



Remote Education Plan

(during Covid-19 pandemic)

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1. Introduction

As schools reopen fully in September after lockdown due to the ongoing Covid-19 pandemic, we are planning for the academic year ahead. The process of welcoming back our returning children and admitting new children will be really positive. However, it is likely that there will be further waves of the virus, necessitating in school isolation of bubbles and possible further 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 home 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 very young, aged from 3 years to 4 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 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 whole class 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

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, Evidence Me. 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 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 group worker will maintain contact with the child and family every fortnight. The nursery teacher will provide ideas for home learning via email on a weekly basis. Families will be encouraged to feedback how this has gone using Evidence Me.

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 through Evidence Me and phone calls. The class teacher will coordinate ideas for home learning on Evidence Me on a weekly basis. Families will be encouraged to feedback how this has gone using Evidence Me.

Note:

Some families may not have internet access and so will not be able to access Evidence Me. Key group workers will support all families to access Evidence Me 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 posted out to them by the DHT and supported with extra phone calls.

4. Content and tools to deliver this Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Evidence Me 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 Nursery teacher
- Use of recorded video such as reading of stories and rhymes
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools (Impact bags)

- Signposting to specific activities on various websites. From experience, families find it easier to engage if a key group worker 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

- Selly Oak 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 Evidence Me 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. Selly Oak 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. 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

When providing remote learning, teachers are responsible for:

- Making sure all remote learning begins with clear learning intentions
- Working within their team 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

Key group workers

- Key group workers must be available between 8.30 am to 3.45 pm (Except planning and training days when they will be expected to work from 8.30 am to 4.45 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.
- During the school day, they will carry out their key person role under the direction of the nursery teacher.
- Encouraging families to add comments, photos and videos to Evidence Me to provide feedback on how things are going at home
- 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 group person via Evidence Me. Any other enquiries should come through the school contact account (contact@abercromby.liverpool.sch.uk)
- 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 Lead

- 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.

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 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 group worker 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

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
- End User Agreements for Evidence Me

