



Orchard Manor Remote Learning Plan



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Orchard Manor School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard copies of work and resources. For other families, remote learning using IT would not be appropriate and other resources will be provided.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household.
2. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus.
3. That the school is unable to open safely due to staff absence and partially closes moving to a rota model.

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, utilising our core resources Microsoft 365, Read Write Inc schemes, Power Maths and SkillsBuilder supported by other relevant resources used routinely by staff as well as online content such as My Maths, Sum Dog, Education City supplemented by a range of resources that teachers deem relevant such as those provided by Oak Academy and White Rose Maths.

Children will remain in contact with their Class teacher through Microsoft Teams and/ or Class Dojo (to share successes and communications).

The above platforms have been selected to support remote learning for several reasons. The lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a live or recorded taught session so that

the children can access teaching from a teacher and then access work relating to that lesson within the same online resource. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support. Class teachers are to use the same lessons as used in the classroom so that children are familiar with the resources and platforms used.

Microsoft Teams will support school in offering online learning with the opportunity for the children to communicate with their teacher using video conferencing offered by Teams as well as direct teaching and/or tutoring. Often this will be used so children can 'drop-in' to receive further support after accessing other online or paper-based teaching resources as appropriate. For example, Power Maths will be taught using teacher's video inputs, recorded or live and pupils will follow this in their textbooks and then complete work in their practice books. They will be supplemented by White Rose maths resources, where relevant, in the way they're currently used.

For EYFS, KS1 & KS2 Class Dojo will remain in use, where already being utilised, as the communication element has already proved to be invaluable. Teachers and parents will be able to message one another to share information and offer support. The Class Story page will offer the chance for teachers to celebrate children's work and maintain our school community.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Orchard Manor School makes that provision available and accessible to all. However, if children themselves are too unwell to participate then they should not be expected to engage in home learning until they are well enough to do so.

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Microsoft 365 – in order they can logon to their device and can access Teams, Word, OneNote and other Microsoft products.
- Oxford Reading Buddy and/or Accelerated Reader

Worksheets and Practical Resources

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will either leave school or have sent home a pack of work and their own stationery pack. Children will have immediate opportunity to continue their learning. Where pupils have a 1-1 device these will also go home so that pupils can continue their learning. Where children regularly use a textbook and/or practice book these will also go home so teachers can teach and utilise familiar resources with pupils.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials alongside their class stationery pack (this might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to Microsoft Teams or Class Dojo and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

Pupil needs to isolate because someone in their household is symptomatic or tests positive but they are well enough to work from home			
Type of Learner	Practical Resource support	Ongoing learning Support	Safeguarding
<p>Pupil is not developmentally able to access online learning materials or direct teaching themselves without significant support.</p> <p>Viewing lessons is not an appropriate teaching method.</p>	<p>Resource/learning boxes to be made up with activities that support on going communication, sensory & developmental goals</p> <p>SALT team to contact parents to advise & offer support on speech & language</p>	<p>Ideas for activities and learning for pupils to be shared by Class Dojo.</p> <p>If further instruction is needed the class teacher or a member of the support team will contact the family to offer further support.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to admin@orchardmanor.sch.devon.uk</p> <p>Class teachers/tutors or support staff will coordinate and ensure weekly contact is made with each pupil directly via a video call using Teams or face-to-face visits.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS) or a delegated person.</p> <p>If a child does not engage, the Class teacher is to call the parents to discuss obstacles and offer support.</p>
<p>Pupil is capable and has access to IT technology to support access to the online curriculum</p> <p>Pupil is part of a mainly static class e.g. lower site pupils & KS2, Year 7 & Year 8 on the uppersite.</p>	<p>If available, a device will be loaned to pupil.</p> <p>The pupil's logins will be sent to the family.</p>	<p>The learning focus will be on:</p> <ul style="list-style-type: none"> English knowledge & skills including phonics, reading and writing activities where appropriate Maths knowledge & skills including real-life problem solving PSHE & Lifeskills including SkillsBuilder <p>Using Microsoft Teams and/or Class Dojo, the Class teacher or tutor will upload work between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for lessons, the teacher can either provide the teaching material they're using through PowerPoint or similar or video instructions. If students are using Power Maths staff may share the teaching video for the unit to support parents.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to admin@orchardmanor.sch.devon.uk</p> <p>Class teachers/tutors or support staff will coordinate and ensure weekly contact is made with each pupil directly via a video call using Teams or face-to-face visits.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS) or a delegated person.</p>

		<p>Teachers may direct parents to a relevant online learning platform such as Oak National or White Rose for a taught session or teachers may decide they will utilise Microsoft Teams to teach the isolated child at the same time as teaching the rest of their class, if the technology is available. Only the Class teacher and modelling area will be viewable on screen. Parents will be advised the evening before of the logistics.</p> <p>Non-core lessons and resources will be uploaded to Class Dojo or TEAMS or emailed to parents as appropriate.</p>	<p>If a child does not engage, the Class teacher is to call the parents to discuss obstacles and offer support.</p>
<p>Pupil is capable and has access to IT technology to support access to the online curriculum</p> <p>The pupil is in years – 9-11 & is studying accredited qualifications such as GCSEs, BTECs, ASDAN etc.</p>	<p>If available, a device will be loaned to pupils.</p> <p>The pupil's logons will be sent to the family.</p>	<p>The learning focus will be on:</p> <ul style="list-style-type: none"> • English knowledge & skills including phonics, reading and writing activities where appropriate • Maths knowledge & skills including real life problem solving (Maths teacher to provide) • Science knowledge and skills • PSHE (PSHE Teacher) • Lifeskills including SkillsBuilder (Class Tutor) • Accredited subjects to continue as best as possible so homework will be provided. <p>Using Microsoft Teams or direct email, the tutor will coordinate learning with the young persons' subject teachers. Pupils will receive information about their tasks between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child. Teachers will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for lessons, the teacher can either provide the teaching material they're using through PowerPoint or similar or video instructions. If students are using Power Maths staff may share the teaching video for the unit to support parents. Teachers may direct parents to a relevant online learning platform such as Oak National or White Rose for a taught session or teachers may decide they will utilise Microsoft Teams to teach the isolated child at the same time as teaching the rest of their class, if the technology is available. Only the Class teacher and modelling area</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to admin@orchardmanor.sch.devon.uk</p> <p>Class teachers/tutors or support staff will coordinate and ensure weekly contact is made with each pupil directly via a video call using Teams or face-to-face visits.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS) or a delegated person.</p> <p>If a child does not engage, the Class teacher is to call the parents to discuss obstacles and offer support.</p>

		will be viewable on screen. Parents will be advised the evening before of the logistics.	
Pupil is attending Post 16,	<p>If available, a device will be loaned to pupils.</p> <p>The pupil's logins will be sent to the family.</p> <p>If technology or the ability to use IT is a barrier then, resource/learning boxes to be made up with activities that support on going communication, sensory & developmental goals</p> <p>SALT team to contact parents to advise & offer support on speech & language</p>	<p>The learning focus will be on:</p> <ul style="list-style-type: none"> • English knowledge & skills including phonics, reading and writing activities where appropriate – this may be embedded in lifeskills • Maths knowledge & skills including real-life problem solving – this may be embedded in lifeskills • Lifeskills including SkillsBuilder <p>Using Microsoft Teams or direct email, the tutor will coordinate learning with the young person. Pupils will receive information about their tasks between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child. Teachers will decide what materials are most appropriate for the individual child.</p> <p>Non-core lessons and resources will be uploaded to Microsoft Teams, emailed or delivered to parents as appropriate.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to admin@orchardmanor.sch.devon.uk</p> <p>Class teachers/tutors or support staff will coordinate and ensure weekly contact is made with each pupil directly via a video call using Teams or face-to-face visits.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS) or a delegated person.</p> <p>If a child does not engage, the Class teacher is to call the parents to discuss obstacles and offer support.</p>

A group of children are self-isolating because of a case of coronavirus in their class or other group bubble and are well enough to participate in learning.			
Type of Learner	Practical support	Ongoing learning Support	Safeguarding
<p>Pupil is not developmentally able to access on line learning materials or direct teaching themselves without significant support.</p> <p>Student is part of a static group of pupils. Learning is individualised.</p>	<p>Resource/learning boxes to be made up with activities that support on going communication, sensory & developmental goals</p> <p>SALT team to contact parents to advise & offer support on speech & language learning.</p>	<p>A member of staff (likely to be a class teacher or tutor) will take responsibility for ensuring learning continues and will decide the best method of delivering a learning opportunity.</p> <p>The class teacher will plan daily activities and learning for pupils to be shared by Class Dojo. These activities or links will be shared between 3pm & 5pm the day before.</p> <p>Daily opportunities for live group activities that could be viewed online such as Bucket, pre-phonics or story time activities that parents are able to support should be offered daily to those able to access these.</p> <p>If further instruction is needed the class teacher or a member of the support team will offer instructions & support to parents via Microsoft Teams, Class Dojo or will contact them directly.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to admin@orchardmanor.sch.devon.uk</p> <p>Class teachers/tutors or support staff will coordinate and ensure weekly contact is made with each pupil directly via a video call using Teams or face-to-face visits.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS) or a delegated person.</p> <p>If a child does not engage, the Class teacher is to call the parents to discuss obstacles and offer support.</p>
<p>Pupil is capable and has access to IT technology to support access to the online curriculum</p> <p>Pupil is part of a mainly static class e.g. lower site pupils & KS2, Year 7 & Year 8 on the uppersite.</p>	<p>If available, a device will be loaned to the pupil.</p> <p>The pupil's logons will be sent to the family.</p> <p>If pupil is accessing SALT intervention, a member of the SALT team will contact parents to advise & offer support on speech & language learning.</p> <p>If a person is accessing school counselling, the school counsellor will contact the pupil</p>	<p>A member of staff (likely to be the class teacher or tutor) will take responsibility for ensuring learning continues and will decide the best method of delivering a learning opportunity.</p> <p>The learning focus will be on:</p> <ul style="list-style-type: none"> English knowledge & skills including phonics, reading and writing activities where appropriate Maths knowledge & skills including real-life problem solving PSHE & Lifeskills including SkillsBuilder <p>Using Class Dojo or Team, the Class teacher or tutor will upload worksheets & links to videos/recorded direct instructions between 3pm-5pm the day before to allow</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to admin@orchardmanor.sch.devon.uk</p> <p>Class teachers/tutors or support staff will coordinate and ensure weekly contact is made with each pupil directly via a video call using Teams or face-to-face visits.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and</p>

	<p>to offer a telephone or video consultation.</p>	<p>parents to see the learning materials & timings prior to supporting their child.</p> <p>If teaching input is required for lessons, the teacher can either provide the teaching material they're using through PowerPoint or similar or video instructions. If students are using Power Maths staff may share the teaching video for the unit to support parents. Teachers may direct parents to a relevant online learning platform such as Oak National or White Rose for a taught session or teachers may decide they will utilise Microsoft Teams to teach the isolated learners by recording their live lesson at the same time as teaching the rest of their class, if the technology is available. Only the Class teacher and modelling area will be viewable on screen. The pupils will then be able to access the recorded session to ensure they don't miss learning.</p> <p>Non-core lessons and resources will be uploaded to Class Dojo or Microsoft Teams or emailed to parents as appropriate.</p>	<p>well checks via a phone call from the DSL (record on CPOMS) or a delegated person.</p> <p>If a child does not engage, the Class teacher is to call the parents to discuss obstacles and offer support.</p>
<p>Pupil is capable and has access to IT technology to support access to the online curriculum</p> <p>The pupil is in years – 9-11 & is studying accredited qualifications such as GCSEs</p>	<p>If available, a device will be lent to pupil.</p> <p>The pupil's logins will be sent to the family.</p> <p>If pupils are accessing additional maths or English intervention then this will be continued to be offered via Microsoft Teams.</p> <p>If pupil is accessing SALT intervention, a member of the SALT team will contact parents</p>	<p>A member of staff (likely to be a class teacher or tutor) will take responsibility for ensuring learning continues. The class tutor will be the main point of contact and will liaise with other teachers to coordinate learning. Individual subject teachers will decide the best method of delivering a learning opportunity.</p> <p>As close to a 'normal' timetable for the week will be provided with timings for live lessons or support clinics so parents can support the planning of their child's week.</p> <p>The learning focus will be on:</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to admin@orchardmanor.sch.devon.uk</p> <p>Class teachers/tutors or support staff will coordinate and ensure weekly contact is made with each pupil directly via a video call using Microsoft Teams or face-to-face visits.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are</p>

	<p>to advise & offer support on speech & language learning.</p> <p>If a person is accessing school counselling, the school councillor will contact the pupil to offer a telephone consultation.</p>	<ul style="list-style-type: none"> • English knowledge & skills including phonics, reading and writing activities where appropriate (English Teacher) • Maths knowledge & skills including real life problem solving (Maths teacher to provide) • Science knowledge and skills • Life skills including skills builder (Class Tutor) • Accredited subjects to continue as best as possible so homework, live group lessons & resources will be provided. <p>Using Microsoft Teams or direct email, the tutor will coordinate learning with the young persons' subject teachers. Pupils will receive information about their tasks between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child. Teachers will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for lessons, the teacher can either provide the teaching material they're using through PowerPoint or similar or video instructions. If students are using Power Maths staff may share the teaching video for the unit to support parents. Teachers may direct parents to a relevant online learning platform such as Oak National or White Rose for a taught session or teachers may decide they will utilise Microsoft Teams to teach the isolated learners by recording their live lesson at the same time as teaching the rest of their class, if the technology is available. Only the Class teacher and modelling area will be viewable on screen. The pupils will then be able to access the recorded session to ensure they don't miss learning.</p>	<p>notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS) or a delegated person.</p> <p>If a child does not engage, the Class teacher is to call the parents to discuss obstacles and offer support.</p> <p>Subject teachers will contact families and young people upon request.</p>
Pupil is attending Post 16	If available, a device will be lent to pupils.	A member of staff (likely to be a class teacher or tutor) will take responsibility for ensuring learning continues. The class tutor will be the main point of contact and will	School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test

	<p>The pupil's logins will be sent to the family.</p> <p>If technology or the ability to use IT is a barrier then, resource/learning boxes to be made up with activities that support on going communication, sensory & developmental goals.</p> <p>If pupils are accessing additional maths or English intervention then this will be continued to be offered via TEAMS.</p> <p>If pupils are accessing additional maths or English intervention then this will be continued to be offered via TEAMS.</p> <p>If pupil is accessing SALT intervention, a member of the SALT team will contact parents to advise & offer support on speech & language learning.</p> <p>If a young person is accessing school counselling, the school counsellor will contact the pupil to offer a telephone consultation.</p>	<p>liaise with other teachers to coordinate learning. Individual subject teachers will decide the best method of delivering a learning opportunity.</p> <p>The learning focus will be on:</p> <ul style="list-style-type: none"> • English knowledge & skills including phonics, reading and writing activities where appropriate • – this may be embedded in lifeskills-based activities • Maths knowledge & skills including real life problem solving – this may be embedded in lifeskills-based activities • Lifeskills including SkillsBuilder (Class Tutor) <p>If teaching input is required for lessons, the teacher can either provide the teaching material they're using through PowerPoint or similar or video instructions. If students are using Power Maths staff may share the teaching video for the unit to support parents. Teachers may direct parents to a relevant online learning platform such as Oak National or White Rose for a taught session or teachers may decide they will utilise Microsoft Teams to teach the isolated learners by recording their live lesson at the same time as teaching the rest of their class, if the technology is available. Only the Class teacher and modelling area will be viewable on screen. The pupils will then be able to access the recorded session to ensure they don't miss learning.</p> <p>Non-core lessons and resources will be uploaded to Microsoft Teams, emailed or delivered to parents as appropriate.</p>	<p>results to admin@orchardmanor.sch.devon.uk</p> <p>Class teachers/tutors or support staff will coordinate and ensure weekly contact is made with each pupil directly via TEAMS, a video call or face to face visits.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS) or a delegated person.</p> <p>If a child does not engage, a member of the Post 16 team will contact parents to discuss obstacles and offer support and guidance.</p>
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The whole school is required to partially close because a high amount of staff are ill or isolating & they cannot be replaced with other staff or cover.

Type of Learner	Practical support	Ongoing learning Support	Safeguarding
<p>Pupil is not developmentally able to access online learning materials or direct teaching themselves without significant support.</p> <p>Student is part of a static group of pupils</p> <p>Learning is individualised.</p>	<p>Resource/learning boxes to be made up with activities that support on going communication, sensory & developmental goals</p> <p>SALT team to contact parents to advise & offer support on speech & language learning.</p>	<p>All pupils will be offered two days a week in-school teaching if possible. Pupils and families will be provided with online and practical resources for the rest of the week.</p> <p>A member of staff (likely to be a class teacher or tutor) will take responsibility for ensuring learning continues and will decide the best method of delivering a learning opportunity.</p> <p>The class teacher will plan daily activities and learning for pupils to be shared by class dojo. These activities or links will be shared between 3pm & 5pm the day before.</p> <p>Daily opportunities for live group activities that could be viewed online such as bucket or pre phonics that parents are able to support such as bucket or story time should be offered daily to those able to access these.</p> <p>If further instruction is needed the class teacher or a member of the support team will offer instructions & support to parents via Microsoft Teams, Class Dojo or will contact them directly.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to admin@orchardmanor.sch.devon.uk</p> <p>Class teachers/tutors or support staff will coordinate and ensure weekly contact is made with each pupil directly via Microsoft Teams, a video call or face to face visits. This will be recorded on SIMS.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS) or a delegated person.</p> <p>Some pupils may be identified as needing increased in school time and will access an enhanced provision with a member of staff.</p> <p>If a child does not engage, the Class teacher is to call the parents to discuss obstacles and offer support.</p>
<p>Pupil is capable and has access to IT technology to support access to the online curriculum</p>	<p>If available, a device will be leant to pupil.</p> <p>The pupil's logins will be sent to the family.</p>	<p>All pupils will be offered two days a week in school teaching following as near normal timetable as possible. Pupils and families will be provided with online activities, outreach and practical resources for the rest of the week as appropriate to individual need.</p>	<p>If a pupil shows symptoms or members of their household develop symptoms, then families should follow guidance. School office to contact parents to ensure a</p>

<p>Pupil is part of a mainly static class e.g. KS1, KS2 & Years 7 & 8 on the upper site.</p>	<p>If pupil is accessing SALT intervention, a member of the SALT team will contact parents to advise & offer support on speech & language learning.</p> <p>If a person is accessing school counselling, the school councillor will contact the pupil to offer a telephone consultation.</p>	<p>A member of staff (likely to be a class teacher or tutor) will take responsibility for ensuring learning continues and will decide the best method of delivering a learning opportunity.</p> <p>The learning focus will be on:</p> <ul style="list-style-type: none"> • English knowledge & skills including phonics, reading and writing activities where appropriate • Maths knowledge & skills including real-life problem solving • PSHE & Lifeskills including SkillsBuilder <p>Using Class Dojo or Team, the Class teacher or tutor will upload worksheets & links to videos/recorded direct instructions between 3pm-5pm the day before to allow parents to see the learning materials & timings prior to supporting their child.</p> <p>If teaching input is required for lessons, the teacher can either provide the teaching material they're using through PowerPoint or similar or video instructions. If students are using Power Maths staff may share the teaching video for the unit to support parents. Teachers may direct parents to a relevant online learning platform such as Oak National or White Rose for a taught session or teachers may decide they will utilise Microsoft Teams to teach the isolated learners by recording their live lesson at the same time as teaching the rest of their class, if the technology is available. Only the Class teacher and modelling area will be viewable on screen. The pupils will then be able to access the recorded session to ensure they don't miss learning.</p> <p>Non-core lessons and resources will be uploaded to Class Dojo or TEAMS or emailed to parents as appropriate.</p>	<p>test has been taken and to make sure that parents know to communicate test results to admin@orchardmanor.sch.devon.uk</p> <p>Class teachers/tutors or support staff will coordinate and ensure weekly contact is made with each pupil directly via TEAMS, a video call or face to face visits.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS) or a delegated person.</p> <p>Some pupils may be identified as needing increased in school time and will access an enhanced provision with a member of staff.</p> <p>If a child does not engage, the Class teacher is to call the parents to discuss obstacles and offer support.</p>
<p>Pupil is capable and has access to IT technology to support</p>	<p>If available, a device will be lent to pupil.</p>	<p>All pupils will be offered two days a week in school teaching following as near normal timetable as possible. Pupils and families will be provided with online activities, outreach and</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to</p>

<p>access to the online curriculum</p> <p>The pupil is in years – 9-11 & is studying accredited qualifications such as GCSEs</p>	<p>The pupil's logins will be sent to the family.</p> <p>If pupils are accessing additional maths or English intervention then this will be continued to be offered via TEAMS.</p> <p>If pupil is accessing SALT intervention, a member of the SALT team will contact parents to advise & offer support on speech & language learning.</p> <p>If a person is accessing school counselling, the school councillor will contact the pupil to offer a telephone consultation.</p>	<p>practical resources for the rest of the week as appropriate to individual need.</p> <p>A member of staff (likely to be a class teacher or tutor) will take responsibility for ensuring learning continues. The class tutor will be the main point of contact and will liaise with other teachers to coordinate learning. Individual subject teachers will decide the best method of delivering a learning opportunity.</p> <p>As close to a 'normal' timetable for the week will be provided with timings for live lessons or support clinics so parents can support the planning of their child's week.</p> <p>The learning focus will be on:</p> <ul style="list-style-type: none"> • English knowledge & skills including phonics, reading and writing activities where appropriate (English Teacher) • Maths knowledge & skills including real life problem solving (Maths teacher to provide) • Science knowledge and skills • Life skills including skills builder (Class Tutor) • Accredited subjects to continue as best as possible so homework, live group lessons & resources will be provided. <p>Using Teams or direct email, the tutor will coordinate learning with the young persons' subject teachers. Pupils will receive information about their tasks between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child. Teachers will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for lessons, the teacher can either provide the teaching material they're using through PowerPoint or similar or video instructions. If students are using Power Maths staff may share the teaching video for the unit to support parents. Teachers may direct parents to a</p>	<p>communicate test results to admin@orchardmanor.sch.devon.uk</p> <p>Class teachers/tutors or support staff will coordinate and ensure weekly contact is made with each pupil directly via TEAMS, a video call or face to face visits.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS) or a delegated person.</p> <p>Some pupils may be identified as needing increased in school time and will access an enhanced provision with a member of staff.</p> <p>If a child does not engage, the Class teacher is to call the parents to discuss obstacles and offer support.</p> <p>Subject teachers will contact families and young people upon request.</p>
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		<p>relevant online learning platform such as Oak National or White Rose for a taught session or teachers may decide they will utilise Microsoft Teams to teach the isolated learners by recording their live lesson at the same time as teaching the rest of their class, if the technology is available. Only the Class teacher and modelling area will be viewable on screen. The pupils will then be able to access the recorded session to ensure they don't miss learning.</p>	
<p>Pupil is attending Post 16</p>	<p>If available, a device will be lent to pupils.</p> <p>The pupil's logins will be sent to the family.</p> <p>If technology or the ability to use IT is a barrier then, resource/learning boxes to be made up with activities that support on going communication, sensory & developmental goals.</p> <p>If pupils are accessing additional maths or English intervention then this will be continued to be offered via TEAMS.</p> <p>If pupils are accessing additional maths or English intervention then this will be continued to be offered via TEAMS.</p> <p>If pupil is accessing SALT intervention, a member of the SALT team will contact parents to advise & offer support on speech & language learning.</p>	<p>All pupils will be offered two days a week in school teaching following as near normal timetable as possible. Pupils and families will be provided with online activities, outreach and practical resources for the rest of the week as appropriate to individual need.</p> <p>A member of staff (likely to be a class teacher or tutor) will take responsibility for ensuring learning continues. The class tutor will be the main point of contact and will liaise with other teachers to coordinate learning. Individual subject teachers will decide the best method of delivering a learning opportunity.</p> <p>The learning focus will be on:</p> <ul style="list-style-type: none"> • English knowledge & skills including phonics, reading and writing activities where appropriate– this may be embedded in lifeskills-based activities • Maths knowledge & skills including real life problem solving – this may be embedded in lifeskills-based activities • Lifeskills including SkillsBuilder (Class Tutor) <p>Using Teams or direct email, the tutor will coordinate learning with the young person. Pupils will receive information about their tasks between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child. Teachers will decide what materials are most appropriate for the individual child.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to admin@orchardmanor.sch.devon.uk</p> <p>Class teachers/tutors or support staff will coordinate and ensure weekly contact is made with each pupil directly via TEAMS, a video call or face to face visits.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS) or a delegated person.</p> <p>Some pupils may be identified as needing increased in school time and will access an enhanced provision with a member of staff.</p> <p>If a child does not engage, a member of the Post 16 team will contact parents to discuss obstacles and offer support and guidance.</p>

	If a young person is accessing school counselling, the school councillor will contact the pupil to offer a telephone consultation.	Non-core lessons and resources will be uploaded to Microsoft Teams, emailed or delivered to parents as appropriate.	
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Lockdown & Blended Learning Appendix

If there is a localised lockdown, we will return to a remote learning offer and resume our welfare checks. These will be recorded on SIMs this time. We will show you how to do this.

It would be prudent for staff to train our young people in how to access materials and resources independently wherever possible. Teachers and instructors should prepare contingency planning for this. Spend time with pupils on the expectations and resources that they will need to be successful at home. You may wish to consider how you can incorporate this into your every-day practice, uploading resources for pupils to access so they can be encouraged take charge of their own learning if they need to self-isolate.

As yet there is no government guidance about the expectations for the remote learning but we know that this position will change. We will therefore set out some expectations in anticipation, so we have time to prepare.

Here are some things to consider:

- As with any kind of learning, be clear about your expectations and the purpose of this new learning. Consider the best way of delivering this.
- Teachers should follow the curriculum as best they can with an emphasis on retrieval and practice on skills they have had some instruction on already.
- New learning needs to have clear instruction and modelling; do pupils have access to instruction via live sessions, power points or videos?
- Please take the time to prepare packs of workbooks, paper and stationery.
- Please create a timetable for yourself if you are working from home. You should build in time for planning and welfare checks. Parents need to know when you are available and when you are offline. We know that you may be also supporting your own children at home.
- Pupils who are able to, should be able to access at least one session of live contact per day. This includes phone calls, home visits, video calls and lessons.
- You will need to plan for the following: English, Maths, lifeskills and PSHE and mental wellbeing sessions.

Tutors for students who are studying with subject specialists should ensure that students are receiving appropriate work and gatekeep this. Science, maths and English specialist teachers without a tutor group should arrange live sessions with groups of pupils to maintain contact and support with learning.

Resources for Planning

You can use a range of resources to support home learning, including programmes, textbooks & workboxes.

We have access to these core resources. If you have forgotten a login – please seek help from Rowena who can reset them for you.



Don't forget we also have access to:



Free Access is available at a variety of other sites including:



Following the curriculum:

Use the long-term planning overview as the basis for your work.

Adapting Planning:

Planning may well need to be adapted to reflect remote and blended learning. You may decide to swap units of work as some units will be easier to teach remotely than others. Please make a note of this and return to these units when we return to school.

English: Teachers should ensure that pupils are given opportunities to practice reading including phonics. Directing to RWInc videos is acceptable but staff recording teaching inputs would be even better. Sending pupils resources such as speedsound phonic cards, green and red word flashcards as well as reading books as part of home learning would be beneficial.

Pupils on RWINC & Freshstart should be able to practice their learning 3 times a week. Workbooks can be sent home. Pages can be uploaded to OneNote or the Class SharePoint so pupils have access.

Teaching reading and writing should take place and the resources available can be used to support this, scaffolding resources should also be provided where possible.

Maths: Teachers should ensure pupils continue to follow the long-term overview where possible. Apparatus such as Dienes, number cards and text and practice books such as Power Maths should be sent home so work can continue, where possible. Watching educational shows and live content may also be utilised to support pupil learning such as CBeebies Numberblocks and the Number Crew. Googling these will enable you to find the focus of each episode so you can check the relevancy.

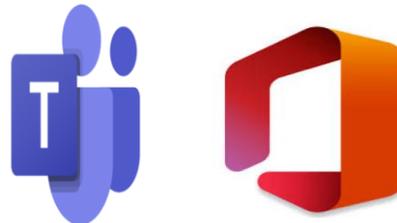
Learning for Independence: Lifeskills

SkillsBuilder remains our vehicle for this. Video links should be shared via Teams as well as the worksheets. Again, teaching live via Teams or recorded clips should be utilised to support pupil engagement.

PSHE and Mental Health

Again, follow the long-term overview where possible.

Resources to support your technical knowhow:



Assessing Progress

For those pupils in school each week assessment can continue in the same way including marking and feedback. For those pupils working remotely assessments can continue online. Pre-assessments can be completed while on Teams in the same way as in school. Concerns about independent completion can be supported by staying online with pupils while they complete pre and post-assessments. Verbal feedback can take place in the same way. You can make use of the chat function in Teams both to give individual responses as well as pupils contributing to the lesson. Some pupils may prefer the chat rather than speaking online.

In Class Notebook you can give feedback through the stickers, adding or recording text. If you're not sure how see the CPD IT videos on Teams OMS Noticeboard.

Thank you for your continuing dedication and support for our young people.

If you have any questions or concerns please email - questions@orchardmanor.devon.sch.uk and we will respond.

Below are some sample part-time timetable for classes.

Class	Monday	Tuesday	Wednesday	Thursday	Friday
6CC & hub	6CC Transition	6CC Transition	Remote learning timetable	Remote learning timetable	Remote learning for all but no live lessons
			7ACr 7EMc	7ACr 7EMc	Deep cleaning & staff PPA
	8FB 8CG	8FB 8CG			
			9NGR 9JWo	9NGR 8JWO	
	10JWH 10NJA	10JWH 10NJA			
			11 ACa 11BLS	11Aca 11BSL	

School timings	Name of Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:55-9:05	Staff briefing			In school	In school	
Gate open				In school	In school	
09:15	TUTOR TIME/ REGISTRATION/R eading		Tutor TEAMS chat	Tutor TEAMS chat	Tutor TEAMS chat	Tutor TEAMS chat
09:30 – 10:00	Lesson 1		Joe Wicks PE or wake n’ shake			
10:05 – 10:25	Lesson 2		Phonics https://www.ruthmiskin.com/en/ or live guided Reading lesson	Phonics https://www.ruthmiskin.com/en/ or live guided Reading lesson	Phonics https://www.ruthmiskin.com/en/ or live guided Reading lesson	
10:25 10:45	BREAK 1					
11:00 – 11:40	Lesson 3	Live Maths TEAMS followed by worksheets to support	Live Maths TEAMS followed by worksheets to support	In school -	In school -	
11:40 – 12:20	Lesson 4	Live English TEAMS followed by worksheets to support	Live English TEAMS followed by worksheets to support	In school -	In school -	
12:20 – 12:20	LUNCH 2					
13:25 - 14:05	Lesson 5	Art - Vincent Van Gogh Part 1 https://classroom.thenational.academy/units/introduction-to-art-understanding-the-basics-linking-work-to-self-18a0	Art - Vincent Van Gogh Part 2 https://classroom.thenational.academy/units/introduction-to-art-understanding-the-basics-linking-work-to-self-18a0	In school	In school	
14:05 – 14:45	Lesson 6	https://classroom.thenational.academy/lessons/what-is-the-earth-made-of-6hk3ec Geography lesson 1		In school	In school	
14:45 - 15:25	Lesson 7			In school	In school	
15:25 - 15:35	TUTOR TIME check out		End of day round up with tutor			
	End of day					

Y11 pupils accessing subject specific & studying for accreditation

School timings	Name of Period	Monday	Tuesday	Wednesday- accessing as close to a normal timetable as possible	Thursday - accessing as close to a normal timetable as possible	Friday	
8:55-9:05	Staff briefing			In school	In school		
Gate open				In school	In school		
09:15	TUTOR TIME/ REGISTRATION/R eading		Link to Yoga or PW				
09:30 – 10:00	Lesson 1		Tutor TEAMS chat	Tutor TEAMS chat	Tutor TEAMS chat	Tutor TEAMS chat	
10:05 – 10:25	Lesson 2						
10:25 10:45	BREAK 1						
11:00 – 11:40	Lesson 3	Live Maths TEAMS followed by worksheets to support	Live Maths TEAMS followed by worksheets to support	In school -	In school -		
11:40 – 12:20	Lesson 4	Live English TEAMS followed by worksheets to support	Live English TEAMS followed by worksheets to support	In school -	In school -		
12:20 – 12:20	LUNCH 2						
13:25 - 14:05	Lesson 5	Science online lesson with MMUir	Science online lesson with MMUir	In school	In school	Option Block C Literature Club Maths Power club	
14:05 – 14:45	Lesson 6	Option Block A	Option Block B	In school	In school		
14:45 - 15:25	Lesson 7	PSHEme with Acaven	Life skills	In school	In school		
15:25 - 15:35	TUTOR TIME check out	End of day round up with tutor	End of day round up with tutor				
	End of day						