

Trinity Church School



Remote Education Provision: Information for Parents

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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.

For details of what to expect where individual pupils are self-isolating, please see the [Remote Learning Plan](#)

This guide should be read alongside the MNSP Remote Learning Policy.

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.

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 will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we will need to make some adaptations in some subjects which will be clearly explained by the class teachers.

Children will have daily English and Maths lessons, along with suggested spelling, grammar or handwriting activities and times tables / number facts activities. Younger children will have daily phonics sessions provided. Children are expected to read daily.

Children will have daily wider curriculum lessons. These will be based on the curriculum each class would normally be learning in school.

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:

Early Years	On average over a week these children will be provided with 2 hours remote learning daily.
Key Stage 1	On average over a week these children will be provided with 3 hours remote learning daily.
Key Stage 2	On average over a week these children will be provided with 4 hours remote learning daily.

Accessing remote education

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

We will use [Google Classroom](#) and [Seesaw](#) to set daily learning. Children/parents will be sent links to the daily work alongside a weekly timetable. Children will submit their work via the same site. They may also be directed to other online platforms which they use regularly in school.

When expected to join a live session your child will be sent a link to Google Meet. This will be a secure link that should not be shared with anyone else. Where possible these will be timetabled to avoid siblings being in live sessions at the same time. Live teaching sessions will be recorded to enable children to access at a later time.

Sometimes children will also be sent YouTube videos of pre-recorded lessons. These will be on the school's YouTube site or from recognised channels e.g., Joe Wicks or BBC.

Please remember, if at any point a parent or child is concerned about something they have viewed online they should report it immediately to the school and if appropriate to [CEOP](#).

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:

If your child is struggling to access online learning due to a digital access difficulty then please contact the school office (office@trinitychurchschool.com) or the class teacher via Seesaw, so we are aware of the nature of the difficulty and can do all that we can to support and help. The help we are able to offer will depend on the nature of difficulties and resources available to us at the time.

- We may be able to lend your child a school chrome book, which parents can collect and sign for.
- We can print materials which can be collected from outside the school office.
- We will provide exercise books for children to record their work in, as required.

Children are asked to complete their work in their exercise books and upload photos of this to their portfolio on Seesaw. Teachers then provide feedback on the uploaded work.

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g., White Rose Maths, Oak National Academy, video/audio recordings made by teachers)
- textbooks and reading books pupils have at home
- printed paper packs produced by teachers (e.g., workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Online reading schemes and libraries

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 endeavour to make the daily learning as accessible as possible for children to access with minimal support or instruction from parents at home. This is because we recognise the challenges for parents with more than one child at home and / or are working from home. The inclusions of written, recorded or live instructions support children to be as independent as possible.

We expect parents to encourage their children to do their best and produce work of the same standard expected as if they were in school.

We ask parents to support children to establish a daily routine that fits around everyone in the household and to help as necessary with setting up digital devices for the day. Some children will need parental support to upload their work to their portfolio/folder each day or to log onto live links. Please support your children to join in live sessions as they are an opportunity for the teacher to 'touch base' with your child and also to support with instant feedback on learning difficulties.

We expect parents to contact us if they or their child are struggling so that we can offer support and guidance. When children are struggling, class teachers may suggest key learning to prioritise such as phonics and reading.

Older children can use Seesaw to message a teacher if they are finding an aspect of the learning challenging. Teachers are available during normal school hours (8.30am – 4pm) to respond with help.

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

Teachers and teaching assistants will keep a daily and weekly checklist showing who is engaging and to what extent they are engaging. Teachers will also track who attends the live sessions.

In the first instance of a concern over engagement, the class teacher will contact the parent either through Seesaw messaging or with a phone call. If the child continues to struggle to engage a member of SLT will make contact to discuss our concerns and further ways school could support the child.

If work is below the usual standard of the child, the class teacher may ask for the work to be re-done and a conversation between the class teacher and parents will take place to discuss further.

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 children's work is as follows:

- Written feedback on set pieces of work throughout the week, sent as comments on the child's portfolio
- 'Liking' work on Seesaw
- Audio responses on Seesaw
- End of unit assessment activities to analyse long-term learning
- Completing school tracking systems

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:

- Parents of pupils with SEND will be contacted by the SENDCO to plan how we will support their child.
- Many children with SEND will be invited into school as they will be classed as 'vulnerable' pupils
- Work will be differentiated to include opportunities for all pupils. Pupils will be directed to the correct level activity to access.
- Some pupils will have a different daily work or different live/pre-recorded lessons planned and delivered by teachers and teaching assistants

- Where pupils are attending school, interventions will be delivered within school as far as is possible with available staffing. These will include precision teaching, speech and language, maths and 1:1 reading
- Where children receive support from an outside agency, the school will arrange for this support to continue either in school or remotely.
- For younger pupils who may need support from parents, we will ensure the daily learning activities are clear and that the class teacher is available for questions via Seesaw. Activities will have an element of choice for parents, each choice having a varied level of support required.

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?

The class teacher or a member of SLT will make regular contact with you to help us understand your situation and how we can best provide education for your child through these circumstances.

Generally, the class teacher will send a daily set of learning based on the previous day's learning in class. This will allow the child who is shielding to keep pace with the whole class but without increasing teaching workload.

The EWO may also contact the family to offer their services and support.

If the child at home is struggling or they are not engaging, we will act in the same way as outlined above to support.

Please see our Remote Learning Plan for details of individuals or groups self-isolating.