

## Remote Learning

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread.

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission.

In the event of a school closure Forest View will remain open only for vulnerable children and the children of critical workers, and provide remote education for all other pupils.

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, immediate remote education must be offered.

We will provide high quality online resources that are linked to Forest View's curriculum and expectations. The amount and quality of the work should reflect the core teaching the children would receive in school. The school will support families who do not have access to the required technology to be able to access their learning at home.

Assignments will be set so that pupils have meaningful and ambitious work each day in a number of different subjects. A planned and well-sequenced curriculum must be taught so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject. Frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos will be provided for all children. Work will be monitored to gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks for assessment. Teachers should check work at least three times per week and adaptations to set work should be made, where necessary in the light of assessments.

Our platform for the delivery of home learning will be Google Classroom. All children have login details which have been shared with parents. The new intake in September will be allocated logins and these shared with parents during the first weeks of term, this will include our nursery children. Nursery children will not be able to access work themselves so Google Classroom will be used as a means to share learning activities with parents.

Children with SEND will be provided with additional support with communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy where appropriate. Resources used will include those supplied by Oak National Academy specialist content for pupils with SEND. This will be co-ordinated by the SENCO and class teachers who will also discuss the provision with parents.

We will use the relevant lessons from Oak National Academy, BBC bitesize, RWI youtube lessons and White Rose home learning materials which support our school curriculum as well as lessons recorded and delivered by our teachers.

All children from Reception to Y6 will be invited to participate in Google Meet sessions on a weekly basis to allow them to maintain contact with their peers and class teacher.

Children in KS1 must receive 3 hours of education and KS2 4 hours.

Area of learning	KS1 time allocation per week	KS2 time allocation per week
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<b>English and phonics</b>	5 hours	5 hours
<b>Reading</b>	15 mins x 3	30 mins x 3
<b>Handwriting</b>	15 mins Letter join activities	15 mins Letter join activities
<b>Maths</b>	5 hours White Rose lessons	5 hours White Rose lessons
<b>Times tables (or other key number facts)</b>	1 hour (15 mins x 3) Times Tables Rock Stars	1 hour (20 mins x 3) Times Tables Rock Stars
<b>Science</b>	1 hour	2 hours
<b>Humanities - history/ geography/RE</b>	1 hours	2 hours
<b>Art / DT (if appropriate)</b>	1 hour	1 hour
<b>PSHE - this could include virtual assemblies</b>	30 mins	1 hour
<b>Computing</b>	45 mins	1 hour
<b>MFL</b>		30 mins

Certain interventions will continue where possible.

### **EYFS**

For EYFS we will provide lessons in Literacy, Numeracy, Understanding the World, Music, and RHE - Social and Emotional. Although the curriculum is not organised by the seven areas of development, all areas will be woven through the curriculum. For example, a literacy lesson might include an expressive arts task in response to a story. Providing a rich early years experience through the medium of video lessons is challenging so where possible video lessons will be used as the starting point for broader activities within continuous provision to compensate for the restrictions inherent in this medium.