



Remote Learning Policy

*Children's House and Rachel Keeling Nursery School
Federation*

Spring 2023

To be reviewed Spring 2024

1. Introduction

In light of the nature of pandemics there may be future local and national lockdowns to contain virus transmission. With the likelihood of children having to stay at home for periods of time for the foreseeable future, the DfE have prioritised the importance of keeping education going. Therefore, we are considering our approach to blended learning to support our children's continuing education.

It is now important to think about what the "new norm" might look like. Setting up our home learning allows for both school-based and remote learning environments to work hand in hand, providing continuity to support children's learning. This will ensure that any bubble, local or national lockdowns in the future will be met with an effective and planned response.

Our children are young, aged from 3 years to 5 years, therefore the key element of our approach must be to support their families with ideas and online resources that will support them to engage their children at home. To enable our planning, we talked to our families to gain their opinion of what approaches would be most helpful to them. Many of them accessed our ideas for home learning shared during the national lockdown from March to July 2020.

We must also be mindful that Nursery education is not compulsory, and our aim is to encourage and inspire our families to support their children's home learning, but we cannot enforce engagement. We also need to continue to consider online safety and signposting our families to support, such as our website, where there is detailed information about how to keep our young learners safe online.

2. Aims

This Remote Education Plan aims to:

- Ensure consistency in the approach to remote learning for all pupils (including those with SEND) who aren't in school, through use of quality online and offline resources
- Provide clear expectations for members of our school community with regards to the delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum
- Support our families to look after their health and well-being
- Enable effective communication between school, children and families, supporting engagement with learning

3. Who does this policy apply to?

- A child who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal
- Our whole school are not permitted to attend school because of an infection.
- All children in school if there is a local or national lockdown, requiring the school to close

4. When our home learning response will be activated

For clarity for staff, families and children we have structured it into three main scenarios with the appropriate home learning strategy:

Scenario 1: School is open to all children and families.

Strategy: Families are encouraged to talk to key workers and their child about their learning, borrowing Special Book and other resources each week. The child's key person will include observations of learning, including next steps in Special Books. Families can share these at home, comment on them, engage with the next steps and add their own moments of learning, inviting a dialogue of learning around their child.

Scenario 2: Some children may have to be at home for a couple of days awaiting a test result or have a positive result. A child or family who are not well would not be expected to engage with home learning.

Strategy: The child's key person will maintain contact with the child and family and will provide ideas for home learning using the school website.

Scenario 3: A bubble of children needs to isolate or there is a local or national lockdown and the school is closed for a period of time. A child or family who are not well would not be expected to engage with home learning.

Strategy: The child's key person will maintain contact with the child and family via fortnightly telephone calls. All key staff uploading weekly filmed sessions to the website - working as a team to ensure depth and breadth of coverage of curriculum. Families will be encouraged to email the head teacher with feedback and any examples they wish to have printed for Special Books.

Note:

Some families may not have internet access or may have limited access to devices. Key Workers will keep a note of those that are unable to access and discuss with the leadership team. It may be necessary to provide these families with paper packs of ideas for home learning, which will be posted out to them by the office team or available for collection and supported with extra phone calls.

4. Content and tools to deliver this Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Website
- Use of recorded video such as reading of stories, games, number activities and science experiences, music and movement
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Signposting to specific activities on various websites. From experience, families find it easier to engage if a teacher directs them to a specific learning activity on the website, rather than just signposting the full website. The following websites are an example of where appropriate learning activities could be found:

BBC Tiny Happy People:

<https://www.bbc.co.uk/tiny-happy-people>

Hungry Little Minds:

<https://hungrylittleminds.campaign.gov.uk>

Topmarks:

<https://www.topmarks.co.uk>

National Literacy Trust

<https://literacytrust.org.uk/resources/?phase=early-years>

Phonics Play:

<https://www.phonicsplay.co.uk>

Physical Activities:

<https://activeforlife.com/49-fun-physical-activities-to-do-with-kids-aged-2-to-4/>

Cbeebies:

<https://www.bbc.co.uk/cbeebies>

10 minute Disney shake up physical activity ideas:

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

5. Home and School Partnership

- Children's House and Rachel Keeling Nursery Schools are committed to working in close partnership with families, recognising each family is unique. Because of this, remote learning will look different for different families, in order to suit their individual needs.
- Should accessing the learning ideas be an issue, parents are encouraged to contact school promptly and alternative solutions may be available. These will be discussed on case by case basis. We will provide physical packs of ideas and resources for those families that have difficulty accessing the internet.
- Where possible, it is beneficial for young children to maintain a regular and familiar routine. We recommend that each "school day" maintains structure.
- We will encourage parents to support their children's learning, providing a mix of real, hands on, physical and online activities, supporting learning in the prime and specific areas of learning, to the best of their ability.
- Every effort will be made by staff to ensure that ideas for learning are given promptly.
- The 52 Things To Do Rachel Keeling Booklet and the 20 Things I Did Before I Was 5 Booklet by Children's House act as ongoing banks of ideas which are meaningful to children and can be used by families during their time with us.

6. Roles and responsibilities

Note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when there are fewer children isolating and the majority of the class are in school.

- When providing remote learning, key workers must be available between 8.15 am and 4.00 pm
- If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Making sure all remote learning begins with clear learning intentions
- Working with their teams to identify children's particular interests and needs, and identifying the focus for the week ahead
- Planning and uploading ideas for learning
- As much as is feasible, the experiences suggested should follow the usual pattern as if the children had been in school
- Suggested activities should provide opportunities for learning across the prime and specific areas of learning
- Daily uploads organised between the team

- All Key Workers to maintain contact with the key children on the telephone at least fortnightly
- SLT– for any safeguarding concerns, refer immediately to the DSL

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning, by weekly looking at those families are successfully engaging with the remote learning and those who may need support
- Recognising and identifying those families that may choose to support their children's learning in their own way

Designated Safeguarding Lead

- The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Child Protection Policy.

The SENCO

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support needed

The Administrative Officer and Office Team

- Supporting the communication with families
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Families and children:

- Families will be encouraged to engage with the learning activities posted
- They can seek help if they need it, from their key person who if necessary, can cascade this to the relevant member of staff
- Seek help from the school if they need it
- Be respectful when making any concerns or complaints known to staff

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7. Links with other policies and development plans

This policy is linked to our:

- Behaviour Policy
- Child Protection Policy
- Data Protection Policies (GDPR)
- Code of Conduct