, writing, maths and foundation subjects each day. We would hope that every child will engage in these activities every day that they are away from school and are well enough to do so. Sufficient work will be provided to accommodate the Government's minimum requirements for these areas, bearing in mind that much of this will be outdoors, creative, reflective or social.

Approaches, online digital platform and tools to be used

At Holy Trinity, we will not provide live lessons. The Data Protection issues are significant with live, whole class lessons delivered online. Parents are able to watch other people's children at work and to see their relative success at that work which is a clear infringement of personal data protection.

Therefore, using our online Virtual Learning Environment, Moodle, teachers will deliver recorded lessons to their classes for each day that a whole Bubble or the whole school is learning from home. These lessons will outline new material to be learnt and will help children self mark their own work. Recorded videos of lessons showing important basic learning, such as maths methods, or grammar principles, will remain available at all times.

Parents have told us that an advantage in having lessons in recorded format is that they can use them whenever it is most convenient for them, and can rerun sections of the lesson to embed the learning more firmly.

In addition, each class page will have worksheets, helpful PowerPoints, links to external videos, worked problems, images and exercises loaded up. Each school subject across the broad and balanced curriculum will be supported through material for projects, learning and independent work.

Through the chat box, children and teachers will engage so that children can have individual teaching to support their own needs and targets.

Through the Submissions function, teachers will ask for certain pieces of independent work done by the children at home to be uploaded for assessment and target setting. There will usually be about three of these uploaded submissions each week, depending on the age of the child and the subjects being taught that week. These will then be returned, marked, to the children through the platform. The teacher will use this assessment to inform future learning targets for individuals and whole groups. Uploads are easy to do, and families manage this system without difficulty.

Children will also be able to upload videos of their work for assessment and comment. This is useful across the whole school but particularly useful for the youngest children whose work is often oral in form.

Every child will have exercise books which we send home for their independent work. Moodle functions very well on a mobile phone. As long as a child has some access to a mobile phone for 20 minutes, they should be able to attend the lesson, write down their independent work, and then will not need a device while they complete the work. Reliance on digital devices is deliberately kept to a minimum.

For families who prefer, we will send out by post, or deliver by hand, printed sheets of the independent work or exercises that need to be done.

For children with special educational needs or disabilities, we will send out appropriate support, perhaps in the form of printed copies of work, resources, apparatus or equipment, or through phone calls for extra support, through our counselling service (also through phone calls, or socially distanced meetings) or through support from outside agencies where appropriate. Teachers will have a particular focus on monitoring the learning and wellbeing of these children who may be finding the situation more difficult than others. Contact will be maintained with their families.

For a few families with very poor access to digital devices, school will provide laptops. These devices will be provided according to the following criteria, and until the stock of devices is exhausted : Any

child classified as disadvantaged or vulnerable who needs a device, then, if there are any devices left, children from larger families whom we have reason to believe might be struggling with sharing the available devices, then, if there are any devices left, they will be given to children whom we believe will benefit from having a laptop to help their learning rather than a phone, eg, children with Special Educational Needs.

Teachers monitor the online activity of each child, tracking which subjects they have accessed and which submissions they have returned. Families who are not engaging with online learning will be contacted and we will work with them to find a way forward that will enable their children to continue with their learning journey in some form.