



**Orchard and Shepherdswell
Academy**

ORCHARD ACADEMY
REMOTE EDUCATION PROVISION:
INFORMATION FOR PARENTS AND
CARERS

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Introduction

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Remote learning plans are already [available online at the school website](#) for the whole half term. Each document ([click here](#) for an example) shows an overview of teaching for the week in a particular year group and is broken down day-by-day for maths and English. These documents include links to [Oak National Academy](#) lessons and other high-quality online resources. The remote learning plans closely match the topics and schemes of work which would ordinarily be taught by teachers in class. You can contact school by telephone or email to request paper versions of the activities or the loan of a laptop / network device (able to connect through the 4G mobile data network).

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in science, children at home may not have access to some of the resources we have in school (such as magnets). In these cases, a video will normally be prepared with a staff member explaining how the equipment would be used in class. In P.E., Microsoft Sways provide suggested home activities and challenges which are likely to be different from the activities children at school are completing.



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Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	Orchard Academy is a 'Junior School.' Therefore, our pupils are all at Key Stage 2. Government guidelines on the amount of work that should be provided for Key Stage 2 pupils is 4 hours per day. Each of our 'Daily Sways' begin with a table breaking down the day's activities and the amount of time that we anticipate each one taking. The total amount of time should always come to at least 4 hours)
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Accessing remote education

How will my child access any online remote education you are providing?

'Daily Sway' Activities for each year group are accessible through the [school website](#) in the clearly marked '[Home Learning](#)' section of the menu. These are updated daily and can be accessed through most internet-connected devices with a web-browser.

We also use [Microsoft Teams](#) for pupils to join online [assemblies](#) and live-sessions with video functionality. Most assemblies are later uploaded to our school [YouTube Channel](#). Parents / carers have had their child(ren)'s login and password credentials sent them via SMS to the phone number registered on the school database. Instructions on how to login to Microsoft Teams, along with a user guide and protocols, have been emailed home and are available [on the school website](#).

When pupils login to Microsoft Teams, they will see invites to live-sessions with teachers in the 'calendar' section and are able to make written contact with their teachers using the 'Posts' section (subject to them following the previously mentioned protocols).

Assembly links are usually sent out to parents by email and SMS message, as well as being posted to the 'Posts' section of Microsoft Teams.

[Letters](#) have been regularly sent home to parents and carers via email, detailing how to get in touch if families need support with accessing online remote education.

An online meeting about accessing remote learning was held for parents and carers on Friday 8th January over Microsoft Teams. If you missed it, you can watch it back on the school [YouTube](#) channel.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- A [home learning equipment audit survey](#) was sent to parents and carers by email and SMS on 3rd November 2020. This was to help us understand where the highest level of need for devices would be amongst our families in the event of partial school closures. The responses enabled us to be better prepared to support our families in the supply of laptops and mobile network wi-fi hotspot devices. The school acquired a stock of SIM cards with mobile data already assigned to them, ready to distribute to families in the event of partial school closures.
- Laptops, complete with mobile network wi-fi hotspot devices, have been (and continue to be) loaned to families who have made us aware they need them. You can still contact the school by telephoning 01908 670 681 if you need support in this area.
- You can also contact the school with any questions about remote learning – including to make a request for printed resources. School can be contacted by phone at 01908 670 681, by email at school@orchard.emat.uk, or by directly emailing your child's year group teachers at year3@orchard.emat.uk, year4@orchard.emat.uk, year5@orchard.emat.uk or year6@orchard.emat.uk. Pupils can submit work to these addresses through photos / scans, or you can submit written work at the school office. Please make sure the work is secured together, with your child's name and year group clearly written on the front.
- Printed work is available on request. These will take the form of weekly 'packs' for each year group. These could include paper forms of the Daily Sways, alongside other activities / worksheets of the same topics. Weekly packs will vary slightly between year groups. As above, completed work can be returned to school reception.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- 'Daily Sway' Activities for each year group are accessible through the school website in the clearly marked 'Home Learning' section of the menu. These are updated daily and can be accessed through most internet-connected devices with a web-browser.
- Microsoft Teams will be used for pupils to join online assemblies and 'live sessions' with video functionality. Parents / carers have had their child(ren)'s login and password credentials for Microsoft Teams sent them via SMS to the phone number registered on the school database. Instructions on how to login to Microsoft Teams, along with a user guide and protocols, have been emailed home and are available on the school website.
- Live sessions will normally take place in class-groups of up to 30 over thirty-minute blocks. These will usually happen in the morning and will be led by a teacher from the class' year group whenever possible.
- Live sessions will take place a minimum of three times per week from 25th January, though we hope to be able to offer more than this, dependent on staffing availability and the number of children in school.
- Live sessions will focus on two aspects:
 - Firstly, they are an opportunity for a teacher to talk the children through the day's work and explain how to access the activities (where necessary). The teacher may provide instruction and ask questions of the pupils. The pupils may ask questions themselves either verbally or using the 'meeting chat' function.
 - Secondly, we recognise that some of our children will greatly miss social interaction with their teachers and peers. Live sessions provide opportunities for children to speak to each other in a safe, monitored and controlled environment. As part of the live sessions, teachers may seek to encourage a structured group discussion on topics such as current events. They may also wish to give pupils a platform on which to share with their classmates examples work / achievements that they are particularly proud of from the previous few days.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We expect parents and carers to support their children as much as possible in being able to access remote learning – be this online or via printed activities.

We expect parents and carers to inform us if their child is having difficulties in accessing or completing the set tasks, so that we might seek to better support families.

We acknowledge that many parents may be working from home in the event of partial school closures, and recognise that this places additional stress on families. Please contact us for advice or support if you need it, using the telephone numbers / email addresses displayed on page 6 of this document.

We understand that there may be problems which stop your children from being able to access remote education online during the normal times of the school day. This is precisely why we have taken the approach of providing content which is accessible at any time.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Staff in each year group are regularly checking the answers pupils have submitted via Microsoft Forms. Microsoft Forms quizzes have been embedded in the 'Daily Sways'. Teachers in each year group check weekly on who has submitted work through Forms, on paper or by email.
- If a child hasn't submitted work for several days, Staff will try to contact parents / carers as a priority to offer support and discuss how well the child is able to engage in the learning.
- In conjunction with parents / carers, staff in each year group will put in place an action plan to monitor engagement and support individual children e.g., daily phone call, paper work-packs etc. Staff keep a written record of the contact they have had with families, so we can monitor the ability of pupils to engage over a period of time.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Whole-class feedback on the previous day's work will likely be given during the live sessions
- If pupils submit a piece of work (or a query) to their year group's email address (as listed earlier in this document), they will receive a response with feedback within one working day
- For work submitted on paper, a member of staff in the child's year group will likely telephone home to give verbal feedback.
- Pupils will receive instant feedback from the embedded quizzes they complete in the 'Daily Sways.' These quizzes are operated through Microsoft Forms.
- A 'Home Learning Star' will be announced in online assembly each Monday, chosen by staff in each year group. This will be chosen based on the effort that someone at home has put into their remote learning that week, and feedback will be given by the person leading the assembly.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example those with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

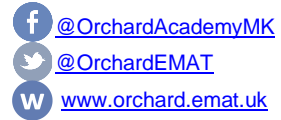
- We will seek to make contact with families of children with SEND as soon as possible, either by telephone or email.
- Where we have identified that a child with SEND might find it difficult to access remote learning without additional support from a teacher or Teaching Assistant, we have made the offer of a place in school.
- 'Daily Sways' are differentiated and contain appropriate scaffolding to support the needs of all learners within the year group.
- Where a parent has decided to keep their child with an EHCP at home, a risk assessment has been produced to highlight the provisions on the child's EHCP and how we can best meet these remotely. If appropriate, some interventions or provisions may be delivered by a teacher or TA in a 1:1 video call.
- A discussion will be had about the ways we can support you and your child. This might include, for example, printing work in larger font, talking through accessibility features for online learning or providing printed, differentiated work.
- Where possible and appropriate, we may arrange for regular video calls to take place between a member of staff at school and your child at home (following our safeguarding protocols).
- In some cases, where a pupil with an EHCP is not attending school, we will try to arrange regular video calls with your child's 'key staff,' in order to seek to maintain as much of the provision they would receive at school as possible.
- You can contact the school by telephone on 01908 670 681 to speak to our SENCO (Mrs. Diane Clarke) should you have any questions or concerns.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.



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If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Children who are self-isolating whilst their peers are in school should seek to follow the remote learning plans already [available online at the school website](#) for the whole half term. Each document ([click here](#) for an example) shows an overview of teaching for the week in a particular year group and is broken down day-by-day for maths and English. These documents include links to [Oak National Academy](#) lessons and other high-quality online resources. The remote learning plans closely match the topics and schemes of work which would ordinarily be taught by teachers in class. You can contact school by telephone or email to request paper versions of the activities or the loan of a laptop / network device (able to connect through the 4G mobile data network).