



Alice Model Nursery School

Remote Learning Policy

Introduction

This information is intended to provide information to parents or carers about what to expect from remote education due to COVID 19 if there are further restrictions as a result of new variants for example local restrictions require entire cohorts (or bubbles) to remain at home. With the possibility of children having to stay at home for periods of time we need to ensure the continuity of education for our children. Blended learning allows for our school-based and remote learning environments to work hand in hand, providing continuity to support children's learning. This ensures 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 2 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 families used our ideas for home learning shared during national lockdowns. 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.

Aims

This Remote Learning Policy aims to:

- Provide high quality online and offline resources to support all families through remote learning.
- Support our families to look after their health and well-being
- Ensure effective communication between school, children and families, supporting engagement with learning.

Flexible Learning

We understand that the circumstances that cause our school to close will affect families in a number of different ways. In our planning for remote learning we recognise that:

- Not all families have access to ICT
- Parents may be trying to work from home which limits the capacity to be able to support home learning
- Children may have additional needs which may make some types of home learning difficult to access

Expectations

We believe that young children learn best through child led play activities which develop a love for learning, curiosity and exploration. Our intentions for remote learning will still follow this ethos but will require parents/carers to be their child's play partner/teacher. Our children are too young to access online learning alone and nor would we expect them to. Our intention is that our families will be provided with:

- Age appropriate home learning activity ideas for children and their parents
- Video links to staff delivering age appropriate stories, songs, dance and movement sessions
- Printable, differentiated activity cards for older children to complete set tasks which reflect the areas of learning within the Early Years Foundation Stage
- Links to age appropriate online learning sites

We aim to provide learning opportunities for parents and carers to develop with their children at a time that is convenient and which is fun and engaging for all children. We do not want parents to feel pressured into completing activities but instead, to use the resources on offer in a way in which suits individual family needs.

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 bubble who are not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19
- All children in school if there is a local or national lockdown, requiring the school to close

When our home learning response will be activated 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 10- 14 days due to Covid related absence. 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 our Home Learning Page on 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 weekly 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.

Content and tools to deliver this Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Website Home Learning page -
- Recorded video such as reading of stories, games, number activities and science experiences, music/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>

Home and School Partnership

Alice Model Nursery School is 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. Rachel Keeling Nursery School would 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.

When providing remote learning, key workers must be available between 8.30 am and 3.30 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/identifying those families that may choose to support their children’s learning in their own way

Parents/carers and children will:

- Have access to age/stage appropriate learning materials to use and enjoy
- Have opportunities to deliver feedback on home learning activities via the school email and surveys that will be distributed during periods of school closures
- Know that they can continue to contact their child’s key person or room lead via the school email address and telephone during normal opening hours
- Refrain from screenshotting or copying any information, messages or material onto social media
- Be provided with material to support their understanding of child development and age related expectations such as What to Expect When
- Be able to contact the Headteacher or Deputy Headteacher during her normal working hours, Monday-Friday – 8:30am–3:30pm if they are concerned about their child’s development or want to talk about any other issues related to their child’s wellbeing such as sleep, dietary concerns
- Be mindful of mental wellbeing of both themselves and their child and try to take regular breaks and spend time outside if possible

Staff will:

- Provide home learning activity which will be shared.
- Support individual parents by responding to messages within our normal opening hours 8am-6pm Mon- Fri
- Take regular breaks away from delivering online/remote learning activities to engage in other professional duties
- Share safeguarding or welfare concerns with the DSL as soon they become apparent

The SENCO will:

- Ensure 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
- Identify the level of support needed

The Administrative Officer

- 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

Designated Safeguarding Leads (DSLs) will:

- Identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning with the Local Authority Link Co-ordinator
- Arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Make phone calls vulnerable pupils using school phones where possible.
- Arrange for regular contact with vulnerable pupils arranged where required.
- Contact vulnerable pupils' social workers/care professionals during the period of remote working, as required.
- Meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- Ensure that all members of staff report any safeguarding concerns to the DSLs immediately.
- Encourage all staff to contact to the DSLs if they wish to report safeguarding concerns
- The school will also signpost families to the practical support that is available for reporting these concerns.

The Leadership Team will:

- Ensure that material is uploaded to the school's website
- Support parent/carer concerns/queries regarding accessing the learning materials
- Provide paper copies of activity ideas for those families who are unable to access ICT
- Monitor overall effectiveness of the remote learning offer through parental feedback and discussions with staff
- Monitor the safety of links shared to online learning sites
- Keep in touch with all families through weekly phone calls/emails
- Encourage parents/carers to ask for support when needed and signpost to the relevant agency if necessary
- Manage safeguarding or welfare concerns in an effective and timely way Governing Board

The governing body will:

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

Please read this policy in conjunction with our:

- Behaviour Policy
- Child Protection Policy
- Data Protection Policies (GDPR)
- Staff Code of Conduct
- Home Learning Polic

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