

Sandy Lane Nursery and Forest School
"Nurturing curiosity and inspiring imagination"



Remote Learning Policy

DOCUMENT STATUS

Produced By	Version	Date	Action
Sandy Lane Nursery and Forest School	1	08.11.21	Adopted by school's Teaching and Learning Committee
	2	03.12.24	Adopted by full governing body
	3	29.06.26	Approved by Teaching and Learning Committee

Approval

Governing body free to delegate to a committee of the governing body, an individual governor or the headteacher

Review Frequency

Whenever there are changes to report

Amendments

v2

- Removed reference to COVID, as a reason for this policy, in the introduction

v3

- Removal of reference to COVID throughout

Remote Learning at Sandy Lane Nursery and Forest School

'Playing and Learning Together at Home'

Family learning has always been at the heart of our curriculum offer and we have a firm belief that to effectively support every child we need to nurture and support the family holistically. For this reason, we see our remote learning offer as having two important strands: one is to provide short inspirations and suggestions of playful experiences rich in learning opportunities for families and children to enjoy together; and the other is to support, coach and empower families to harness and understand these learning opportunities. It is our aim to provide bespoke solutions and tailored support to overcome or at least minimise individual challenges.

Our children are incredibly young, aged from 2 years to 4 years, therefore the key element of our approach must be to support their families with ideas, inspirations and online resources that will support and empower them to have fun playing and learning together.

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; however, we would never enforce engagement. In developing our remote learning offer, we have also considered the harmful effects of extended screen time for young children. Our activities are shared with parents and carers online via Tapestry but the children's engagement with online activities whilst learning at home is limited. Families are signposted to guidance regarding online safety and sources of support via our website, where there is detailed information about how to keep our young learners safe online. Staff also post regular reminders on Tapestry related to the importance of adults viewing any suggested websites before sharing these with children.

This policy supports and informs our practice and, as a working document, is open to review and modification in the light of the ever-changing needs of the school, our families and children.

Rationale

This policy allows for both school-based and remote learning environments to work hand in hand, providing continuity to support children's learning. Our remote learning offer is planned to ensure all children have equal access to high quality learning experiences whether they are able to attend nursery or not. Remote learning, as far as possible, mirrors some of the experiences children can access when attending nursery. It is our hope that this will support children's transition back into our school following a period of absence. Remote learning is not considered by the school to be a replacement for school attendance.

Purpose

This Remote Learning Policy aims to:

- ensure a consistent approach to remote learning for all pupils (including those with SEND) who are not able to attend school, through the use of quality online resources (or 'real' resources where requested)

- provide clear expectations for members of our school community with regard to the delivery of high quality interactive remote learning
- ensure continuity of learning opportunities for children whether they are attending school or being educated at home
- support our families to look after their health and well-being
- enable effective communication between school, children and families to support engagement with learning

Who does this policy apply to?

Parents and carers of children who cannot attend school for an extended period but are well enough to continue their learning. This is likely to be based on either of the two scenarios below

- school is closed or attendance restricted to pupils
- an individual child is unable to attend school, this may be related to a medical condition or illness but is fit enough to learn.

When will our remote learning response be activated?

To ensure clarity for staff, families and children we have identified three main scenarios with the appropriate home learning strategy below.

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

Strategy: Families will have access to a range of weekly home learning activities shared with families via Tapestry in addition to the 'Helping your child at home' resources and ideas on our school website. A range of home learning bags are also sent home regularly and children share a book at home at least once a week via our 'lending library'.

Scenario 2: A child may need to be absent from school for a period of time but is well enough to engage in home learning.

Strategy: The child's key person will maintain contact with the child and family via Tapestry through posting regular home learning activities offered to all children. A member of school staff will also keep in contact with the family via telephone calls. Families whom the school consider to be vulnerable will receive more frequent telephone contact and a member of SLT (senior leadership team) may make a home visit during the period of absence. In addition, families will have access to our 'Helping your child at home' activity ideas on the school website and the regular home learning posted weekly.

Scenario 3: A full classroom or the whole school may need to close, to all but vulnerable families, for a period of time. A child or family that is not well would not be expected to engage with home learning.

Strategy: The school SLT will co-ordinate roles and responsibilities to staff to ensure families are supported during this time. The child's key person will maintain contact with the child and family through Tapestry posts and a member of school staff will make regular telephone calls. Families that the school considers to be vulnerable, and are not attending school, will receive more frequent telephone contact and a member of SLT may make a home visit during the period of absence. The room leader will coordinate ideas for home learning to be posted on Tapestry. Families will also have access to 'Helping your child at home' guidance for all seven areas of learning available on the school website. Families will be encouraged to feedback how this has gone and share photos on Tapestry. (Further details can be found in the school's COVID-19 Outbreak Management Plan – Appendix 1.)

Note: Some families may not have internet access and so will not be able to access resources online. Key people will continue to support all families through telephone calls and will keep a list of those who are experiencing difficulties accessing online learning. These families will be provided with doorstep deliveries of additional resources and supported with extra phone calls.

The remote curriculum for home learning: what does this look like for our very young children?

Individual children who are absent from school for an extended period will have access to a range of home learning, linked to learning in school. This includes Tapestry posts of the focus story, home learning suggestions, links to songs and rhymes for the half term and ideas for parents posted on our website that cover all areas of learning.

In the event that a classroom or the whole school is closed for a period of time the strategies used to support our remote learning will include:

- regular weekly Tapestry posts covering all seven areas of the EYFS but with a focus on the PRIME areas – Music Monday, Tapestry Tuesday, Wellbeing Wednesday, Tooth-brushing Thursday and Forest School Friday
- weekly keeping in touch telephone calls from your team/key person
- a range of daily ideas, shared during the course of a week, for playful experiences inside and out, stories told by staff via video, video footage of staff sharing Makaton signs linked to songs and rhymes, ideas for and recipes to enjoy together
- families will also be signposted to the school website for the 'Helping your child at home - top tips' information. This provides suggestions on how to enjoy different aspects of the curriculum at home and how to support children's emotional well-being, learning and development
- weekly activities which are 'well sequenced' to ensure opportunities for knowledge and skills to be built on incrementally and there are opportunities for practice and reinforcement
- encouragement and support, via telephone calls and/or door step visits, to identified parents on the importance of regular engagement and Tapestry posts related to their child's home learning
- bespoke interventions for identified children uploaded to Tapestry, eg, C&L (communication and language); Dialogic book talk
- bespoke support/suggestions for parents on how to support any individual children's interests through projects/investigations
- written feedback to parents via Tapestry in relation to their posts. These may include suggestions for additional support or 'next steps' for learning
- door step visits and home learning packs available for those families experiencing difficulty accessing online resources

Home and School Partnership

- Sandy Lane Nursery and Forest School is committed to working in close partnership with families, recognising each family is unique. In response to

this, remote learning will look different for different families, to suit their individual needs

- We will provide support for families on how to use Tapestry and access our school website as appropriate and signpost them to specific resources through our key person phone calls
- Should accessing the learning ideas be an issue, families should contact school or talk to their key person and alternative solutions may be available. These will be discussed on a case-by-case basis and may include a doorstep visit to deliver resources
- Where possible, it is beneficial for young children to maintain a regular and familiar routine. Sandy Lane Nursery and Forest School would recommend that each “school day” maintains structure. We know how difficult this can be in this challenging context and whilst juggling work commitments - we will offer bespoke support for families who would welcome and benefit from this
- We will encourage families 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 our staff team to ensure that ideas and advice for learning are differentiated to best meet need

Roles and responsibilities

Note: the suggested responsibilities below relate to where the school is closed, for all but vulnerable families.

All staff working from home

- When providing remote learning, all staff must be available and contactable between 8.30 am and 4.00 pm and all staff are expected to be working their full contracted hours whilst working from home unless they are ill
- If they are ill or unable to work for any reason during this time, for example due to caring for a dependent, they should report this using the normal absence procedure
- All staff are expected to be actively involved in the creation and development of family learning resources and inspirations, under the guidance and support of their team leader

Room leaders are responsible for:

- making sure all remote learning posted is of good quality and makes clear to parents the purpose and/or benefit to the children
- working with their teams to identify any emerging interests and needs agree the focus for the week ahead
- the co-ordination of planning and uploading ideas for learning and maintaining a strategic overview of their team’s contributions
- suggesting activities and inspirations which provide opportunities for learning across the prime and specific areas of learning

- being actively involved in the creation of information resources to help families
- monitoring the responses of the team to parents' posts, ensuring these are addressed in an appropriate and timely manner

Room leaders are also responsible for overseeing and coordinating communication with children and their families who are not in school. They are responsible for:

- supporting others in maintaining weekly contact with their key children
- encouraging families to share photos and videos via Tapestry, as well as commenting on how children are engaging with home learning and any support needed
- encouraging families to respond to Tapestry posts and engage in home learning through comments and posts
- informing a member of SLT of any families who are not engaging in home learning in a timely manner
- sharing any concerns or worries relating to families with a member of SLT– for any safeguarding concerns, the DSL (designated safeguarding lead) is to be informed immediately

Key People are responsible for:

- maintaining strong relationships with their families and key children through individual 'Hello' video posts and Tapestry posts/comments
- drawing on their knowledge of the children to plan and deliver targeted support and offering challenge, under the guidance of their room leader
- sharing any concerns or worries relating to families with a member of SLT– for any safeguarding concerns, the DSL is to be informed immediately

Senior Leaders

The Headteacher:

- meets regularly with the deputy headteacher and room leaders to ensure a sound understanding of how remote learning is being delivered in each room
- conducts regular scrutinies of Tapestry posts by all staff - this includes the quality of posts, parental engagement, staff responses to parents, ensuring that our remote learning is of a high quality and meets the needs of all our pupils
- gathers parental feedback on home learning through termly questionnaires and parents' comments on Tapestry

The Deputy Headteacher:

- retains a strategic overview of the school's entire curriculum, both that delivered onsite and at home, and has the responsibility of attending regular meetings with room leaders, providing pedagogic support and reporting any issues to the headteacher

The Designated Safeguarding Lead (DSL) is responsible for:

- managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENCO is responsible for:

- ensuring that pupils with additional needs and EHC (education and health care) plans continue to have their needs met while learning remotely, and liaising with families to ensure that personal plans continue to be updated whilst working remotely
- ensuring identified staff are providing bespoke support for families, posting home learning that is in line with a child's personal plan and key learning needs
- supporting teams in meeting the needs and personalising learning for individuals as appropriate

The Administrative Officer and Business Support Team is responsible for:

- supporting 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
- Telephone calls and Tapestry messages will enable families to seek help and advice which staff will log. SLT will review and address as required
- Families should make the school aware if their child is sick or otherwise can't engage with their learning
- Families should ask for any help needed, not only help related to their child's learning. This may be related to the holistic needs of a family

The Governing Body 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

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
- Remote Education Provision Guidance for Parents

Remote Learning Policy Appendix 1

School Closure Management Plan

The plan outlines the actions the school would take to maintain high quality education for our children and support for families and staff. This plan also sets out the procedures for maintaining the smooth running of the school and the involvement of all stakeholders.

In addition to the actions below, school will follow guidance and advice from the LA (Local Authority) and Public Health. School will maintain a list of children who match the government 'categories' (those known to social care, vulnerable, parents' key workers) to support the smooth running of this plan.

Issues	Actions		Lead
Health outbreak in the local area	- School will follow guidance from the LA and Public Health - School will consider the benefits of reintroducing the following control measures - Staggered start and finish times for children - Reinstating group bubbles - Staff and parents wearing PPE (personal protective equipment) on the school site - Staff and parents maintaining a 2-metre distance from other adults on site - Limiting one parent per child to come on site for drop off/collection - Reinstating the additional lunchtime cleaner - Parents will be informed of any changes to the current procedures via Tapestry and Facebook, text message and telephone conversations where required		HT & DHT
Health outbreak in school or other reason for school closure	- Inform LA, Public Health and Ofsted, following any guidance provided - In the event that school has to close, parents will be informed via Tapestry and Facebook, text message and telephone calls where required - The school will make every effort to remain open and will consider the actions below		HT & DHT
	If the outbreak has not impacted on staffing levels	If staffing levels are low as a result of the outbreak	
	- Reinstate group bubbles - Staff and parents to wear PPE on the school site - Staggered start/finish times	Priority will be given to children who meet the government 'categories' for attendance – vulnerable, parents' key workers, etc	

Issues	Actions	Lead
	to maintain bubbles • Staff and parents to maintain 2-metre distance from other adults on site • Reinstate lunchtime cleaner • Limit one parent per child on site • Ensure home learning is accessible to parents in line with the school's 'remote learning plan' • Parents will be informed of school partial or full closure via Tapestry and Facebook, text and telephone calls as required • Replacements for any staff needed in school will be sourced as required – eg, caretaker, cleaner • Staff who are advised to work from home will be allocated roles, eg, home learning Additional actions below demonstrate how children, families and staff will be supported during any closure	
Providing stimulating and challenging learning experiences for all children whilst prioritising their wellbeing	<u>Children accessing learning at home</u> • Resuming weekly online activities via Tapestry. These will include posts relating to mental health and mindfulness. Posts will include all aspects of the EYFS (Early Years Foundation Stage) curriculum with a focus on the PRIME areas (Music Monday, Tapestry Tuesday, Wellbeing Wednesday, Tooth-brushing Thursday, Forest School Friday) • Weekly posts will include a narrative of the activities as well as access to resources. Resources may include video links, eg, to books or activities, documents • Weekly activities will be 'well sequenced' to ensure opportunities for knowledge and skills to be built on incrementally and there are opportunities for practice and reinforcement • Weekly activities will include differentiation • Feedback from parents via Tapestry posts and/or welfare calls will assess children's levels of engagement and therefore inform the pace of future weekly posts • Bespoke interventions for identified children uploaded to Tapestry, eg, C&L, Dialogic book talk • Bespoke support/suggestions for parents on how to support any individual children's interests through projects/investigations	Teachers supported by TAs (teaching assistants) DSLs to deliver home learning packs

Issues	Actions	Lead
	- Parents are provided feedback on home learning via staff's timely comments on their Tapestry posts. These may include additional support or 'next steps' for learning - Doorstep visits and home learning packs as required <u>Children accessing learning in nursery</u> - This will mirror remote home learning to ensure 'fairness' - Bespoke interventions for identified children uploaded to Tapestry, eg, C&L, Dialogic book talk - Bespoke support/suggestions for parents on how to support any individual children's interests through projects/investigations - Parents are provided feedback on any home learning via staff's timely comments on their Tapestry posts. These may include additional support or 'next steps' for learning which could be followed up at home or in nursery - Weekly Tapestry posts for attending children showing their engagement with a summary of learning	
Supporting parents to engage in home learning including those who may be harder to engage	<u>All parents/carers</u> - Weekly welfare calls and prompts to use online learning and Facebook - Follow up calls and signposting to other agencies as required via Tapestry for families needing additional support - Doorstep visits for any parents we are unable to contact or who have difficulty accessing home learning (taking home learning packs) - Individual 'hello' posts to children at home via Tapestry. Staff working from home will complete these and comment on evidence of home learning, as well as possible activities and/or suggestions on how interests can be followed <u>Vulnerable parents/carers</u> - A minimum of two calls a week and daily as required - Signposting to other agencies - Doorstep visits and home learning packs delivered weekly and followed up with phone call/visit - Individual 'hello' posts to children at home via Tapestry. Staff working from home will complete these and comment on evidence of home learning	Non classroom-based staff – welfare calls and weekly 'hello' posts Admin – welfare calls DSLs – doorstep visits

Issues	Actions	Lead
	as well as possible activities and/or suggestions on how interests can be followed • DSLs to keep lead professional updated and joint working (to assess whether contact has been made with a family) • All contact with vulnerable families and any follow-up with lead professionals will be logged on CPOMS (Child Protection Online Management System) • Families identified as 'vulnerable' will be encouraged to return children to nursery where possible	
Supporting children, parents/carers wellbeing	• Wellbeing Wednesday Tapestry posts – including mindfulness • Regular posts with updated information from other agencies • Weekly or more frequent welfare contact • Individual 'hello' posts to children at home via Tapestry. Staff working from home will complete these and, as required, provide support for wellbeing through modelling (eg, being safe outside) • Any issues arising from welfare calls/texts will be fed back to DSLs and logged on CPOMS • Parents will be encouraged to send children into nursery where they fit the government categories or DSLs consider this would support the family as a whole	Non classroom-based staff – Tapestry Non classroom-based staff/admin – welfare calls
Supporting staff wellbeing	• Weekly HT email, including a 'whole staff' activity, eg, quiz • SLT weekly phone call/text/in person 'check in' • HT weekly phone call/text/in person 'check in' with SLT • For staff in nursery - debrief at the end of each day to assess what's working, what needs to change, staff wellbeing • SLT is not classroom based and as such is able to support staff as required • SLT to provide suitable 'tasks' for home workers, eg, that match their areas of expertise • SLT to identify a member of home working staff to lead on regular 'whole staff' activities	HT & DHT
Ensuring the safety of children and staff	• Updated school RA (risk assessment) – including individual RAs for vulnerable staff • Individual RAs for vulnerable children matching the categories identified by government	HT & DHT SLT to delegate PPE

Issues	Actions	Lead
	• Refresher 'training' for school-based staff on good practice (hand washing, temperature checks, etc) and PPE • Children attending 30 hours will have afternoon sessions in forest school to maintain 'bubbles' • Review PPE and cleaning resources and purchase as required – member of staff identified for reordering stock • Review signage and display any updated information • Inform parents of any changes to drop off/collection arrangements via text and Tapestry – staggered times, etc • Parents are provided with guidance relating to online safety (Jessie & friends, Think U Know.co.uk) via Tapestry • Reinstate a cleaning service over lunchtime as required	stock to TA in school Teachers – online safety
Maintaining learning/progress	• See above for 'children accessing learning from home' • EYPP (Early Years' Pupil Premium) doorstep visits to deliver home learning packs OR packs delivered directly to homes • Bespoke intervention Tapestry posts, eg, Early Talk Boost (with books read and posted as video), C&L, Dialogic book talk (shared story read on video with follow up questions) • Personal plans to be reviewed and updated as scheduled and shared with parents via Tapestry • For children attending nursery a weekly Tapestry post will summarise engagement and learning	Teachers supported by TAs
Governance	• HT to share 'closure' plans and risk assessments with governors via email • HT to keep governors updated with weekly briefing via email • Clerk to governors to facilitate scheduled governors' meetings (via Teams or 'in person' attendance)	HT & MCH