If you are well but unable to come to school, or if the school is closed and you are well, you should continue your working remotely. There are a number of possible scenarios for school closure and they have different implications for how teachers will teach and how students will learn.

The primary platforms the school will use to deliver continuity of education are:

- Show My Homework (SMHW)
- MS Teams

Departments should divide the planning workload between themselves in a way that reduces replication of work and teacher workload.

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Overview of Stages

Stage 1	Teachers will teach lessons as normal for the students in school. When a student is absent due to Covid-19, teachers will see 'X' on the register and set work for the student via SMHW 'classwork' function.
School open with limited numbers of students isolating	Work should be set by 4.30pm on the day that the 'X' is on the class register. This means that students should expect to work a day behind the usual school timetable. School will make daily contact with the student to check they can access 5 daily lessons tasks.

Stage 2	Teachers will teach lessons as normal for the students in school
School open with bubbles of students isolating	Work will be set on SMHW 'classwork' function for students at home. Teachers will feedback on assignments set on SMHW or MS Teams.
	If a whole class bubble is absent from school, the teacher will also hold live sessions for consolidation. If part of a class is in school and part of a class is at home, teachers will not hold live sessions for students learning remotely.
Stage 3	Partial school lockdown can take a variety of forms. The timetable for this will be responsive to need and government guidance.
Partial school closure Rota system	If a class/year group is in school for reduced hours, teachers will teach lessons as normal for the students in school. The emphasis in these lessons would be content delivery and consolidation. Remote learning would be for the completion of work set on SMHW class tasks and may be delivered via MS Teams.
	Partial closure, where a class/year group is working from home full time will follow the guidance for full lockdown below.
Stage 4	Teachers will work from home or from school as the guidance allows. Teachers will set all work on SMHW classwork. Live sessions will occur with regularity during timetabled lessons. 50% of lessons across all key stages will have a live interactive component.
Full school closure	

The setting of work (applies to all stage)

Subject areas will provide work broadly in line with students' timetables through the 'class work' function in SMHW * (*stages 2-4). Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching and ensure students do not fall behind. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home. Unless there is a good reason not to, tasks will be set for individual classes.

The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Watching a relevant recorded resource and answering specific questions

- Reading information from lesson slides and completing task sheets provided by the subject area

- Reading and noting new material from a common subject area textbook or electronic resource

- Completing a listening exercise (e.g. in languages)

- Writing responses to prompt questions, essay plans etc.

- Completion of practice questions or past papers, particularly for those in examination years

- Working through relevant exercises offered by external providers (e.g. Seneca Learning, Hegarty Maths, Edpuzzle.com)

- Working through relevant tasks assigned on MS Teams or by external providers (e.g. Seneca Learning, Hegarty Maths, Edpuzzle.com). Teachers will set **all** tasks through the 'class work' function on SMHW Teachers will direct students how to submit work (e.g. via MS Teams, SMHW, Hegarty Maths etc).

Live sessions (used in stages 2/3/4)

If stage 3 and stage 4 are reached, there will be a need for departments to deliver live sessions that provide consolidation and feedback for students. A minimum of 50% of all lessons across all key stages should have a live interactive component.

Academic subject areas will deliver content in a 'live' manner (either by text or audio and/or visual means). Microsoft Teams is a platform that allows for resources to be shared, teachers to provide exposition, and students to ask questions in 'real-time'. Students will be provided with details of live sessions and will be expected to participate in them if they are asked and able to. Live sessions should take place within timetabled class time only. There is no expectation of teachers to carry out live teaching by video lessons. Teachers who wish to use the audio/video functions must follow safeguarding protocols and inform the Deputy Head, department line manager in advance of setting up sessions.

Assessment and feedback

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning. Assessed work will be set using class work function on SMHW, regardless of how students' work is eventually submitted with clear due dates given to students for completion, thereby helping students to organise their time. Students and teachers should keep accurate records of all work completed, submitted and assessed. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- *Providing individual written feedback directly in the comments function on SMHW or via the feedback feature of assignments on MS Teams*

- *Providing whole class feedback rather than feedback on individual pieces of work. This could be in written or recorded format uploaded to the class on SMHW or MS Teams.*

- *Recording oral feedback and sharing an audio file with the student (e.g. Using vocaroo.com)*

- *Feedback via another website / piece of software*

- *Sending a direct email to students with specific feedback / targets*

Additional functionality is available in SMHW and MS Teams if teachers want to create assignments for students to complete. These might include, for example, the creation of a tailor-made multiple-choice quiz that marks student work automatically. These can be set to provide students with immediate feedback.

Expectations of students

Assuming that a student is healthy and well enough to work, students will be expected to participate in remote learning as they would in a normal school day, completing a task for each timetabled lesson. Students will also be expected to read and respond to communication from the school (e.g. an email from the pastoral team) on a regular basis.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens. If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's senior tutor. Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home.

The school is hopeful that parents have internet access at home to access remote learning resources. Laptops have been loaned out to families in need. Should any students struggle to access the remote learning from home families must contact school immediately and support will be given.

Expectations of teachers (and subject areas)

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers must report this to Deputy Head, Ms Sam Reynolds. If there are IT related issues while remote working, teachers can contact tech@trinityhigh.com to investigate if a solution can be provided. The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning. In order that we are providing a consistent approach, subject leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen. Subject leaders will monitor this and should have an overview of all work being set across all key stages. Teachers are responsible for providing constructive feedback to their students in a timely manner. Subject leaders are responsible for overseeing the form and regularity of feedback, and will liaise with the Deputy Head (line manager) to ensure consistency. In the event a teacher is unwell during a

period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes. Note that illness in these cases will treated as normal and recorded with Helen Redford.

Subject areas are expected to:

• Plan and set tasks for their students using SMHW

• Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to students electronically (or after the period of remote working for written and project work)

• Respond to reasonable amounts of communication from students, parents and teachers

• Plan and deliver 'live sessions' where appropriate in consultation with Deputy Head (line manager) (for any audio/video links)

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers. The professional development training materials will be stored in MS Teams and on SharePoint for continued reflection. Any additional training needs should by flagged via subject leaders with Ms Reynolds, Deputy Head.

If parents ask for additional work beyond that set as part of the requirements above, subject areas should refer them to a bank of general resources available. These are listed on the school website. Subject Leaders should pass on any useful links to Rob Massey, who will update the website.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents. Teachers also should ensure their communication with students does not encourage unhelpful work habits. **All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4pm**, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication with students must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are

• SMHW

• Microsoft Teams

• Email using school email addresses only (both teachers and student)