

Remote Learning Plan Spring 2021

DfE expectation	School plan
<p>I. Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations</p>	<p>The Trinity Partnership school curriculum overview has been planned, and continually updated by teachers and leaders since September 2019. More detailed sequences in learning in English and mathematics have been developed by subject leaders for implementation in September 2020. The Remote Learning Contingency Plan should be applied where a pupil is unable to return to school from September 2020, e.g. because they are medically extremely vulnerable, or in the event of a school closure.</p> <p>English</p> <p><u>Phonics</u> Following rigorous staff training, The Trinity Partnership adopted the Sounds Write phonics programme from September 2020 in the Early Years and from December 2020 in Key Stage. EYFS and KS1 teachers will provide regular live or video phonics sessions for children to participate in at home. Parents are also given access to daily Phonics Play online learning resources and games. Teacher class dojo to communicate with parents, monitor usage and provide feedback.</p> <p><u>Reading</u> The Trinity Partnership curriculum overview features a selected fiction and non-fiction text for each class, per half term. Parents will be given the booklist for the term and asked to purchase the books or borrow from the library. If parents are unable to access the texts, either books or text extracts will be provided by teachers via dojo or printed if parents are unable to access the resources. Parents will be sent daily class reading planning originally developed by our National Leader of Education partner school, consisting of a wide range of comprehension activities to carry out once the pupils have read chapter or extracts from the books. Teachers will use their assessment to advise parents where there are pupils who should be accessing resources from a different year group (e.g. significantly lower attainers).</p> <p><u>Writing</u> The Trinity Partnership school curriculum is sequenced with weekly writing objectives based around genres of writing and grammar, punctuation and spelling objectives. Teachers would be responsible for providing their weekly writing and GPS teaching plans for parents, and setting tasks and providing feedback for pupils via dojo in line with the school curriculum.</p>

	<p>Mathematics</p> <p>The Trinity Partnership school curriculum is broadly sequenced in line with White Rose Maths online planning. Teachers would be responsible that parents are able to access and use the online daily plans and teaching videos (for the corresponding dates) from White Rose Hub, and download resources or activities. Teachers will use their assessment to advise parents where there are pupils who should be accessing resources from a different year group (e.g. significantly lower attainers). Where parents do not have suitable ICT access, or no access to printing for those activities requiring a printer, teachers will ensure activities are printed and left for collection in the school offices or entrance areas. Teachers will give regular feedback over dojo. Where there is no response or communication families, phone calls to check on welfare and home learning will be made an identified teacher or SLT member.</p> <p>Wider Curriculum</p> <p>Teachers will send planning and learning activities, as well as online links for information resources and videos, via dojo for two subjects from the wider curriculum in line with The Trinity Partnership school curriculum. The curriculum overview is published on the school website, enabling parents to access half termly objectives in all subjects, reading texts and cross curricular topic for the year (2020-21: KS1 Cycle 1; KS2 cycle 2), enabling parents to facilitate additional home learning if they wish to. Where parents do not have suitable ICT access, or no access to printing for those activities requiring a printer, teachers will ensure activities are printed and left for collection in the school offices or entrance areas. Teachers will give regular feedback over dojo.</p>
<p>Give access to high quality remote education resources</p>	<p>Although families all have access to Class Dojo, e.g. though mobile phones, some families do not have suitable devices for carrying out work or printing. Printing is provided for collection on a regular basis on request. Following our schools' applications for DfE laptops for home learning, we have allocated a total of 17 devices to identifies families and funded a further 2 for pupils requiring SEND support. All parents using a school laptop at home will sign a Laptop Loan Agreement to ensure they are used responsibly for educational purposes. Laptops are prepared with pupil log ins and internet filters before they are loaned out.</p> <p>Pupils in Reception and KS1 will be given access to Phonics Play and Sounds Write online learning resources and games. Teachers will provide parents with the school NLE planning for class reading, and their class planning in writing, grammar, punctuation and spelling. Teachers will make use of Oak National Academy online resources and videos to set home learning activities. Where live video lessons are being used, parents will be asked to sign a Video Lesson Agreement beforehand to ensure safeguarding procedures are in place.</p>

<p>Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</p>	<p>Teachers across the Trinity partnership will use Class Dojo as their main learning platform to set work in line with their curriculum planning, to receive work and to send written feedback. Teachers and pupils are already familiar with Class Dojo which has been used as a communications tool for a number of years, and which was also used to provide remote learning during previous lockdown in spring/ summer 2020. This includes setting work in line with the school curriculum, sending and receiving documents and messages and giving feedback. Teachers will communicate with pupils and their families regularly for updates on welfare and learning. SLT/DSLs will regularly phone vulnerable families to check on their welfare (this will be logged).</p>
<p>Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</p>	<p>Teachers across the Trinity partnership will provide print outs and any books or resources required for those families without access to printing to collect from the school office. This will be consistent with the practice carried out during the lockdown period. In mathematics, teachers would be responsible that parents are able to access and use the online daily plans and teaching videos (for the corresponding dates) from White Rose Hub, and download resources or activities. Across the wider curriculum, teachers will provide planning and learning activities, as well as online links for information resources and videos.</p>
<p>Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.</p>	<p>We recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and would ensure they are provided with the same resources for scaffolding learning at home as they would be in school, e.g. words banks, writing frames, number lines. Teachers would use Dojo to seek feedback from parents and make any adjustments to support deemed necessary. Some teaching assistants will be designated to provide additional remote learning for pupils with SEND.</p>

Teaching expectations

DfE expectation	School plan
<p>Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</p>	<p>Pupils will be set daily learning activities in reading, writing, phonics mathematics and topic work. Pupils will be set 3-5 hours of learning per day.</p>
<p>Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</p>	<p>Our school curriculum overview, developed since September 2019, provides planned sequences of learning to ensure pupils make strong progress and are ready for the next stage of their education. The curriculum overview is published on our website and will very soon be updated with a much more detailed maths and English overview, which will be supported by medium term objectives for teaching staff. Our remote learning provision will be based around these plans.</p>
<p>Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</p>	<p>Teachers will provide clear explanations of new content via Class Dojo. They will provide planning and learning activities, as well as online links for information resources and videos, via Dojo for two subjects from the wider curriculum in line with The Trinity Partnership school curriculum. Phonics teaching will include live and pre-recorded video lessons. Teachers will provide additional video lessons if</p>

	required. Parents must adhere to the school's video lessons agreement where they are provided.
Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work	Teachers will set work in line with the school curriculum, sending and receiving documents and messages and giving regular feedback. Teachers will contact pupils and their families regularly (updates on welfare and learning, particularly in the case of families not engaging. The headteacher and SLT will monitor remote learning, including collecting work samples.
Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers	Learning content and activities in reading, writing, phonics, maths and wider curriculum will be equivalent in length over the week to the teaching and learning received in school. Pupils should be set 3-5 hours of remote learning per day.

Love
Community
Respect
Trust
Ambition