

**The Lilycroft and St Edmund’s Nursery Schools’ Federation**

**Remote Education Provision** (September 21)

**Introduction**

This information on remote learning is intended to provide clarity for parents and carers about what to expect where national or local restrictions require entire cohorts (or class bubbles) to remain at home. Where a class, group or small number of children need to self-isolate, or there is a local lockdown requiring children to remain at home, The Lilycroft and St Edmund’s Nursery Schools’ Federation will offer a range of ways for parents/carers to still engage in learning opportunities at home with their child/ren. Children at The Lilycroft and St Edmund’s Nursery schools’ Federation are aged between 0- 5 years. Our approach to home learning will be to support families with suggestions for activities at home as well as online.

**Aim**

Our aim is to encourage and inspire our families to support their child’s home learning. Through our Remote Learning Contingency Plan we aim to:

• Enable communication between The Lilycroft and St Edmund’s Nursery Schools’ Federation in supporting learning at home.

• Offer opportunities for parents/carers to access recommended home learning and online learning information and resources through our website and hard copy resources.

In developing this contingency plan, we will also:

• Provide printed resources and home learning packs for children

• Recognise that younger children and some children with special needs and disability (SEND) may not be able to access remote education without adult support. Nursery staff will link with their Key Worker groups to support children and families who require more support.

**Home and School Partnership:**

The Lilycroft and St Edmund’s Nursery Schools’ Federation staff team are committed to working in close partnership with families, recognising each family is unique. We recognise that remote learning will look different for different families, in order to suit their individual needs we will provide support for parents on how to access the school website ([www.lilycroftnurseryschool.com](http://www.lilycroftnurseryschool.com) / [www.stedmundsbradford.org.uk](http://www.stedmundsbradford.org.uk) ) if needed. Should accessing the learning ideas be an issue, parents/carers 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. The Lilycroft and St Edmund’s Nursery schools’ Federation would recommend that each “school day” maintains structure. We 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 of the Early Years Foundation Stage (EYFS), to the best of their ability.

What will our Remote Learning Contingency Plan look like at The Lilycroft and St Edmund’s Nursery schools’ federation for children and staff?

Children will require adult support to enable them to access any home learning we provide and this must be taken into consideration when accessing the home learning activities. When children are attending Nursery normally the time spent in adult led activity is much shorter than the time spent in child led play and investigation and this is reflected in our Remote Learning Contingency Plan.

When a child or children are absent from Nursery School because they are self-isolating and waiting for test results or for the end of the self-isolating period we aim to support families with age appropriate activities which will support key skills; are open ended to allow for the broad ages and stages of the children and support the curriculum so that any adverse effects of absence are mitigated.

We will continue to make doorstep welfare calls to families (depending upon risk) as a way of support and will also contact families regularly by telephone or video call.

When a whole bubble or bubbles have to close and self-isolate we aim to support families as above and add weekly videos of ‘Group Times’ and activities on our website.

**We will provide:**

• A Playing and Learning at Home section on our websites including; class pages for children and families to access, direct links to useful websites such as 50 Things to do Before You’re Five in Bradford and Hungry Little Minds, Tiny happy People

• A Songs and Stories section with contributions from key persons as well as our music expert.

• Welfare calls to families self-isolating and to vulnerable families.

**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 will be available during their usual hours of work. 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 learning. Suggested activities should provide opportunities for learning across the prime and specific areas of learning of the EYFS. Any concerns or complaints shared by families should be reported to a member of the Leadership Team either by phone (0151 233 1969) or via email.

**Early Years Practitioners / Support Workers / Assistants:** must be available during their usual hours of work. ¬ 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.

**The DSL/DDSLs:** are 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 SENDCO:** Ensuring that children with EHC plans continue to have their needs met while learning remotely, and liaising with other organisations to make any alternate arrangements for children with EHC plans if required.

**The Administrative Team**: Supporting the communication with families via telephone mainly but face to face if resource packs need to be collected by families.

**Families and children:** will be encouraged to engage with the learning activities. They can seek help if they need support, from staff available. Parents/carers to 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 support, be respectful when making any concerns or complaints known to staff.

**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**

This policy is linked to our Behaviour policy, Safeguarding and Child Protection policy, Data protection policy and privacy notices, Online safety and acceptable use policy plus our A-Z Staff Handbook.