



**ORTON CE SCHOOL**

**Covid -19 Providing Remote  
Education  
Information for Parents  
2021**



Orton CE School is a  
*happy* place to *learn*, *grow* and *thrive*.

*Our school vision is to be an excellent place to learn*

- *Rooted in the Christian values of love, hope and forgiveness*
  - *Growing strong in a caring and safe environment*
  - *Thriving and flourishing to go out into the world.*

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# Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or 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.

## 1. 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.

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

At Orton CE School we will endeavour to get our remote learning systems in place as quickly as possible. Depending on staff availability, this should only take one to two days as we are well prepared. Should we need time to put our remote education fully in place then your child should access the school's online resource accounts that have been made available to them. Families have been provided with all the log in details for their child(ren) for:

- Purple Mash – All Children
- Discovery Education – All Children
- Times Tables Rock Stars – Key Stage 2
- Spelling Frame – Key Stage 2 Children
- Online reading, Oxford Owl - All children

**Reading** – Daily reading should be given the highest priority. This is vital for long term success even with our older children. Little and often and choosing a time when your child isn't tired is the key with this. The more you can do to support your children the bigger the impact you will have not only on all of their education but on their whole lives.

**Phonics** – Children in Classes 1 and 2 need to continue to practice their phonics using their phonics cards and activities they already have in their bags.

**Learn Its** – All children always have a paper copy of their current 'Learn It' at home that they can practise. The aim of these is regular practise to achieve rapid recall of the number facts not completing the sheet in a written format.

**Additional Resources** - There are also some generic resources that are available for families:

<https://www.twinkl.co.uk/resources/parents>

<https://www.bbc.co.uk/bitesize/primary>

<https://www.thenational.academy/>

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## 1.2 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?

At Orton CE Primary School, we teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects especially when specific equipment and resources are required. For example, a science topic such as 'Electricity' which requires specific and specialised equipment maybe swapped for topic such as 'Earth and Space' that is more conducive to learning remotely. We will use our discretion when making these decisions and any parts of the curriculum we need to change will be planned for a time when we are in the classroom with the children.

## 2. Remote teaching and study time each day

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

Not all the children's remote learning should be in front of a computer/ device screen. We know that too much time spent in front of a screen is detrimental to children so some of their remote learning will be other activities that get them away from a screen. We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

<b>Key Stage 1</b>	<b>Nursery</b> – We would love all our Nursery children to engage with the activities we provide but there is no minimum time expectation. <b>Reception</b> – 2 hours <b>Year 1 &amp; 2</b> – 2-3 hours
<b>Key Stage 2</b>	<b>Yr3 &amp; 4</b> – 3-4 hours <b>Yr5 &amp; 6</b> – 4 hours

## 3. Accessing remote education

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

All our children have been provided with a school Office 365 account. They (or their parents and carers) will use this to access TEAMS where they will find all their remote learning. We will not expect young children to access their Teams account without adult support and supervision.

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### 3.2 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:

- Source or lend school laptops or tablets to pupils. If parents or carers require information about borrowing a device they should contact [admin@orton.cumbria.sch.uk](mailto:admin@orton.cumbria.sch.uk) or [head@orton.cumbria.sch.uk](mailto:head@orton.cumbria.sch.uk). Families will be expected to sign a lending agreement.
- Apply for additional mobile data or dongles from the DfE on behalf of families who need an internet connection. Parents should contact [admin@orton.cumbria.sch.uk](mailto:admin@orton.cumbria.sch.uk) to apply for these.
- Where pupils do not have any online access and therefore require printed materials, parents should contact their child's class teacher who will arrange for the appropriate resources to be made available for collection at Orton CE School. This is likely to be packs containing weekly work. Each week the completed work should be returned to the class teacher for marking via school and a new pack collected. The teacher will then be able to provide feedback to the child either written on the work or verbally on the telephone.

### 3.3 How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely. We will try to ensure as much of our remote learning is not time dependent so families can be flexible about when home learning is completed. The approaches we will use will include:

- Planned learning and activities uploaded to TEAMS for children to access at a time of their convenience.
- At least weekly TEAMS & Zoom meetings to check on learning and safeguarding.
- TEAMS & Zoom meetings to catch up socially.
- Recorded teaching e.g. Oak National Academy lessons, video/audio recordings made by teachers.
- Commercially available websites, including video clips or sequences. e.g. Purple Mash, Discovery Education, White Rose Maths, Twinkl, BBC Bitesized.
- Regular Whole School Worship either via zoom or pre-recorded from school and local community worship leaders.

Although families may choose to, there will be no expectation for families to print anything that is sent out from school.

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## 4. Engagement and feedback

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

Whilst safety and happiness remain priorities and we understand the pressures families are under during lockdown situations, we do expect each child to engage with their home learning:

- Each child will be provided with a maths, literacy and one other subject each day. Our EYFS and KS1 children will also receive a phonics activity. There may be some additional optional activities provided by class teachers. As a minimum we expect each child to complete their core learning in Maths, Literacy and phonics each day.
- As reading is such a high priority to us we also expect each child to read regularly (daily if possible) with an adult.
- KS2 Children should also regularly practise their times tables, they may use Times Tables Rock Stars for this.

The amount of parental support each child will need will depend on their age and ability. Parents are not expected to 'teach' their children but support them by providing a suitable learning environment, time and resources to access their learning (if you do not have the appropriate resources please see above for how we may be able to help)

Depending on the age of the child support may include:

- Setting a good routine for your child within the other demands of the family.
- Providing and setting up quiet space for learning.
- Accessing and logging on to online learning.
- Supporting your child to read and understand what they need to do.
- Checking learning has been completed and submitted.
- Helping find simple resources. You will not be expected to buy any resources but we may suggest using resources commonly found at home to support learning. e.g. lego, clothes pegs, pasta etc.
- Informing us in school as soon as possible if your child is having any difficulties with the home learning or accessing it.

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

- Each week teachers will send out a weekly "grid/information sheet" to parent's emails prior to that week's learning. This will show parents the learning required for the week. Parents will then be able to tick off the completed tasks and return the sheet to the class teacher at the end of the week. This will highlight what has been covered and areas that need to be addressed.

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- Teachers will be checking daily on their Teams to see if pupils are engaging with their learning. Teachers will expect children to be responding and returning work as evidence it is completed via Teams.
- If they notice children in their classes have not engaged/ completed work for a 1-2 days then they will endeavour to make contact with the parents normally by email to check if everything is as it should be and everyone in the family is well or if they need any help getting back on track with the home learning.
- During their contact, if a teacher feels a family needs any additional support they will inform the Headteacher, Mrs Emma Pomfret, who will attempt to find the right support.
- Teaching staff will meet virtually at least weekly to discuss the engagement with the home learning. If concerns are risen about individual children or families, Emma Pomfret will contact parents via telephone to discuss the concerns.

### 4.3 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. We will use a range of methods to feedback to children about their work and progress including:

- Teacher marked work.
- Verbal feedback in virtual Teams / zoom meetings.
- Collaborative and self marking in the virtual Teams / zoom meetings.
- Short written comments either to the whole class or individuals in Teams feeds.
- A picture or emoji.

Feedback will be regular and for many children will be at least daily but will depend on the task, the age of the children and the matching the appropriate feedback strategy to the type of learning.

## 5. Additional support for pupils with particular needs

### 5.1 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 our younger Nursery and Reception EYFS children and some pupils 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.

### 5.2 Nursery & Reception EYFS Children

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Our younger children in Nursery and Reception EYFS will all have their own Office 365 accounts with access to their Class 'Team'. A weekly overview containing a variety of activities linked to the weekly class theme will be uploaded to the class Team. Parents can then access the overview and choose the most appropriate activities for their children each week. There is no expectation for children to do all the suggested activities, they can choose a selection. Our Reception children will receive phonics activities which parents should prioritise over the other learning activities.

Reading is given a very high priority at Orton CE School so where parents are finding accessing remote learning activities difficult for these young children they should try to spend daily time sharing and reading books to their child to foster a love of books for the future.

We do not expect these young children to be accessing their own Teams account. We do ask parents to feedback on the activities their children do. Any feedback method is acceptable e.g. comment on Teams, email, photograph etc.

Parents will receive the learning with some explanations via email at the beginning of each week. This email will come from the class teacher Mrs Woodmass.

### 5.3 SEND

The teachers at Orton CE Primary School know the children in their class and their needs very well. Just as they would in the classroom, in planning their class' remote learning they will take these children's needs into consideration and provide appropriate learning so each child can make good progress.

Some children, especially those with an EHCP, may need further adaptations to their learning and for those children our teachers will work closely with those families to deliver a much more tailored experience.

## 6. 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.

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

As Orton CE School is a small school should we have individual children or families isolating at home we will work closely with the families to support them. We will use Teams, email or paper-based learning packs, whichever is most appropriate at the time, to provide the children at home with the same learning or as close as possible to that of their peers in school. These children will be provided with the same or adapted learning materials so they can still access the same curriculum they would be doing if they were in school.

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