



Duke Street Nursery School



Nursery School

Remote Education Plan

(During Covid-19 pandemic)

Policy produced: January 2021

Reviewed: December 2021

Review date: September 2022

Version 2

1. Introduction

As the country went into National Lockdown on 5th January 2021, Maintained Nursery Schools remained open, as long as their school risk assessment assess indicates it is safe to do so. Uptake is low which supports the Public Health message – Stay at Home, only leave the house if absolutely necessary. Lockdown measures are due to be reviewed mid-February. With the likelihood of schools being closed for extended periods of time. Throughout this academic year it is likely children will have to stay at home for a number of reasons including, self-isolation, isolation of class groups and partial school closures. 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 class, local or national lockdowns in the future will be met with an effective and planned response.

Our children are very 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. We know children learn through play, so it is vital we provide a range of real and purposeful experiences for parents to support at home. That being said we are mindful many parents are juggling home life with work life and living through a pandemic, so online website need to be given as an addition to play experiences.

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?

- In line with government guidelines. Currently if a child under 18 is in contact with a person who has tested positive they can still attend. Adults who are not double vaccinated will need to isolate.
- All children in school if there is a local or national lockdown, requiring the school to close or carry out a partial school closure.

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 become involved with our Learning Management System, Tapestry. The child's key person will upload observations of learning, including next steps. Families can view these at home, comment on them, engage with the next steps and upload 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 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 supported by the class teacher will provide ideas for home learning on Tapestry on a weekly basis. Families will be encouraged to feedback how this has gone using Tapestry.

Families will be encouraged to complete the 14 day isolation challenge accessed through our website. Families will be signposted to online age appropriate learning on our YouTube site and website. Family Support Worker or senior member of staff will complete welfare checks/phone calls to ensure families receive further support necessary, this may include food parcels, financial support.

Families can request further support at any point.

Scenario 3: A class of children needs to isolate or there is a local or national lockdown and the school is closed and / or partially 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 through Tapestry and phone calls. The assistant head and / or teachers will coordinate ideas for home learning on Tapestry and through learning packs on a weekly basis. Families will be encouraged to feedback how this has gone using Tapestry. Children eligible to Pupil Premium will be provided with resource packs including paints, paper etc.

Families can request further support at any point.

Note:

Some families may not have internet access and so will not be able to access Tapestry. Key persons will support all families to access Tapestry and will keep a note of those that are unable to. These families will be provided with paper packs of ideas for home learning, which will be delivered out if parents are unable to collect and supported with extra phone calls.

Family Support Worker will support those families who have previously received early support. All parents to be made aware of the service and are able to request contact at any point. Key persons to identify this in weekly phone calls. Family Support Worker contact details on all newsletters.

4. Content and tools to deliver this Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Tapestry Learning Management System, where key people can directly share ideas for learning to meet the needs of their key children. This is supported by the class teacher
- Use of recorded video such as reading of stories and rhymes, Bucket Time and Chattering Chimps
- Phone calls home
- 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>

50 things to do before you are 5:

<https://leeds.50thingstodo.org/app/os#!/50-things-to-do-before-youre-five>

5. Home and School Partnership

- The Federation of Duke Street and Highfield 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.
- We will provide support for parents on how to use Tapestry as appropriate and where possible, provide personalised resources.
- Should accessing the learning ideas be an issue, parents should 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 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. Feedback from families indicates that the majority of families prefer this to be given weekly rather than daily.

6. Roles and responsibilities

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

Teachers and Key Persons

- When providing remote learning, teachers must be available between 8.15 am and 4.00 pm and / or their working hours.
- 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 buddy groups 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 work set 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;
- Learning for the week should be posted via Tapestry on Monday;
- Daily rhymes and stories can be posted, with the responsibility for this rotated between the team.

Teachers are responsible for overseeing communication with children and their families who aren’t in school:

- Supporting key persons in maintaining contact with their key children.

- Encouraging families to add comments, photos and videos to Tapestry to provide feedback on how things are going at home.
- Monitoring Tapestry and ensuring all parents are engaging, ensure timely contact is made with those who are not and barriers are identified alternatives provided.
- If there is a concern around the level of engagement of a child, families should be contacted via phone to assess whether school intervention can assist engagement.
- Families should message their key person via Tapestry. Any other enquiries should come through the school office and request a phone call to / from key person.
- Any concerns or complaints shared by families should be reported to a member of 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 Leads including Family Support Worker

- The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy, which has been updated in response to the Covid-19 Pandemic.
- DSLs will contact families frequently who have or previously received early support. Further support may be identified and provided accordingly, this may be with behaviour management, debt / finances, food parcels and signposting to health services and IDVA etc.
- Continue to attend all TAF / CIN/ core groups, RCPS and ICPCs.
- Provide a range of support to parents according to need.

The SENCO

- Ensuring that pupils with EHC plans continue to have their needs met ideally in nursery or via blended learning and / or while learning remote. Liaising with other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support needed at home and via other professionals.
- Ensure key persons provide correct resources and learning experiences for children at home that link to their Targeted Learning Plans.

The Administrative Officer and Office Team

- Supporting the communication with families, regular newsletters, notes on the website and text messages.
- Frequently provide families with a range of support related to online safety.
- 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 weekly.

- They can seek help if they need it, from their key person, who if necessary, can cascade this to the relevant member of staff.
- Make the school aware if their child is sick or otherwise can't engage with their learning.
- Seek help from the school if they need it.
- Be respectful when making any concerns or complaints known to staff.
- Engage in online safety measures and share any concerns they have with the Head Teacher.

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:

- Teaching and Learning Policy
- Behaviour policy
- Child Protection policy
- Data protection policy and privacy notices
- Online safety and acceptable use policy
- Staff Code of Conduct