

Remote Learning Policy

Rationale – or why we do it

Grosvenor Nursery School and Day Care Centre is committed to providing continuity of education for all of our children through a high-quality curriculum in the event of a full or partial closure of the nursery, or the short or longer-term absence of an individual child. Our approach allows our children to access learning at a time that best suits them and their families, taking into account the fact that they may have multiple siblings. The use of extensive remote learning would apply particularly in a situation in which the nursery must close, either fully or partially, for an extended period – and assumes that the children are well enough to engage in activities and that staff are well enough to work as normal from home. Activity packs may be provided for individual children who are required to self-isolate for an extended period.

This policy does not normally apply in the event of short-term nursery closures, e.g., because of inclement weather, or a short-term child absence due to illness. However, remote learning may be appropriate in situations when children, in agreement with the nursery, have a period absence; this may apply in cases such as long term illness, or following surgery, assuming that children are well enough to complete activities at home.

This policy does not apply during weekends or normal Nursery School holidays.

Aims

This policy is intended to provide clarity and transparency to our families about what to expect from the remote education offer at Grosvenor Nursery School and Day Care Centre.

In setting up our home learning, we have planned for both our nursery-based and remote learning environments to work hand in hand, providing continuity that will best support children's learning and development during these challenging times. This will ensure that any future 'bubble' isolations, local, or national lockdowns, will be met with a quick, effective and planned response for learning to continue at home.

Our children are incredibly young, aged from 6 weeks to 4 years and therefore the key element of our approach must be to support families with ideas, inspiration and online resources that will support and empower them to have fun playing and to continue their children's learning and development at home. In this way, parents can continue to support the development of positive attitudes and a love of learning in our young children.

It is important for parents/carers to recognise that Grosvenor's remote learning offer is designed to help support children's general development and early education. In the early years, active, face-to-face learning is the most beneficial for children; sensitive and communicative adult:child interactions are the most effective tools for high quality teaching and learning to take place. Children will also be learning from playing with their toys, helping around the house and exploring the world around them when they are playing in the garden, or when they are out for a walk, for example. The information that we provide reflects this

pedagogy about how young children learn most effectively and is in keeping with the principles of the Early Years Foundation Stage (EYFS).

Nursery education is valuable but not compulsory and our aim is to encourage and inspire our families to support their children's home learning and development in an informal home context. It is not to enforce engagement. There is no expectation that families should try everything.

In developing our remote offer, we have considered the harmful effects of extended screen time on young children's development, as well as issues of online safety. Families are signposted to support and information about how to keep our young learners safe online and how young children develop and learn.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

The remote curriculum for home learning

What does this look like for our very young children?

Remote learning at Grosvenor includes Tapestry, a password protected learning journal and inspiration for play-based learning.

It also includes non-screen-based strategies to support our remote learning at home including:

- Regular suggested activities that are matched to children's age and stage of development; this will include ideas for playful activities and experiences indoors and outdoors, stories, rhymes and recipes to enjoy together.
- Accessible ideas and activities with explanations, photographs and videos; all materials are cheap, easily found and whenever possible, recycled.
- Regular contact for parents/carers with their child's key person at agreed times to discuss their child's progress and engagement with the activities planned. This may be via Zoom, telephone, or Tapestry. Contacts of this nature will be 1:1 and will not involve other parents.
- Signposting to suitable, high quality online resources, as appropriate.
- Parents of children with additional needs or identified SEND, who require enhanced support within the setting, will receive individualised support strategies as outlined in their targeted plans in the same way as they would if they were in the setting.

Following the first few days of remote education, will children be taught broadly the same curriculum as they would if they were in nursery?

Young children learn best through play, supported by interested adults. Throughout their time at Grosvenor, children will learn through active and investigative play both inside and outside. Through their play, children: explore, investigate and begin to make sense of the world; they learn to communicate their needs, feelings and ideas; develop social skills such as playing together, sharing and turn-taking; practise and develop physical skills; develop early literacy and numeracy skills; think creatively, solve problems, making and testing predictions. Our remote learning offer is designed to support families to maximise these

learning opportunities, both through play and through everyday tasks and routines. The suggestions are open-ended and designed to cover all areas of learning.

Accessing remote education

How can parents/carers access any online remote education that we are providing?

Tapestry is used by staff to help families to continue their child's development and early learning, and remain connected to the nursery's expertise and support.

Each family member who has activated their child's Tapestry account and set up a secure password, will be able to access all of the online resources which are designed to provide ideas and suggestions. Some of the things posted by staff may be intended as a one-to-one activity between parent/carer and child, whilst others could be fun to explore as a family. Most of the activities/experiences should be done away from your phone, laptop or tablet. At Grosvenor we are very mindful of limiting screen time for young children and would recommend only looking at one or two clips at a time and then coming away from the screen to try out the ideas yourselves in your home or outside.

A nursery child's brain is making around 1000 new neural connections a minute, their muscles and their bones are growing, they are biologically programmed to move, explore, play and learn. They are not yet ready to sit still, their learning takes place through movement, and this movement is building their brain.

During a lockdown or the self-isolation of a 'bubble', new stories, songs, rhymes, activities and physical play ideas for parents/carers to do at home with their child and outside in the garden, or as part of their daily exercise, will be posted regularly. Children will be able to see the familiar faces of the adults in their group/room, and across the nursery. Sometimes families will receive a contact phone call with their key person or another member of staff, which will enable the nursery to provide content that reflects the interests, enthusiasms and needs of their children. There are also a back catalogue of staff-recorded videos on Tapestry for families to explore.

There is also a wide range of information and support for families available on our Facebook page @grosvenornurserydaycare and on the school website:

<https://www.grosvenor.bolton.sch.uk>

Remember that routines are important for young children and it is important for the whole family to get some fresh air and exercise everyday – perhaps a walk together, talking about the things that can be seen on the way. The important thing is to keep young children busy; here are the details of some websites containing some really useful resources:

<https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19> - Government guidance on things to do at home

<https://hungrylittleminds.campaign.gov.uk> - lots of simple fun activities to promote children's development and learning.

<https://www.bbc.co.uk/tiny-happy-people> - ideas to support children's language development and get them ready for school. This is a brand new initiative developed

by Greater Manchester Combined Authority and the BBC offering free online resources – tips, advice, activities and short films.

<https://wordsforlife.org.uk/> - the National Literacy Trust provides some very good ideas to support children's learning at home, as well as identifying milestones for each age group.

Supporting children whose families do not have digital or online access to remote education

We recognise that some families may not have internet access and so will not be able to access resources online. We take the following approaches to support those children and families:

- Parents are advised to contact us if they do not have the internet, or enough data to access our online provision, or cannot access Tapestry. In these circumstances, additional support may be provided.
- We provide doorstep deliveries of practical, open-ended resources and many ideas that do not need online access. When the key person calls, she will ask if any additional resources are needed, or if the parent/carer needs any advice.

Supporting children with additional needs

We have a highly personalised curriculum, and we will continue to be thinking about the needs and interests of all of our children when planning our remote learning.

The child's key person, Room Leader, and/or our SENCO, will continue to be in touch with parents/carers to provide bespoke ideas and advice.

Remote education for self-isolating children

If children are not in nursery because they are self-isolating, how will their remote education differ from the approaches described above?

Scenario 1:

Nursery is open to all children and families.

Strategy:

Families will have access to our Grosvenor online provision and ideas via Tapestry and our social media.

Scenario 2:

Some children may have to be at home for a couple of days. *A child or family who are not well would not be expected to engage with home learning.*

Strategy:

The child's key person will maintain contact with the child and family. Families will have access to our Tapestry resources and ideas through our social media.

Scenario 3:

A 'bubble' of children needs to isolate, or there is a local or national lockdown and the nursery is closed for a period of time. *A child or family who are unwell would not be expected to engage with home learning.*

Strategy

The child's key person will maintain contact with the child and family. The key person will

coordinate ideas for home learning on Tapestry on a weekly basis. Families will be encouraged to feedback on what they have been doing and share photographs for their key person by adding to their learning journal on Tapestry. Additional ideas will be available through the school's social media.

Scenario 4:

A child may have a period of absence, such as a long term illness, or following surgery. *A child or family who are unwell would not be expected to engage with home learning.*

Strategy

The child's key person will maintain contact with the child and family. The key person will coordinate ideas for home learning on Tapestry on a weekly basis. Families will be encouraged to feedback on what they have been doing and share photographs for their key person by adding to their learning journal on Tapestry. Additional ideas will be available through the school's social media.

*Grosvenor Nursery School and Day Care March 2023
This policy will be reviewed every year.*