



Maun Infant and Nursery School

Remote Education Provision:
Information for Parents and Carers

January 2021

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Introduction

These are unprecedented times for all of us. Government guidance specifies that remote provision should equate to:

- EYFS (Ladybirds and Butterflies): up to 3 hours per day
- KS1 (Badgers, Hedgehogs, Rabbits and Squirrels): at least 3 hours per day

Our remote learning provision for whole school closure adheres to this guidance, whilst aiming to make home-learning manageable for parents who may also be juggling one or more of the following:

- Continuing to go out to work themselves;
- Working from home;
- Managing home-learning for more than one child within the household;
- Caring for a toddler or baby (or both);
- Caring for a vulnerable family member.

We fully appreciate that the change to a virtual school brings challenges for parents. Therefore, we are continually reviewing and updating our provision in line with the newest developments and parental feedback, ensuring continuity and a quality of teaching and curriculum that endeavours to be in line with that which would be taught at school. Our priorities are:

1. to ensure that the children can complete learning activities that will aid their progression;
2. for staff to be able to successfully manage their newly adapted teaching roles and workload, amidst their own family care duties;
3. to ensure the mental health and wellbeing of the whole Maun community, including our children, their families and Maun staff are intact, when we are able to come back together again.

When making decisions about the approach to take, we've considered all sorts of factors including the challenges that we know many of our families may be facing; the age and developmental levels of our children; and the management of remote learning when staff may also be teaching in school at the same time, or in the case of staff absences due to illness.

In the end, we've chosen an approach that we believe will:

- Support children's independence in accessing the learning, given some time for them (and our parents) to become familiar with the structure of the Sways
- Enable learning across the curriculum to continue, with particular emphasis on core reading, writing and maths skills (or pre-skills for EYFS children)
- Allow families to access the learning at a time during the day that suits them (we hope this will help when there is more than one child or a limited number of computers/devices in the household)
- Enable the connection between school and home to continue through a daily opportunity for children to 'meet' face to face (though remotely) with Maun staff and some of their friends

Delivery

Remote provision for children throughout school will be delivered through three Sways as follows, which children should work through during the course of each day:





1. English Learning
2. Maths Learning
3. Other Learning

These will be consistently structured as follows for our two key stages, so our children and families learn to know what to expect:

EYFS	KS1
<p>English Learning:</p> <ul style="list-style-type: none">• Phonics• Speaking and Listening• Dough Disco (Ladybirds)/Handwriting (Butterflies) <p>Maths Learning:</p> <ul style="list-style-type: none">• CLIC <p>Other Learning:</p> <ul style="list-style-type: none">• Greeting• Exploring the World Around Us• Let's Take 5• Story/Assembly	<p>English Learning:</p> <ul style="list-style-type: none">• Phonics• Handwriting• English <p>Maths Learning:</p> <ul style="list-style-type: none">• CLIC• Maths <p>Other Learning:</p> <ul style="list-style-type: none">• Greeting• Project Work• Let's Take 5• Story/Assembly

Delivery will be mainly through recorded presentations on the Sways, including high-quality online lessons from the Oak Academy and White Rose Maths where appropriate in KS1. These will enable modelling of learning for individual lessons, which children can stop and re-watch as many times as they need to practise and consolidate their learning. Sways can also be accessed at any time of the day to support families who are juggling home-learning with work commitments and/or managing the learning of more than one child.

Additionally:

EYFS	KS1
<p>A weekly overview of suggested continuous provision tasks will be provided. These will be to sustain children's development in a range of different areas and will be planned to ensure they are easily managed and resourced at home.</p> 	<p>Children will need to complete a quiz to demonstrate their understanding in an area of learning each day. This will be presented on one of the daily Sways and will help their teacher to know how well their learning is progressing, and to plan for their next steps.</p> 

All learning will be presented online but we will provide and replenish home-learning packs, containing key equipment and resources for children to use whilst they are learning at home.

Platforms Used

Microsoft Teams is the platform used for:



- the daily live 'Meet and Greet' (F2-Y2)
- all live individual or group interventions (F2-Y2)
- all learning for children in KS1 through 'assignments', including:
 - teachers sharing daily Sways and accompanying resources;
 - children/parents uploading evidence of learning;
 - teachers giving feedback.

Tapestry is the platform used across the EYFS for:

- setting the learning for Ladybirds and Butterflies;
- EYFS parents to upload evidence of their child's learning;
- teachers to give feedback.



Bug Club should be used to sustain children's daily reading practice and development in F2, Y1 and Y2. All children have been given individual login details, and login is through the Active Learn website which can be found [here](#). Teachers will allocate books to children based on their individual reading level. They can see when children have accessed books and how well they have understood the texts through their responses to the questions embedded throughout (these are accessed by clicking on the bugs themselves).



The **School Jam** app is free to download for parents, and teachers of children from F2-Y2 will use this on a weekly basis to send out additional ideas for activities to supplement current learning in Maths. Children's individual login details have been supplied and will be required to access these.

Our **school website** will continue to be where teachers upload half-termly Creative Homework overviews. These can be found on cohort pages and can be accessed at any time that children have time or wish to do something a little different. The school website can be found [here](#).

Children's login details for Teams, Tapestry, Bug Club or School Jam can be requested again at any time by emailing the school office: parents@maun.notts.sch.uk.

Engagement

A priority of our remote provision and our expectation of parents is to ensure that children engage in their learning. We will seek to do everything we can to support parents in securing children's interest and engagement, including:

- providing learning at an appropriate developmental level;
- sustaining our usual creative curriculum approach to 'hook' children into their learning as far as the remote learning approach will allow;
- seeking regular feedback from parents and adjusting our provision as appropriate i.e. through weekly phone calls where families are not accessing any provision in school;
- offering parents the flexibility to adapt the learning provided if a more suitable method is required to be successful at home;
- allocating support from our Child and Family Support Worker (CFSW - Mrs Ramsdale) and/or putting in place individual supportive tools/strategies where required;
- celebrating the effort and achievements of children working at home.

All class teachers will keep daily records to monitor the engagement of children. Across school this will be assessed according to:

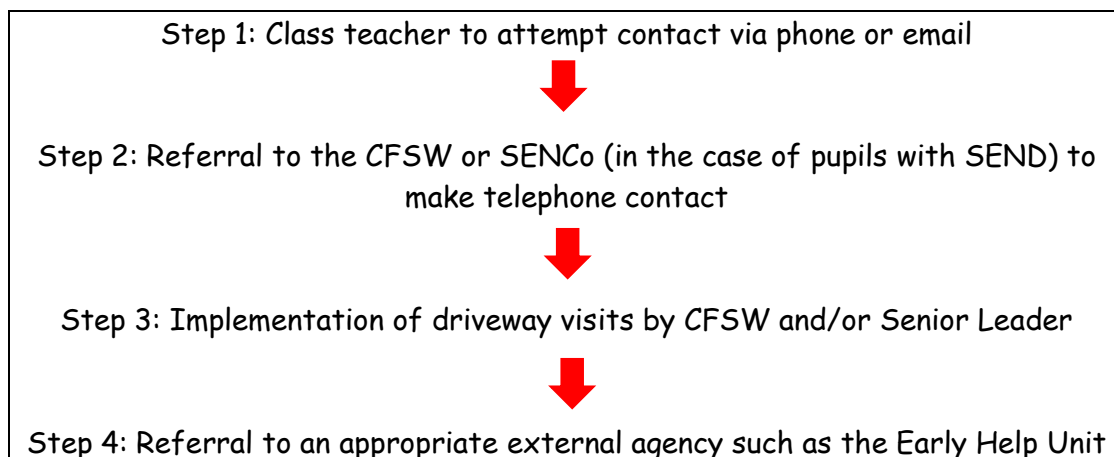
- the evidence of learning uploaded to Teams for children in KS1 and Tapestry for children in the EYFS
- evidence of reading practice on Bug Club for children F2-Y2

In KS1, the 'assignments' function on Teams also allows teachers to be able to see and monitor which children have viewed and engaged with the Sways.

Teachers' daily monitoring will be collated on a weekly basis and further monitored by the Senior Leadership Team in a RAG rating system broadly based on the percentage of engagement as shown below:

Engagement with Learning	RAG Rating
80 - 100%	Green
40-60%	Yellow
0 - 40%	Red

Where lack of engagement is of concern, the following steps will be taken:



Feedback

We understand the vital role that feedback plays in developing a child's learning and in maintaining their engagement. Feedback will be given daily via Teams assignments for children in KS1, and on Tapestry for children in the EYFS. As much as possible, this will continue to be in line with our Marking and Feedback policy and may require children to edit and improve their work using their Purple Polishing Pen, or mark evidence of a particular aspect of learning within their work using their Pink Prove it Pen.



Additional Support for Pupils with Particular Needs



We recognise that some pupils may not be able to access remote education in the same way as others or may require additional targeted delivery of learning, for example some pupils with individual learning plans such as those with Special Educational Needs (SEND). We acknowledge the difficulties this may place on families and will work with parents and carers to support those pupils by:

- offering parents practical suggestions as alternatives to the learning provided
- providing weekly, scheduled, targeted live interventions, 1:1 or in a small group with a TA or the class teacher
- providing more specific resources from school to be used at home, including those to support with routines and the structure of the day where required
- regular telephone contact from the SENCo or CFSW

Wellbeing

We recognise the significant impact of the current situation on the wellbeing of our children and seek to minimise any damage through our approach to remote provision. This is because we know that damage to emotional and mental health can be hard (and sometimes not possible) to repair. We also know that poor wellbeing and mental health can significantly impact on a child's achievement and ultimately affect their life-chances. To support our children and families through these unprecedented times we will:



- offer a daily live 'Meet and Greet' via Microsoft Teams for all children learning at home in each class. This will usually be led by the class teacher or TA and will be an informal opportunity for children to touch base face-to-face with Maun staff and some of their friends. The focus will be on maintaining a sense of connectedness with a wider group of people than those within their own household. The session will usually last approximately 10-15 minutes, and daily tasks/activities will be varied but are likely to include stories, show and tell, scavenger hunts and other games enjoyed by the children. To support parents in planning for the day, Meet and Greets will usually be held at the same time each day as follows:

Butterflies	1.00pm
Hedgehogs, Badgers and Rabbits	11.45am
Squirrels	2.00pm

- include a daily recorded breathing practice known as 'Let's Take 5' within our daily Sways. This is to encourage children to take time to stop, to be relaxed and calm, and to notice how they are feeling;
- identify individuals for whom remote ELSA sessions are required and provide these weekly, through remote, live sessions 1:1 or in a small group with a TA or our CFSW;
- provide regular telephone contact and/or driveway visits from our CFSW.

Access

In line with the government's initiative to support those families with either limited access to technology or internet connection, we are able to loan school-owned devices for the duration of the school closure or for individual self-isolating periods. The government has also introduced a Data Allowance Scheme. The purpose is to ensure that families have adequate internet connection and sufficient data allowance to access remote learning resources and lessons. Please contact the school office for more information should you require it.

Remote Education for Self-Isolating Individuals

Our remote learning provision for self-isolating individuals (when the majority of their peer group remains in school) is aligned to the curriculum taught in school and as shown below. Where deemed appropriate, the isolating individuals will be invited to attend live lessons remotely with their class and teacher. If paper packs are required these will be printed off on a weekly basis.

EYFS	KS1
<p>Days 1 & 2:</p> <ul style="list-style-type: none"> • Two Sways including Numberblocks & Alphablocks episodes to be sent via Tapestry • Creative Homework Tasks • Reading on Bug Club (F2 only) <p>From Day 3 onwards:</p> <p>*Daily activities set for the child on Tapestry:</p> <ul style="list-style-type: none"> • 1 x CLIC and/or maths activity linked to individual/current class learning (differentiated as necessary) • 1 x English activity, including daily phonics, and linked to individual/current class learning (differentiated as necessary) • 1 x other activity linked to an Area of Learning <p>* These may be available daily or as a weekly allocation</p>	<p>Days 1 & 2:</p> <ul style="list-style-type: none"> • 2-day overview of tasks emailed by the school office • Reading on Bug Club • Creative Homework Tasks <p>From Day 3 onwards:</p> <p>*Daily activities set for the child on Microsoft Teams:</p> <ul style="list-style-type: none"> • 1 x CLIC and/or maths activity linked to individual/current class learning (differentiated as necessary) • 1 x English maths activity & including daily phonics linked to individual/current class learning (differentiated as necessary) • 1 x prompt for reading on Bug Club • 1 x project work activity linked to individual/current class learning <p>* These may be available daily or as a weekly allocation</p>

Where children are isolating and are ill themselves, they will not be expected to complete home-learning. In this situation, remote provision will not be made until parents inform the school that their child is well enough to access it.

Safeguarding Children

During all live sessions including Meet and Greets and scheduled interventions, the following expectations to safeguard and protect all children and staff must be adhered to:



Parents/Carers, please...

- Help children to find a suitable, quiet space with a background that's appropriate for others to see
- Ensure children have any appropriate resources
- Supervise at an appropriate distance so you can help if needed but your child can be as independent as possible
- Try to minimise background noise, including from pets and siblings

School settings will be such that children should not be able to join a meeting until a staff member is present. Staff will also ensure they end the meeting for all children after the session or are the last person to leave themselves, so no children are left in meetings unsupervised. Children will not be able to share their screen or use the chat function to speak privately with others.

We recognise the increased use of the internet by children during these times and the increased need for emphasis on internet safety as a result. We will regularly remind our parents of the importance to appropriately supervise children whilst working online, and direct them to resources and other materials for support. At least once per week, children will be expected to undertake age-appropriate learning in internet safety which will be planned by teachers and presented as part of a daily Sway.

