

Top tips for practitioners: How to manage Remote Access to EYFS during COVID-19 Lockdown.

We are all facing a challenge that no one could have predicted. You play an important role in helping families and their children to get through it.

When considering working with parents/carers to support remote home learning. The following reflections may help you to consider some key actions to take into account when planning home learning experiences.

Reflections

1. **Are you aware how your families are feeling and coping with another lockdown or how they feel when having to self-isolate? Have you signposted your parents/carers to any online reading materials?**

Could you share some child friendly well-being resources?

Useful links

- [Mind UK: Coronavirus and your wellbeing](#)
- [Zero to Three: Young Children at Home during the COVID-19 Outbreak: The Importance of Self-Care](#)
- [Mindkit: 5 ways to wellbeing](#)
- [Headspace: Mindfulness and Guided Meditations](#) (currently has a free trial)

2. **Are you offering parents and carers learning experiences in a wide and varied ways? - Practical, play based, paper-based, online and time to talk suggestions?**

If you are suggesting that parents use technology, find out what technology your parents/carers have at home and what kinds of problems they could be facing. Some issues can be easily resolved while others will mean that you may have to make alternative arrangements for remote access.

3. **Are your activities in line with the EYFS principles? i.e., age appropriate/ play based/ open ended and giving children opportunity to demonstrate their unique Characteristics of Effective Learning styles.**

4. **Are you reminding parents/carers to use communication top tips such as the Five Golden Rules?**

[Five Golden Rules for Communication](#)

5. **Are your activities parent and child friendly? - easy to understand with clear and easy to follow instructions, and with resources that can be found in the home?**

6. **Are you mindful about the amount of work you are sending home, bearing in mind the wide range of pressures and demands that activities can bring? Also bearing in mind the individual needs of children and the areas of development which need further support.**

Find ways to suggest practical activities that parents can select and can be completed effortlessly through playful routines e.g. do not be tempted to bombard parents/ carers with lots of random links, it would be better for you to become familiar with a few recommended website/s such as the [BBC Tiny Happy People](#) and choose one activity or song that might be appropriate for parents to share with their child every day.

7. **Are activities inclusive and easily understood by parents. What are you sharing when parents/carers do not speak English, or may feel challenged with their own literacy and math's skills?**

Have you considered sharing a video of you modelling the activity with your parents through your learning platforms/social media? This would help parents to understand the "How to...".

8. **Are the activities simple enough to give children and parents/carers the feeling that they have achieved the intended outcomes of the activities you are sending home?**

9. **Have you provided children with resources?**

Suggest a list of everyday items that parents could gather in their home if they have advance notice.

Plan activities that use natural everyday objects e.g., water, leaves, snow.

Consider if you have the budget to send a few small, opened resources/ essential items that you know your families will not be able to access at home?

10. **Have you considered delivering/ recording interactive sessions? – where children can watch play based sessions, join in listening to you tell stories, watch, and participate in online exercises or talk to their friends?**

11. **Have you planned a variety of ways to check if children are on track, including regular phone calls to parents to discuss what the child/children have been working on?**
 - **How do you know if your children are completing tasks?**
 - **How are children engaging in their learning?**
 - **Have you got a range of creative ways for work at home to be shared and celebrated?**

Online learning journals such as Class Dojo, Tapestry etc. are great ways of keeping track of children's progress. This allows parents/ carers to work in partnership with providers to upload/send samples of work back into the setting. If you do not have access to online journals you could encourage parent/carers to use your settings private Facebook page. They could send a photo, an email, or a text to share feedback. Remember to acknowledge feedback from parents and praise them for sharing information.

REMEMBER

- Working in partnership with parents/ carers is critical in times such as these. It is easy to become overwhelmed with ever changing COVID-19 guidelines and challenges.
- Take each day as it comes. Practitioners who are feeling stressed or anxious during these uncertain times can get confidential emotional support by accessing this [link](#).
- Focus on the things that really matter. Keep up to date by connecting with Start Well.

The latest [webinars](#) and [Early Years Updates](#) will support you to navigate your way through every changing picture.

We are here if you need us, contact us via the Start Well email: startwellbookings@bolton.gov.uk