



# Remote and Blended Learning Policy

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<b>Date for review:</b>	<b>As required</b>

## Remote and Blended Learning Policy January 2021

### Introduction

This policy provides support for families, staff and pupils, as we deal with issues related to working from home, including lockdown and periods of isolation. This gives an outline of our Remote Teaching and Learning Policy, pupil expectations, key information about pupil learning and information regarding our online platforms.

### Specific Policy Aims

- To outline Bushbury Nursery School's approach for pupils not attending school through enforced school closure or where a class bubble is directed to self-isolate due to a positive case in school.
- To outline Bushbury Nursery School's expectations for staff not attending school due to self-isolation but are otherwise fit and healthy, able to support with teaching, assessment, planning for pupils and contributing to staff development.

### Context

- The Covid 19 Pandemic saw a National Lockdown and the partial closure of schools resulting in the need for remote/blended learning.
- As we continue to navigate an uncertain context, there may be times when staff and pupils engage in remote learning or blended learning.

### Definitions

- **Remote learning** is where the children and the teacher are not physically present in the classroom. The teacher provides information and activities through an online platform and children may or may not be able to return their work to the teacher.
- An effective home-school platform allows communication between the teacher and the children, in a managed and well communicated way.
- **Blended learning** in its current guise because of the Covid-19 pandemic occurs when some children in a class may be at home participating in remote learning while some children are in school receiving face-to-face instruction from the teacher. Some children may be accessing school for part of a week, so will engage in blended learning.

### **Who is the policy applicable to?**

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

### **Possible scenarios during the 2021-2022 academic year:**

- Schools partial closure due to National Lockdown rules
- Whole class bubble / school to isolate at home for a period of time
- A number of the children in the class learning at home due to medical conditions or isolating due to Covid19
- Online activities and ideas to support learning at home.

### **Delivery of remote/ blended learning**

- As a nursery school is non statutory, and teaching strategies in nursery are practical, learning is hands-on and play-based, a full teaching programme cannot be delivered to individual children who are isolating at home.
- Staff will not be expected to provide this due to practical teaching demands, and the rigorous cleaning routine for classroom turn around due to Covid19.
- Remote/Blended learning will be available on Bushbury Nursery School's website daily.
- The remote/blended learning has been designed to mirror the learning that is being delivered in school, so if your child attends part of a week their remote/blended learning will be consistent with their school learning. By structuring the remote learning to reflect the nursery session you can ensure your child maintains routine and structure to their day.
- This ensures the child maintains connections with Nursery and will help them to settle back into the rhythm of their learning on their return.
- Bushbury Nursery School is fully aware that these are exceptional times and would like to make it clear that the completion of these tasks is not compulsory and that this document seeks to inform and guide families and not impose expectations.
- Each family is unique and because of this, should approach home learning in a way which suits their individual needs.

## **Family (pupil/parent/guardian) Role**

It is a recommendation that where possible, families and children engage with the learning opportunities set as it provides a basis for continuation of learning and language development. We also would recommend that each 'home school day' maintains a small amount of structure and routine. In addition to this, we encourage parents to:

- Allow their child to engage in quality periods of uninterrupted play.
- A mix of independent play and engagement with an adult in play is a highly effective way to develop speech, language and conversation.
- A daily story or reading time before bedtime has been proven to aid development and would be highly recommended during school time and during times of isolation or lockdown periods.
- Encouraging children to engage in daily routines and life skills. Tasks such as tidying, helping to set the table, help to put shopping away, gardening, feeding and caring for pets and sorting laundry (pairing and matching socks, folding, pegging washing etc).
- Allow children time to develop independence skills such as dressing, putting on and taking off shoes, learning how to do zips and buttons, and lots of practice with independent hand washing and toileting.
- Opportunities for counting in a real context for example, 2 scoops of pet food into the bowl, 4 spoons on the table for breakfast.
- Opportunities for children to write, draw or mark-make are always recommended. Notebooks, drawing books, chalk boards, pens, pencils and crayons are a valuable part of learning.
- During self-isolation periods when there is a whole school or class closure, school will enhance this ongoing learning with opportunities to engage in STEM experiences through the school website/Facebook.
- These can be shared with families and completed at their convenience.
- Should carers be working from home, we would ask adults to please fit these around their family's needs/schedule, and not feel pressured to undertake all the suggested activities.
- The involvement of siblings and family members is encouraged, as it may be beneficial to enhancing the learning experience.
- Work/photographs can be shared via:

AM Nursery & AM TF2's on [AMhomelearning@bushburynursery.co.uk](mailto:AMhomelearning@bushburynursery.co.uk)

PM Nursery & PM TF2's on [PMhomelearning@bushburynursery.co.uk](mailto:PMhomelearning@bushburynursery.co.uk)

- Parents can photograph their child's work or play experiences and provide a message to outline their enjoyment or experience, to their key worker. The staff will then provide individual feedback on the work submitted via email or a telephone call.
- In some cases, the staff may seek permission to share these communications on the school Website/Facebook page.
- Sharing learning experiences is a powerful means of communication and also ensures strong connections between the whole school community.

### **Teacher Expectations:**

- Teachers plan learning opportunities that are relevant to the Early Years Foundation Stage Curriculum, this will be supported through photos/video clips/links and tasks for home learners.
- Videos may include an explanation of what to do, a link to a learning activity or a link to an example completed by staff.
- Any resources used, including websites and activity grids should, where possible, be shared with home learners via the school website.
- In most cases these will be accessible and practical activities, using resources that would be available to most families at home.
- Teachers plan learning opportunities and prompts that are relevant to the curriculum focus for that class and may support this through photos or video clips and tasks for home learners and educational websites such as the BBC.
- Key Workers will make welfare calls to all children/parents who are unable to attend school during a period of isolation at least once every half term. If the school goes into National Lockdown each child's key/support worker will contact our SEND children's parents to discuss SEN Support Targets and bespoke learning to support their education at home to work towards these targets.
- Teaching staff are required to self-isolate if they show symptoms as outlined at the start of this policy or if they have been told to shield via PHA Track and Trace and/or have received a letter to confirm this.

### **If a member of staff is required to self-isolate, they are expected to:**

- ✓ Follow normal reporting procedure for planned absence.

✓ School will ask staff about their intention to get tested should they be displaying symptoms. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.

✓ Whilst self-isolating, and if able to do so, staff will contribute to planning and assessment and may also be given an individual project to work on which is in line with whole school improvement priorities. These projects will be communicated by the Headteacher and will be allocated on a case-by-case basis. Staff may also be asked to support with the online learning provision for their group, should this be needed.

### **Special Educational Needs:**

All children who have a place within the resource base will receive an invitation to a TEAMS meeting (alongside other professional involved with the child) every other week to discuss individual SEN Support Targets and how they can best be supported at home with ideas for activities and next steps as required. These TEAM Meetings will enable the parents to discuss any worries or concerns they may have during their child's isolation. If the child is not shielding, a place at Nursery will be offered to those in the category of *a vulnerable child* during National Lockdown.