



Holy Trinity College Covid-19: Return to School: **Teacher Responsibilities.**

Being safe and promoting effective learning while at home

- Teachers will be familiar with arrangements for KS3, KS4, and KS5 Blended School – Arrangements for Term One 2020
- Teachers will be familiar with the Distance Learning Policy, Checklist for Videoing Conferencing and ‘The Features of Good Blended Learning.’
- Planning should reflect the temporary blended learning environment.
- Language is critical. To reduce anxiety avoid references to ‘missed work’ or ‘lost time’ or ‘catch up’.
- Good classroom pedagogy – good e-pedagogy. Plan ahead for what you want the pupils to know and be able to do. Identify the technology, if required, that you feel will facilitate this learning. (see pg 8 DE Circular 2020/06 Curriculum Planning)
- Departments may wish to identify core knowledge and skills pupils need to progress to the next stage of their learning and ensure these are prioritised for in-class teaching. CCEA will inform re. revisions to be made to curriculum and examinations.
- To facilitate blended learning the subject teacher will prepare pupils for the work they will do in that subject during their time off site.
- Teachers may use a mixture of hard copy and/or Google Classroom digital resources both for when pupils are in and when out of school.
- As far as possible, teachers should schedule their posts and assignments to pupils during the school day and should try to avoid posting after the school day has ended.
- Work set for completion at home should be planned in advance with the pupils and should include access to pre-lesson content of the coming week (flipped learning)
- Where possible plan screen-based and non-screen based activities to help pupils achieve a healthy screen time balance and alleviate pressure on home devices.
- Home work should be planned in advance with pupils, be manageable, include access to pre-lesson content of the coming week (Flipped Classroom) and include useful links to trusted websites that can offer additional support.
- Subject teachers need to discuss within their department the possibilities of synchronous teaching to ensure that all potential situations are planned for including, for example, a second period of school closure.
- **Feedback:** Teachers should aim to provide feedback on work completed during the “home week” when pupils return to school.
- Focus on key learning objectives set. Teacher comments should inform pupils of what they have done well and what they need to do to improve further.

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- All staff are to observe our online etiquette when communicating with each other, pupils and parents.
- Teacher-pupil relationships are paramount in a blended model of learning. A strong positive relationship will help motivate pupils to engage in a more meaningful way.
- In the interest of staff well-being, we recommend that staff switch off Google Classroom notifications on their mobile phone and emails to avoid excessive notices and maintain a work-life balance.
- Be mindful that the pace of learning can be slower on line and that the focus should be on key concepts and skills within the curriculum. Instruction should be direct and clear.
- HoDs and CAs will be invited into your Google Classrooms under ‘Teacher’ status.
- Subject teacher will monitor engagement levels on Google Classroom; non-engagement will be followed up promptly by the subject teacher.
- If after subject teacher intervention, levels of engagement have not improved the subject teacher will refer persistent non-engagement to the HoD.
- Assessment tasks should be built into planning and schemes of work: assessment for learning (afl) to support pupil progression and assessment of learning (aol) to produce reliable records of pupil attainment
- For health and safety reasons, teachers should only collect digital submissions of work from pupils for correction, assessments etc, according to guidance and until further notice.
- Communicate clearly to your pupils when you will, and will not, be available to respond to queries and provide feedback.
- If you find that you prefer to mark work and give feedback online, or in the event of school closure, feedback is very likely to happen beyond the school day. Google Classroom prevents us from scheduling this feedback to be issued during school hours. Therefore, pupils and parents have been made aware they may receive a notification that a teacher has marked and returned work after the school day.
- Pupils should have opportunities to show and present their best work via our social media platforms.