

BLENDED LEARNING GUIDANCE OR EYFS SETTINGS

Supporting EYFS settings to plan their blended learning offer

Guidance prepared by the **Quality Improvement Team**, with contributions from Liverpool PVI reps, Liverpool PVI settings and the LCC Early Years Team.

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Guidance for Early Years Settings to Support Blended Learning



PART 1: Guidance for Settings

Introduction

During this period of Coronavirus, it is recommended that EYFS settings will have a plan in place to support children's learning and development when they are isolating at home. This will be particularly important for funded and vulnerable children as well as those with SEND. This is referred to as remote or blended learning and will be bespoke to your setting and the families you work with.

Staying connected with your families

Consider your current online platforms and ways in which you engage with your families. You will need to ensure a system is in place for you to be able to provide activities for your families and remain in contact with them. You may wish to appoint a member of staff to over-see the levels of engagement of families who are in isolation and reflect on who may need additional contact or an individual approach. Vulnerable families must be prioritised. Be mindful of what devices families will be accessing at home. As a setting it is of the utmost importance to stay connected with your families.

Remote/blended learning, considerations

Simple, easy to access activities can work well. For example, a weekly overview of activities which parents can work flexibly around, providing both online and offline activities for them to do. Keep it playful and fun.

Videos made by staff can be reassuring for both parents/carers and children as the familiarity of a recognised and caring face or voice can bring much comfort at home and can help to keep the child feeling connected to your setting. This more personal touch will also help with engagement levels. Role-modelling activities, songs and rhymes may mean overcoming your shyness in being videoed but will have a great impact on home-learning.

Prioritise quality content online rather than a feast of activities which may overwhelm and disengage parents. Consider ways to promote prime areas. Some basic suggestions to make available online could include:

- Daily story time videos with quality age-appropriate texts
- Short rhyme time videos- perhaps focus on a rhyme a week to learn at home
- Physical Activity Challenges – could include playing children's favourite music, dancing, stretching, doing 10 star jumps every day. Challenge- how many star jumps can you do?

Consider what general household objects families will have at home to use i.e. Count the number of stairs in your house every time you walk up and down. Count the kitchen cupboards, do you have more cupboards than drawers?

You will value play and children's interests in your setting so encourage families to value play and children's interests at home too. Now is a great opportunity to educate adults on how to support children as they play. Keep highlighting the endless learning opportunities there are in daily routines. Make these explicit when sending ideas home.

Encourage lots of talk and early reading, these will be very valuable skills for children to have developed when they come back into the setting.

Quality over quantity: Try not to overwhelm parents with too much and beware of pressures on staff and workload.

Main points to consider

- ✓ Contextualise your offline ideas to resources they will have in their house i.e. matching socks, counting cushions, setting table
- ✓ Value play and the child's interests at home and educate parents on how to support them as they play
- ✓ Prioritise stories, rhyme and songs for home learning and these can be modelled by familiar staff in videos. 'Talk, read and play' is an easy mantra for parents/carers to follow
- ✓ Monitor family engagement and reflect on your practice to support them effectively
- ✓ Be aware of any limitations for households with limited internet access or devices
- ✓ Be aware of families' circumstances i.e. parent unwell, other children at home, mental health of parents
- ✓ Vulnerable families should be prioritised, funded children and those with SEND for example
- ✓ Promote independence- it could be a great time for toilet training if child is ready!
- ✓ Have a clear plan in place for supporting your funded and vulnerable children as well as your children with SEND

Behaviour Tips for Parents/Carers

Reassure parents and carers their child may have a short attention span which is perfectly normal. Remind them of how a simple routine can help each day. Provide a means for parents/carers to stay in contact with you in case they need some advice or support.

Home Learning Pack for sending home if need for isolation could include:

5 things to do when at home (i.e. baking, junk modelling, den building)

5 stories to read/ songs to sing

Some basic equipment: Paper, pencils, rubber, pencil sharpener, scissors, glue, play dough, paint brush (for use with small tub of water for outside mark-making)

Contributions from the sector

Hear from some of our Liverpool settings about ways in which they are organising blended learning.

Jon McCowen, nursery manager at Sticky Fingers Nursery, talked to Kim Salisbury from the Quality Improvement Team about some strategies that are working well for him.

Listen to the voice recording here:

https://zoom.us/rec/share/Y4BT2rrHNUCalILFx7IDLH4agS_q-dvRByTD3lRjkjiQJ_cwLgqtEUSpj5rufcS9.OYBtDuuA7qo6dusS?startTime=1602839195000

Maxine Hawes, head of King David Kindergarten, shared some of the ways in which she is supporting parents and carers. See Appendix 1 and 2 for King David Kindergarten's Guide to Zoom Sessions and a sample of their Home Activities.

Claire Boyd, nursery manager of The Rotunda Nursery, shared her Blended Learning Questionnaire for parents/carers. See Appendix 3

Liverpool Children's Centre Services

Liverpool Children's Centres continue to offer a range of activities and outreach services under strict COVID 19 safe guidelines. These include:

- Targeted one to one adult sessions: these will include services, such as domestic violence support, employment and training support, debt, budget management, hardship and those who are in need of immediate support relating to issues that are impacting on them or their family
- Outreach home visits programme: delivery of home learning programme and SEN resources
- Targeted home visits: for families with identified needs
- SEND outreach visits: families seeking support relating to parenting, speech & language, preparation for school, home learning, sleep advice, advice re: SEND
- Health clinics delivered by health professionals by appointment only
- Targeted small group sessions - (adults only and adults & children– by invitation only)

Families can be directed to their nearest children's centre to find out what is available to them. You may wish to collate contact details so that these are readily available to your families as and when needed. These can be found using the following link:

<https://liverpool.gov.uk/children-and-families/early-years-and-childcare/childrens-centres/>

Appendix 1; Home Learning Activities Sample

Kindergarten Two Week Activity Pack Class 2

Dear (insert name),

We've heard you aren't able to come to Kindergarten for a little bit, so here are some fun things to do while you are at home.

We will miss you lots and are looking forward to welcoming you back very soon!

Love from

Sharron, Janet and Maxine

We always start our day with the Wake Up Shake Up! Try and do this every morning.

<https://www.youtube.com/watch?v=1gUbdNbu6ak>

Week 1

This week's letter is T. Watch the Jolly Phonics video to learn the song here

<https://www.youtube.com/watch?v=t6Pn2zVz3eo>

Can you write the letter t? Have a try with the writing sheet attached (we would do this every day in Kindergarten).

What can you find in your house beginning with the sounds learnt so far; s,a and t?

Give your child two objects and say what they are – for example a teddy and an apple. Can they tell you which one begins with the sound t? Try again with another two items.

What's under the tea towel? Hide different items under a tea towel for your child to try and guess. Use different words to describe the colour, texture, use etc. to help your child identify the object.

How is the weather outside? If you can go out into your garden/backyard, stay as still as you can and simply watch the clouds go by. Are the clouds moving fast or slow? Are there lots of clouds or just a few? See if you can spot any shapes among the clouds.

Look at simple shapes – square, circle, rectangle and triangle. Go on a shape hunt in your house. What can you find that is shaped like a square, circle, rectangle or triangle?

Story time! We love this book, especially all the funny names that the dogs have. You can select read along or with sign language.

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/hairy-maclary/>

Help at mealtimes by setting the table counting out how many knives, forks and spoons you need for your family?

Be an animal! Give your child the name of different animals and see if they can move like them. Can they slither and hiss like a snake, flap their arms and tweet like a bird or shake their tale and bark like a dog?



Week 2

This week's letter is I. Watch the Jolly Phonics video to learn the song here

<https://www.youtube.com/watch?v=QL7w-PAQUb8>

Can you write the letter i? Have a try with the writing sheet attached.

What can you find in your house? Go on a sound hunt for items beginning with the sounds learnt so far – s,a,t and i.

This is a scavenger hunt that requires muscles. Are you feeling strong?

https://cdn.literacytrust.org.uk/media/documents/Family_Zone_muscles_scavenger_hunt.pdf

Plan a treasure hunt. Give instructions to find the items – look in the room where you sleep, look under the table, look behind the cushion etc. Where possible, hide more than one of an item so they are encouraged to count i.e. 3 socks under the table.

Are you ready to be a superhero? Make your superhero mask using the file attached and you can even design a superhero cape. Now, you're ready to be a superhero <https://www.youtube.com/watch?v=ok7V1pWtRzs>

Place 10 objects on a table, be it toys, blueberries, pencils etc. Can your child count 2 items from the group? Ask them what happens if they add one more? What if they take one away? Show them a group of 2 items and a group of 5. Can they tell you which group is big and which is small?

Cosmic Kids offers great children's yoga sessions. Try this Coco the Butterfly yoga adventure

<https://www.youtube.com/embed/pT-s1-phgxs>

Have the leaves been falling from the trees into your garden? Collect them and make a leaf hedgehog using the instructions and template attached.

For a simple memory game place 4 objects on the table. Say the name of each object and get your child to repeat. Ask your child to cover their eyes and take one item away. When they open their eyes, can they tell what's missing? Increase the number of objects if it's too easy.

Appendix 2; Guide to Zoom Sessions



Dear Parents/Carers,

While your child is away from our setting, we would welcome the opportunity to stay in touch. We would like to schedule Zoom sessions twice a week where staff can have a catch up with your child, read a story, run an activity etc.

To use Zoom you need to download the Zoom app on your preferred device. The Zoom sessions will last approximately 10 minutes and a meeting invitation and password will be emailed to you in advance.

The following guidelines must be adhered to by all parties before beginning the Zoom sessions:

The Kindergarten will:

- Ensure all Zoom meetings are password protected
- Always try and have a teacher from your child's class to lead the Zoom session
- Not discuss any personal details observed during the session
- Only hold sessions with one family at a time – in the case of a whole class having to isolate, a waiting room will be used and each child will have their own time slot for joining.
- Raise any safeguarding concerns in accordance with the Kindergarten Safeguarding Policy

Parents/Carers:

- By clicking on the Zoom link and joining the session you give parental permission for the session to take place
- Please do not share the Zoom link and password with anyone
- Make sure all members of the household are appropriately dressed for the session – where possible, just the Kindergarten child and responsible adult should be visible.
- Do not leave your child unattended at any point throughout the session
- No not take photographs, screenshots or recordings during the session

If you have any questions/concerns regarding the use of Zoom, please don't hesitate to contact me.

If you prefer for your child not to take part in the sessions, alternative arrangements for telephone catch ups can be made.

Kind regards,

Maxine Hawes

Kindergarten Head

Appendix 3; Blended Learning Questionnaire for parents/carers



Blended learning Questionnaire

Child(ren's) name: _____

Do you have Wi-Fi access at home? Yes () No ()

Does your child have access to a tablet/computer? Yes () No ()

If you have more than 1 child at nursery do you have more than one tablet/computer?
Yes () No ()

Do you have access to a printer? Yes () No ()

Would you prefer...? (tick as appropriate)

Printed activity sheets ()

Online games ()

Links to printable activities ()

Videos/Images of nursery activities ()

Links to online videos/song clips ()

Easy to follow recipes ()

Zoom video group calls with teachers (doing story time/song time) ()

Or...

I'd rather not have access to any blended learning at home ()

Thank you for your time, please return this to nursery ASAP.

Appendix 4; Individual Home Learning Information

Learning at Home Information for (name of child)

During times when your child is not able to come into nursery, you may want to help them continue their learning at home. Here is some information about your child's usual day and some suggestions of things you could do together.

Things I usually do at nursery each day:
At nursery I am learning about:
My next steps are:
Some things I could be practicing at home are:
Ways to stay in touch with my key person:

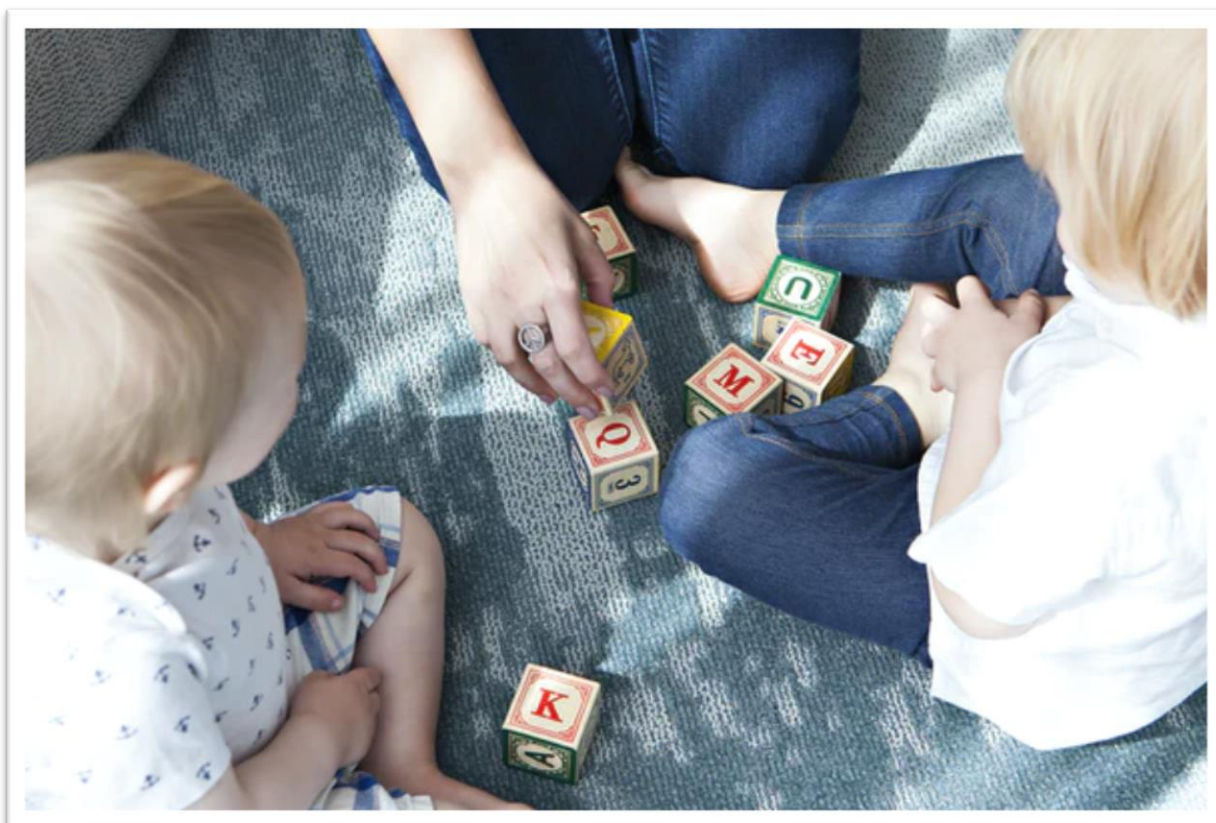
References

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

<https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19>

Blended Learning



PART 2: Guidance for Parents/Carers

The following is drawn from government guidance on ways to help children learn at home during coronavirus. The full guidance can be found here:

<https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19>

“No one expects parents to act as teachers or childcare providers. Or to be able to provide all the activities that a nursery might.

While children gain a lot from nursery, things that parents do at home can help their development more.”

How to help young children learn at home

You can help your child to learn through the little things you do with them, for example:

- everyday conversations
- make-believe play
- games with numbers or letters
- reading together
- involving them in the things you are doing, such as household chores, and talking with them about it

Find ideas for new things you can try at [Hungry Little Minds](#) or try some of our activity suggestion cards.

Top tips:

- You do not need to set separate time or plan complicated activities dedicated to learning. These activities can be built into everyday life and play.
- You know your child best. Avoid forcing them into lengthy planned activities if they naturally respond better to a mix of shorter activities. This can stop them getting bored or frustrated and keep them active, interested and learning through things they enjoy.
- Keeping a routine. Do not worry about trying to keep to the full routine that your child had in nursery or with their childcare provider. However, children will feel more comfortable with a predictable routine, so try to make sure they, get up and go to bed at the same time each day, have regular meal times, turn off any electronic devices, including the television, at least an hour before bedtime.

Activity suggestions

* *images included are copyright free c/o Upsplash.com and Pixabay.com*

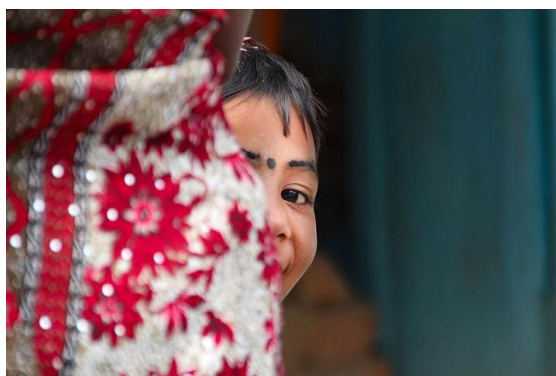
Keeping active

Children should be active for around 180 minutes a day. Here are some ways to help them keep moving:

Who can do the most star jumps?



Play hide and seek



How long can you dance for?



Make some bubbles and chase them



Keep a balloon in the air for as long as you can



Make some nature collections,
this might be leaves, seeds or flower petals



Practice fastening zips and buttons



Practice putting on socks and shoes



Practice using a knife and fork



Play catch



How long can you jog on the spot for?



Socialising while social distancing

Spending time with other children is important for your child's development, but at the moment it is important to follow the rules on social distancing.

While you are spending more time at home together, it will help them if everyone in the home talks with them through the day, responding to them and being led by the things they are interested in.

Ways to stay in touch with others:

Make phone calls to friends and family



Arrange a video call



Send photos in an email to your nursery or childminder



Draw a picture to send to a friend



Decorate your windows for your neighbours



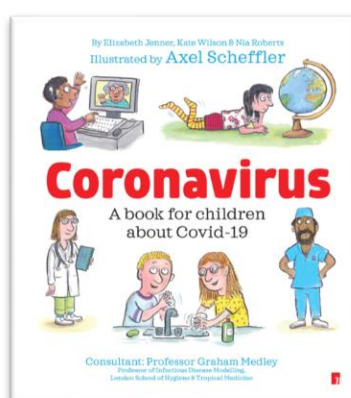
Mental health and wellbeing

Staying at home and the change of routine may make this a difficult time for some children and they may be feeling a range of emotions about it.

They might get upset more often, or return to some behaviours they had grown out of. It's understandable and other families will be experiencing this too.

Way to help children understand their feelings:

Talk to your child about coronavirus



There are stories like this one and online resources that can help you with this.

Talk to your child about things that interest them



Read lots of books and stories together



Play together



Learn a new rhyme or song



Guidance videos for parents/carers

Looking for more information about ways to support your child's development? Click the links to watch our short video guides for parents/carers of 0 to 4 year olds.

Guide 1: Preparing for Phonics; Supporting your child in the early years

https://zoom.us/rec/share/ezGCHLUByYVQ-LWdPUI9Lf6_D34oBTRlwQ-EDbgEPzQeE5dYgAmbkrpdglnikAGu.OpUqM83WDg6_6MNb

Guide 2: Supporting your child with their reading in the early years

https://zoom.us/rec/share/qOBihXc-gPGcw27P-H0awEFW9_MZ93cKLBupxWFFpgTEErD46V33xz0Hnmw1oh0e.7ngL_LyTcLT6-yDd

Guide 3: Supporting your child with their communication and language development in the early years

https://zoom.us/rec/share/cE7iq4WuK01lBt3us55nF3FMbR5JdtZ6zTa2dyO8RYYAx86AOE5snrzc05pKa0_g.lQQ_7Z9KQM4oRynu

Guide 4: Supporting your child with their mathematics in the early years

<https://zoom.us/rec/share/e0uR38Cl4aQuGn1LzWU1uHm0U91tMuQ5C5QqDBrMZ0SHughn5DUpa47-WRYtLK-q.SUArHX94Qf1BlaV>

Online activities for young children

<https://www.bbc.co.uk/cbeebies>

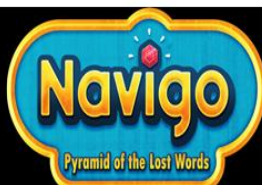
<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>

<https://2simple.com/purple-mash/>

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

<https://muddyfaces.co.uk/activity/>

App suggestions for young children



Local support for Liverpool families

Liverpool Early Help Directory

<https://ehd.liverpool.gov.uk/kb5/liverpool/fsd/family.page?familychannel=0>



Liverpool Library Services

<https://liverpool.gov.uk/libraries/find-a-library/central-library/>



Liverpool Learning Partnership

<https://www.liverpoollearningpartnership.com/resources-to-help-during-social-distancing-and-self-isolation/>



School Improvement Liverpool Early Years Resource Padlet

<https://en-gb.padlet.com/sammckenna/lonbutmfe8uwx0dz>



Liverpool Parents and Carers (LivPaC)

<https://livpac.org.uk/>



Online support for families

The National Literacy Trust

<https://literacytrust.org.uk/family-zone/birth-4/>



Tiny Happy People

<https://www.bbc.co.uk/tiny-happy-people>



Hungry Little Minds

<https://hungrylittleminds.campaign.gov.uk/>



Pacey

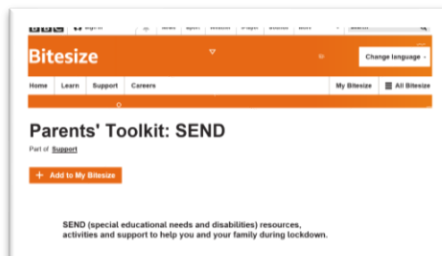
<https://www.pacey.org.uk/parents/>



Online support for families of children with SEND

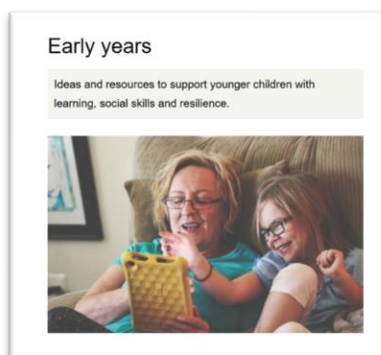
BBC Bitesize

<https://www.bbc.co.uk/bitesize/articles/zh9v382>



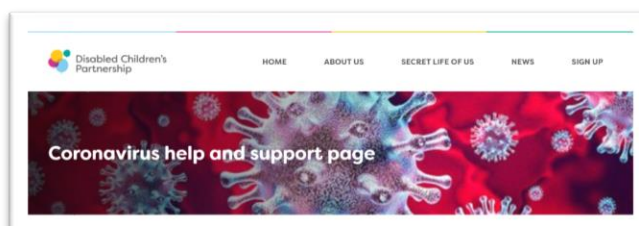
UCL home schooling advice

<https://www.ucl.ac.uk/ioe/departments-and-centres/centres/centre-inclusive-education/homeschooling-children-send/early-years>



Disabled Children Partnership

<https://disabledchildrenpartnership.org.uk/coronavirus/>



The Isabella Trust

<https://www.theisabellatrust.org/information-and-resources/>



Portage

<https://www.portage.org.uk/support/resources/parent-list/317>



The ADHD Foundation

<https://www.adhdfoundation.org.uk/>



Barnados

<https://www.barnardos.org.uk/support-hub/send>

