SURBITON
CHILDREN'S CENTRE NURSERY

Every child, Every chance, Every day

Remote Learning Contingency Plan – Autumn term 2020

<u>**Background**</u>

DfE Guidance on Remote Education - Summary of Key Points:
Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

• Develop remote education so that it is integrated into school curriculum planning: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

• Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. In developing these contingency plans, we expect schools to:

- ***Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations.***
- ***Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback.***
- ***Provide printed resources,*** *such as textbooks and workbooks, for pupils who do not have suitable online access.*
- ***Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.***
- *Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos.*
- *Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.*
- *Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.*
- *We expect schools to avoid an over-reliance on long-term projects or internet research.*

<u>**Our Contingency Plan**</u>

As we are a Nursery setting some of the above does not apply and we will adjust our offer accordingly. The main guidance is for Primary schools and for children who are statutory school age. However we have adapted the requirements to meet the expectations of a Maintained Nursery School under the new legal requirement. All requirements in bold relate to our Early years sector.

Below we set out our plan for both Tier 1 and Tier 2 Remote Learning, based on our previous experiences and the feedback that has been provided to us via the parent survey from last term.
Families who do not have access to a device such as an ipad/tablet/laptop or the internet are asked to inform the school. We will then look at ways we can support learning at home.

'Remote Learning Plan' – Tier 1 Individual Pupils or Small Groups Self-isolating

Play and activity provision

- Remote Learning will be available within 24 hours of the school being informed that a pupil is self-isolating.
- Remote Learning will be accessed via the school website or Tapestry
- Paper home packs will be available with resources to support physical development and fine motor skills
- We will provide links to the following additional resources 'Oak National Academy', 'BBC Bitesize' and "Hungry little minds" to provide pupils with activities and video supports for their learning on our website
- Teachers will set challenges related to our current theme and seasonal approach linked to EYFS 7 areas of learning
- All learning experiences will be playful, practical and designed to be conducted with minimal resourcing
- These learning experiences will be designed to take place over short periods of time as young children shouldn't be in front of a screen for too long each day.
- Interactions between parents and teaching staff will be via Tapestry-this is also how we will provide feedback.
- Children with SEND or within Green class will have specialised teaching videos to watch with their parent/carer based on Attention Autism and other SALT techniques
- Suggestions for daily Occupational therapy will be provided on our website including links to video material

'Remote Learning Plan' – Tier 2 full school closure

Play and activity provision

- Remote Learning will be available within 24 hours of the school being informed that a pupil is self-isolating.
- Remote Learning will be accessed via the school website or Tapestry
- Paper home packs will be available with resources to support physical development and fine motor skills
- We will provide links to the following additional resources 'Oak National Academy', 'BBC Bitesize' and "Hungry little minds" to provide pupils with activities and video supports for their learning on our website
- Teachers will set challenges related to our current theme and seasonal approach linked to EYFS 7 areas of learning
- All learning experiences will be playful, practical and designed to be conducted with minimal resourcing
- These learning experiences will be designed to take place over short periods of time as young children shouldn't be in front of a screen for too long each day.
- Interactions between parents and teaching staff will be via Tapestry-this is also how we will provide feedback.
- Children with SEND or within Green class will have specialised teaching videos to watch with their parent/carer based on Attention Autism and other SALT techniques
- Suggestions for daily Occupational therapy will be provided on our website including links to video material
- Staff will make weekly welfare calls to families as well as feedback through Tapestry.