Key Principle to support Remote learning in the Early Years

The DfE outlined the following guidance in order to ensure that there are no further interruptions to children's education in the event a school closure.

'Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision.'

When compiling our principles we have considered the fact that younger children have a reduced capacity to sit and complete learning via remote means for long lengths of time. The Pathfinders Early Year group principles therefore want to encompass the ethos of the EYFS guidance as best they can to ensure children who are out of school for any length of time can continue to have a quality education with the support of experienced professionals.

The EYFS Framework states that;

Four guiding principles should shape practice in early years settings.

These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children **develop and learn in different ways** and **at different rates.** (see "the characteristics of effective teaching and learning" at paragraph 1.9)

As a group of schools we want to continue to build on these guiding principles even when children are learning remotely. We know that every child engages, interacts and learns in a different way so the characteristics of learning will be considered when developing activities and tasks for the children to complete online.

The Characteristics of Learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Therefore when planning for remote learning, we will:
- View children as learners in all moments and environments;
- Use a wide range of resources such as practical tasks with home based resources, interactive web based, considering the different ways children learn and interact;
- Engage young children as co-designers in online delivery platforms, embracing their interests, capabilities and skills;
- Draw on the expertise across Pathfinder Schools and collaborate to find solutions (using the TEAMS EYFS group).
- Model a calm and caring approach to children and their family's individual contexts and needs to provide a stable influence and support emotional wellbeing;
- Avoid trying to exactly replicate the face-to-face learning experience directly to an online learning platform, whilst offering some face-to-face time with children during the day;
- Apply inclusive practices to ensure *all* children have access to learning and are actively engaged in learning; and,
- Educate young children and their families and carers on online-safety principles.

When planning learning experiences, we will:
- Design learning experiences which engage children through interacting with their natural setting and then bring this learning to online or paper-based learning;
- Apply techniques of the flipped classroom (i.e. children engage in learning experiences and collecting information, items, experimenting, exploring etc. and then sharing through online format), and blended learning (a mixture of online and offline activities);
- Encourage children to design inquiry questions that they want to explore in their natural setting and then share predominately online, or by phone or post, with family and carers;
- Establish a consistent timetable for engaging in online platforms so that children and their families and carers develop a routine;
- Schedule regular and short online sessions where there can be some explicit teaching, as well as children sharing their learning intentions, findings and learning, which accommodate their developmental attention span;
- Design activities that integrate online interactions with physical movement – for example, going on a scavenger hunt, group stories, or music;
- Integrate a range of technologies available to young people, such as video, cameras and photos, voice recordings, digital drawings, and games;
- Provide children with a choice of activities so that they can be empowered in making decisions over the week, whilst ensuring a balance of activities across curriculum learning areas – for example, using a rubric to self-monitor progress;
- Build in high quality phonics, early writing and early maths activities each day keeping inline, as best as possible, with the daily approach of the school.

A number of the above notes have been drawn from this article: <u>COVID-19: Practical tips for early years teaching and learning</u>