

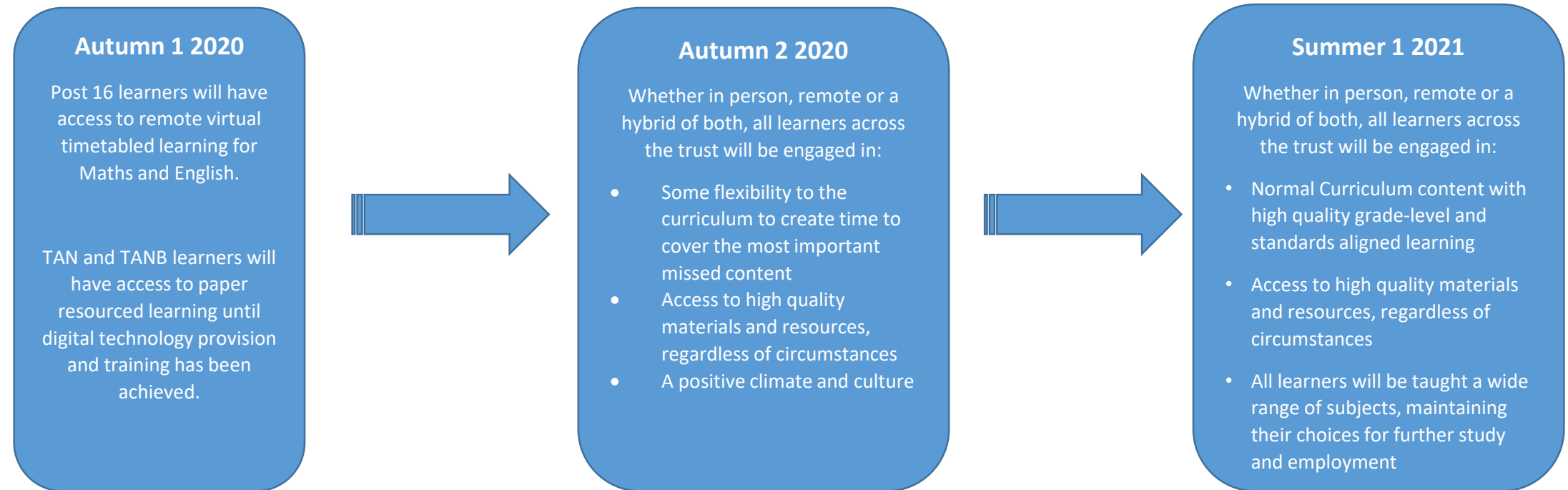
Remote Learning Plan

Introduction

- This document covers the Trust's expectations and provisions, followed by individual academies' processes and contingency plans for the continuation of education remotely in the event of...
 - a local lockdown,
 - or if classes, groups or individuals are required to self-isolate;
 - or other COVID-related restrictions require pupils to remain at home.
- The Remote Learning Plan has been created collaboratively by two Trust-wide working focus groups, each made up of subject-matter experts and members of senior leadership teams. The two focus groups involved are the Trust ICT/Digital Focus Group, and the Trust Teaching & Learning Focus Group.
- The plan is based on a number of sources, including but not limited to...
 - [The DfE's Guidance for full opening: Schools](#)
 - [The DfE's Guidance for full opening: Special schools and other specialist settings](#)
 - [The DfE's Guidance for Remote Education Good Practice](#)
 - [The EEF's COVID-19 Support Guide for Schools](#)
- All Trust Parents and Learners have been consulted using a variety of channels to gauge accessibility, ability and preparedness.

Timeline

- TANMAT will move from emergency remote learning plan in Autumn 2020 to a more robust plan to commence in Autumn Term 2:



OUR PURPOSE, VISION AND VALUES

We anticipate that our academies will remain fully open to all learners during the academic year 2020-21; however, we must remain fully prepared to deliver remote learning to individual learners and groups alike, depending on the local and national Covid-19 situation. Despite the challenges that this poses to children's education, our purpose, vision and values remain the same. We are determined to strive for excellence in everything we do. In doing so, we know that we change lives on a daily basis. In an environment where "kindness", "honesty" and "calm" are revered, we are "preparing the parents of the future".

- In the event of a class, group or small number of learners need to self-isolate, or local restrictions require learners to remain at home, Trinity Academy Newcastle Multi-Academy Trust (TANMAT) is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. We will ensure that our remote education is high-quality and aligns as closely as possible with in-school provision.
- Curriculum delivery has been reshaped to ensure the safety and recovery of the whole school community. The plan is to introduce learners to hybrid learning practices and keep them engaged throughout this challenging new school year with technology, resources and support that help them get comfortable with remote learning tools.
- Learning materials will be personalised to each key stage curriculum. Cohort and families will be supported with additional resources to accommodate learning while also focusing on wellbeing, positive mental health and recovery.

- We recognise that some learners may not be able to access remote education without adult support, where this is the case, we will work with families to deliver and support remote learning.
- We remain committed to listening to and working with local authorities, parent carer representatives and learners to ensure regular EHCP reviews continue as normal where possible.
- All Teachers and tutors will actively keep up to date with their learners' developmental aims and needs as outlined in their EHC plans. Progress towards these will continue to be facilitated through remote learning.
- All academies will design and/or adapt home learning content to ensure support/interventions are provided for parents/carers of learners with EHC plans.
- It is vital that we focus on individuals' wellbeing and mental health in light of real or perceived trauma caused by recent events. We have developed an amended curriculum for learners both in school and at home. It uses the underpinning principles of '[The Recovery Curriculum](#)'.
- Technology Training – The Senior Leadership Team from each academy will ensure that staff are regularly refreshed with the technological skills required to deliver remote learning.
- The Trust has identified the preferred medium of communication for remote learning as Microsoft Teams. The structure of each academy's classes and groups have been replicated in Microsoft Teams, allowing teaching and learning to continue remotely when needed. This is especially beneficial in the unlikely event of staff absence - a colleague covering the lesson may be able to access the virtual class/group and continue seamless delivery of all essential elements of Teaching and Learning.

Essential Expectations

ACADEMIC

- Every student is engaged every day
- Every student has access to meaningful and ambitious work in a number of subject and necessary technology
- There will be formative and summative assessment or monitoring of progress for each learner
- Learners will have access to both core academic subjects and enrichment learning opportunities
- Resources and support will be available to implement the academic programme

SAFEGUARDING

- TANMAT will work to maintain safe and healthy learning or work environments
- TANMAT are prepared and have appropriate arrangements in place in relation to the management of any safeguarding or child protection concerns both on and off site
- At TANMAT the principles of Keeping Children Safe in Education 2020 continue to determine the expectations of our settings in keeping children safe in school at this time

BUSINESS OPERATIONS

- All staff will have clear expectations for executing their responsibilities and the support and resources to carry out these responsibilities
- Learners continue to have free school meals provision
- TANMAT will continue to ensure delivery of materials and resources, as needed

RECOVERY CURRICULUM

- Recovery curriculum to be taught using an omnichannel approach to learning.
- All activities involved in the recovery process will be provided to parents online with guidance around their use and reasoning.
- All TANMAT learners and staff have access to pastoral support
- Every learner has access to their tutor
- TANMAT will support families understanding of their role in how to be directly involved in their child's education.
- Recovery Passport to be completed via the collection of evidence

In preparing to continue learning and operations for the 20-21 school year, TANMAT will continue to follow:

Public Health England & Local Authority

TANMAT will follow any guidance of the above to support the health and safety of our learners, staff, families and community

Department of Education

TANMAT will follow the requirements from the above to support the education of our learners

TANMAT Strategic Plan

TANMAT will also continue to be driven by the Vision Mission and Goals of its strategic plan.

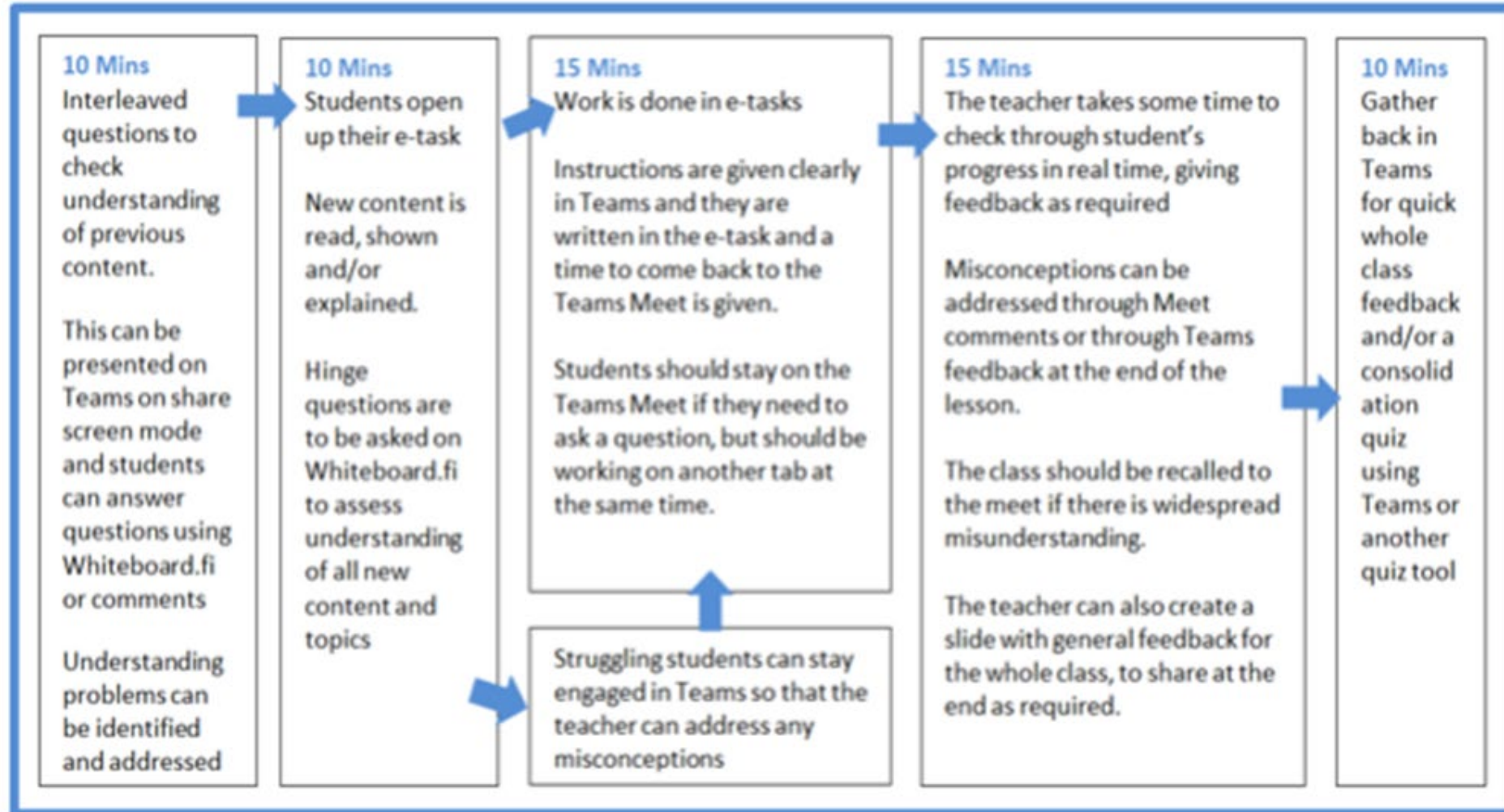
TANMAT Mission: We are determined to strive for excellence in everything we do. In doing so, we know that we change lives on a daily basis. In an environment where "kindness", "honesty" and "calm" are revered, we are "preparing the parents of the future".

HR Policy

All aspects of the remote learning plan are in alignment with TANMAT Human Resource policy and agreements.

- Teachers continue to have a 6.5 hour day
- Planning time – Teachers continue to receive 15% PPA
- Contact ratio – Limits on instructional/virtual student contact time will be in place during local lockdown, some paper resources will also be used to ensure the full curriculum is delivered.

Remote Learning lesson structure:



- Remote learning is implemented through virtual live lessons, online resources, live team chats, set assignments and paper resources.
- It is supported through live or recorded taught sessions via Microsoft Teams or the Trust's social media platforms and paper resource packs. It is enhanced through the recovery passport, tutor meetings and directed exercise sessions.

Live Lessons

- Protocols for Teachers via Team Live lessons, meetings or tutorials
- Enter the meet at the start of the lesson
- Learners can only enter the meet once the teacher has entered
- At the end of the lesson teachers ask all of the learners to leave the meet, (if they don't, teachers can remove them) then close the meet
- Delete the link from the calendar following the meet



Specific provision for self-isolating (or similar) learners

- In the event of individual learners self-isolating, shielding, or absent due to other COVID-related situations; all academies will be able to continue their education through the provision of frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources and videos.
- Daily contact will be made with the learners, to ensure understanding and if necessary, to adjust pace of learning.

Learner Expectations and Behaviour

- **Reiterate your expectations regularly, as you would in the classroom**
- **Use appropriate, professional language throughout the meet**
- **All microphones to be muted - unless requested by the teacher**
- **Reinforce: Be in the right place, at the right time, doing the right thing**
- **Use praise and learner affirmation throughout the lesson**
- **Any issues with behaviour or engagement should be followed up with a phone call from a tutor, pastoral staff or SLT**

BE DRESSED

Free Dress & clothing appropriate for school

STAY FOCUSED

Limit distractions for yourself and others

- quiet room
- no phone
- no pets
- no TV or music
- no virtual backgrounds
- Keep your device stationary

STUDENT EXPECTATIONS FOR ONLINE LEARNING



BE KIND

BE FULL

No eating during live instruction

BE PREPARED

Have your device fully charged or plugged in. Have all materials needed for your lesson nearby (textbook, workbooks, water bottle, pencil, paper.)

STAY MUTED

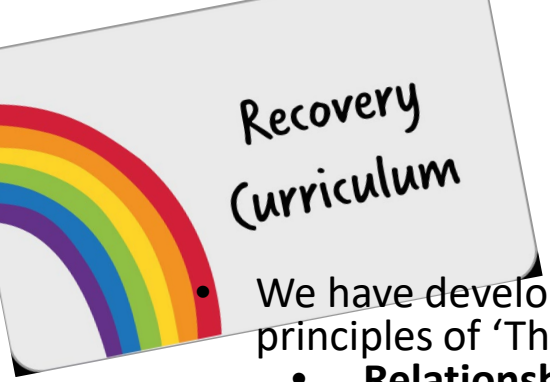
Keep your device on mute until it is your turn to speak

Online Safety & Safeguarding:



- The principles of Keeping Children Safe in Education 2020 continue to determine the expectations of schools and settings in keeping children safe in school at this time and include:
- The best interests of children must always continue to come first
- If anyone in the Trust has a safeguarding concern about any child they should continue to act and act immediately
- The DSL or Deputy will still be available
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- Children should continue to be protected when they are online
- All learners will be issued a Microsoft Teams user account for all school-learner communications, including teaching and learning. Using a Trust-issued, secure and monitored channel of communication minimises the risk of safeguarding concerns related to children and young people spending time online.

The Recovery Curriculum



Recovery Curriculum

- We have developed an amended curriculum for learners both in school and at home. It uses the underpinning principles of 'The Recovery Curriculum'.
 - **Relationships** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. Our recovery curriculum involved elements to rebuild secure attachments with children and young people, helping them feel safe and secure in both their return and future education.
 - **Experiences** – we must recognise that students curriculum has been based on events and experiences from their social situation. It is importance to listen to not only what has happened in this time but understand the effect this has had on our children and young people to meet their social and emotional needs to engage them in the transitioning of learning back into school. Our curriculum involves tasks which allows students to express themselves fully, whilst offering the opportunities for misconception to be discussed.
 - **Transparent Curriculum** – our students may feel like they have lost time in learning, are lacking abilities and skills which may change their future goals. The recovery system aims to addressing these gaps, consulting with our students to heal this sense of loss and help them refocus on the future.
 - **Mind and body** – our students may have altered emotional states stemming from their experiences during lockdown, effecting their ability to self regulate and function effectivity in a learning environment.
 - **Space** – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations
- Through sessions taught during PHSE/Prepare, children are to develop key understanding of the events which are unfolding, gaining skills around resilience and coping. These positive attributes will be reinforced with children through integration of therapeutic activities in lessons to both help regulate their emotional state whilst supporting the development of new neurological pathways around developmental milestones.



- Parents will be introduced to the recovery curriculum via a newsletter sent home and posted on the Trust website, informing them of the basic concept. Activity books, which include both the recovery activities, information, advice and guidance around its purpose.
- This will be supported by pre-recorded presentations and or podcasts, accessible on the Trust website, an instruction leaflet and the linked presentation, to provide further clarity:
- https://www.canva.com/design/DAEIa1XvXb8/F-NkO5jhQZNz5fjn15iHGg/view?utm_content=DAEIa1XvXb8&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink
- As always, parents can access school staff via email and telephone to discuss any difficulties.
- Taught elements of the recovery process will be delivered by PHSE tutors/teachers through online lessons, they will cover the key elements needed, whilst monitoring and reinforcing the use of the activity books.
- The recovery passport will be reformatted to best meet life at home as opposed to school and will be available either through paper copies sent out or downloadable from the web page. Evidence for this passport can be submitted by the learners through electronic or physical various means and will be used to complete the passport accordingly. This will be monitored and updated through PHSE lessons.

The School Website



Provides links to further resources such as:

Recovery Passport, BBC Bitesize, Autism Little Learners, Online Safety Updates and Streetwise TV as well as materials from other educational providers both linked to specific curriculum areas and to develop wellbeing and positive mental health.

Attendance



- In the event of a national or local lockdown the academy will continue to follow DfE guidance on attendance delivering a daily submission and the use of the 'X' code on statutory registers.
- SIMs will continue to be used daily; however, in the event of a full bubble or a local/national lockdown then an engagement attendance record will be used to monitor learners working remotely.
- **Student Engagement Attendance**
- All staff will have access via One Drive to a site-specific learner engagement attendance spreadsheet. This document will be completed by subject teachers to show which learners have been involved in a lesson during the day and if work has been submitted.
- By 3pm each day, tutors will look at the spreadsheet and make a list of those learners who have not had any attendance to sessions. These lists will be emailed to the site Pastoral Manager/SLT who will co-ordinate with their teams the contacting of all parent/carers the next morning. The information from these phone calls will be added to the notes section on the learner engagement attendance spreadsheet.
- SLT will meet via TEAMs each Monday morning to discuss learners with poor or non-attendance to remote learning.

Weekly Remote Learning Expectations

- Teaching & Learning will continue with minimal impact on continuity of the (existing) carefully sequenced curriculum.
- Learning organised by each academy encompasses all curriculum areas inclusive of lifelong learning, physical development, independence and social, emotional development.
- Remote education is seen as an essential component in the delivery of the school's curriculum. We have planned to ensure that when and if learners have to be educated at home they are given the support they need to master the curriculum and so make good progress.
- Provision of frequent, clear explanations of new content must be continued during online delivery
- Teachers and Tutors must adjust the pace and/or difficulty in response to learner needs.



Trinity Academy Newcastle Trust
WE CHANGE LIVES DAILY



MyDrive

AAA Accessibility



Menu

Trinity Academy Newcastle

Activate Windows
Go to Settings to activate Windows.

This plan will be implemented from October 2020 to enable TAN Lower School to continue to offer students a full programme of study in the event of self-isolation, bubble isolation or local/national lockdown. Virtual learning has been designed around the following:

- The lower school will be grouped into 4 teaching groups with a team of staff assigned to each group (usually pairs) - this should provide consistency in the event of staff absence.
- Teaching teams to meet once a week to discuss teaching content, assign responsibilities and share resources.
- Weekly tutor teams meets will allow students to interact in a less formal and social environment, led by staff.
- Work mapped to existing curriculum
- Work to be uploaded to teams, pre-recorded videos to be uploaded where possible.
- Learners to receive their timetable in a 'Study at home handbook' with all personalised log-ins, simple guidance including screenshot instructions and tips and advice to keep healthy during time at home.
- Work to be set each morning by 9am
- All learners will receive live interaction with classroom staff every day to provide feedback and guide next learning steps
- Teaching teams will be available throughout the day 9am – 3pm to provide technical support and signpost where necessary

Example Timetable.

Daily Schedule							
	9am-10am	10am - 11am	11am - 12pm	12pm - 1pm	1pm - 2pm	2pm – 2.45pm	2.45-3pm
Monday	English/ Maths	English/ Maths	Science	Lunch	PE/Exercise	Targetted Intervention	Feedback phonecall
Tuesday	English/ Maths	English/ Maths	Humanities	Lunch	Recovery	Targetted Intervention	Feedback phonecall
Wednesday	English/ Maths	Science	English/ Maths	Lunch	PE/Exercise	Targetted Intervention	Feedback phonecall
Thursday	English/ Maths	English/ Maths	Computing	Lunch	Tutor time (Live Teams meet)	Targetted Intervention	Feedback phonecall
Friday	English/ Maths	English/ Maths	Science	Lunch	Art/ Technology	Targetted Intervention	Feedback phonecall
Resource type	Teams/ Printed resource	Live/Teams lessons	Teams/ Printed Resource		Pre-Recorded Video	Online programmes - Timestable Rockstarts, Oxford Reading Buddy	

Community.

- It is really important that our learners have the opportunity to connect and socialise whilst isolating at home. Daily live lessons will engage students within their class community. Peer to peer connection will be available through weekly live tutor meets.
- The pastoral department will support throughout the school week with phone calls home and face to face Teams meetings with identified individuals.
- Learners will be encouraged to share their experiences through photographs and videos to be shared on our social media platform.

Clarity.

Students will receive a study guide should they be required to work from home. This will give clear guidance and expectations. All assignments will be assigned on Teams, as will all live lessons.

Quality Assurance:

The SLT will be assigned to all the lessons to allow them to drop into a lesson to monitor engagement and quality. Tracking spreadsheet will be devised in order to monitor not only attendance in Live lessons but also the submission/turning in of assigned tasks. Where appropriate work will be marked and awarding grades inputted into tracking folder. Pupils who are not engaging/struggling will be supported by Teaching and Learning Practitioners.

Assessment

Diagnostic questions and quizzes will be used to assess where the students are. We will also make use of the flipped classroom and ask the learners to send teachers questions about the work, which staff will respond to either via team chat or recording and uploading answers to questions. Well planned and well-timed retrieval practice will also be used to embed learning.

Screen time

The timetable has been carefully constructed to break up a learner's day, so they are not required to look at the screen for prolonged periods. All learners will be provided with a remote-learning guide which will give tips and guidance of how to maintain good physical and mental health while working remotely.

Tech Check

Students will need access to a computer or tablet with a reliable internet connection. Surveys to all parents with support is targeting resources. By Autumn 2 TANMAT will provide devices to all students to take home in the event of isolation or lockdown.

Transition

Students will be supported throughout by the Recovery passport and accompanying resources. Regular data collection enables the mental health team to identify needs and target resources.

EHCP





- Regular EHCP reviews continue as normal where possible. These will take place via Teams. Pupil and parental voice will continue to be collected as part of regular home-school communications.
- All Teachers and tutors will actively keep up to date with their learners' developmental aims and needs as outlined in their EHC plans. Progress towards these will continue to be facilitated through remote learning. Where required, pastoral intervention will be facilitated remotely.
- Bespoke intervention plans will be adapted to ensure all learners are able to access their learning plans.

This plan will be implemented from October 2020 to enable TAN Upper School to continue to offer learners a full programme of study in the event of self-isolation, bubble isolation or local/national lockdown. Remote learning has been designed around the following criteria:






- Work mapped to existing curriculum (Teachers are expected to prioritise identifying gaps and re-establishing good progress in the essentials as part of the blended learning provision)
- Learners in year 10 and 11 are expected to continue to study their examination subjects. This will support them towards their preferred route to further study and preparation for adulthood.
- Work to be uploaded to teams, pre-recorded videos to be uploaded.
- Learners to receive their timetable in a 'Study at home handbook' with all personalised log-ins, simple guidance (including screenshot instructions), tips and advice to keep healthy during their time at home.
- Learners are given the support they need to master new technology and way of working, curriculum content and the Recovery Curriculum so they make good progress.

- All learners will receive live interaction with classroom staff every day to provide feedback and guide next learning steps
- Teaching teams will be available throughout the day 9am – 3pm to provide technical support and signpost where necessary.
- Meetings with Connexions staff for Year 10 and 11 learners to continue via Teams.
- Staff will be divided into subject teams. These teams will discuss learners, teaching content, assign responsibilities and share resource banks at the end of each week and ensure smooth transition should cover be required.
- Staff will work closely with the pastoral team to keep abreast of any difficulties or issues
- Weekly tutor time (Teams) led by tutors will allow learners to interact in a less formal and more pro- social environment.
- Student council will continue throughout using Teams and addressing issues relating to lockdown and isolation
- End of day staff briefings will continue.

Example Timetables – Key Stage 3

KS3	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Live Lessons	English Maths Science for 30 minutes each Art Recovery Passport	English Maths Science for 30 minutes each PHSE Humanities	English Maths Science for 30 minutes each ICT PE	English Maths Science for 30 minutes each CEG Creative Art	English Maths Science for 30 minutes each PE Tutorial		
Independent Learning	Complete set tasks online or printed resources	Complete set tasks online or printed resources	Complete set tasks online or printed resources	Complete set tasks online or printed resources	Complete set tasks online or printed resources		<i>Check you planner and get ready for the week</i>
Activities	 Don't go it alone Chat with friends	 Remember to pause Take time think about planning your work	 Time away from learning Early finish	Take a pleased and proud moment – send a photo	 Reward yourself Magic Friday	<i>Spend time with family Watch a film Read a book Colour in Sleep and relax</i>	<i>Go for a walk Exercise Cook something Help with the housework Sleep and relax</i>

Key Stage 4

KS4	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Live Lessons	English Maths Science for 30 minutes each Recovery Passport	English Maths Science for 30 minutes each PHSE	English Maths Science for 30 minutes each ICT	English Maths Science for 30 minutes each CEG	English Maths Science for 30 minutes each Tutorial		
Independent Learning	Complete set tasks online or printed resources	Complete set tasks online or printed resources	Complete set tasks online or printed resources	Complete set tasks online or printed resources	Complete set tasks online or printed resources		<i>Check you planner and get ready for the week</i>
Pathways	Creative Art Live	Sports Leaders Live		Child Care Live			
Activities	 <p>Don't go it alone Chat with friends</p>	 <p>Remember to pause Take time to organise your thoughts</p>	 <p>Time away from learning Early finish</p>	 <p>Believe in yourself Write down 3 things you've done well this week</p>	 <p>Reward yourself Magic Friday</p>	<p><i>Spend time with family Watch a film Read a book Sleep and relax</i></p>	<p><i>Go for a walk Exercise Cook something Help with the housework Sleep and relax</i></p>

Community:

- It is important that our learners have opportunities to connect and socialise whilst isolating at home. Daily live lessons will engage learners within their class community. Peer to peer connections and interactions will be available through live, weekly, tutor Teams meetings.
- Learners who are not engaging or struggling with their work will be supported by TLSPs via Teams (outside of live lessons).
- Pastoral staff and TLSPs will support throughout the school week with phone calls home and face to face Teams meetings for identified individuals.
- Deputies, designated safeguarding officers and pastoral staff will ensure that lines of communication are kept open with the wider team(s) within each learner's professional community. Specialists, social workers, carers and other support staff for learners should provide reports and attend meetings as usual (via Teams).

Work Packs:

- We appreciate that not all subjects or home environments will support online education and that some learners may prefer to work with paper based resources. For these learners we will identify teaching resources that can be easily printed and posted.
- Educational activities will be created in a range of formats, so that they are accessible to all, reducing the risk of learners being left behind.

Clarity:

- Should learners be required to work from home they will receive a 'Study at home handbook' which gives clear guidance and sets out expectations. Learners will have expectations set out during each live lesson with clear modelling for any tasks undertaken.

Set Expectations:

- Students will be expected to attend at least one live lesson daily and complete the daily tasks. Attendance will be monitored through attendance during live lessons, engagement in online subscription resources and submission of online task.
- See protocol for student absence outlined above.

QA:

- SLT will be assigned to all the lessons to allow them to drop into a lesson to monitor engagement and quality. A tracking spreadsheet will be used to monitor attendance in Live lessons and the submission of assigned tasks.

Marking and Feedback:

- Every learner, in every live lesson, should receive verbal feedback. Marking will be against the learning objective and individual targets with any misconceptions quickly addressed.

- Future curriculum and lesson planning will be informed by teachers' formative assessment of learners' work and addressing misconceptions and gaps in knowledge and skills (e.g. Teams classrooms, talking to learners to assess understanding, scrutiny of learners' work).
- Online work and printed resources will be marked in line with the Trust's marking policy. Printed resources are required to be returned on completion for marking and feedback. Tutorials will be given to include verbal feedback on returned printed resources.
- Learners will have the opportunity to reflect on their feedback and question comments. There will, whenever possible, be an opportunity for the learner to participate in the process so that there is a shared perspective.
- Efforts should be made to celebrate work, especially of those students 'less visible' in a remote lesson.

EHCP

- Regular EHCP reviews continue as normal where possible. These will take place via Teams. Pupil and parental voice will continue to be collected as part of regular home-school communications.
- All Teachers and tutors will actively keep up to date with their learners' developmental aims and needs as outlined in their EHC plans. Progress towards these will continue to be facilitated through remote learning. Where required, pastoral intervention will be facilitated remotely.
- Bespoke intervention plans will be adapted to ensure all learners are able to access their learning plans.

Assessment:

- Diagnostic questions and quizzes will be used to assess where the students are. We will also make use of the flipped classroom and ask the learners to send teachers questions about the work, which staff will respond to either via Team chat or recording and uploading answers to questions.

Screen time:

- The timetable has been carefully constructed to break up the learners' day so they are not required to look at the screen for prolonged periods.
- All learners will be provided with a 'Study at home handbook' which will give tips and guidance of how to maintain good physical and mental health while working remotely.

Tech Check:

- All learners will have access to a device for remote learning which they can take home in the event of isolation or lockdown; where a learner does not have access to the internet a dongle will be provided.
- Learners will have access to an Internet browser and Google Chrome. They will have access to their own email account and Teams.
- Technical support will be provided by the school where necessary.

Transition:

- We understand the potential concerns of our learners, parents and carers who may be reluctant or anxious about returning to school and will put the right support in place to address this. Learners will be supported throughout their time at home and through their transition into school by the Recovery Passport and accompanying resources.
- Regular data checks and collection will enable the mental health team to identify needs and target resources.

Relationships and health education (RHE):

RHE for primary aged pupil and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, we expect to start teaching by at least the start of the summer term 2021 and include this as part of any remote learning plan.



Example – Timetable

Timetable example						
	9am-10am	10am - 11am	11am - 12pm	12pm - 1pm	1pm - 2pm	2pm - 3pm
Monday	Maths	English	Science	Lunch	PE/Exercise (Supervised or guided walk/ run/ workout)	Live Feedback Session Intervention (KS3/ KS4) Free study/ revision (KS4 non-intervention)
Tuesday	Maths	English	Humanities	Lunch	Recovery/PSHE	Live Feedback Session Intervention (KS3/ KS4) Free study/ revision (KS4 non-intervention)
Wednesday	Maths	English	Art/D Technology (KS3) Pathway subject 2 (KS4)	Lunch	PE/Exercise (Supervised or guided walk/ run/ workout)	Live Feedback Session Intervention (KS3/ KS4) Free study/ revision (KS4 non-intervention)
Thursday	Maths	English	Computing	Lunch	Life-Skills (KS3) Careers (KS4)	Live Feedback Session Intervention (KS3/ KS4) Free study/ revision (KS4 non-intervention)
Friday	Maths	English	Science	Lunch	MFL (KS3) Pathway subject 2 (KS4)	Live Feedback Session Intervention (KS3/ KS4) Free study/ revision (KS4 non-intervention)
Resource type:	Live Teams / Resource pack	LiveTeams /Resource pack	LiveTeams/ Resource pack		LiveTeams / Resource pack	<ul style="list-style-type: none"> • Live Feedback Q&A Session • Online programmes – My Maths/ Lexia Reading/ Doodle etc • KS4 Personal study- (choice-personal interest)

This plan will be implemented from October 2020 to enable TANB to continue to offer learners a full programme of study in the event of self-isolation, bubble isolation or local/national lockdown. Remote learning has been designed around the following criteria:

- Work mapped to existing curriculum (Teachers are expected to prioritise identifying gaps and re-establishing good progress in the essentials as part of the blended learning provision)
- Learners in year 10 and 11 are expected to continue to study their examination subjects. This will support them towards their preferred route to further study and preparation for adulthood.
- Work to be uploaded to teams, pre-recorded videos to be uploaded.
- Learners to receive their timetable in a 'Study at home handbook' with all personalised log-ins, simple guidance (including screenshot instructions), tips and advice to keep healthy during their time at home.
- Learners are given the support they need to master new technology and way of working, curriculum content and the Recovery Curriculum so they make good progress.

- All learners will receive live interaction with classroom staff every day to provide feedback and guide next learning steps
- Teaching teams will be available throughout the day 9am – 3pm to provide technical support and signpost where necessary.
- Meetings with Connexions staff for Year 10 and 11 learners to continue via Teams.
- Staff will be divided into subject teams. These teams will discuss learners, teaching content, assign responsibilities and share resource banks at the end of each week and ensure smooth transition should cover be required.
- Staff will work closely with the pastoral team to keep abreast of any difficulties or issues
- Weekly tutor time (Teams) led by tutors will allow learners to interact in a less formal and more pro- social environment.
- Student council will continue throughout using Teams and addressing issues relating to lockdown and isolation
- End of day staff briefings will continue.

Community

- Our learners will have daily live lessons to connect, whilst working from home. Peer to peer connections are available during live lessons and also in dedicated tutor times. Pastoral support is available when required and on a daily basis between 14.00-15.00. Learners will be able to access tutors and teachers via email and Teams.
- Pastoral staff will support the school week with phone calls home and face-to-face Teams meetings for identified individuals to offer targeted support.
- Learners will be encouraged to share their positive learning experiences and successes, through photographs and videos to share on our social media platform and websites.
- Learners will continue to access PSHE and the Recovery Curriculum on a weekly basis.

Clarity

- Students will receive a study guide, should they be required to work from home. This will give clear guidance and expectations. All assignments will be on Teams, as will live lessons.
- For the sake of the learner, all assignments will be clearly accessible in one place, with explained objectives and expectations up front, with a metered workload.

QA.

- SLT will be assigned to all lessons to allow them to drop into a lesson and to monitor engagement and quality. A tracking spreadsheet will be used to monitor attendance in Live lessons and the submission of assigned tasks.
- SLT to walk the lessons of a digital school and provide some measure of accountability and support for learners and staff.

Assessment.

- Diagnostic questions and quizzes will be used to assess where the students are. We will also make use of the flipped classroom and ask the learners to send teachers questions about the work, which staff will respond to either via Team chat or recording and uploading answers to questions.

Screen time

- A carefully planned timetable has taken into consideration breaks and lesson duration, to ensure screen time is appropriate. The remote-learning guide will give tips and guidance to support good physical and mental health, while working remotely.

Set Expectations.

- Students will be expected to participate in their timetable, attend live lessons and complete daily tasks. Attendance is monitored via Teams and submission of online tasks. Students will not be expected to take part in homework activities, as they will already be participating in learning at home and it is important to keep a home / work life balance, to support mental health. Should students request additional work, this will be provided by subject teachers. Whilst homework will not be formally set, students will be expected to complete any missed tasks in their own time, in order to prepare for the next lesson.

Tech Check. Clarify expectations for home technology requirements. We are so fortunate that TANMAT will ensure all families have WiFi and a device.

Transition. Students will be supported throughout their transitions by the Recovery passport, which will identify individual needs and enable bespoke intervention by the Pastoral team. Data will be collected at regular intervals to track progress and specific needs.

EHCP

- Regular EHCP reviews continue as normal where possible. These will take place via Teams. Pupil and parental voice will continue to be collected as part of regular home-school communications.
- All Teachers and tutors will actively keep up to date with their learners' developmental aims and needs as outlined in their EHC plans. Progress towards these will continue to be facilitated through remote learning. Where required, pastoral intervention will be facilitated remotely.
- Bespoke intervention plans will be adapted to ensure all learners are able to access their learning plans.

Trinity Solutions Academy


Book an interview

Trinity Post 16 Solutions Ltd

This plan has been developed for implementation in response to the complexities of delivering off-site education surrounding COVID-19. This plan will be implemented from September 2020 to enable Trinity Solutions Academy to continue to offer students a full programme of study whilst ensuring their safety and maintaining social bubbles. Virtual learning will take place for the maths and English elements of the students programme and has been designed around the following:

- Teaching staff and students are committed to working from a remote location to ensure continuity of learning.
- Microsoft Teams will be the digital platform through which teaching staff and students communicate for class sessions. An electronic device with internet access will be required for all teaching staff and students.
- Students are expected to attend each of their timetabled maths and English sessions via Microsoft Teams.
- Teaching staff will be available during their timetabled sessions via email and Microsoft Teams.
- Skills Builder will also be used for interactive resources and assessment as part of the regular sessions and/or extension activities.

Education, Health & Care Plans

- We remain committed to listening to and working with local authorities, parent carer representatives and learners to ensure regular EHCP reviews continue as normal where possible.
 - weekly contact with designated Connexions advisor and SEN lead in local authority as and when needed
 - EHC plan reviews will be conducted depending on parent/carers digital resources, this could be via TEAMS or conference call
- All Teachers and tutors will actively keep up to date with their learners' developmental aims and needs as outlined in their EHC plans. Progress towards these will continue to be facilitated through remote learning.
 - Curriculum mapping ensures that students will receive the full curriculum offer linked to their EHCP plans and preparation for adulthood sessions.
 - Twice weekly telephone calls with students and parents/carers to gather evidence (photographs) of skills and knowledge to prepare for adulthood and to set tasks which could be completed at home (cooking).
 - Twice weekly telephone calls with parents/carers to ensure safety and wellbeing and to offer any support to families. External agencies will be signposted where required.
- Home learning content will be designed and adapted to ensure support/interventions are provided for parents/carers of learners with EHC plans.

Daily schedule

- Teaching staff will provide direct and indirect instruction during their virtual learning sessions.
- **Direct Instruction** : Teaching staff and students will log into Microsoft teams at the timetabled time and engage in live classroom interaction, teaching staff will share 'The Big Picture' with the students so they are aware of what is required during the 90 minute session.
- **Indirect Instruction** – Teaching staff will also provide students with written tasks, projects, and other assignments / assessments using Skills Builder. It is important to note, however that each Teaching staff member will be available for the entire 90 minute session to respond to student' questions and provide timely feedback.

Attendance

- Teaching staff will take attendance during each session and report any student absence via email.
- Assessments and Grading
- Students will receive timely feedback during their virtual sessions, however students are still attending vocational training and Enrichment, where they will be required to hand in their maths and English workbooks for feedback. Assessments will be carried out using Skills Builder following our assessment policy.

Technology Support

- Trinity Solutions Academy staff will be available for support via email from 8.30am – 3.00pm each day.

Contingency Plans

For individuals or groups of self-isolating pupils, this plan will be extended to ensure students receive a full programme of study, students are registered for e-portfolio in their vocational areas to enable work to be accessed at home. In these circumstances a new timetable will be sent to students, parents and carers to enable them to access vocational tutor support on a daily basis and access maths and English as normal.

Example Timetable

MON	9.00-12.00		12.00-12.30	12.30-2.30	3.00
	Vocational E-Portfolio		Lunch	Vocational E-Portfolio	Tutor TEAMS Session
TUES	Off until a Work Placement is arranged				
WED	9.00-12.30		12.30-1.00	1.00-2.15	
	Vocational E Portfolio		Lunch	Virtual IAG	
THUR Virtual	9.00 - 11.30	11.40-12.40	12.40-1.10	1.10-2.15	
	Virtual L2 Maths	Virtual L2 English	Lunch	Virtual L2 English	
FRI	9.00-12.40		12.40 - 1.10		
	Virtual Enrichment		Lunch	Off	

In the event of a local outbreak or full lockdown, and the college closes temporarily to help control transmission. We would remain open only for vulnerable children and the children of critical workers and this plan will be extended to ensure students receive a full programme of study, students are registered for e-portfolio in their vocational areas to enable work to be accessed at home. In these circumstances a new timetable will be sent to students, parents and carers to enable them to access vocational tutor support on a daily basis and access maths and English as normal.

An example can be seen below:

MON	9.00-12.00		12.00-12.30	12.30-2.30	3.00
	Vocational E-Portfolio		Lunch	Vocational E-Portfolio	Virtual Tutor Session
TUES	Virtual Vocational sessions		Lunch	1:1 Review Sessions pre booked	
WED	9.00-12.30		12.30-1.00	1.00-2.15	
	Vocational E Portfolio		Lunch	Virtual IAG & Tutor Session	
THUR Virtual	9.00 - 11.30	11.40-12.40	12.40-1.10	1.10-2.15	
	Virtual L2 Maths	Virtual L2 English	Lunch	Virtual L2 English	
FRI	9.00-12.40		12.40 - 1.10		
	Virtual Enrichment		Lunch	Off	

Further Reading

- You can find out more about previous remote learning and resources provided at home on our website: <http://trinity.newcastle.sch.uk>
- **Other policies related to this plan:**
 - Remote Learning Policy
 - Assessment Policy
 - Feedback & Marking Policy
 - Attendance Policy
 - Child Protection Policy
 - Online Safety Policy
 - Safeguarding Policy
 - Staff Code of Conduct
 - Student Code of Conduct
 - Acceptable Use Policy