

REMOTE EDUCATION POLICY



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Our Mission Statement

Creating a child centred, safe learning environment which is underpinned by the physical, emotional, mental and spiritual wellbeing of each child; focusing on children's interests whilst providing a challenging curriculum and enabling environments to support children to strive and be prepared for the next stage of their learning journey

LAST REVIEWED ON	SIGNATURE
September 2020	S. MADARI
February 2021	S. MADARI
December 2021	S. MADARI
February 2022	S. MADARI



Remote education offer

In light of the ongoing COVID-19 pandemic and the subsequent restrictions that can come into effect at any time, this document outlines the procedures that Taqwa Nursery will follow in the event of any National or Local Lockdown or restrictions that may affect children's access to and attendance at Nursery.

It remains a National priority as well as our internal priority to ensure that all children have access to high-quality face-to-face education and childcare allowing them to benefit fully from their Early Education and ensure that any loss of learning or development that has resulted from previous lockdowns is swiftly acted upon allowing children to catch-up to where they should be, allowing Early Identification of Early Help or additional support requirements and ensuring that no child falls through the safeguarding net that the Nursery makes a parts of. This offer applies to and includes (but is not limited to) the following conditions:

- National Lockdown including restricted access to childcare or Early Education settings as advised by Central Government, the DfE or the UKHSA
- Local Lockdown including restricted access to childcare or Early Education settings as advised by Bolton Council or PHE(NW)
- A child isolating due to testing positive for Covid-19 or because they are dependent on persons who have tested positive for Covid-19
- A group of children isolating due to staff who have tested positive for Covid-19, where no bank staff are available and Staff:Child ratios cannot be met
- Any other reason for isolation or non-attendance linked to Covid-19
- The setting closing for a deep clean as advised by PHE(NW) or the Local Authority, if the setting has been identified as having or reaching the criteria for an Outbreak (An outbreak is classed as either of the following scenarios: 5 children and/or staff testing positive within a 10-day window OR 10% of the

staff and/or children testing positive within a 10-day window OR [if there a <20 persons in a session] 2 staff or children testing positive within a 10 day window) Note: management staff will always confirm an outbreak situation with Bolton SPOC before taking action in these cases

The aims of our remote education offer are as follows:

- To enable certain children to always have priority access to provision regardless of any restrictions
- To enable priority access to provision in cases of staffing shortages due to Covid-19 Isolation
- To enable all children on roll to continue to access high-quality EYFS provision and contact with their Key Person throughout periods of restricted access to setting

Priority Access will be granted in the following order (Note: Priority Access will be granted according to the order of this list depending on the number of staff available at that time – there may be times where, due to self-isolation, the number of staff available to offer on-site provision is low and therefore access will be granted according to the list up to the point where Early Years ratios can no longer be met):

- Vulnerable children including children who require support for safeguarding or welfare needs (whether this has been formalised or if there are initial internal concerns)
- Children with an EHCP/ Early Help Assessment in place or those who have been identified as having additional needs that require external or internal interventions and support
- Children of parents who are identified as critical key workers
- Children who are entitled to 2-year-old funding
- Pre-school children in the N2 year (children who will be going to school in the following September)

All children will be given a home learning bag containing reading books and all necessary resources to allow them to participate in the planned activities. Planning will also be shared in a parent-friendly format. Each child will be given 1 reading book per full week of remote education. If children's parents/guardians are not able to collect home learning bags, these packs will be delivered to the child's address.

In creating these packs, we will ensure that high consideration is placed on socio-economic deprivation, as well as the speech and language needs of the families we serve.

We will strive to ensure that there is provision for all 7 areas of learning and development as outlined by the EYFS but will concentrate highly on the 3 prime areas of development as well as mental health and emotional wellbeing. Staff will continue to work using a blended approach of working on-site and from home, and planning must be submitted as per the normal cycle – this is currently each Thursday, giving SLT enough time to check and send out to the relevant groups of children on the Friday. Planned activities will be suitable for a home learning environment and will continue to follow the topic map and curriculum at the time. We will encourage learning ideas using resources readily found and available at home, to enable parents/carers to continue in their partnerships and build a vitally important home-learning environment. We will also ensure that we share links to age-appropriate online resources and signpost to helpful strategies to build positive environments at home. We will be mindful to ensure that differentiations are included throughout planning and shared with parents/carers so that no activity is inaccessible to any child.

We will encourage parents/carers to send back completed activities through pictures and videos direct to the Nursery email address by the end of the week, at which time SLT will download any uploaded evidence, saving it into each child’s individual folder on the desktop/laptop and print hard copies of evidence if required by the Key Person to support the continuation of Learning Journal or Learning Folder entries. We will be mindful of the fact that not all parents/carers will have the ability to upload evidence via email and therefore will ensure that each child has other ways to share their proud moments with us after discussing individual cases with parents/carers during phone conversations.

Staff will be assigned two sessions per week where they will be available on-site to view children’s progress and make calls to their key group children. This time will also be used by staff members to work on the children’s Learning Journals or evidence collection files if needed. Staff will endeavour to meet the timing preferences of parents/guardians as far as possible when making their calls.

We are currently exploring the option of live, virtual, daily circle time sessions that children and their parents/guardians can join to have a short, interactive session of activities, rhymes, and stories. We hope that these will offer children further access to their Nursery friends and peers during remote education phases – when this has been fully evaluated, we will add this onto the remote education planning timetables that are shared with parents/guardians so that they are aware of what time to join.

Further to this, any children eligible for EYPP whose consumables charge is currently subsidised by the Nursery, will receive a food pack and snack menu.

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As the situation continues to unfold, we will reassess this policy as required, ensuring that the children and families we serve continue to be supported throughout periods of closure.