



# Trinity Academy

*Returning to School (January 2021) Handbook for Parents and Carers*

**Version 1: 8 January 2021**

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## Section 1. Foreword

Our Trinity Academy *Returning to School Handbook for Parents and Carers* aims to provide the helpful and practical advice in support of our school community during this period of school closure.

All aspects of our in-school and in-home plan is based upon the Scottish Governments [Coronavirus \(Covid-19\); Schools reopening arrangements for January 2021](#) guidance. We continue to work closely with senior managers at local authority level in both managing the risk associated to Covid-19 and ensuring that sufficient and proportionate support is in place for our young people. We continue to manage all aspects of school life, now almost fully in a virtual capacity, in a safe and sensitive way.



We have a very small number of learners in school in line with the government guidance. Those accessing this support meet the [key workers](#) or [vulnerable young people](#) criteria. We appreciate that this includes a very small number of young people and that the challenges of balancing in-home learning, whilst working yourself and often looking after more than one child, is an extraordinary challenge. We are extremely grateful for your support.

Whether our young people are accessing learning in-school or in-home, all school experiences provided by Trinity Academy will be done through Microsoft Teams. Our school, in the same way as most across the country, have continued to develop our own professional digital skills and competencies in creating and sharing experiences that are relevant and engaging. We feel better prepared and equipped to provide virtual experiences for our young people but recognise that we continue on a journey in the pursuit of excellence.

As we continue to receive revised advice, guidance and policy at local and national level, our approaches will continue to adapt and evolve. We will keep you updated on these developments as they occur. This may include subsequent amendments to this handbook.

As a school, we are committed to offer a service that is not just 'better' than the lock down of Spring/Summer 2020 but one that is fit for purpose, making the very best use of our collective skills, qualities and community spirit.

We are committed to delivering a service that we can all be proud of.

A handwritten signature in black ink, appearing to read 'N Burge'. The signature is stylized and fluid.

Mr Nick Burge  
Headteacher

## Section 2. Support and Communication

### Accessing Support during Lockdown

Over the course of the school closure we will do all we can to continue to support our learners. Your child's key contact is their Pupil Support Leader (see below). This is your primary contact for raising general concerns or seeking clarity on general issues. If questions are subject/course specific then your child should liaise directly with their class teacher using Teams or, for some senior learners, email if this has been the status quo previously.

We will continue to work closely with teachers re learners in their classes and continue to be in regular contact with our families. All planned meetings will go ahead, hopefully with only a few minor changes, and the Pupil Support Team will be in touch with families that this involves.

If you need to contact your child's Pupil Support Leader or Support for Learning, the best way, initially, is by email. Please use this email address:

[TRI-Pupil.Support@ea.edin.sch.uk](mailto:TRI-Pupil.Support@ea.edin.sch.uk)

This address will come to all Pupil Support Leaders and Support for Learning and we will then reply based on relevant House group. It would be useful and appreciated if you could note in your email title the member of staff you wish it to go to or your child's House.

- **Arran** – Mr Robertson, Mr Moir
- **Orkney** – Mr Nelson, Ms Stewart (Mr Ellis will be joining us from 18<sup>th</sup> January as Pupil Support Leader)
- **Skye** – Mrs Falconer/Ms Clarke, Ms Swalwell

Our school Counsellor, Suzanne Chalmers, and our Youth Worker, Ryan Mackay, will continue to offer support to learners and will be in touch with individual learners regarding this contact.

The following partners will also continue to provide support:

- Lynn Munro – Skills Development Scotland career support
- Annie Page – English as an Additional Language support
- Pam Robertson – Education Welfare Support

Please do not hesitate to contact us if we can do anything to help.

### Supporting Wellbeing

Mental Health UK have developed a variety of resources for parents and carers to support them in having conversations with young people about resilience and mental health which we think is hugely important during this time and at other times. The Bloom Resource Library website can be found at <https://mentalhealth-uk.org/partnerships/bloom-resource-library/>

They have also developed some guidance on how to have conversations about Covid-19 with young people and provide reassurance during these challenging times. The resource is available on their website: <https://mentalhealth-uk.org/blog/how-to-have-an-open-conversation-with-young-people-about-coronavirus/>

Additional advice for parents and carers can also be found on the [National Parent Forum for Scotland](#) and on the [Parent Club](#) website.

### **Managing your learning during school closure – a learners’ perspective**

Many young people can find learning at home challenging and at times overwhelming. It is very important to maintain some structure and routine to learning but how a young persons’ days is structured might differ from person to person depending on a number of personal factors. Virtual school is different to real school and young people will not be able to work in the same way or for the same amount of time as they would in school. Learners in S1-3 should aim to work towards 3-4 hours of home learning per day – if you can do this, then you are doing well. For those in S4-6, it would be advisable to work towards 4-6 hours per day where possible with the obvious adjustments being made for the shorter Friday. Please do not try to work independently from 8.30am to 3:20pm.

Some of the guidance below may help your child plan their home learning experience. They should try to:

- Ensure regular times for meals and hydration are built in to the day.
- Build in regular breaks away from ‘the screen.’
- Ensure time is given to going outside and having movement breaks and where possible take part in some exercise.
- Make a daily plan of activities and spread your learning activities across the week rather than trying to do every subject every day. Some examples are found within the ‘learning experience’ of this handbook.
- If you are unable to complete all the work and assignments set in a week, please don’t panic, you can continue with them the next week.
- Notifications for all Teams should be turned on to avoid missing any important messages or work that might be shared by their teachers.
- Do keep in touch with friends and classmates; talking to them about the work they are doing and life in general – being honest with your friends and family and being a good listener can all support wellbeing.
- Contact their teacher or Pupil Support Leader if they need help with work or have other concerns.

### **Information Sharing**

Families will continue to receive a weekly update from our Headteacher, Nick Burge. This will continue to be sent via email and be posted on the school app. Within the update, the Weekly Learning Bulletin will be shared. This will share with families the focus areas within subject areas for the following week. For our first week of virtual learning, this will be published by the end of Monday 11<sup>th</sup> January.

Staff will continue to use the school app and email to share updates regarding careers advice, UCAS etc throughout the week.

Whilst the school will be sharing information with you and your child, we would ask that you continue to keep us informed of developments at home that you would ordinarily share should the school building be open as normal. This enables your child’s named person and house team to keep an overview of the children they are responsible for. This can be done through the contact details given in the above section.

## Section 3. A Guide to our Digital Learning Experience

### **The planning of the experience for our learners**

The work being created for your child is in line with experiences and outcomes from Curriculum for Excellence and National Qualification framework. When learners attend school (not including closure) we are able, as teachers, to design and deliver experiences for young people that remove many barriers in our pursuit of equity and excellence. With the removal of our physical/in-person experience, these barriers are increasingly challenging to overcome despite our very best endeavours. As such, our professional expectation can not unfortunately be that work set will be completed by all of our learners all of the time.

### **Monitoring and supporting engagement**

All teachers will monitor the overall engagement of learning and where there are concerns that learners are unable to engage, additional supports will be explored through our Pupil and Learning Support team. As a school, we cannot expect learning and progress to continue in a linear way for all but we must try to reduce the gaps in learning as much as possible.

### **Modes of delivery**

With the development of our own professional digital skills, the resources offered to our learners will include a range of text, live, pre-recorded and multi-media experiences. Where live experiences are offered, we will endeavour to record these to make them available to learners who couldn't take part in the live experience. Whilst live experiences are permissible by Edinburgh Council, it must be stressed that live experiences will not be universally available at this time. This is in line with the Local Authority view and the reality that many of our teachers continue to care for their own children and in doing so work out with the hours of the school day in the delivery of our service.

**S1-S3 BGE learners** should primarily focus on Literacy (English), Numeracy (Maths) and Health & Wellbeing (PE/PSE) coursework. These are priority areas which will be strongly supplemented with work from almost all curricular areas. A Weekly Learning Bulletin will be published each Friday with the general areas of work that your child should focus on within Teams across a range of curricular areas. We would encourage not only access to core subjects but those that interest them and provide variety during what can be a long day at a screen. It should also be noted that learning life/independence skills around the home should be encouraged, beyond what is offered on line.

**S4-S6 Senior Phase learners** will have work from each of their timetabled subjects available on Teams. Senior pupils will most likely have been using their Teams since their return in August 2020 so will have high levels of autonomy in accessing their learning in many cases but this shouldn't be assumed. Direction on what should be focused on will be provided in most cases through the Weekly Learning Bulletin that will be shared every Friday for the week ahead. There is a greater level of independence in learning for the senior phase, particularly those doing Higher and Advanced Higher courses. Learners

should monitor their Teams closely for updates and guidance, beyond the bulletin.

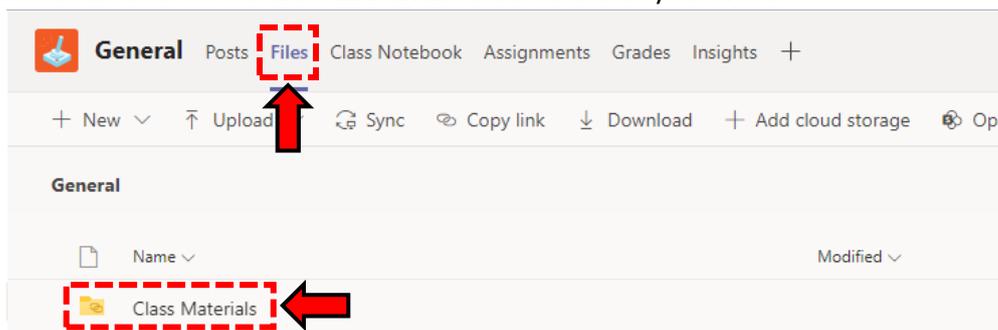
For both the Broad General Education and Senior Phase, teachers will make clear what is essential learning. This is more relevant to those in S4-6 as classes work towards assessments later this session. All other learning activities are designed to offer depth and breadth in learning at a time when the learning experience at home will look very different from home to home.

The guide below should help all learners access their lessons and resources. Every faculty in the school will have set their Teams up using the same structure so this should be a familiar and easy process for learners.

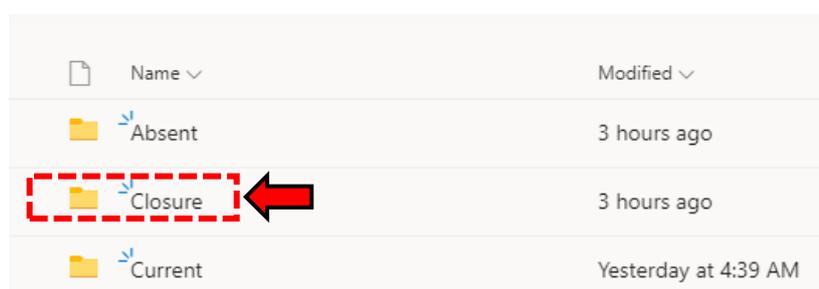
1. All materials and resources will be available through the Teams app via your Office365 account. **Login using your username and password** via this URL: <http://office365.edin.org/>

2. Once logged in you should click on the **Teams app icon** down the left-hand side of the page: 

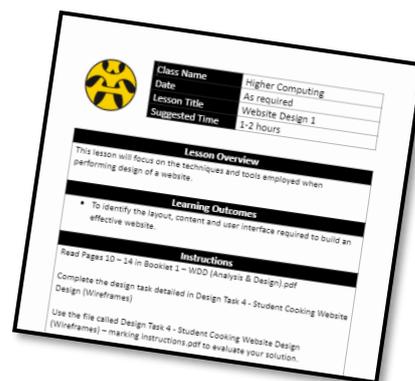
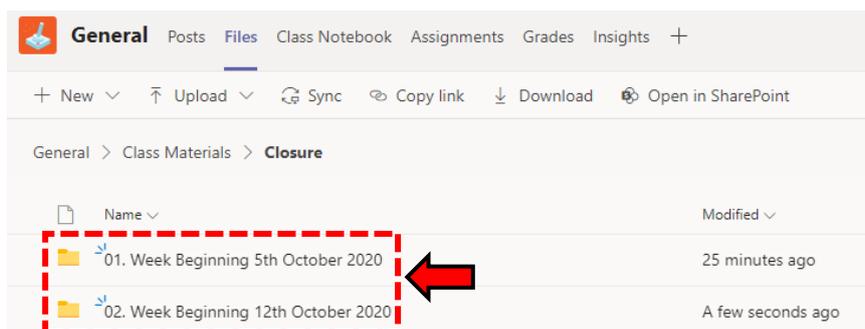
3. Click on the **Files** link along the grey bar at the top of the Team you are in. You should see a page as shown below. Click on the **Class Materials** folder to access your work.



4. Within this folder you should now see the following three folders. All work during the school closure will be made available in the **Closure** folder. Click on this folder to open it.



5. You should now see a **list of folders** in numerical order. Each folder will be dated and will include the work for that week. This folder will have work in it that is to be completed **during** this week within a structure that you set at home with your child. Within each folder will also be a **set of instructions**, as shown below.



### Other Useful Links

Microsoft Teams Quick Start Guide – [click here](#)

A Guide to “Handing In” Work on Teams – [click here](#)

### Login Problems/ IT Difficulties/ Device Issues

Should you require any support please email [admin@trinity.edin.sch.uk](mailto:admin@trinity.edin.sch.uk) outlining your issues. Passwords can be reset upon request and will then be reissued.

### Structuring Your Home Learning Day

Digital Learning is different to learning in school and learners will not be able to work in the same way, or for the same amount of time as they normally would.

Everyone should be aware that if you can manage **3-4 hours of home learning per day** then you are doing well! Please do not try to work independently from 8am to 3:25pm. Here are three example structures for your day but you should adapt and use whatever fits around your homelife best:

#### A. 4x 45min sessions (3 hours total daily learning time)

<b>8:45 – 9:30</b>	<b>BREAK</b>	<b>10:15 – 11:00</b>	<b>BREAK</b>	<b>11:30 – 12:15</b>	<b>LUNCH</b>	<b>13:30 – 14:15</b>
Activity 1	45 mins	Activity 2	30 mins	Activity 3	1h 15m	Activity 4

#### B. 4x 60min sessions (4 hours total daily learning time)

<b>8:30 – 9:30</b>	<b>BREAK</b>	<b>10:00 – 11:00</b>	<b>BREAK</b>	<b>11:30 – 12:30</b>	<b>LUNCH</b>	<b>14:00 – 15:00</b>
Activity 1	30 mins	Activity 2	30 mins	Activity 3	1h 15m	Activity 4

#### C. 3x 1h 15min sessions (3 hours 45 minutes total daily learning time)

<b>8:30 – 9:45</b>	<b>BREAK</b>	<b>10:30 – 11:45</b>	<b>LUNCH</b>	<b>13:30 – 15:15</b>
Activity 1	45 mins	Activity 2	1h 45m	Activity 3

## Section 4. Summative Assessment (Senior Phase Learners)

As a result of the current school closure, it is necessary to make alterations to our planned summative assessment periods. At the time of writing, schools are due to return on Monday 1 February. However, a Scottish Government review of these arrangements is due to be undertaken on Monday 18 January so, as a result, these dates may be subject to change.

**Assessment period 2: 16 Feb to 26 Feb (later start date)**

**Assessment period 3: 20 Apr to 7 May (No change)**

All assessment dates remain **subject to change** in line with national guidance

Naturally, Curriculum Leaders (CL) are working with departmental staff to consider what impact the current situation has on assessments and therefore, when best for their subject, to hold them during the two assessment periods. CLs are communicating this to our SQA Coordinator (B Campbell) shortly and a calendar will be produced as quickly as possible in advance of the assessment periods to ensure there is sufficient time to prepare for assessments.

We would encourage learners not to overly focus or be concerned about the timing and content of assessment. We will continue to make every effort to provide appropriate work in preparation for the building of evidence and assessments and will communicate with learners and families in advance of changes. We remain committed to ensuring that the evidence that we gather towards qualifications remains the best and most robust that it can be.

## Section 5. Scottish Qualifications Authority (Senior Phase Learners)

As you will know the Scottish Government has confirmed that National 5, Higher and Advanced Higher exams will **not** go ahead this school session. As a result, the Scottish Qualifications Authority (SQA) have been providing schools with information relating to the Alternative Certification Model (ACM) in place for National 5 qualifications. As the decision regarding Higher and Advanced Higher was much later, we are still awaiting advice regarding these.

As it stands, provisional results are due to be submitted to the SQA on 28 May 2021 (The school's internal deadlines will be 19 May, at the latest, to ensure all quality assurance and administration tasks are carried out timeously prior to the final submission date). These provisional results will be based on evidence produced by the learner and the teacher's professional judgement using assessment resources.

This will be supported by a robust set of checks (quality assurance) carried out by class teachers, CLs, the SQA Coordinator, The City of Edinburgh Council and the SQA. The results will be finalised following various layers of quality, including sampling by SQA senior subject specialists. It is anticipated that the ACM used for National 5 will be broadly similar for Highers and Advanced Highers.

Staff at Trinity Academy have been gathering evidence to support the provisional result throughout the session and the summative assessments above form one part of the evidence that will be used to produce the final grade.

However, in light of the current situation, we await further advice and the SQA have stated;

“As a matter of priority, we are now working through all scenarios to develop appropriate contingency arrangements for the model, should they be needed. We are doing this together with the stakeholders on our National Qualifications 2021 Group. We will issue further details to the system as soon as next steps are agreed.”

**To find out further information about this year’s National Qualifications follow these links: -**

- To stay up to date on 2021 National Qualifications visit [www.sqa.org.uk/NQ2021](http://www.sqa.org.uk/NQ2021)
- Learner and parent information visit [www.sqa.org.uk/sqa/96223.html](http://www.sqa.org.uk/sqa/96223.html)