

## Contingency Plan for Remote Learning Guildford Nursery School September 2020

<p><b>Introduction</b></p>	<p>For remote learning in the Early Years to be successful, it is important for us to <b>maintain a close relationship with our children</b>, building on our key person approach. Our young learners are home with their parents, siblings and extended family, unsure of why they're not going to school, or going to play at the park anymore. As key people, we should help them feel safe, secure, loved and cared for during this time. All children will receive a similar level of input from their key person.</p> <p>It is also important for us to <b>support and coach parents</b> to be able to engage learners in inquiry, daily home routines and quality family time. Parents are coping with work and home dynamics in a sensitive and unpredictable environment and as educators, we need to support them in supporting their children effectively.</p> <p>We also need to be aware that the situation could change quickly and that a remote learning policy is in place from day one of any potential lockdown.</p>
<p><b>To enable teaching and learning to continue as effectively as possible during the need for remote learning:</b></p>	<ul style="list-style-type: none"> <li>• Not all of our children will have access to technology and may be accessing remote learning by phones or devices with small screens.</li> <li>• Children may have to share technology with older siblings.</li> <li>• Learning should be accessible to all regardless of device.</li> <li>• The focus should be on open-ended questions and wondering so children have ownership over their learning at home.</li> <li>• Resources will be sent home to those children who do not have access to paper, pens etc.</li> </ul>
<p><b>What will be provided and when:</b></p>	<ul style="list-style-type: none"> <li>• When individual children are self-isolating, the key person will ensure that the parents have access to our home learning tab on the website. The key person will make contact with the family at least once during the fortnight.</li> <li>• If a group of children are asked to isolate, the key person or buddy key person will provide some of the learning opportunities as detailed below. The amount will depend on the school's ability to provide time for staff to deliver remote teaching.</li> <li>• If large numbers of children are asked to isolate, staff will provide learning opportunities as detailed below.</li> </ul>
<p><b>Our staff will:</b></p>	<ul style="list-style-type: none"> <li>• Provide learning opportunities for children in their group on a daily basis. This should be via a live daily session to set challenges and learning opportunities for children, via Zoom.</li> <li>• Post a weekly learning video or activity to Facebook.</li> <li>• Collate examples of learning from children and using this to provide evidence of their learning in children's learning journeys.</li> <li>• Share examples of learning via website and social media to help inspire families and promote what we do as a setting.</li> <li>• Keep in touch with children who aren't attending Nursery and their parents.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Phone or email families on a fortnightly basis, weekly for more vulnerable families or those who need extra support:             <ul style="list-style-type: none"> <li>○ Respond to emails from families (during regular Nursery hours only).</li> <li>○ Log any safeguarding concerns via CPOMS and alerting DSL team if appropriate.</li> <li>○ Discuss ways of helping families to engage with online learning if they are not taking up live offer.</li> </ul> </li> </ul>
<b>Parents are responsible for:</b>	<ul style="list-style-type: none"> <li>● Setting a clear routine to help the child access the learning according to their individual needs.</li> <li>● Reading all communications that come out from the school to ensure they are fully aware and up to date with news.</li> <li>● Liaising with school staff and seek support on behalf of their child when needed, with key person via email.</li> <li>● Ensuring courtesy and politeness to any member of staff within any communication.</li> <li>● Providing access to the learning offered for their children.</li> <li>● Supporting their children by emailing the key person pictures of completed work for assessment and feedback.</li> </ul>
<b>How to access work:</b>	<ul style="list-style-type: none"> <li>● Key person sessions with children will be completed via Zoom.</li> <li>● All parents will have links to Guildford Nursery School's website and Facebook page which provide details of activities that parents might want to carry out at home.</li> </ul>
<b>Vulnerable and children of Key Workers:</b>	<ul style="list-style-type: none"> <li>● In light of a local or national lockdown the school will be open for children of Key Workers and vulnerable children. They will be placed into Bubbles with sufficient and consistent members of staff.</li> <li>● Key People will identify children in advance who may require access to Nursery in the event of lockdowns.</li> </ul>
<b>Communication:</b>	<ul style="list-style-type: none"> <li>● The Headteacher will send out Parent newsletters as required in the event of a full or partial lockdown.</li> <li>● The Headteacher will ensure communications about a complete or partial closure are communicated via Studybugs, Facebook, website.</li> <li>● Key People will communicate with families using email and work phone (if available). If their own phones are used, the number must be withheld and they should not communicate via text.</li> </ul>