



Wildground Federation Strategy for Remote Education

Purpose:

This strategy is designed to support pupils of compulsory school age and parents in accessing high quality remote education where it is not possible, or is contrary to government guidance, for some or all pupils to attend school. Remote learning will only be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning. Any remote learning should show consideration to alleviate any additional burdens on staff and families.

Key Aims of Strategy for Remote Education:

- To provide as high a quality curriculum as possible that is ambitious and inclusive to all pupils.
- To provide access for all through individualised support and alternative approaches where required.
- To provide teacher planned learning combined with high quality online resources that support the learning journey in school.
- To provide planned learning that will include revisiting prior learning in order to assess retention and to support the planning of next steps.
- To provide planned learning which will enable assessment of knowledge and skills acquisition.
- To provide feedback to pupils on their learning.

Audience:

This strategy will be used for individuals, classes, year groups or whole school/Federation, when the reason for a pupil's absence is known and remote education is being required:

- school closures or restrictions on attendance, where school access for pupils is restricted
- individual cases where a pupil is unable to attend school but is able to learn and these cases should be limited and as a short-term solution:
 - recovering from a short-term infectious illness
 - preparing or recovering from some operations
 - recovering from injuries where attendance might inhibit recovery
- exceptional cases might include children whose attendance is affected by SEND or mental health issue and should be considered on a case-by-case basis and only when judged that providing remote education would not adversely affect the pupil's return to school.

In the limited circumstances when remote learning is used for individual pupils, there should be a mutual agreement with all involved, review arrangements in place and a clear time scale decided.

Provision of Remote Education:

- Provision being ready for pupils to access as soon as reasonably practicable, though in proportion to the length of absence and expected disruption to education.
- Providing remote education that is equivalent in length to the core teaching time pupils would receive in school where possible, being mindful of the individual needs and circumstances of the pupil and their families. These include, but are not limited to:
 - Consideration of age, stage of development, and independent study skills.
 - Any SEND or other additional needs the pupils might have.
 - The pupils' home environment, which includes having a suitable place and opportunity to study.
 - Screen time, making reasonable allowances for adequate breaks for pupils and staff during remote education.
 - Any significant demands on parents' or carers' help or support. Younger children, especially pupils in primary schools and some children with SEND, might require high levels of adult involvement to support their engagement with remote education, which can make it a particular challenge for these groups.
- Working to overcome barriers to digital access where possible for pupils by, for example:
 - Auditing access to devices and connectivity across the school as part of wider emergency planning.
 - Distributing school-owned devices accompanied by a user agreement or contract if and where necessary and possible.
 - Supporting families to find appropriate internet connectivity solutions if and where necessary and possible.

On the first day of an imposed school closure children will be given a prepared activity and on subsequent days pupils will be provided with key learning from each day in class, through Google Classroom or Tapestry.

Pupils will be taught remotely through online learning set using Google Classroom and Tapestry, lessons from the Oak National Academy, lessons from RWI and pre-recorded lessons.

The intention will not be to mirror the classroom but to provide fundamental aspects of the learning journey that enable pupils to continue to progress effectively. There will be as broad a curriculum as possible with English, Phonics and Maths being prioritised. Pupils will receive a range of learning each day. The remote education provided should be equivalent in length to

the core teaching pupils would receive in school. The amount of remote education provided should be:

- Nursery & Owls: 2 hours a day on average across the cohort, with less for younger children
- EYFS: 2 and half hours a day on average across the cohort, with less for younger children
- Key Stage 1 (Y1 and Y2): 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2 (Y3 to Y6): 4 hours a day

The quality of the curriculum being offered will be regularly monitored by leaders. Leaders will also monitor pupils' engagement with remote learning on a regular basis. If levels of engagement are a concern, then a staff member will contact home to share the concerns and offer support if needed.

Nursery

Daily practice

- Listen to core story
- Independent tasks such as feeding self and dressing self
- Nursery Rhyme time

Daily lesson

- Phase 1 phonics
- A prime area learning task (Communication & Language, Personal, Social and Emotional and Physical Development)

Weekly - linked to curriculum map

- Understanding the World
- Expressive Art & Design
- Literacy
- Maths

YR

Daily practice

- Story
- Phonics

Daily lesson

- Phonics
- Guided Reading
- A play based learning task based on Reading, Writing, Knowledge and Understanding of the World or Expressive Arts and Design

Weekly - linked to curriculum map

- A play based learning task based on Knowledge and Understanding of the World or Expressive Art and Design

Key Stage 1 and 2

Daily practice

- Times tables
- Spelling/Phonics
- Story

Daily lesson

- Maths
- Guided reading
- English
- Topic Work

Weekly - topic linked

- Curriculum subjects - eg. Science, History, Geography, PSHE etc covered by daily topic work

Feedback:

Pupils will be able to upload work via Google Classroom. Parents of pupils in Nursery and YR will be able to upload observations, photos and videos of learning to Tapestry. Appropriate feedback will be provided as much as possible. This may not be every piece of work and will not be instant but in a timely manner. Feedback will not generally be given for work submitted over 24 hours after it has been set. Feedback may become less frequent in the event of staff shortages.

Online resources:

Google Classroom <https://classroom.google.com/>

Tapestry www.tapestryjournal.com

Oak National Academy www.thenational.academy.co.uk

BBC Bitesize www.bbc.co.uk/bitesize

Read, Write, Inc. www.oxfordowl.co.uk

School Website www.wildground.hants.sch.uk

Sending in work:

In Google for Y1 to Y6:

- Go to **classroom.google.com** and click Sign In. Sign in with your **Google** Account. This will be firstname.surname@wildgroundfederation.co.uk If you have not signed in before, then the password will be 'Wildground1'
- Click on your Classroom
- Click the Assignment. ...
- Click the image with your name to open the assigned file.
- Enter your **work**.
- On the document or in **Classroom**, click turn in and confirm.

In Tapestry for Nursery, Owls and YR:

- Parents will receive a notification that learning has been uploaded for their child
- Go to Tapestryjournal.com/ and sign in
- Once signed in go to the most recent assigned learning
- Add a comment, photo or video in the comments box and 'Add reply'

Engagement at home:

At home pupils will need a quiet space and access to the internet via a tablet, laptop or computer. If you do not have access to a device at home or do not have access to the internet then please let us know and we will work with you to find a solution.

In the event of any closure we would endeavour, if safe and possible to do so, provide wallets of books, paper and pencils for both Infant and Junior pupils by the infant gate if you need these resources.

Please be mindful of safeguarding and regularly monitor online activities. All pupils will require some level of parental support to access and succeed with their learning. This will differ depending on the age and stage of the pupil and the learning activity. Younger pupils will need support to access the learning e.g. reading questions, explaining tasks and recording any learning. Pupils using Tapestry may need an adult to support any play based or curriculum activity.

Suggested timetable:

It is really important to have a routine when working at home. We have put together the following **suggestion** of a home learning timetable but this is only a guide and please feel free to adjust and adapt as best suits your child and home situation. We have not included a timetable for Nursery or Owls as learning with Nursery aged children will need to be through play throughout the day.

Free School Meals and Remote Education:

Where children eligible for free school meals are receiving remote education, the Federation will seek to work with Hampshire Caterers to provide a lunch, and any decisions around this will be communicated with you.

Provision for Pupils with SEND:

If pupils with SEND are not able to attend school and require remote education, their teachers are best placed to know how their needs can most effectively be met to ensure they continue to access the curriculum and will seek put in place an appropriate curriculum, teaching and support that will enable the pupil to continue learning effectively.

Some pupils with SEND may not be able to access remote education without adult support. We would work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

It may be challenging or impossible for the school to deliver remotely the kind of approach that it does in the classroom, for example the provision of certain adapted resources and the support of key adults. If this is the case, the school must instead consider, in cooperation with the local authority (if the child has an EHCP), other ways in which it and the local authority can meet its statutory duties, working closely with the parent

YR

	Everyday
9:30 – 10:00	Phonics & Spellings
10:00 – 10:15	Snack
10:15 – 11:45	Play based set learning generated from the interests of the children with a focus on reading, Writing, Knowledge and Understanding of the World or Expressive Arts and Design.
11:45 – 12:00	Story and Reading
12:00 – 1:00	Lunch and play outdoors
1:00 – 1:15	Maths
1:15 – 2:30	Play based set learning generated from the interests of the children with a focus on reading, Writing, Knowledge and Understanding of the World or Expressive Arts and Design.

Y1 & Y2 (Key Stage 1)

	Everyday
9:30 – 10:00	Phonics & Spellings
10:00 – 10:45	Writing & Reading
10:45 – 11:00	Playtime outdoors
11.00 – 12:15	Maths
12.15 – 1:15	Lunch and play outdoors
1.15 – 2:15	Topic work
2.15 – 2:30	Story

Y3, Y4, Y5 and Y6 (Key Stage 2)

	Everyday
9:15 – 10:30	Maths
10:30 – 10:45	Break and outdoor time
10:45 – 12:00	English, Guided Reading, Spelling
12:00 – 1:00	Lunch and outdoor time
1:00 – 2:00	Topic work
2:15-3:00	Independent Reading, Times Tables

Additional support for pupils with particular needs:

We recognise that some pupils, for example some pupils with special educational needs and disabilities, may not be able to access remote education without significant support from adults at home. We acknowledge the difficulties this may place on families and we will work with parents and carers to support. SENCo will ensure that school staff will contact families to provide remote learning appropriate to the age and needs of the child.

Contact:

If large scale closure is required then the school will communicate through our website and with emails through Arbor. Additional communication will take place through Google Classroom/Tapestry, newsletters, phone calls and discussions with Child and Family Support worker.