



### Purpose

This plan explains how Cavendish Close Infant and Nursery School will provide high-quality remote education for young children (ages 3–7) when they cannot attend school in person due to exceptional circumstances.

### Scope

This plan applies to all children in Nursery, Reception, Year 1, and Year 2, as well as their parents/carers, school staff, and relevant external professionals.

### Objectives

1. Ensure children continue learning at home when they cannot attend school.
2. Provide engaging, age-appropriate activities that support early learning and development.
3. Support children's well-being and help them return to school smoothly when they can.

### When Remote Education Will Be Provided

Remote education will be offered when:

1. The school is closed or attendance is limited for safety reasons.
2. An individual child cannot attend, for example:
  - Short-term illness that prevents attending but not learning at home.
  - Recovery from medical procedures or injuries.
  - Exceptional circumstances, including SEND or mental health needs.

### Key Principles for Children Aged 3–7

#### 1. High-Quality Early Learning

- Activities will be play-based, practical, and matched to early learning goals and KS1 expectations.
- Daily learning may include:
  - Short recorded sessions (phonics, story time, simple maths inputs).
  - Practical tasks (e.g., counting objects, mark-making, creative play, early writing).
  - Reading with an adult.
- Resources from trusted providers (e.g., Oak National Academy) may support learning.

#### 2. Partnership With Parents and Carers

- Parents/carers play a key role in supporting young children's learning at home.

- School staff will work closely with families to:
  - Provide clear instructions.
  - Offer simple, manageable activities.
  - Give support where needed.
- Remote education will be designed to avoid overwhelming families.

### **3. Accessibility for Young Children**

- Activities will be suitable for families with limited digital access.
- Where devices or internet access are limited, the school will:
  - Loan devices if available.
  - Provide printed activity packs.
  - Offer alternatives to online learning (e.g., paper-based tasks).

### **4. Safeguarding**

- Staff will check daily that children learning at home are safe and well.
- Safeguarding policies will include guidance for remote interactions with young children.
- Communication with families will be appropriate and secure.

### **5. Support for Children With SEND**

- Activities will be adapted to meet individual needs.
- School will work with families and relevant professionals to:
  - Maintain provision outlined in EHCPs.
  - Provide reasonable adjustments (visual supports, simplified tasks, sensory activities).
  - Ensure inclusion and accessibility for all children.

## **Cavendish Close Infant and Nursery School: Bespoke Planning**

This section outlines how remote education is planned and delivered at Cavendish Close Infant and Nursery School. Our approach reflects our curriculum intent, our strong Early Years practice, and our commitment to nurturing the whole child. Remote learning is meaningful, accessible, and supportive of each child's development.

### **1. Curriculum-Led Remote Planning**

Remote learning aligns with our curriculum for Nursery, Reception, Year 1 and Year 2. Planning:

- Prioritises phonics, early reading, communication and language, maths and early writing.
- Draws on Little Wandle Letters and Sounds Revised, Counting Collections and Power Maths.
- Uses play-based, hands-on learning and familiar routines.
- Mirrors classroom learning where appropriate, with adaptations for the home environment.

## **2. Planning Process and Staff Responsibilities**

- Year-group teams plan remote learning collaboratively to ensure consistency.
- Teachers select appropriately pitched learning objectives and design accessible tasks.
- Clear instructions are provided for parents/carers.
- Senior leaders oversee planning to maintain quality and coherence.

## **3. Structure of Daily Learning**

Typical daily home learning includes:

- A phonics activity.
- A maths task.
- A communication, language or literacy activity (e.g., story, mark-making, early writing).
- A creative or play-based task linked to the wider EYFS/KS1 curriculum.
- Daily reading with an adult.

Families are encouraged to complete learning flexibly to suit home routines.

## **4. How Remote Learning Is Shared**

- Email – [nursery@cavclosei.derby.sch.uk](mailto:nursery@cavclosei.derby.sch.uk), [reception@cavclosei.derby.co.uk](mailto:reception@cavclosei.derby.co.uk), [Year1@cavclosei.derby.sch.uk](mailto:Year1@cavclosei.derby.sch.uk), [Year2@cavclosei.derby.sch.uk](mailto:Year2@cavclosei.derby.sch.uk)
- Printed activity packs for offline or device-limited families

Instructions are simple, visual and supportive.

## **5. Feedback and Communication**

Teachers will:

- Offer positive, encouraging feedback
- Celebrate effort and engagement
- Maintain regular contact through email or phone calls
- Provide guidance without creating pressure

Feedback is nurturing and developmentally appropriate.

## **6. SEND and Individual Needs**

- Tasks are adapted with simplified steps or alternative formats.
- Visual supports and sensory activities are used where helpful.
- Children with EHCPs receive personalised remote learning, developed with parents and professionals.
- Vulnerable families receive additional contact and support.

## **7. Accessibility and Practicality**

- Activities use common household items.
- Screen time is minimal and purposeful.
- Offline alternatives are always provided.
- Staff remain flexible to family circumstances.

## 8. Wellbeing and Belonging

We maintain connection through:

- Teacher videos (e.g., story time, messages, check-ins)
- Creative, outdoor and wellbeing-focused activities
- Opportunities for children to stay connected with their class and trusted adults

Emotionally secure learning is central to our approach.

## 9. Reintegration After Remote Learning

When children return:

- Teachers review their remote learning
- Identify any gaps
- Offer tailored support or interventions
- Prioritise wellbeing and settling back into school routines

## Implementation

### 1. Timely Provision

Remote learning will begin as soon as reasonably possible after a child's absence is identified.

### 2. Developmentally Appropriate Expectations

Remote learning will not mirror a full school day. Instead, children will receive:

- Short, focused learning sessions appropriate for attention spans.
- A suggested daily routine with flexibility for families.
- A mixture of online and offline activities.

### 3. Interaction and Feedback

- Teachers will maintain regular contact through digital platforms or phone calls.
- Feedback will be supportive, simple, and encouraging.

### 4. Staff Training and Oversight

- A senior leader will monitor the quality of remote education.
- Staff will receive training in digital tools appropriate for Early Years and KS1.

## Free School Meals

Children eligible for benefits-related free school meals will continue to receive support through food parcels or vouchers during periods of remote education.

## Monitoring and Review

- This plan will be reviewed regularly to ensure it meets the needs of children aged 3–7.
- The school will ensure children return to in-person learning as soon as possible.