



Nottingham Nursery School & Training Centre

Remote Learning Policy

November 2020

Statement of School Philosophy

- ④ Nottingham Nursery School strives to be creative, innovative and supportive to our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. Aims

- ④ Ensure consistency in the approach to remote learning for all children (including those with special educational needs) who aren't in school through use of quality online and offline resources and teaching videos
- ④ Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning
- ④ Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being and parent support
- ④ Consider continued education for staff and parents (e.g. professional development, supervision and parent/ key worker meetings)

3. Who is this policy applicable to?

- ④ Anyone 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.
- ④ A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when they are absent due to Covid related reasons and not to all at start of week

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- ④ Online tools for EYFS – in particular Evidence Me and TEAMS
- ④ Use of live and recorded video for registration, assemblies, performances,
- ④ Phone calls home
- ④ Printed learning packs, based on our usual weekly newsletter style
- ④ Physical materials such as play dough and writing tools
- ④ Curriculum resources such as story books and number games
- ④ Use of BBC Tiny Happy People and Teach my monster to read
- ④ Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video
- ④ End User Agreements for Evidence Me and TEAMS
- ④ Model Timetable and structure for remote learning – see appendix A and B

5. Home and School Partnership

Nottingham Nursery School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Online training sessions and induction for parents on how to use TEAMS and Evidence Me will be provided as appropriate and where possible, providing personalised resources. Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each 'school day' maintain some routine and structure. We encourage parents to support their children's learning, including finding an appropriate place to complete this and, to the best of their ability, support levels of concentration and resilience.

Every effort will be made by practitioners to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

In line with Nottingham Nursery's 'digital charter', we would encourage parents to follow the 'digital 5 a day' framework, which provides practical steps to support a healthy and balanced digital diet. All families sign an 'Acceptable Use Policy' at school, which includes e-safety rules, and this applies when children are working on computers at home

6. Roles and responsibilities

Teachers

We will provide a refresher training session and induction for new staff on how to use Evidence Me and TEAMS. When providing remote learning, all practitioners must be available in session times. 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, practitioners are responsible for:

- ④ Setting work: for all the pupils in their cohort.
- ④ Weekly/daily work will be shared the cohort team
- ④ All curriculum tasks submitted by the cohort given day and practitioners will comment within the week.
- ④ Keeping in touch with pupils who aren't in school and their parents: monitoring the key workers communication with their group
- ④ If there is a concern around the level of engagement of a child/s parents should be contacted via phone to assess whether school intervention can assist engagement.
- ④ Any complaints or concerns shared by parents or pupils 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:

- ④ Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- ④ Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- ④ Monitoring the security of remote learning systems, including data protection and safeguarding considerations

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.

IT Technicians

IT technicians are responsible for:

- ④ Fixing issues with systems used to set and collect work
- ④ Helping staff with any technical issues they're experiencing
- ④ Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- ④ Assisting pupils and parents with accessing the internet or devices

The SENCO

- ④ Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- ④ Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- ④ Identifying the level of support

The SBM

- ④ Ensuring value for money when arranging the procurement of equipment or technology.
- ④ Ensuring that the school has adequate insurance to cover all remote working arrangements.

Pupils and parents

Staff can expect pupils learning remotely to:

- ④ Complete work to the deadline set by teachers
- ④ Seek help if they need it, from teachers
- ④ Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- ④ Make the school aware if their child is sick or otherwise can't complete work
- ④ Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- ④ Be respectful when making any complaints or concerns known to staff

Governing Board

The governing board is responsible for:

- ④ Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- ④ 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:

- ④ Safeguarding
- ④ Behaviour policy
- ④ Child protection policy
- ④ Data protection policy and privacy notices
- ④ Online safety acceptable use policy
- ④ Code of Conduct for phone calls, video conferencing and recorded video
- ④ End User Agreements for TEAMS and Evidence Me

Appendix A

Model timetable and organisation – full lockdown or schedule for bubble closure

	Monday	Tuesday	Wednesday	Thursday	Friday
E1/ E2	Key worker check in and follow up – phone call and / or Evidence Me Key questions for feedback from plans	Recorded story and key questions / actions	Live sessions based on feedback from parents	Recorded session and key questions / actions	Paper task collection and drop off (include resources) Replenish/ quarantine / clean lending library
N1	Recorded story and key questions / actions	Live lessons – 30 min sessions	Paper task collection and drop off (include resources) Replenish/ quarantine / clean lending library	Key worker check in and follow up – phone call and / or Evidence Me Key questions for feedback from plans	Recorded lesson phonics Recorded lesson number / SSM Recorded other according to need Based on feedback 15 mins.
N2	Recorded lesson phonics Recorded lesson number / SSM Recorded other according to need 15 mins.	Paper task collection and drop off (include resources) Replenish/ quarantine / clean lending library	Key worker check in and follow up – phone call and / or Evidence Me Key questions for feedback from plans	Recorded story and key questions / actions	Live lessons – based on feedback and returned work 30 min sessions
Facebook	Makaton sign of week	Physical gross motor activity	Well-being Wednesday	Physical fine motor	Creative activity
Zoom	Parenting sessions – according to need		Parent coffee time		Parent feedback Q/A

-  Recorded lessons by key worker and / or lead practitioner
-  Live sessions from practitioner on site in provision or training room
-  Paper tasks and organisation of collection and drop off by SEND TA and EY assistants

- ④ Follow up by all key workers
- ④ Live sessions by lead practitioners
- ④ Facebook provided by practitioners for office to post
- ④ Zoom by head teacher and parent support worker

Appendix B

Provision for isolating families

- ④ Paper based system for collection / drop off available if someone in family is able to use this (individual circumstances)
- ④ Lending resource system for collection / drop off available if someone in family is able to use this (individual circumstances)
- ④ Email learning newsletter with suggested activities and links to websites etc. – key worker and / or lead practitioner
- ④ Lead practitioners to email via TEAMS inviting families to link to group sessions according to daily timetable/ routine /session times