



# Home-Learning at Trinity Academy

**At Trinity Academy, we remain committed to ensuring that students continue to receive a high-quality education throughout this period of home-learning.**

This is especially important as we do not know how long the enforced school closures will last for. Despite the current climate, our staff are working hard to ensure that the provision offered to students through our online social platform, SharePoint, makes learning at home engaging, purposeful, and accessible. We are however, continually reflecting on how to improve this provision and have acted on some of the feedback we have received.

**Moving forward, subject areas will upload work onto SharePoint by the Friday before it is due to begin. So, the work for Monday 20th April will be available from Friday 17th April.**

All subject areas have created lessons which follow a structured, logical order with the aim of helping students to continue to progress throughout their learning, without needing to be in the classroom - and for those wanting to help out at home, without needing to be a subject expert!

**Under each department heading on SharePoint, there will be a separate folder for each week, followed by clearly labelled PowerPoints to show the sequence of learning, such as in the example below:**



The PowerPoint associated with each lesson will then guide students through the learning activities, one lesson at a time, to make self-studying as simple to follow as possible. Please bear in mind that SharePoint materials might look differently across subject areas due to their differing natures, but the standards and expectations across lessons will remain the same.

What we will see in each lesson	What might this look like (The example PowerPoint slides below are from an English lesson)																								
<p><b>An overview of the lesson's activities in chronological format including the resources needed</b></p>	<table border="1"> <thead> <tr> <th>Time</th> <th>Slide</th> <th>Task</th> <th>Resources</th> </tr> </thead> <tbody> <tr> <td>Task 1 15 minutes</td> <td>4</td> <td>Read through the 4 extracts which each describe a character. Use the PowerPoint as a guide. Some ideas for answers follow each slide</td> <td> <ul style="list-style-type: none"> <li>The extracts are on the PowerPoint slides</li> </ul> </td> </tr> <tr> <td>Task 2 10 minutes</td> <td>14</td> <td>Remind yourself of the world you have created. Draw a mind map with your initial ideas as to what your main character will look and behave like.</td> <td> <ul style="list-style-type: none"> <li>Paper or exercise book</li> <li>Pen</li> </ul> </td> </tr> <tr> <td>Task 3 15 minutes</td> <td>15</td> <td>Draw your character, labelling them with their appearance and actions/behaviour. You will need this drawing for later!</td> <td> <ul style="list-style-type: none"> <li>Paper of exercise book</li> <li>Pencil</li> <li>Colouring pens - optional</li> </ul> </td> </tr> <tr> <td>Task 4 15 minutes</td> <td>16</td> <td>Use the examples to help you and write your own descriptive paragraph.</td> <td> <ul style="list-style-type: none"> <li>The extracts on the PowerPoint slides</li> <li>Pen</li> <li>Paper or exercise book</li> </ul> </td> </tr> <tr> <td>Task 5 5 minutes</td> <td>17</td> <td>Read your description to someone in your household. Keep your picture a secret – can they describe them from your paragraph? Do their impressions resemble your drawing?</td> <td> <ul style="list-style-type: none"> <li>Your picture</li> <li>Your character description!</li> </ul> </td> </tr> </tbody> </table>	Time	Slide	Task	Resources	Task 1 15 minutes	4	Read through the 4 extracts which each describe a character. Use the PowerPoint as a guide. Some ideas for answers follow each slide	<ul style="list-style-type: none"> <li>The extracts are on the PowerPoint slides</li> </ul>	Task 2 10 minutes	14	Remind yourself of the world you have created. Draw a mind map with your initial ideas as to what your main character will look and behave like.	<ul style="list-style-type: none"> <li>Paper or exercise book</li> <li>Pen</li> </ul>	Task 3 15 minutes	15	Draw your character, labelling them with their appearance and actions/behaviour. You will need this drawing for later!	<ul style="list-style-type: none"> <li>Paper of exercise book</li> <li>Pencil</li> <li>Colouring pens - optional</li> </ul>	Task 4 15 minutes	16	Use the examples to help you and write your own descriptive paragraph.	<ul style="list-style-type: none"> <li>The extracts on the PowerPoint slides</li> <li>Pen</li> <li>Paper or exercise book</li> </ul>	Task 5 5 minutes	17	Read your description to someone in your household. Keep your picture a secret – can they describe them from your paragraph? Do their impressions resemble your drawing?	<ul style="list-style-type: none"> <li>Your picture</li> <li>Your character description!</li> </ul>
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<p><b>A slide outlining what students have already done and where the learning is progressing</b></p>	<div data-bbox="598 571 1316 1019"> <h3 style="text-align: center;">Lesson 7 – Creating a Character</h3> <p>So far you have generated ideas for different kinds of worlds, designed one of your own, and written a description about it.</p>  <p>Remind yourself of these details now. You may need to read back over your work!</p> <p>So, now we have our secret world, we need a main character to go in it – or a <i>protagonist</i> as main characters are known by.</p> </div>																								
<p><b>Clear, specific objectives for the lesson as a measure for its successful completion</b></p>	<div data-bbox="598 1064 1316 1512"> <h3 style="text-align: center;">Objectives</h3> <ul style="list-style-type: none"> <li>To analyse a selection of character descriptions and identify how writers use language to create an impression about characters.</li> <li>To create a protagonist for our own world, making sure they fit in perfectly with its genre! (<i>genre = style</i>)</li> </ul>  </div>																								

Students should work through the lessons provided and complete as much as they can in their usual time slot; there is no pressure to get through everything! In addition, teachers may well direct students to certain pieces of work to complete where necessary. Keeping up to date with our Twitter feed will also ensure that you don't miss out on some of the live quizzes being hosted, as well as some of our other exciting activities!

As part of each subject's sequence of activities, there will be opportunities for students to share what they have produced for feedback (approximately every 5-8 lessons) and teachers will communicate via email on a regular basis with their groups. For those subjects where set answers are required, such as in Maths, these will be made available in the same location as the lesson for students to self-assess their work where appropriate.

### Practical subject areas:

You will also find weekly resources from our more practical subject areas. Our PE department, for example, have designed a range of physical lessons which don't require any materials to get involved – or a large amount of space! In addition, our Hospitality and Catering team have created some simple recipes which students may wish to have a go at, which can be found under their subject tab on SharePoint.

Having a selection of activities will also provide students with a wide range of opportunities, but without needing a classroom environment to take part!

### Support at home:

In terms of how you can support at home, please encourage your child to access their lessons as though they were following their normal timetable, observing school hours where possible with regular breaks, although they may wish to undertake other activities outside of this, such as reading, baking or puzzles. Having a schedule to work towards will support them in managing their home study and working for shorter, focused periods of time will promote more productive learning. Following a schedule which is not too dissimilar to that of the school day will also ensure they have enough opportunities to access a wider curriculum throughout the home-learning period.

## Alongside this, prioritising mental health and well-being is of paramount importance, especially at this time when students are out of their regular routines.

So, it's really important that we recognise this, make a conscious effort to focus on self-care, and put helpful strategies in place to lift our moods if needed. Showing an interest in what your child is working on and encouraging discussions about their learning will help them to maintain a positive attitude and boost their motivation. In addition, if you would like any further resources to support managing mental health, we have provided some on [our website](#).

Here, you will also find links to expert agencies for tips and further guidance, including how further specialist support can be accessed. Our main expectation is that students stay safe, keeping in touch with their teachers if they would like any further guidance – or if they would like to share and celebrate their achievements!

## We appreciate that this new way of working will take time to adjust to. Please ensure that you are accessing the help videos on the website as they should answer most questions about how to access the various sites and resources.

If there are any issues accessing any of the resources, or if you would like any further guidance regarding the materials available on SharePoint, please email your queries as follows:

**ICT-related issues:** [ict@trinityacademyhalifax.org](mailto:ict@trinityacademyhalifax.org)

**All other queries:** [contactus@trinityacademyhalifax.org](mailto:contactus@trinityacademyhalifax.org)

Thank you for your ongoing support.

Regards

Clare McQueen

Assistant Principal – Teaching and Learning

