**Remote/Blended Learning Policy**

**Aims:**

**The aims of this remote and blended learning policy for staff, parents/carers and children is to:**

* **Ensure consistency in the approaches to remote learning for children who are not in pre-school due to self-isolating, shielding, pre-school closure due to lockdown for COVID19 or that parents/carers have decided not to let their child attend due to “fears” surrounding COVID19**
* **Set out expectation for all members of the pre-school community with regards to remote and/or blended learning**
* **To update Safeguarding and GDPR Policies in line with COVID19 guidance**

**What is remote and blended learning?**

**Remote learning** is where the pre-school child and the staff members of the pre-school are not physically present in a traditional playroom environment. Information is relayed through technology, such as social media platforms e.g., WhatsApp, closed Facebook groups, zoom meetings, videos, and/ by home links packs of resources/activities for the children. Remote Learning can occur synchronously with real-time peer-to-peer interaction and collaboration, or asynchronously, with self-paced learning activities that take place independently of the staff team.

Remote learning provides an opportunity for children and pre-school staff teams to remain connected and engaged with the content of what is being taught in pre-school, while they both work from their respective homes.

**Blended learning** is an approach to early education when some children may be present in the pre-school with members of staff for “supervised learning” and other children are learning at home using remote learning suggestions.

The children of some Key Worker / Vulnerable children may still attend the pre-school setting with supportive staff present for supervised learning, (see Government guidance for the definition of Key Workers and Vulnerable children).

We aim to deliver remote learning by:

* providing parental guidance to support learning activities at home either for all children each week, for those who are currently self-isolating or shielding and during any periods of lockdown and to children not attending who are well.
* Staff teams being innovative in their practice to enable them to deliver the six areas of the pre-school curriculum to encourage children’s learning and development.
* suggesting ideas for sensory or physical activities parents can easily do at home each week to compensate for reduced opportunities in the pre-school.
* Staff teams being highly aware of children’s well-being and mental health and supporting this through their teaching, at home and in the pre-school. Staff will work closely with parents/carers and will be flexible to enable all children to be successful.
* preparing a bank of videos and materials in preparation for possible closure or individual self-isolation -there will be a shared responsibility for the whole staff team to deliver online support.
* videoing a concert, nativity play, storytelling, singing, “show and tell” sessions, displays of children’s work within the pre-school setting to maintain connections with the whole pre-school community of staff, children and families.
* Staff evaluating and reflecting on their practice.
* monitoring the level of engagement from families and combining the recording and
* celebrating children’s achievements/successes and progress at home/ in pre-school to ensure children achieve their potential.
* Using feedback from children and parents to help staff plan future learning …..The tri-ad of pre-school leader, child and parents working closely together to ensure every child achieves excellence in and out of the pre-school.

**Parent Participation.**  
  
It is important to have a routine every day.  Work out a schedule together, either in writing like a timetable or with pictures like a visual timetable, that way everyone knows what is going to happen daily. It is anticipated that parents/carers will give feedback (either verbally or using photographs/videos) of the children’s learning.

**Procedures.**   
Incorporate core learning times (keep it short and sweet 20-30min blocks should work). Children’s ability to concentrate for extended periods of time at this stage of development is limited. Add in break and lunchtimes, add the fun activities to do together and the times to play independently.  Do not forget this is home and not pre-school so the timing for learning is up to the parent.  
  
Preschool will provide resources on a daily / weekly basis and parents/carers can contact the pre-school staff/Leader for further support and learning materials if required. (Provide a weekly plan/newsletter so that parents/carers can gather up resources)

The Pre-school will provide hard copies, resource packs, which parents/carers may collect from the pre-school at designated times. If you do not have access to the internet/ipad/laptop or a printer the pre-school staff will be able to provide hard copies. Resources packs will be made available from time to time and these maybe collected by parents/carers at designated times which will be sent to you.

If parents have access to the internet there are vast libraries of resources online and most of them are free to use.

Staff will monitor and evaluate remote learning and children’s development and progress in learning.

Parent/Carer questionnaire will be issued from time to time.

**Staff team members attending/delivering learning/teaching moments virtual meetings with children and parents/carers:**

All staff will be expected to be mindful of their dress code- the same expectations as in pre-school will apply.

Staff will need to be aware of locations where they hold their virtual meetings and should blur/change the background when possible.

When any virtual face to face sessions have been concluded, the members of staff leading the meeting must be the last person online. Once all the children/parents/carers have left the room the lead staff member must delete the link.

Staff can refer to the pre-schools social media policies for acceptable communication advice when in contact with families.

In the event of a national/regional lockdown, where staff may be on a rota to work in the pre-school or a hub with key worker or vulnerable children as well as prepare remote learning, daily planning time (of at least an hour) should be allocated to ensure they can still adequately provide remote learning.

If the lead staff member for remote/blended learning is ill and therefore unable to provide remote learning other designated members of the staff team will ensure provision is met.

**SENDCo**

Alongside any other responsibilities, the SENDCo is responsible for:

* Ensuring all children with a Personal Learning Plan or identified additional needs has appropriate provision for remote learning.
* Liaising with parents of SEND children to ensure they are supported in remote learning.
* Learning e.g., individual zoom calls, phone calls, supplying resources, adapting activities etc.
* Supporting other staff members to ensure SEND children have appropriate learning opportunities during remote learning.
* Monitoring the effectiveness of remote learning

**The Pre-school Leader.**

The pre-school leader, in conjunction with her other roles and responsibilities will have additional responsibility for:

• Co-ordinating the remote and or blended learning approach across the pre-school

• Monitoring the effectiveness of remote and or blended learning

• Monitoring the security of remote learning systems, including data protection (GDPR) and safeguarding considerations

**The Designated Safeguarding Officer /Safeguarding.**

The Designated Safeguarding Officer is responsible for:

* Maintaining contact, collating, passing on information and responding to any
* concerns.
* Ensuring regular contact with child/families with an allocated social worker, vulnerable families, children with additional needs and their families and LAC.
* See the COVID-19 amendments to the Child Protection Policy which should include reference to remote and blended learning.
* Safeguarding Policy should reference home learning and on-line risks etc.
* The Safeguarding and Covid Polices are available (either a hard copy or on-line) for parents/carers, staff, management etc.
* When staff are making zoom/WhatsApp, video calls with children they should ensure that a parent/carer is present by asking to speak to them, ask for the call to be on loud-speaker, and at the end of the call inform the parents/carers that the call is ending. The lead staff member should be the last person to leave the call and should delete the link.

NOTE: children under 13 are not permitted to use FaceBook unsupervised and the children under 16 years old are not permitted to use Zoom/Teams etc. unsupervised

**The Management Committee.**

The Management Committee is responsible for:

• Monitoring the pre-school’s approach to providing remote and or blended learning to ensure education remains as high quality as possible

• Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

**Accessing personal data.**

When accessing personal data for remote learning purposes, all staff members will:

• Only use an encrypted memory stick

• Only use laptops/ipads or other electronic equipment provided by the pre-school

**Keeping devices secure.**

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

Ensuring that any hard drives are encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

Making sure the device locks if left inactive for a period of time

Not sharing the device among family or friends

(See GDPR Policy)