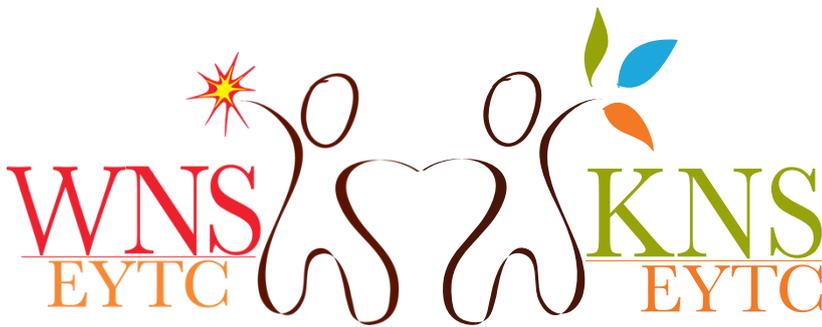


Kenilworth Nursery School & Whitnash Nursery School



Blended and Remote Learning Policy (home/school learning) (during Covid-19 pandemic and beyond)

Policy produced: September 2020

Review date: September 2021

Approved by the Governing body: January 2021

1. Introduction

While in the first national lockdown of the Covid19 pandemic, during which we opened as Early Years Hubs with Rainbow Club provision, we started to explore what effective and appropriate home/school learning may look like in early years. As our Nursery Schools reopen fully in September we are planning for the academic year ahead. The process of welcoming back our returning children and admitting new children has been 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, as Maintained Nursery Schools we are considering our approach to home /school learning, blended learning (reduced hours + daily home learning activities) and remote learning (daily home learning activities and live learning sessions online) to support our children's continuing education and outlining it in this policy.

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 and well-being across all situations. This will ensure that any bubble, local or national lockdowns in the future will be met with an effective and planned response. We have also learnt much about the value of home/school learning and will continue to share a weekly activity between school and home even when school is fully open. This building of bridges and shared co-responsibility for learning is hugely successful in supporting young children and supports our ethos and approach to recognising and valuing each child and the importance of the role of adults who are beside them in their learning, especially their family.

Our children are very young, aged from 2 years to 4 years, therefore the key element of our approach must be to support their families with practical and fun 'activities' via online communication that do not necessarily require ICT but will support them to engage their children at home so that children may continue to make progress in their development. We have developed our blended and remote learning offer based upon the research we completed with children and their families during the first national lockdown from March to July 2020. Feedback was hugely important and we carefully monitored the success and interest demonstrated in each of the activities we shared so that we could really provide a program based on 'what works well'. In addition, we know from neurological research that providing 'joy' in experiences can produce chemicals within the brain that build pathways and counter those negative chemicals created by difficult or stressful situations.

We recognise Parents are each child's first educator and that Parental engagement and support in home/school learning is essential and hugely beneficial for young learners. Our aim is to encourage and inspire our families to support their children's home learning, we know that children who were supported with our home/school activities in the last lockdown made good progress and were better able to transition back into school. We are also mindful that all families have the materials and resources they need to take part in the home/school activities and so have made them active (not screen based) and ensured they use everyday resources and experiences combined with a home/school resource box that will be dropped to 'doorsteps'

2. Aims

This home /school learning, Blended and Remote Learning Policy aims to:

- Enable effective communication between school, children and families, supporting engagement with learning
- Ensure consistency in the approach to remote learning for all pupils (including those with SEND) who aren't in school, through use of good systems of communication to reach all families and the provision of high-quality differentiated activities based on 'everyday' or provided resources.
- Provide supportive Parent notes and top tips for learning alongside extension ideas for those who want to develop activities further.
- Provide clear expectations for members of our school community with regards to the delivery of high-quality interactive home/school learning in all of its phases.
- Include continuous delivery of the school curriculum and references to aspects of learning activities support.
- Support our families to look after their health and well-being by providing structure support and interest.

3. Who does this policy apply to?

- All children will be encouraged to participate in a weekly home/school learning experience, in addition to our home/school projects, and we will ask Parents to 'exchange' responses/photographs or comments about this activity that can then be shared in school, bridging two important 'worlds' for the child.
- All children will have a home/school learning box of resources delivered on a 'doorstep' visit as they begin their Nursery School place.
- A child who is absent because they are awaiting test results and the household is required to self-isolate will be provided with a remote learning activity daily.
- A child who is absent because of family vulnerability will be provided with a remote learning activity daily
- 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 and will be provided with a remote learning activity daily and offered access to learning videos or live online events.
- A child who is attending some of their usual hours but not all will be 'blended learning' and able to access daily learning activities, some live online events or learning videos.
- All children in school if there is a local or national lockdown, requiring the school to **close** or revert to a Key Worker and Vulnerable(KWV) child model offer, and will be provided with remote learning daily and 3 live online learning events each week and access to recommend learning videos to support eg. phonics.

4. When our home learning response will be activated

For clarity for staff, families and children we have structured it into four main scenarios with the appropriate home learning strategy:

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

Strategy: Families are encouraged to become involved with our home/school Communication System, the **Seesaw Parent App**. The child's colour group leader will upload significant moments of learning, sometimes including next steps and other general messages. 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. Seesaw can also be used to send messages or ask questions. Families can also upload photographs and audio via this App. Each week the colour group leader will post an activity, usually already experienced at least once at School, to be completed at home and ask Parents to let us know 'how it went' with comments, photos or a thumbs up symbol. Everyone is asked to engage in this weekly 'exchange' and often the colour group leader will then print photographs from home so they can also be shared at School, making links and consolidating experiences. All home/school work will also be collated into the Child's Learning Journey.

Scenario 2: Blended Learning: a child is not able to attend for all of their hours because of reduced capacity within the School. This could be a result of staff absence/illness, national guidance or an amended risk assessment identifying the need for lower ratios for safety and hygiene at times of high community transmission. Or a parent deciding to make a choice to reduce risk by attending for limited session in smaller numbers to maintain some direct face to face teaching contact while accessing at home on other days.

Strategy: The child will work directly with their colour group leader in a smaller group when on site and that learning will include daily activities. 'Posts' from home will be celebrated and shared at School and all will be collated in the child's learning journey for reference by child and parent. The child's key person will maintain contact with the child and family through Seesaw, e-mails and phone calls. The class teacher will coordinate ideas for home learning on Seesaw on a daily basis. Families will be encouraged to feedback how each activity has gone via Seesaw.

Scenario 3: Blended/remote Learning: 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 but options will be sent if the family would like them and for example the child is asymptomatic.

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 Seesaw on a daily basis. Families will be encouraged to feedback how this has gone via Seesaw or e-mail should an issue arise.

Scenario 3: Remote Learning: 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. If the remote learning is sustained over a four week period a review 'zoom' meeting will be offered so family can have contact with the teacher.

Strategy: The child's key person will maintain contact with the child and family through Seesaw, e-mails and phone calls. The class teacher will coordinate ideas for home learning on Seesaw on a daily

basis. Families will be encouraged to feedback how each activity has gone via Seesaw. This will be collated in the child's learning journey.

Note:

Hopefully most families will be able to access Seesaw via their phone as an App. Colour group leaders and the School's admin team will support all families to access and can provide activities via e-mail in blocks of days or daily if required. For families who cannot access Seesaw or e-mail, paper packs of ideas for home learning will be provided, which will be posted out to them by the office team and supported with extra phone calls.

4. Content and tools to deliver this home/school learning offer:

Resources to deliver this Blended and Remote Education Plan include:

- Seesaw Parent App, where key people can directly share ideas for learning to meet the needs of each child. This is supported by the class teacher
- Use of recorded video such as reading of stories and rhymes
- Phone calls home to check on accessibility, well-being and progress.
- Printed learning packs
- Home /school learning boxes that include a range of resources such as nursery rhymes, number cards, drawing books and writing tools. Top up packs will also be sent out should the 'lockdown' be for an extended period.
- 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.

5. Home and School Partnership: a co-responsible approach to early learning.

- Kenilworth Nursery School and Whitnash Nursery School are committed to working in close partnership with families, recognising each family is unique. Because of this, blended and 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 Seesaw as appropriate and where possible, provide personalised resources and engage in helpful dialogue to stay 'connected' to each child and family during periods when they are not in school.
- 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. For example 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. Our Nursery School's would recommend that each "school day" maintains structure. As such we will provide a 'shared point' x3 weekly with a live zoom at 1pm when each child can access 'beside' their peers.

- We will encourage parents to support their children's learning, providing a mix of real, hands on, physical and a few 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 daily and for it to be manageable and supported by videos for learning that can be accessed flexibly when the family has time within the day.

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 daily activities.
- As much as is feasible, the work set should allow for different interests and skill development based on knowledge of the child and parental feedback.
- Suggested activities should provide opportunities for learning across the prime and specific areas of learning
- Learning for the day should be posted via Seesaw each morning.
- Live events via Zoom such as stories, 'music and dance' and 'disco Friday' can be planned, with the responsibility for this rotated between the teams.

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

- Supporting Colour group leaders in maintaining contact with their key children
- Encouraging families to add comments, photos and videos to Seesaw 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 initially with a message and then via e-mail and then via phone to assess whether school intervention can assist engagement
- Families should message their Colour Group Leader via Seesaw. Any other enquiries should come through the school contact, admin1003@welearn365.com (WNS) and kenilworthnsoffice@welearn365.com (KNS)
- Any concerns or complaints shared by families should be reported to the AHT in each School in the first instance– for any safeguarding concerns, refer immediately to the DSL

Senior Early Years Educators(SEYE)

- Full time must be available between 8.00 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, Assistant Headteachers.(AHTs)

Alongside any teaching responsibilities, as senior leaders AHTs are responsible for:

- Co-ordinating the remote learning approach across the school
- Planning a high quality and differentiated offer and supporting the teachers in the preparation of materials for distribution.
- Co-ordinating the documentation of the home/school learning offer for each child and more broadly across the school.
- Monitoring the effectiveness of remote learning weekly, looking at the activities families are successfully engaging with and noting those who may need support
- Recognising and identifying those families that may choose to support their children's learning in their own way and deciding how this could be shared so that it is manageable for the family and allows School to 'stay in touch' with the child and their development.

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, including the preparation of 'communication' lists for AHTs, Teachers and Colour Group Leaders to support their individual duties within the process.
- 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 blended and remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that blended and 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