

Sandbrook Nursery School/



Remote & Blended Learning Policy

Specific Aims

- To outline Sandbrook Nursery School's approach for pupils that, from September 2020, will not be 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 Sandbrook Nursery School's expectations for staff that, from September 2020, may not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with teaching, assessment and planning for pupils and contributing to staff development.

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

Remote learning for pupils that are not able to attend school due to self-isolation or in line with government guidelines

As nursery school is non statutory and teaching strategies in nursery are practical and hands on play, a full teaching programme cannot be delivered to individual children who are isolating at home. Staff will not have any time available to provide this due to practical teaching and a rigorous cleaning routine due to Covid19. Where able to, staff will share aspects of the teaching day (photos, story, links etc) and this will provide starting points for parents to encourage discussion and to provide learning opportunities at home. Home links in this way are to continue the social and pastoral links for the child to maintain connections with nursery school which will help them to settle back in on their

return. Sandbrook Nursery School is fully aware that these are exceptional times and would like to make it clear that the completion of work 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 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 '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 quality 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 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)
- Allowing 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 recommended at all times. Notebooks, drawing books, chalk boards, pens, pencils and crayons available are a valuable part of learning. No formal letter writing is a requirement but allowing children to make marks freely during their play is recommended.

During blended learning, school will enhance these ongoing activities with topic or subject/skill specific ideas.

Each normal school day, staff will set activities for completion. These can be shared with your child and completed at your convenience. Should you be working from home, please fit these around yours and your child's schedule and do not feel pressured to complete these whilst you are working also. The involvement of other siblings and family members is also encouraged and can actually help to enhance a learning experience.

'Work' can be shared via the 'inbox' on the seesaw app or via school email sandbrooknursery20@gmail.com

Parents can photograph children's work or play experiences and provide a message to outline how the children enjoyed it or their experience. The staff will then provide individual feedback on the work submitted. In some cases, the staff may ask for permission to share with the class. This can be really valuable in sharing the learning but also keeping strong connections between the children. Staff will always ask before sharing work submitted.

Should accessing work or seesaw be an issue, parents should contact school promptly by email and alternative can be discussed. Due to the fact that staff are more than likely isolating along with children, printed work or paper copies will not be provided.

Teacher Expectations

- Teachers should plan learning opportunities and prompts that are relevant to the curriculum focus for that year group and may support this through photos or video clips 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 worksheets, should, where possible, be shared with home learners via Seesaw. In most cases these will be accessible and practical activities using resources that most families will have available at home. In the event of sending colouring sheets or worksheets, these are not compulsory but intended as supplementary where families feel they wish to print and use. A drawing or child's representation is usually much more valuable than a colouring sheet.

Remote teaching for staff who are self-isolating

- Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or 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 Principal and will be allocated on a case-by-case basis. Staff may also be asked to support with the online learning provision for their year group, should this be needed.

Guidance on using Seesaw

This will be the main forum for communication between school and home during the pandemic. Teachers will be expected to post updates or important information as the need arises.

We don't want Seesaw to dominate a teacher's daily routine so it is important to set time boundaries when you will reply to parent queries. Recommendations would be as follows:

- Ensure each child has at least one parent signed up and is accessing Seesaw daily.
- Staff will respond, within reason, promptly to requests for support from families at home during normal daytime school hours.
- Families must not expect responses to seesaw outside school hours in line with teacher's working conditions. Any urgent contact, for example, to inform us of a family emergency or child protection issue, please email the school. This will be monitored by the principal.
- Staff have the right to switch off devices after working hours and are advised to avoid checking seesaw in the evenings and or weekends;
- Aggressive or abusive messages will not be tolerated. If a parent sends an aggressive message or a complaint. Staff should refer this to the Principal. For formal complaints, these should be sent directly via email to the principal.

Areas of Learning Supported

All work and learning prompts provided will support our Curricular Guidance for PreSchool Education set out by DE and CCEA. The areas of learning are as follows;

Personal, Social and Emotional Development

Early Language Development

Early Mathematical Experiences

Physical Development

The Arts

The World Around Us

Work provided will also take into account children with additional needs and Special Educational Needs where a child has a Personal Learning Plan. Sandbrook Nursery School may share links and learning ideas from outside agencies and other professionals where they feel they are beneficial and developmentally appropriate.

Policy Developed October 2020