



# Remote education provision: information for parents

“So that pupils and their parents know what to expect from their school if they need to self-isolate, or where national or local restrictions require them to remain at home, we are asking schools to publish information about their remote education provision on their websites by 25 January 2021.”

Remote Education Provision, Department for Education, Published December 2020

## **Background**

Due to the dedication of our teachers and school leaders at Ordsall Primary School we have already been delivering remote education, where it has been needed, and continually improving the provision in line with expectations and emerging best practice. In writing this information for parents and carers we have considered the latest research, such as from OFSTED and The Education Endowment Fund, alongside the requirements of the [remote education temporary continuity direction explanatory note](#) , which makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). This information document has also been written with due regard to the Safeguarding requirements for our children including information contained within [Teaching Online Safety in Schools](#), the government guidance document [safeguarding and remote education during coronavirus covid-19](#) and the statutory safeguarding guidance in [keeping children safe in education](#). Further information from school to support parents is available on request, or via [the school's website](#) or from information within the children’s planners.

The school has presented its information using the [optional template](#) , published by the DfE, and will continually review this document using further help and support via a range of sources including the [remote education good practice guide](#) and [school-led webinars](#).

After reading this document, should any parents or carers require and further information regarding any aspect of our remote learning provision please contact our **Remote Education Lead Teacher, Mr. B. Fenton**, through the school email [office@ordsallpri.notts.sch.uk](mailto:office@ordsallpri.notts.sch.uk) or by calling 01777 702852.

## **The Remote Curriculum: what is taught to children at home?**

A child’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.



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



All children at Ordsall Primary School will have immediate access to **Microsoft TEAMS**, as we have been in a position for a prolonged period of time where we have used accounts for the majority of children in school and have now extended this for classes from FS1 – Year 6.

In the event that your child cannot access **Microsoft TEAMS**, and in exceptional circumstances to meet the needs of individual children, there will be a physical printable weekly learning pack which will be delivered to your home for your child to complete. As this learning will mirror learning in school, there is an expectation that this pack will be returned to school to allow staff to monitor and evaluate progress and allow constructive feedback and inform future learning.

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

At Ordsall Primary School we teach an **ambitious** broad and balanced **curriculum** which has been **coherently and sequentially designed** and planned to build on prior learning and new experiences. It is **our ambition** that our remote learning will mirror the same curriculum, broadly speaking, as we would deliver in school. As we continue to develop our provision your child can expect to be taught broadly the same curriculum on **Microsoft TEAMS** using the same objectives as those that are within the [year group contextualised plans](#) with work set from across the curriculum, including; Maths, Reading, Writing, Science, PE, RE, Geography, History, Phonics, Computing, Art and Design, Music, Modern Foreign Languages, ReflectED and PSHE. Learning for all these subjects will have been **adapted** in order to make them more accessible within our remote learning platform.

### Remote teaching and study time each day

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



#teamordsall staff will plan work to meet DfE expectations. For children in Key Stage 2 (Years 3-6) your child will be set work equivalent to the working time of **4 hours per day**, for children in Years 1-2 it will be **3 hours per day** with less for those children in our Early Years Foundation Stage.

In the planned learning time for each day your child will be given tasks for **Numeracy and Mathematics**, as well as **Literacy tasks** that include Phonics, Handwriting, Writing and Reading tasks. These will take up the **core learning**, and the greatest proportion of each day. As they would be in school, the learning will be **differentiated and age appropriate**. Additionally, another activity will be uploaded to **Microsoft TEAMS** which will link to another area of the curriculum e.g. Science, History or PSHE for your child to complete or begin that day.



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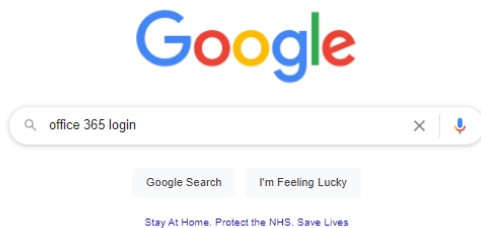
In addition the children will be able to access websites and activities published in the “What we are learning about” section of their planner, alongside their **usual home learning tasks** that have been provided on **Microsoft TEAMS** for a number of months now, to supplement and enhance their learning and understanding of their current topic.

## Accessing Remote Education

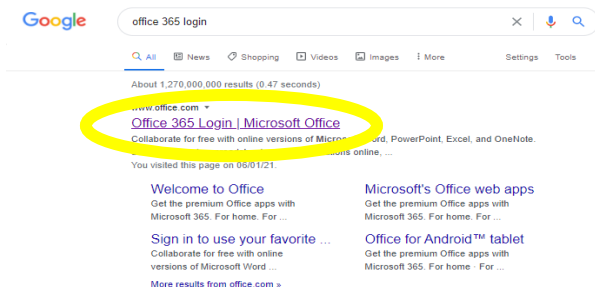
### How will my child access any online learning that the school is providing?

At Ordsall Primary School we use **Microsoft TEAMS** as the platform to deliver the remote learning. During the Autumn Term the children in school have all accessed their TEAMS account during Computing sessions. All the children from **FS1 to Year 6** have an **Office 365 username and password** and assignments are posted onto the **Teams platform** for the children to complete. The children’s log in details have been shared with parents and carers, as part of their **progress report** at the end of the Autumn 1 term (Years 1-6), as well as being in children’s planners (FS1-Year 6). In order to support parents and carers, we have also provided a remote support email [vchelp@ordsallprimary.com](mailto:vchelp@ordsallprimary.com) and video tutorials, which can be found by clicking [HERE](#) . Initially parents and carers have been asked to follow these 6 steps.

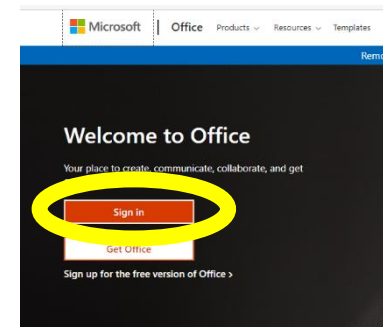
**Step 1-** Put ‘office 365 login’ into a search engine



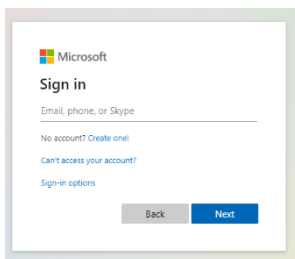
**Step 2 -** Click on the website to open ‘www.office.com’



**Step 3 –** Click on “Sign in”



**Step 4 -**



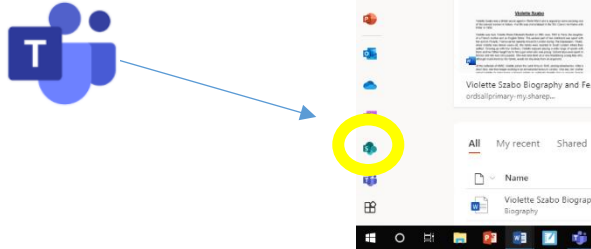
Enter username and password for your child – these have been supplied from school and can be found in their planner. Their username is the one they use in school, and is followed with ‘@ordsallpimary.com’



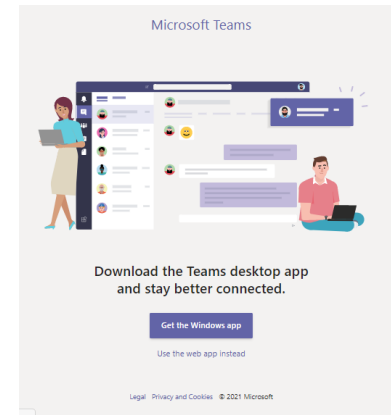
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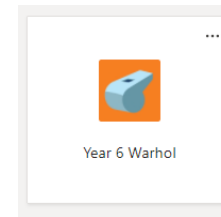
**Step 5** - Click the **Teams logo** down the side of the page – it has a small 'T' on it



If asked, select **'Use the web app instead'** unless you wish to download the app to your device



**Step 6** - Click on the logo for **your child's class** to see current posts and assignments - for example



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

At Ordsall Primary School we will take every step that we can to **eliminate any disadvantage** that prevents children from accessing the **TEAMS** platform. The school has used the platform for a number of months now and provided guidance for parents to access learning through a range of devices



commonly found at home including **X-BOX and Playstation 4**. However, at Ordsall Primary School we recognise that some pupils may still not have suitable online access at home and as a result of consultation, discussion and intelligence gathered we have identified a number of children and families who do not find it easy to fully engage with the learning that is provided. In order to support families we are using a range of further approaches to support our children to access remote education.



Guidance on how your child could access TEAMS through the console can be found [HERE](#)

For those children in Years 3-6, in line with government guidance, we are continually working with families to identify children who:

- do not have fixed broadband at home
- cannot afford additional data for their devices
- are experiencing disruption to their face-to-face education



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In cases where the children meet **all 3 of these criteria** the school will support applications to temporarily increase data allowances for mobile phone users on [certain networks](#) (EE, O2, Sky Mobile, Smarty, Tesco Mobile, Three, Virgin Mobile and Vodafone), or request a 4G wireless router. Further information for parents and carers on both these initiatives can be found by clicking [Get Help with Tech Education](#). In addition, the school will also make applications for vouchers from [BT's Lockdown Learning Scheme](#) which will allow access to the internet on up to three devices at a time, for free, until July 2021.

At Ordsall Primary School some of our children may be identified as vulnerable within our risk assessments. In the guidance document, which can be found by clicking [HERE](#), vulnerable children include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
  - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
  - adopted children or children on a special guardianship order
  - those living in temporary accommodation
  - those who are young carers
  - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
  - care leavers
  - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

and in cases, for those children identified as vulnerable, then your child may be entitled to use a device supplied by school.



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The device will be **delivered by a member of staff** who will share the **use agreement**, and also **ensure that** families are able to use it effectively. At the **end of any period of lockdown or closure of bubbles** the device will then need to be handed back in to school. The device supplied will only be able to be accessed using your child's school log-in credentials.

Our IT support team have enabled the devices to connect to a wi-fi connection and installed the **appropriate software, restrictions and filters** we use in school to **monitor appropriate use** of the device whilst in the home. Any incidents that are highlighted through this monitoring will be dealt with in line with our existing policies in school.

### How will my child be taught remotely?

The school has used the latest research and advice including [OFSTED](#) and [The Education Endowment Fund](#) to determine the most appropriate approaches to remote learning. As a result, we use a combination of the following approaches:

- **Digital remote education:** often known as online learning, this is remote learning delivered through digital technologies.
- **Blended learning:** a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
- **Synchronous education:** this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

Your child will be taught using these approaches by **one of the class teachers** from their year group, in order to **replicate the classroom learning** experience as much as possible. In the majority of cases, the children will be able to access a recorded session of the main class input. This is to allow families to access the learning at different points during the day rather than being restricted to a specific time for their learning. This approach will be used for the **majority of Maths and English**, sessions as well as other subjects. This will allow your child to be given access to a form of the first-hand teaching which they will have missed in the classroom, along with the ability to pause and **revisit aspects** of the learning.

At other times, some teachers may offer **triage and pre-teach clinics** where they will be available, during a specified time period, to answer questions and support children with their learning. This means that your child will be able to ask questions to the teacher, and these will be responded to in order to support the learning. For some sessions your child may be asked to access some of the sites and programs we use in school such as [Timestable Rockstars](#) or [Numbots](#) to continue their engagement with these schemes at home. Your child has their logon details, which is the same for both these platforms.



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Our Teaching staff will also use links from recognised websites to support your child in their learning i.e [YouTube](#), [Home - BBC Bitesize](#), [DK Find Out!](#) or the [Oak National Academy Online Classroom \(thenational.academy\)](#) or the staff may signpost children to programmes on **CBBC or the i-player**. All of these links will be carefully selected to enhance your child's educational experience and provide a high level of motivation and engagement. Additionally, your child may be sent



links to other resources we already use in school such as [Read, Write, Inc. daily lessons](#) or [White Rose Maths Home Learning](#) which are linked to our phonics and mathematics schemes in school. The children are actively encouraged to **access them freely** in pursuit of their own interests. These resources will be used as a **learning tool** to support the children and assist them when completing the activity. As with our lessons, they will be able to re-watch the resource as many times as they choose.



As a result of our approach, work **will be completed** using a range of resources. The assignments provided may be created by the staff at school – as they would be in the classroom, whereas some work may be used from the schemes used in school. For example, your child may be sent a **White Rose Maths worksheet to complete**, which they would have accessed in the classroom. In addition, it may be that during an **art lesson** led by our in school resident artist, or a PE challenge from **our Sports Coach**, or in the case of tutorials such as [#draw with rob](#) or [Joe Wicks Workout](#), an image or video of their work may be uploaded. Alternatively, phonics resources may be used which have been developed by Read, Write, Inc. or the school may provide a session of speech and language work delivered by our therapist.

### Engagement and Feedback

#### What is schools expectations for my child's engagement and the support that parents and carers should provide at home?

##### Parent/Family



It is our ambition that the children and families of Ordsall Primary School will use the remote learning experience as a positive one and continue to work with their children to **Play, Learn and Grow Together**. It is our expectation that children will **engage fully** with the expected hours of learning for their key stage, and follow the **sequential, progressive and developmental learning** that we have put in place. The work set whilst using the remote learning platform, will **replicate the learning in the classroom** in our ambition to deliver the very best to encourage our children to be **productive, positive learners** who are **resilient and persevere** when facing difficult tasks. This approach means that if the children miss out on sessions of learning, for whatever reason, their potential **progress could be hampered** and so to engage fully is vital.

When your child is completing the work, they will need to continue to look to complete it to the best of their ability so it may be a good idea for you to develop a set routine for your child, in order for them to access all of the learning throughout each day. Through our approach we have acknowledged that, for some families, there may be **difficulties in accessing live sessions** at specific times, either because of the number of children in different classes





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in our school or even due to children in the household attending a different school. By setting a routine and a designated time this will support the children in accessing their learning and improve their ability to make progress. This is how they would work in school so why not set a time for PE, Mathematics, artwork or literacy work, as we look to work together to meet the expectations of each Key Stage:

**Key Stage 1:** 3 hours with younger children receiving less

**Key Stage 2:** 4 hours

Our expectations of parents and carers, when supporting their child at home, is the same as we have asked for in school previously. Regular practice hearing your child read for just **10 minutes a day** can make a huge difference, practicing their phonics and spelling work **each day** and



encouraging the children to access TT Rockstars or Numbots will all help the children develop those key skills and building blocks for the future. In regard to the other learning, such as the support given during our usual home learning tasks, we know that our parents and carers will give the **same levels of support** as they always have. The children will have **videos to look back on** with demonstrations of the methods we are teaching and parents will have regular contact with the teachers to address their concerns and their



needs. Through the **excellent partnerships** that already exist between school and home the children will thrive and, for everyone involved, our expectation is that we all give of our best.

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



One of the reasons that, as a school, we chose **Microsoft TEAMS** is because it allows teaching staff to quickly identify which children have **“viewed”** the work and which children have **“turned in”** the work so that teachers can **mark the work effectively** to allow them to **plan the next steps** of learning from their assessments of the work. The **TEAMS** platform is **monitored continuously** and, alongside the contact via telephone on a weekly basis and **our learning clinics** for triage and pre-teach, we can **quickly identify** where issues may arise. The teachers will make the calls to families based on an **assessment of need** to ensure that any issues are addressed. Our parents and carers also have access to **the year group email** through which they can contact their child’s teacher so, with all of these methods in place, we hope to facilitate an ongoing dialogue as to what difficulties and successes the children are having.

Our teaching staff are able to **check every piece of work set** and by **triangulating all the information** that they have they can quickly assess the levels of engagement. The lack of engagement could be that the children have completed the work but **not “turned it in”**, or that they have **“viewed” it** but not started it or chosen to not complete it. Whichever is the case, this will be quickly identified and steps taken to make **immediate contact** with families to look at solutions to resolve and address concerns.





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Our **Special Educational Needs Coordinator**, our **Emotional Literacy Support Assistant**, **Child and Family Support Worker** and **Designated Safeguarding Lead's** will monitor the schools online reporting system, **C-POMS**, to track engagement of specific groups or individuals using a RAG rating so that any issues raised by parents and carers along with teachers' comments can quickly assess what is happening. A persistent, lack of engagement will be followed up by a member of staff to identify the issue and look for possible solutions to any concerns. The staff will be in contact with families to discuss the progress of the child whilst at home either by telephone or by conducting a home visit.



### How will school assess my child's work and progress?



Feedback can take many forms and may not always mean extensive written comments for individual children. In school our teachers use formative and summative assessment. These forms of assessment allow our teachers to **start from where the children are**, and use their knowledge of each child and their achievements in their **prior learning to set tasks**. In our remote learning this will be the same. The teaching staff may use **quizzes and short tests** and tasks to assess the children. They will **use the data** from TT Rockstars or Numbots as **indicators of progress**. They will use their discussions with the children and parents to **assess achievements and barriers**, to inform them of the **next steps** and they will **monitor closely** the work that is submitted by the children to make summative and formative judgements of **where the children are**, and **where they go next**. Feedback throughout the week for Maths and Writing/Reading will be in a range of forms including a comment using **the 'feedback' tool** on Microsoft **TEAMS** or an extended mark of a piece of writing. From this, your child will then be able to make any changes as they would do if they were in the classroom. In some cases, assignments may also be uploaded with a mark-scheme to accompany it so that families can use them to mark work and get an instant feedback as to correct or not. Also staff will develop the use of **Microsoft Forms** to provide short assessments of learning that can give instant feedback to both the child and to the teachers. All of these approaches means that your child will receive opportunities to self-assess their own learning – which will then be fed back to the teaching staff.

### Additional Support for children with particular needs

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



We recognise that some pupils at Ordsall Primary School, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without increased support from adults at home. We acknowledge the difficulties this may place on families so, as a result, work for our SEND children will be adapted and be specific for your child's individual learning needs. This could come in various forms. If your child is **confident in engaging** with Microsoft **TEAMS** then the assignments will be uploaded there for your child to complete – alongside any learning



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materials your child’s class teacher thinks will support the learning. For some of the parents or carers of children with additional needs, you may opt for your child to be sent learning packs on a **fortnightly basis**, which will **include activities and ideas** to further your child’s learning, while for others the work may be e-mailed directly to the e-mail address you have previously provided school with, and this will also include activities and ideas to further your child’s learning.

When supporting children in achieving **Individual Education Plan targets**, teachers will provide specific support. There will be additional activities including speech and language sessions alongside the use of resources and materials from **SFSS** (Schools and Families Specialist Service) for specific children to meet individual targets and access to curriculum.

The school will also provide opportunities for **live and recorded sessions** for some of our SEND cohort, dependent on their significant need, as well as engaging with outside professions and services, such as **physiotherapy and occupational therapy input** for individual support. For children with an Educational Health and Care Plan, individual risk assessments of need may highlight opportunities for additional resources or support from outside professionals to meet their needs, either in school or through remote learning to achieve their targets.

### Remote Education for Self-Isolating Children

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

It is our ambition that any child at Ordsall Primary School who is self-isolating will receive exactly the same remote learning offer as has been described above.

#### ***Some thoughts from our parents and carers about remote learning at Ordsall so far.....***

Massive thank you and well done to all at [#teamordsall](#). Within 12 hours of the latest lock down being announced school was open and ready to accept key worker and vulnerable children. My children have been all week and received excellent care, support and the same excellent standard of teaching as always and they’ve come home happy every day. How lucky are we to have such an amazing School. So thank you to some of the true hero’s of this pandemic teachers, teaching assistants and all staff within the school 🌈

Just wanted to say thank you to all the staff working so hard to provide all the work and feedback to everyone. It’s a big change for everyone learning at home but I think everyone, teachers, TAs, children parents are all doing a fantastic job. 😊

School set up for the day.....  
Starting with some drawing before we make a start on the hard stuff !  
I have three boys in different schools and OP has outshone them all. THANK YOU for making home learning as simple as you can. I really appreciate it  
❤️



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(Y2) He has heard about the story videos on Teams from a friend and is excited to watch these.

(Y5) Mum said how much they are enjoying the remote learning tasks especially the maths videos.

(F2) Dad commented that he was still impressed with the variety of learning activities