



**Birmingham Federation**  
Maintained Nursery Schools

*Allens Croft Nursery School*

*Jakeman Nursery School*

*Shenley Fields Nursery School*

*Lillian De Lissa Nursery School*

*Newtown Nursery School*

*St Thomas Nursery School*

*Adderley Nursery School*

*Gracelands Nursery School*

*Highfield Nursery School*

# Remote Learning Policy

Cluster of

**Adderley Nursery School**

**Highfield Nursery School**

**Gracelands Nursery School**

**Jakeman Nursery School**

*The Birmingham Federation of Maintained Nursery Schools follows the policies and procedures from Birmingham City Council including BCC Financial Procedures Manual and Birmingham Safeguarding Children Partnership (BSCP) which includes the Government's Prevent Strategy.*

**Date agreed by the Governing Body: 20 September 2021**

**Sean Delaney Chair of Governing Body**

**Local Committee 20 October 2022**

## **Aims**

This Remote Education Policy aims to:

- Ensure that we maintain connection with our children and families where face-to face contact is not possible due to part closure or self-isolation requirements due to COVID 19
- Ensure consistency in the approach to our remote learning offer for all children who are not in nursery through quality online resources and or pre-prepared resource packs.
- Provide clear expectations to members of the school community with regards to what they can expect from our home-learning offer.
- Support effective communication between the school and families and encourage regular access where possible.
- Consider continued education for staff and parents (e.g. CPD, supervision sessions and staff meetings)
- Ensure the staff team are clear on their remote working responsibilities and that the workload is shared between staff and is manageable.

## **Who is this policy for?**

1. Children who are absent because they are required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
2. Children who are absent because their whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
3. Staff who are working from home (WFH) during full or partial school closure as a result of a lockdown, bubble closure or need to self-isolate.

## **Home and School Partnership**

Each school in the federation is committed to working in close partnership with families and recognise each family is unique and, because of this, remote learning will look different for different families in order to suit their individual needs. Within this, school would recommend that families, where possible, maintain a regular and familiar routine as this helps children to feel safe, secure and settled. We will:

- Offer opportunities for parents/carers to access recommended home learning and online learning information and resources through our website and hard copy resources.
- Recognise that younger children and some children with special needs and disability (SEND) may not be able to access remote education without adult support. Nursery staff will

link with their Key Worker groups to support children and families who require more support.

The nursery will provide weekly links to pre-recorded videos and ideas to support home learning which will be accessible to parents via Tapestry on-line platform, the website or social media. be accessible to parents via Tapestry on-line platform, the website or social media.

## **Roles and responsibilities**

### **All Staff**

- All staff should be available for work within their normal working hours. Leaders may request availability for different hours depending on the needs of the setting. Where staff alternate between early and late shifts they should be available for their early shift, unless otherwise agreed.
- 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.

### **Key Persons**

- Providing remote learning by recording appropriate, engaging and meaningful videos or learning ideas each week with advice and guidance from the leadership team.
- Keeping in touch with families of key children who are not attending.
- Supporting the leadership team by engaging in any other tasks to assist in the function of the nursery.

**Leadership Team** N.B. the suggested responsibilities below relate to where a whole group is isolating. Staff must be available between 8:30 and 3:30. When providing remote learning, the leadership team will be responsible for:

Coordinating the recorded videos and learning materials to be shared with families.

Providing support and feedback to their staff team regarding the quality of the videos & learning materials.

Keeping in touch with families of key children are not in school.

Sign-posting families to the home-learning offer.

Any complaints or concerns shared by parents or pupils should be reported to a member of the leadership team. For any safeguarding concerns, refer immediately to the DSL.

### **Support Staff**

- Support staff must be available for their normal working hours unless otherwise agreed with the leadership team.
- Supporting the Teacher or Room Leader by engaging in any other tasks to assist in the function of the nursery.

### **Senior Leaders**

The leadership team is responsible for:

- Overseeing the remote learning approach across the nursery including guidance materials.
- Monitoring the quality of remote learning, including feedback to staff where necessary.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Advising on suitable CPD for staff.

### **The SENCO**

Ensuring that children with EHC plans continue to have their needs met while learning remotely by working in partnership with outside agencies.

### **Designated Safeguarding Lead (DSL)**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

### **The Business Manager**

- Ensuring parental fees are adjusted accordingly.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

### **The Administration Staff**

- Supporting the Business Manager and Senior Leaders with all necessary administration tasks.
- Communications with parents.
- Helping the staff access support for the ICT issues they are experiencing.
- Assisting pupils and parents with accessing the internet or devices

### **Parents**

Staff can expect parents with children at home to:

- Find some time to simply relax, play and interact with their children. Play is vital for children. This is where some of the most powerful learning is happening, and one of the most valuable things we can do as adults, is tune into our children's thinking during play. By following their lead (reducing our own suggestions and questions which can interfere with a child's flow), commenting of what they are doing, adding language to their play, and giving praise.

- Use Tapestry on-line and social media to access learning material.

- Alert the administration team if they are not able to access the learning material.

- Access the home-learning resources on the relevant school website.

- We would encourage parents to limit the amount of time children are looking at screens (computer, phone, tablet, tv). This is because it is recognised to have a negative impact on a child's development of social interaction, communication and language and physical skills.

- Seek help from the nursery school if they need it. Governing Body The governing body is responsible for monitoring the school's approach to providing remote education. This policy is linked to our:

- Teaching and Learning Policy

- Child Protection & Safeguarding Policy

- Behaviour Policy

- Data Protection Policy & Privacy Notices

- Online Safety and Acceptable Use Policy

- Code of Conduct

Review Autumn 2023