



Durham Trinity School
& Sports College

Nurture, Believe, Thrive, Succeed

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**REMOTE LEARNING
OFFER**

REMOTE EDUCATION OFFER: Information for Parents/Carers

This information is intended to provide clarity and transparency to pupils and families about what to expect from remote education where national and local restrictions require entire cohorts (or bubbles) to remain at home. We recognise that pupils and families have individual needs therefore we hope this summary meets your requirements. Any issues please contact Rachel Grimwood (HT) or David Matthews (DHT) to discuss your individual case. Our provision is constantly reviewed and improved in order to meet changing needs of families and greater access to resources as more become available. (We are constantly receiving guidance and direction from the DfE and the local authority).

The Remote Curriculum Offer: what is taught to pupils at home

Please note 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 learning.

1. What should my child expect from immediate remote learning in the first day or two of pupils being sent home?

Class staff will endeavour to send work home as soon as we know a pupil is expected to self-isolate and will prepare work as quickly as possible:

- Class staff will contact all families by day 2 to establish a remote learning routine which can be facilitated and pays respect and understanding to home circumstances. (This will be in line with DfE guidance, alongside parental requests)
- If a class bubble is required to isolate, work packs will go out either by email or through the post if families do not have access to a printer at home.
- If a pupil(s) is sent home to isolate, a work pack should go home with that particular child when they are collected by parent/carer.

2. Following the first few days of remote learning, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. This will include the coverage of the curriculum pathway your child is following:

Pre-formal curriculum: includes sensory activities based on senses, seasons, books and/or a topic theme. This will also include activities for your child to work towards their Learning Intentions, small steps towards their EHCP outcome and MAPP targets.

Semi-formal curriculum: include sensory activities based on senses, seasons, books and/or a topic theme. Some subject based learning covered within a cross

curricular approach. Life skills that include communication, turn taking, social skills, eating, drinking and dressing skills.

Formal curriculum: Subject based learning which will also include cross curricular links in order for your child to practice and consolidate their learning within real life examples. Activities during the day will also include opportunities to develop their independent learning and life skills, this could include sharing, turn taking, asking and listening to other people's opinions, money/time skills during a shopping or cooking activity.

For all Curriculum Pathways – activities will also include opportunities for your child to work towards their Learning Intentions, small steps towards their EHCP outcome and MAPP targets.

3. How long can I expect work set by the school to take my child each day?

This will depend on the individual child and the type of curriculum (pre-formal/semi-formal/formal) and/or provision (Sensory, ASD classes etc.) they access. The activities set will include a combination of formal learning at the appropriate level for your child and life skills, preparing them for adulthood. Please speak to your child's teacher for further information.

EYFS and Key Stage 1	Up to 3 hours with parental agreement
Key Stage 2	Up to 3 hours with parental agreement and up to 4 hours if able
Keys 3 and 14-19 Provision	Up to 3 hours with parental agreement and up to 5 hours if able.

4. How will my child access any online remote learning you are providing?

Durham Trinity School uses Google Classroom for whole class/group teaching-live/recorded lessons and/or setting work tasks.

For 1:1 catch up/intervention or to check in with a pupil, Durham Trinity School will use Microsoft office 365 TEAMS.

Our Home-Communication app Weduc also provides pupils with easy access to activities via the Home Learning section.

All parents will have access to their child's class teacher email address to communicate with the class teacher, access home learning and send work back.

Each pupil's needs and family circumstances are individual therefore school staff are sensitive to providing remote learning that is appropriate to the pupil whilst also accessible and manageable for the parent/carer. Other platforms that are being used are:

Education City

Discovery Education
Lexia
My Maths
BBC Bitesize

5. If my child does not have digital or online access at home, how will you support them to access remote learning?

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 learning:

- we will assess on need and will loan Chromebooks to pupils
- Chromebooks are connected to the school network. Therefore all work completed at home can be downloaded on return.
- all school Chromebooks loaned to pupils have a Smoothwall filter on them which will be monitored by our ICT technician and Online Safety Lead.
- we will loan devices that enable an internet connection (for example, routers or dongles)
- pupils can access any printed materials needed if they do not have online access. These can be posted/delivered back to school.
- pupils can submit work to their teachers if they do not have online access.

We also recognise that online access to remote learning is not appropriate to all pupils due to their special needs ie device used for rewards at home not school work. Therefore alternatives such as work packs, sensory boxes and games/books will be sent home.

We are aware that parent/carers may have busy schedules and will liaise with parent/carers regarding the scheduling of remote learning and return of work so that it meets the needs of the family.

6. How will my child be taught remotely?

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

Durham Trinity School and Sports College offers a holistic approach to learning, aiming to develop pupils in all areas. Academic progress runs alongside physical, social and emotional development as pupils mature and grow. Many of our pupils find the generalisation of skills a real challenge and need regular opportunities to practice taught skills in a range of settings. As such remote learning has a real importance in the life of a Durham Trinity School pupil.

Some pupil will be provided with an expected visual daily timetable if a parent requests this support. This is due to individual needs of each child and is not compulsory. Some of our Semi-Formal Learners will be supported via a Topic web approach with resources and activities provided using Communicate in Print. Whilst some remote learning may follow the traditional route of academic reinforcement for our Formal Learners; through reading books, English or mathematics worksheets. For all our pupils, reinforcement of everyday life skills such as eating/drinking, turn taking, social skills, communication, dressing, shopping or physiotherapy tasks are just as important and are included as part of the remote learning offer.

Remote Learning Activities include:

- Live/recorded teaching via Google Classrooms or 1:1 Intervention/catch up via Microsoft Office 365 TEAMS.
- Microsoft Office TEAMS to demonstrate a strategy or using resources such as Attention Autism.
- Story Time via TEAMS.
- Videos to download via Microsoft Office 365
- Printed work packs that include activities and resources produced by class staff.
- Sensory boxes
- Reading books pupils have at home or to borrow from school
- Life skills activities via class email/Weduc/Google Classroom.
- Social and emotional wellbeing activities via class email/Weduc/Google Classroom.
- Physical activities via class email/Weduc/Google Classroom.
- Other education programmes and platforms to support the teaching of specific subject areas including video clips.

Engagement and Feedback

7. What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Our pupils have a range of different needs and sensitivities which may prevent them from remote learning. This will be discussed with parent/carers on how the pupil and family can be supported.

Guidance and support is always available for pupils and their parent/carers on remote learning from the whole school team. Class staff will support and be contactable via class email or phone (school office number), but this is supplemented by ICT specialists in school and the Parent Support Advisor Dianne Chapman.

Durham Trinity has an open door policy for all families to discuss their child's remote learning, the barriers and to devise a collaborative supportive approach.

School is also able to support families by liaising with NHS physiotherapy, NHS OT, NHS SaLT, NHS orthotics/wheelchair services, NHS LDCAMHS/CAMHS, School Councillor and School Nursing Team.

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

Staff will ensure that work is set and made available at the start of each week to cover the calendar week ahead, and that sufficient resources are made available to pupils and their parents/carers via electronic means to allow them to carry out this

work at home. Alternative work packs will be sent out towards the end of the week in time for the start of a new week.

Class staff will monitor engagement and record weekly. If there is an apparent issue with engagement, the class teacher will contact the family to discuss possible barriers. Middle and senior leaders will monitor and intervene as appropriate. The governing body will be well informed and will quality assure and measure impact on pupils via committee meetings, virtual meetings and full governing body meetings.

Class staff will provide feedback to parents via class email or Google Classroom/TEAMS or phone call.

9. How will you assess my child's work and progress?

Teachers will use a variety of strategies to assess remote learning; feedback will be sought from parents/carers on how well their child performed in terms of the work set. Feedback will then be given by the teacher via:

- Google Classroom
- Microsoft 365 TEAMS
- Email
- Phone calls
- Work packs marked

If photos/videos are provided by parents, staff may upload these to Evidence for Learning which is the school's method of recording photo/video evidence for assessment.

Additional support for pupils with particular needs

10. 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 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:

- Daily face to face sessions in school (part time or full time)
- Daily/Weekly contact with parent/carers via TEAMS or phone call
- Training sessions available via Weduc or class emails
- Technology/devices loans for those families who require this
- IT technician available for technical support
- Online safety support
- Open door policy
- Referrals to services ie school counsellor, LDCAMHS, Early Help
- Visual timetables for use at home to support routine

- Communication symbols/devices to support communication
- Thrive practitioners for behaviour and emotional wellbeing support.

Durham Trinity School and Sports College is committed to providing exemplary pastoral care, and this will continue during any period of school closure or remote learning. During such times the normal channels of communication remain open. A member of the Safeguarding Team will be available at all times, contacted via the school office or their work mobile numbers.

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.

11. If my child is not in school because they are self-isolating, how will their remote learning differ from the approaches described above?

This section of this document applies in situation where school remains open and working as normal but an individual pupil is unable to attend lessons as normal for a period of 3 or more days but is otherwise well and able to work. E.g a period of advised self-isolation or absence that has been authorised by the school in advance.

Staff will endeavour to ensure those who are self-isolating do not miss out on educational opportunities and will liaise with families to provide an appropriately challenging level of work. This will be bespoke and agreed with parents.

What should I do if I am unhappy with my child's provision?

Durham Trinity School and Sports College is a creative and innovative organisation who are always looking for ways to improve. If we are not doing something right we want to know how we can be better. If you are unhappy:

- In the first instance explain the situation to your child's class teacher and give them the opportunity to help. You can do this by telephoning or emailing the school.
- If you are still unhappy contact your child's Key Stage leader (listed below) and discuss the situation. You can do this by telephoning or emailing the school.

EYFS/Key Stage 1 Louise Wise

KS2 Suzanne Madden

KS3 3 Paula Donkin

14-19 Provision Steph Baker

In the unlikely event your situation is not resolved then contact the Headteacher, Rachel Grimwood. You can do this by telephoning or emailing the school.