Remote Education Plan

(during Covid-19 pandemic)

Policy produced: September 2020

Review date: September 2021

Approved by the Governing body: 7th October 2020

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 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 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. To enable our planning, we surveyed 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
- ➢ 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, 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 10-14 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 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.

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

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 posted out to them by the office team and supported with extra phone calls.

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
- ➢ 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

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

> Abercromby 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. Abercromby 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 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 room 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 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 room team

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

➢ Supporting Nursery Officers 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
➢ If there is a concern around the level of engagement of a child, families should be contacted via phone to access whether school intervention can assist engagement
➢ Families should message their key person via Tapestry. 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

Nursery Officers

➢ Full time Nursery Officers 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.
➢ During the school day, they will carry out their key person role under the direction of their class teacher.

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 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 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

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 Tapestry