



Remote Learning in EYFS

Summary of the context of the school

Ashmount Primary school is a two-form entry mixed community school in North Islington. We have 441 pupils on role with 101 of these pupils based in our Early Years classes. 44.9% of our pupils are eligible for the Pupil Premium Grant and 34% of our pupils are entitled to Free School Meals.

During the Autumn term of 2020, we decided as a leadership team that we needed to reflect on the Google Classroom remote learning offer we provided during the first lockdown period which began in March 2020. We knew that although our offer could be improved to ensure that we engaged as many of our families as possible, particularly our disadvantaged pupils.

As an entire staff team, we developed a remote learning policy based on our experiences of our first attempt as educators alongside feedback from our families. In Autumn 2020, we re-prioritised our CPD diary to create room for remote learning CPD sessions and time for staff to practise delivering live lessons in teams. Having taken all online safety guidelines into account as our ultimate priority was to provide a safe online environment for our pupils to learn, we then looked at the learning experiences we could provide our youngest pupils with.

As communication is key, we provided our staff and parents with guidance documents based around planning and content so that the expectations were clear and consistent.

Key findings

In our Nursery and Reception classes, we provided children with a blend of daily live learning sessions, pre-recorded lessons and offline activities children could do with the support of an adult.

The nursery provision included:

- Daily live morning singing and rhyme time
- Daily live afternoon story time
- Weekly live music and French lessons
- 3 weekly remote learning assignments: 1 Maths, 1 Literacy and 1 Understanding the World/ Expressive Arts & Design/Physical Development
- Weekly pre-recorded stories, stop motion stories and links to additional useful learning resources
- 1 ongoing 'Child-Led Activities' assignment – where parents could upload any additional pictures/videos of independent learning their child had engaged in e.g. building models using Duplo, learning to ride a bike or visiting the park
- Weekly group well-being check-ins with children via Google Meet – each had a focus e.g. bring your favourite toy/something special to tell us about it

The Reception provision included:

- Daily pre-recorded RWI phonics lessons
- Daily live literacy lessons
- Daily live/pre-recorded (lesson focus dependent) maths lessons
- Daily live afternoon story time
- Weekly live music and French lessons
- 3 weekly remote learning assignments: 1 Maths, 1 Literacy and 1 Understanding the World/Expressive Arts & Design/Personal Social & Emotional Development
- Weekly pre-recorded stories, stop motion stories and links to additional useful learning resources
- 1 ongoing 'Child-Led Activities' assignment – where parents could upload any additional pictures/videos of independent learning their child had engaged in e.g. building models using Duplo, learning to ride a bike or visiting the park
- Weekly group well-being check-ins with children via Google Meet – each had a focus e.g. bring your favourite toy/something special to tell us about it



As a leadership team, we ensured that device loans and internet connections were made available to our disadvantaged pupils. We lent out 90 devices and offered pro-active technical support with these, including visiting homes. Engagement was then monitored on a weekly basis with follow up phone calls to offer support to families who were struggling to engage for one reason or another. In tandem with our Key Worker in school provision, we also offered a school space to all of our children with EHCPs and our disadvantaged pupils. The uptake for this was strong with 30% of pupils attending our Reception school provision.

We continued to keep the curriculum alive and children connected through a variety of events and themed weeks e.g. for LGBT History month we arranged for JJ Austrian to send a personalised message to our Nursery who were focusing on his book 'Worm Loves Worm'. We also asked each child to fill in puzzle piece to place of their windows for Children's Mental Health Week and we arranged for each class to take part in a dance workshop which resulted in a whole school dance performance.

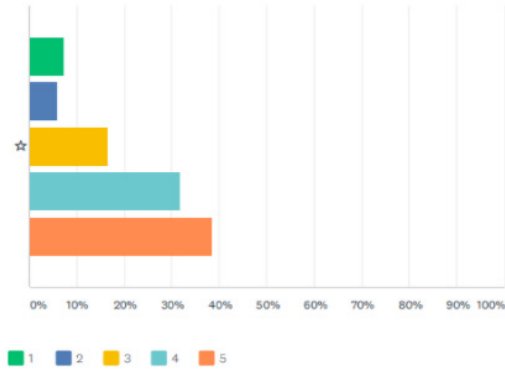
When Nurseries re-opened to all children at the end of January, we were unable to offer all children a full time space due to our risk assessment and high percentage of Key Worker and disadvantaged pupils attending school. However, we did offer all of our children 15 hours at nursery every other week. The uptake for this again was strong with 81% of pupils attending nursery for 15 hours on a fortnightly basis.

When we analysed the overall engagement in learning throughout the school closure, we had 91.89% of nursery children either attending school and/or engaging in our remote learning offer via Google Classroom with the highest engagement seen in our live sessions. 93.18% of our reception pupils either attended school or engaged in our remote learning offer via Google Classroom with again the highest engagement being seen in our live sessions.

In February, we conducted a survey to gather feedback from parents based on their experience of our remote learning offer through Google Classroom. 40 parents of children in Nursery and Reception responded to the whole school survey which had 178 responses in total. Here are the findings of the survey:

Q2 If your child is learning at home, how easy is Google Classroom to use? 1 star = not easy at all 5 star = very easy

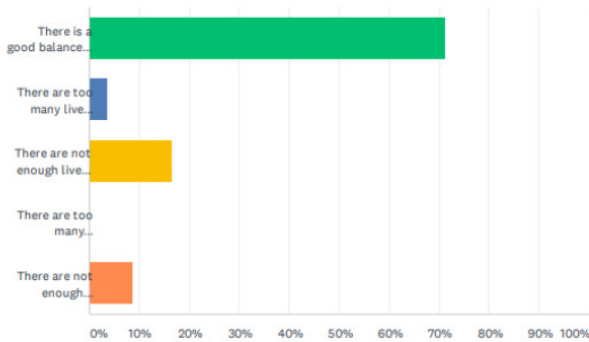
Answered: 151 Skipped: 16



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	7.28%	5.96%	16.56%	31.79%	38.41%	151	3.88

Q3 What is your view of the balance between live and pre-recorded lessons?

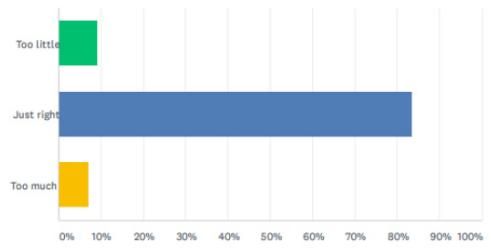
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ANSWER CHOICES	RESPONSES
There is a good balance between live and pre-recorded lessons	71.43% 100
There are too many live lessons	3.57% 5
There are not enough live lessons	16.43% 23
There are too many pre-recorded lessons	0.00% 0
There are not enough pre-recorded lessons	8.57% 12
TOTAL	140

Q4 What is your view on the amount of learning activities on Google Classroom?

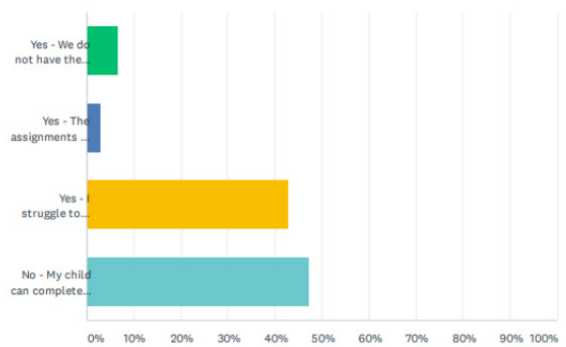
Answered: 140 Skipped: 27



ANSWER CHOICES	RESPONSES
Too little	9.29% 13
Just right	83.57% 117
Too much	7.14% 10
TOTAL	140

Q5 Are there any barriers for your child when completing the assignments?

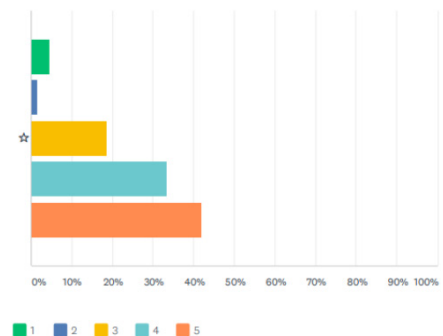
Answered: 133 Skipped: 34



ANSWER CHOICES	RESPONSES
Yes - We do not have the required resources to complete some assignments	6.77% 9
Yes - The assignments are too difficult for my child	3.01% 4
Yes - I struggle to manage my own work commitments and supporting my child with their learning	42.86% 57
No - My child can complete the assignments	47.37% 63
TOTAL	133

Q7 Overall, please rate our remote learning offer. 1 star = not very good 5 star = excellent

Answered: 129 Skipped: 38



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	4.65%	1.55%	18.60%	33.33%	41.86%	129	4.06

The majority of parents were pleased with the offer and thankful for the school's effort and support with their child's learning. Many positive comments were made with regard to the live learning offer supporting families to continue to feel connected to the school community. Some examples of the positive comments are:

The maintenance of learning and sense of community is much appreciated. Thank you.

“ I have been really impressed with the online learning. I think the content is excellent. It feels like we have a lot of interaction with the teacher throughout the day, whether through the comments on the stream, the live classes and the pre-recorded ones. I do think that the teachers have also struck a good balance in the assigned work in terms of checking that the children are participating without making it too onerous or stressful for us as parents. On days when homeschool doesn't go well, for whatever reason, we can just do some of the activities or lessons on a different day without getting too stressed out about it. I think the weekly video calls with the teacher are also a great addition to the programme. I feel like I now have a really great insight into my daughter's day at school so that has been a silver lining. Thanks so much for all your hard work!

I would just like to thank all the wonderful staff at the school for all their hardwork in keeping the children safe & still learning. Google Classroom live lessons have been a god send for me and my son. They have all helped him to focus and created a structured learning schedule for our week. Keep up the good work and thank you all so much

Hugely thankful for and amazed by the tremendous effort from the Reception team. The energy and enthusiasm that the teachers bring is really wonderful, especially given these trying circumstances. The personalised responses on submitted work are very well recieved. Well done to a great team.

“ Thank you for doing the live lessons - it has made getting co-operation with learning so much easier compared to the last year's version, and helps set expectations, as well as being really nice and valueable for the children to see each other and classmates in school. We especially appreciate the fact that the responses from home are being seen during the lesson by the teacher at home, and they are giving immediate feedback - this is fantastic for motivation. Appreciate the timetable, clearly indicating what needs to be handed in, and the quantity and level is much more realistic than last year. Music yesterday was fantastic! And the afternoon interactive meeting/chat was lovely, too. Thank you. Would it be possible to have any sheets that need printing all put up at the start of the week, or even end of the previous, (especially for Maths), so they can be printed off in one session, (as printing is a bit of logistical undertaking for us)?

On reflection, we feel that some of the key elements of a successful remote learning offer for children in EYFS include:

- A balance between live and pre-recorded lessons
- Opportunities for children to interact with their teacher live in a small group
- Daily live singing and story times
- Individual encouragement and feedback to motivate children and extend their thinking

Challenges

Some of the initial challenges we faced during our remote learning provision were:

- Teachers and support staff having very little previous experience/confidence in using remote learning platforms, creating and editing videos and managing live virtual interactions with large groups of children
- Children's access to technology or internet at home
- Parents feeling the need to print activity sheets and not having access to a printer
- Full time working parents finding it difficult to support their young child to learn remotely
- Parents of multiple siblings finding it difficult to share their time/attention and devices amongst their children

Next steps for embedding effective legacy of remote learning in EYFS and parental engagement

- Adequate CPD for teachers and support staff so they are well equipped to deliver high quality remote learning
 - Ensuring that schools are well equipped to provide device loans for families
 - Ensuring that parents are provided with opportunities to attend workshops to support their understanding of making best use of remote learning platforms such as Google Classroom
 - Rigorous monitoring and analysis of engagement in remote learning
 - Seeking regular feedback from families based on their circumstances and needs around remote learning
 - Rapid and individualised responses to any barriers families have in terms of accessing/engaging in remote learning
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