

Forest Hill Partnership Remote Learning Plan



Forest Hill
Partnership



OAK
NATIONAL
ACADEMY



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Forest Hill Partnership 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.

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

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, primarily supplemented by a range of resources provided by Oak Academy and Read, Write Inc. Phonics.

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

Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy 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 recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support. Class teachers are to use the lessons in the classroom so children are familiar with the platform.

Read, Write Inc. resources including pre-recorded lessons will be used to support children in learning and apply new sounds. These resources will be matched to the children's stage in the programme and learning.

Zoom will support school in offering online learning with the opportunity for the children to communicate with their teacher through live video. This will be used through 'connect times' where children in small groups can connect with their class teacher and discuss their well-being.

Class Dojo/tapestry will remain in use 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. Use of Class Dojo/tapestry will be in-line with the Class Dojo/tapestry Usage Policy.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is strongly encouraged. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

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):

- Class Dojo Years 2 – 6, N, R and 1 tapestry
- Zoom
- TT Rockstars/Numbots

Hardware

Kings' Forest has been given 36 laptops and Staple Hill 21 laptops from the DFE to set up a loan system for isolating children without computer access. Children entitled to FSM will be prioritised should demand be high. 4G routers have also been purchased or provided by the DFE for families in need.

Protocols

- Parent and pupil protocols will be shared with parents in the event that remote education is needed.
- All live sessions must be recorded for safeguarding reasons. As much as possible a second adult should be part of live Contact Times alongside the teacher.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials. In the case of whole cohort isolation, resources will be uploaded to Class Dojo/tapestry /tapestry and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

Pupil/group of pupils needs to isolate	
Ongoing Support	Safeguarding/SEND
<p>Using Class Dojo/tapestry/email, the Class teacher will share an overview of learning for the week. The teacher will decide what materials are most appropriate. This overview will be posted weekly for anyone who needs it to access.</p> <p>If teaching input is required for core lessons, the teacher will direct the parent to the relevant Oak National taught sessions.</p> <p>Children should upload any learning on to Dojo/tapestry and also bring completed home learning back to school up on their return.</p> <p>Class Dojo/tapestry will be used to communicate between home and school.</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</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).</p>

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus or enforced school closure	
Ongoing Support	Safeguarding/SEND
<p>Teachers will schedule a MS Teams meeting or Dojo video with the children and parents for the following day (after isolation). In this meeting the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a whole class reading session per day.</p> <p>Using Class Dojo/tapestry, the Class teacher will upload work the day before, between 3:30 and 4:30pm, to allow parents to see the learning materials prior to supporting their child/ren. Teaching assistants will be able to support the Classteacher in identifying resources.</p> <p>PPA should be taken across the period between supporting pupils; Teachers' discretion.</p> <p>The Classteacher will share links to appropriate lessons from RWI or Oak National lessons through Class Dojo/tapestry. Teachers will then be accessible to children through 'connect times' across the week. Teaching assistants will also access the Zoom live sessions so that they can support children in breakout rooms should this be required.</p> <p>For non-core lessons, resources will be uploaded to Class Dojo/tapestry and where possible web-links to appropriate support materials will be shared. This will often be through Oak National using lessons that link to the Forest Hill</p>	<p>Parents notified so they know to communicate test results to the school office.</p> <p>If any children are entitled to benefit-related FSM ensure food or vouchers will be made available.</p> <p>If any 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).</p> <p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up by calls from Jan T if there are pastoral issues.</p>

<p>Partnership curriculum. There will be an additional end of day video so that the Classteacher or TA can complete the reading for pleasure session.</p> <p>Time will also be scheduled for the children to watch an assembly delivered by a senior member of staff at both the start and end of the week. This will encourage children to keep working, celebrate successes and promote a togetherness.</p> <p>Completed work should be photographed and uploaded to Class Dojo/tapestry. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using either Teams or Class Dojo/tapestry, depending on the teacher's preference.</p> <p>In the event of teachers becoming ill alternative provision will be put in place.</p> <p>Expectations:</p> <ul style="list-style-type: none"> • Daily briefing – recorded video setting out the days learning and giving any whole class feedback/encouragement on learning to date. • Maths lesson – Teacher taught/Oak national academy – covering concept used in school • Phonics – RWI – Sound and spelling sessions • English – Oak national grammar– Teacher taught for Write Stuff writing lesson (see appendix 2) • Topic – filmed input or independent learning documents/projects • Connect Time – group time each afternoon groups of 6 (10-15mins as a guide) – (bubble/school closure only) • Daily story video 	<p>Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Teams as long as the agencies engage.</p> <p>The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.</p>
---	--

Appendix 1:

Example daily home learning guide (whole bubble/school closure only)

Mouse Class – Home Learning

Lesson	Day:
Daily briefing	Please see tapestry for the daily briefing
Phonics	See Tapestry for individualised phonics learning
English	<p>Goldilocks and the three bears</p> <p>In this lesson, your child will create a story map. They will then use this story map to tell the story of Goldilocks and the three bears. This will help them to learn the story off by heart. Ask your child to use their story map to tell you the story of Goldilocks.</p> <p>https://classroom.thenational.academy/lessons/to-map-and-speak-the-story-crr64c</p>
Maths	<p>Representing numbers within 10</p> <p>In this lesson, we will represent numbers to 10 in different ways, making different arrangements with the ten items you have collected to use to help you. How many different ways can you arrange the number 7 in your tens frame?</p> <p>https://classroom.thenational.academy/lessons/representing-numbers-within-10-71jkec</p>
PSHE Me, you and us!	<p>One big family</p> <p>In today's lesson, you will explore how we are similar and how we are different. You will think about how we are all different and listen to the story 'There's enough room for everyone' by Anahita Taymourian. You can then celebrate your differences by creating a paper doll chain, showing how we are all unique. Ask your adult for help when creating your paper doll chain if you need to.</p> <p>https://classroom.thenational.academy/lessons/one-big-family-cthp2c</p>
Topic Music	<p>Understanding Pulse</p> <p>In this lesson, you will be learning about pulse, how to find it on your bodies and how to move our body in time to the beat.</p> <p>https://classroom.thenational.academy/lessons/understanding-pulse-cdk38c</p>
PE	Today, Mr Lecrass has set you a new challenge. Can you complete his challenge and see if you can beat his scores? Watch his video which has been uploaded onto Tapestry to see what you need to do.
Class story Time	Please see tapestry for today's story

Today your Contact Time Teams meeting with your teacher will be at: 2:30pm this is an opportunity to discuss the day's learning with the class teacher and ask questions if required.

Remember to upload all of your learning to Class Dojo

Appendix 2: Expectations in event of bubble/school closure for Writing

Class Teachers are expected to provide the following in event of a bubble closure:

- Provide copy of Writing Rainbow (photograph) on Class Dojo and explain that this will be used during writing lessons online.
- Children should be sent a copy of their word bank for two or three chunks of writing. Ensure that the lens is displayed next to the word bank. Approximately five words per lens depending on year group. Pictures and sentence starters to be provided alongside word banks if necessary.
- Teachers are to create video, modelling two/three sentences depending on year group. Model using words banks to create sentences. Approximately 5 minutes per chunk of writing. Videos should be no longer than 20 minutes and must be uploaded daily.
- Children will then write these sentences at home and send you a photograph of their work.
- Experience lessons: Provide an experience task to children. Watching a video/looking at a series of pictures. Also provide a short grammar/spelling task.
- Teachers should provide 5 lessons per week. A mixture of sentence stacking and experience/grammar lessons.



shouted and clouted
creaking and squeaking
growling and howling



quietly
carefully
cautiously



bellowed
shouted
yelled

Appendix 3:



Weekly Home Learning Year X

Week Beginning XXX

Daily Physical Activities

Daily movement is great for children's physical and mental health:

Cosmic Kids are hosting a daily yoga session to help build strength and balance. These fun sessions follow story and are also great for mental health.

<https://www.youtube.com/user/CosmicKidsYoga>

Reading:

Online eBooks which link to our phonics programme (shown above) will allow children to apply their phonics skills. These can be found at: <https://home.oxfordowl.co.uk>

Mathematics, English and foundation learning:

Subject	Learning	Link
Mathematics		
English		
Topic		

Sharing learning with teachers and gaining feedback

No matter what learning families choose to do at home, all completed learning can be shared with their child's teacher using Class Dojo. Teachers will comment on your child's learning. Children should bring any home learning they have completed to school on their return, where possible.

Other useful links:

Links for teachers:

Oak National Academy <https://teachers.thenational.academy/> - High quality teacher led lessons with follow up learning tasks.

White Rose Maths: <https://resources.whiterosemaths.com/my-account/>

User name:

Password:

Phonics:

User name:

Password: