



The Provision of Remote Learning

A guide to support our whole school community in knowing what to expect from remote education where national or local restrictions require entire cohorts or bubbles to remain at home.

Shaping High Quality & Appropriate Remote Learning

At the Solent Schools, we have used the research carried out by The Education Endowment Foundation (EEF) as a basis for our remote learning provision. The EEF has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

‘These characteristics of good teaching are more important than the medium of delivery, be it in the ‘live’ classroom or through remote provision (whether or not that remote provision is live or pre-recorded)’

DfE Guidance ‘Remote education good practice’ October 2020.

Our staff team have worked hard to apply everything they know about highly effective teaching and learning in the classroom, to the provision of high-quality remote learning. This provision differs across the schools and is shaped around the way in which our pupils learn at each distinct stage in their educational journey. This is far more than simply setting work for pupils to complete and relies heavily on interactive, teacher led approaches to delivering as full a curriculum as possible.

From 23rd March 2020, we have sought the views of all stakeholders within our school community and shaped our provision to meet the needs of the majority, supporting those who may have found this challenging. Parents and Carers have been invited to contribute towards three remote learning audits in May 2020, October 2020 and the latest in January 2021. Our provision has grown and adapted as our school community has grown and adapted alongside us, working through the challenges we face together and resulting in a system which clearly suits the majority of our learners and their families.



Our Learning Platform

At the Solent Schools, we have chosen to use Microsoft Teams to deliver remote learning. In the Early Years Foundation Stage Tapestry is also used. This has enabled us to set up accounts for all of our pupils and have only one single point of access for the entire provision.

Teachers and Learning Support Assistants (LSAs) use a range of further applications to either record or present live on Microsoft Teams. All of our pupils are provided with daily 'chat' access which enables them to pose questions to teachers and LSAs and allows for rapid feedback.

The pre-recording of lessons enables our pupils to use the provision at a time that suits the family. We are very aware that many of our families have limited device access that may be shared. The recorded sessions thus offers flexibility rather than a barrier to learning. It also enables them to 'play back' a lesson if they wish to listen again.

Clear teacher explanations of new content are included, which build upon previous learning. These are followed up with targeted questioning and also scaffolded practice framed within the feedback given.

All pupils submit work through Microsoft Teams and all work is acknowledged with some being fully marked with either written or verbal feedback. Pupils are given three days to turn their work in, again to offer an element of flexibility with learning schedules. This quick turnaround enables teachers to monitor progress and respond by tailoring the following sessions directly according to need.

Links to other high-quality educational provision are provided with the class Teams, as well as links to other online resources used by the school, such as 'Purple Mash'.

Microsoft Teams is also used to share daily assemblies which are either pre-recorded or live. These have been preserved as a really important aspect of Solent life. They strongly support us in continuing to feel part of our warm and caring school community.

Curriculum Provision

All year group teams plan to deliver all or most of the normal curriculum in the remote learning environment. In subjects where this may prove challenging, such as music and PE, we have provided live teaching and learning opportunities, or recorded demonstrations and challenges. This is of course coupled with a focus on the importance of our pupils taking regular physical exercise (considering restrictions) to maintain fitness.

The schools have a suggested daily timetable (see below) for learning, offering the equivalent of three hours learning for our youngest pupils in Key Stage One and increasing to four hours of learning for pupils in Key Stage Two. Pupils in EYFS have their learning structured differently with less focused time. The timetable is offered to reflect the working of a 'normal' school day and is useful for those who benefit from the routine and support with time management. We recognise from parental audit, that this simply is not practical for all of our families and we have therefore chosen to ensure that those who are unable to stick to this timetable experience the same high-quality provision and are not disadvantaged in any way.

Key Stage One (Years 1 & 2)

9am	9-10.00am	10 – 10.15am	10.15 – 11.15 am	11.15am	12 – 1.00 pm	1.00 pm	1-2.00 pm	2.00 pm onwards
Upload Session 1 & 2	Session 1	Break!	Session 2	Upload Assembly to Class Team Page	Lunch	Upload Session 3	Session 3	

Red boxes are those times when teachers are available on Teams to ask and answer questions responding as appropriate. Green boxes are those times when teachers are not available to pupils on Teams as the session is not open. It is now that they will be planning the next session or responding by feeding back on the previous session.

Solent Infant School

In EYFS and KS1 the work provided will cover:

- daily Reading/Writing tasks/activities and live support
- daily mathematics tasks/activities and live support
- daily afternoon provision of a non-core theme-based task – this will include a range of foundation subjects including science, history, geography, art and RE (please see curriculum maps for further details)
- PSHE task/activity with live support
- weekly PE task/activity
- weekly Music Live Lesson

Key Stage Two (Years 3 – 6)

8.30am	8.45-10.00am	10 – 10.15am	10.15 – 11.30 am	11.30am	12 – 1.00 pm	1.00 pm	1-2.15 pm	2.15-2.30pm	2.15 pm onwards
Upload Session 1 & 2	Session 1	Break!	Session 2	Upload Assembly to Class Team Page	Lunch	Upload Session 3	Session 3	Daily Physical Challenge (Uploaded in the morning)	

Red boxes are those times when teachers are available on Teams to ask and answer questions responding as appropriate. Green boxes are those times when teachers are not available to pupils on Teams as the session is not open. It is now that they will be planning the next session or responding by feeding back on the previous session.

Solent Junior School

In KS2 children will be provided with:

- daily Reading and Writing tasks/activities and live support
- daily maths tasks/activities and live support
- daily afternoon provision of a non-core theme-based task – this will include a range of foundation subjects including science, history, geography, art and RE (please see curriculum maps for further details)
- PSHE task/activity with live support

- weekly MFL task/activity
- weekly Music Live Lesson
- 1 PE task/activity and live support

For pupils in our Reception classes, activities will be uploaded daily using Tapestry. We sometimes also use the class Teams pages for some of the provision.

For pupils in Years 1 to 6, all activities are available via the Class Teams pages.

Monitoring Engagement

The Solent Schools began to monitor engagement in remote learning formally in September 2020. This is closely monitored by viewing the class Teams and logging which pupils are engaged in the learning that is being provided. Senior Leaders are members in all class Teams and support the teachers in this process. We understand the challenges that our families face when pupils are learning remotely and so this system is based primarily on supporting our families to engage.

An escalation process has been created, whereby class teachers will initially contact the parents and carers of those pupils seen to not be engaging. This initial contact will be aimed at establishing if there are reasons why a pupil is not engaging and to explore what the school can do to support this. This might involve providing devices, data or paper copies of the learning, all dependent on individual family circumstances. At this stage a more regular conversation between home and school is established to support the family.

If school are unable to establish contact with the family, following several attempts over a period of time, and the lack of engagement in learning continues, despite the offer of support, the matter is escalated to the Head of School. They will then request to meet with those parents or carers via Teams. Once again, this is a supportive meeting, but really does emphasise the importance that is placed upon ensuring that they are engaging in the remote learning provision and the impact this has on their child.

The final step in the escalation process is referral to the Executive Headteacher as a serious concern. In this scenario, the teacher and Head of School may not have received a response from a family, despite numerous attempts or, following contact and support, the family are still choosing not to engage. This non-engagement can be considered in the same way that non-attendance at school can.

SEND

The provision of remote learning at The Solent Schools has been adapted to suit the needs of a wide spectrum of learners. The scaffolds and provision of additional resources via the Teams platform provides increased opportunities to support those who may need additional help with their learning. This includes teacher recorded guides for specific areas of learning, as well as links to additional resources that pupils can use to support them in their activities.

Where a pupil is identified as needing further support, teachers and LSAs are on hand daily, at the nominated times, to chat with pupils and answer any questions that they may have. This live communication enables teachers and LSAs to identify those that may be finding the learning challenging and adapt the provision accordingly.

Weekly intervention activities are provided for specific groups of identified pupils. These are closely linked to the learning the whole class are taking part in and are aimed at supporting these specific pupils

to bridge gaps and enable them to access the same learning as the rest of the class. These are provided, where appropriate, in addition to the core provision.

Further to the provision outlined above, class teachers, LSAs and senior leaders at school are in regular contact with our most vulnerable pupils. For these pupils, the provision is tailored to suit the learner, following close consultation with them and their family. This may be designed around existing educational plans that the pupil has in place, or could be created to suit the demands of learning from home.