

Lancasterian Primary School

A safe and welcoming learning community where:

- we all aim high;
- everyone is included;
- creativity is valued.



Wider Remote Education Guidelines for Parents/Carers

This information is also available at <https://www.lancasterianprimary.co.uk/remote-education-pupils-working-from-home>

Remote education is the provision which is put in place by the school when: a class, group, small number of pupils or an individual pupil needs to self-isolate due to Coronavirus symptoms or infection; or there is a local or national lockdown requiring pupils to remain at home. Pupils who are at home because they are unwell are not expected to engage in remote education until they feel better.

There are two main situations in which a child at Lancasterian Primary School may need to access remote education:

- they are individually isolating at home because they or a member of their household has developed Coronavirus symptoms or infection;
- they are at home due to wider isolating of pupils because a bubble of pupils or the whole school has had to close as a result of confirmed cases of Coronavirus in the school, or because there is a local or national lockdown which includes school closures.

The school's approach to remote education is therefore outlined in a two-strand approach: Individual Remote Education and Wider Remote Education.

This document outlines our measures for Wider Remote Education, i.e. when a bubble of pupils or the whole school has had to close as a result of confirmed cases of Coronavirus in the school, or because there is a local or national lockdown which includes school closures.

Wider Remote Education (WRE) Roles and Responsibilities

Parents/Carers:

- It is the responsibility of parents/carers to ensure that their pupils access remote education as per these guidelines.
- For a child that has been allocated additional IT hardware support during periods of remote education (due to lack of facilities at home), the parents/carers must alert the school office if they do not receive it.
- Where parents/carers are having difficulty with navigating the J2e website or Tapestry, they should call the school to ask to speak to the Deputy Head Teacher (J2e) or Assistant Head for EYFS (Tapestry) for further guidance and support.

School:

- It is the responsibility of the school to ensure that parents/carers are aware of this policy and their roles within it; we will pre-emptively provide simple guidance for all parents/carers on how to access wider remote education.
- The school will give pupils being sent home to isolate a copy of the WRE guidelines.
- The school will let parents/carers know if they have been allocated hardware in the case of remote education being implemented.
- When pupils are sent home from school, the ICT Leader will allocate necessary hardware to complete WRE, according to our records following the whole school survey of needs. The ICT Leader will ensure that the parent/carer understands and signs the Remote Education Hardware Acceptable Use Agreement.
- The Deputy Head Teacher/Assistant Head for EYFS will provide additional support to navigate J2e/ Tapestry when requested by staff or parents/carers.

- Staff will monitor engagement and contact families to provide further support where engagement seems to be lacking. This will be done initially through the class teacher calls home, and escalated to Assistant Head Teacher for EYFS/Deputy Head Teacher where necessary.

EYFS – Nursery and Reception

For EYFS, using Tapestry teachers will post a daily timetable of work and activities.

The daily timetable will be as follows:

Subject	Lesson Duration Per Day	Expected Minimum Content
Phonics	30 minutes	<ul style="list-style-type: none"> • Video clip of phonics session <i>and</i> • Instruction for offline task
Literacy	45 minutes	<ul style="list-style-type: none"> • Link to an Oxford Owl/Twinkl book, with instructions and Oxford Owl login details <i>and</i> • Link to related online task <i>or</i> • Instructions for offline task
Maths	45 minutes	<ul style="list-style-type: none"> • Link to White Rose Maths teaching video with instructions <i>or</i> • White Rose Maths practical task instructions <i>and</i> • Link to related online task <i>or</i> • Instructions for offline task
Specific Areas of Learning (4 x per week)	1 hour	<ul style="list-style-type: none"> • Link to related online task <i>and/or</i> • Instructions for offline task
Music & ICT (1 x per week)		

Teachers, with the support of Nursery Nurses, will prepare bespoke activities for individuals/groups of children with additional needs, according to their needs.

For EYFS, effective interaction, assessment and feedback will be achieved through:

- Recorded videos, through which pupils will see their teachers as they guide them through the lessons (at least one per day) and voice memos.
- Feeding back on work submitted, through Tapestry feedback comments and audio clips. Teachers must feed back on at least 2 pieces of work per pupil per subject per week for each of phonics, literacy, maths and specific area of learning. This can include responding to 'Learning Conversation' comments as and when posted by the pupils.
- Regular use of the Growth Mindset Dinosaurs via Tapestry to recognise effort and achievement and celebrate positive examples of growth mindset.
- 10 minutes calls between teachers/nursery nurses and individual pupils/parents/carers once per fortnight to check how pupils are getting on with their learning, how they are doing generally and whether or not they need any further help or support.

Navigating Tapestry

The assistant head for early year provides parents with Tapestry training videos and guides as part of their child's induction to nursery/reception.

Key Stages 1 & 2 (Y1 – 6)

KS1/2 WRE will be predominantly delivered through the J2e platform, which is easily and freely accessible to all staff and pupils through the London Grid for Learning (LGFL) on any internet browser. Teachers will post a daily timetable of work and activities via a J2e5 daily timetable template.

The daily timetable will be as follows, with videos/audio clips/links/worksheets arranged in the order they should be completed left to right in each lesson content box:

Subject	Lesson Duration Per Day	Expected Minimum Content
Welcome and Introduction	n/a	<ul style="list-style-type: none">• Video or picture and audio clip to welcome the children
Phonics/ Reading	30 minutes	<p>Y1/2</p> <ul style="list-style-type: none">• Phonics teaching PowerPoint <p><i>and/or</i></p> <ul style="list-style-type: none">• link to appropriate online phonics activity related to children's stage of learning <p>Y2-6</p> <ul style="list-style-type: none">• Link to an Oxford Owl text with login instructions <p><i>and</i></p> <ul style="list-style-type: none">• Destination Reader teaching PowerPoint linking above text to current Destination Reader skill with offline task <p><i>and/or</i></p> <ul style="list-style-type: none">• J2e worksheet linking above text to current Destination Reader skill
Writing	1 hour	<ul style="list-style-type: none">• Teaching PowerPoint <p><i>and</i></p> <ul style="list-style-type: none">• J2e worksheet <p><i>or</i></p> <ul style="list-style-type: none">• Link to related online task <p><i>or</i></p> <ul style="list-style-type: none">• Instructions for offline task
Maths	1 hour	<ul style="list-style-type: none">• Link to White Rose Maths teaching video <p><i>and</i></p> <ul style="list-style-type: none">• J2e worksheet <p><i>or</i></p> <ul style="list-style-type: none">• Link to related online task <p><i>or</i></p> <ul style="list-style-type: none">• Instructions for offline task
Foundation Subjects PSHE & Votes for School (1 x per week) Music & ICT (1 x per week)	1 hour	<ul style="list-style-type: none">• Teaching PowerPoint <p><i>or</i></p> <ul style="list-style-type: none">• Link to appropriate online teaching video (e.g. BBC Bitesize) <p><i>and</i></p> <ul style="list-style-type: none">• J2e worksheet <p><i>or</i></p> <ul style="list-style-type: none">• Link to related online task <p><i>or</i></p> <ul style="list-style-type: none">• Instructions for offline task

If the school goes into full lockdown for more than two weeks, we will then additionally incorporate Modern Foreign Languages into this timetable for KS2.

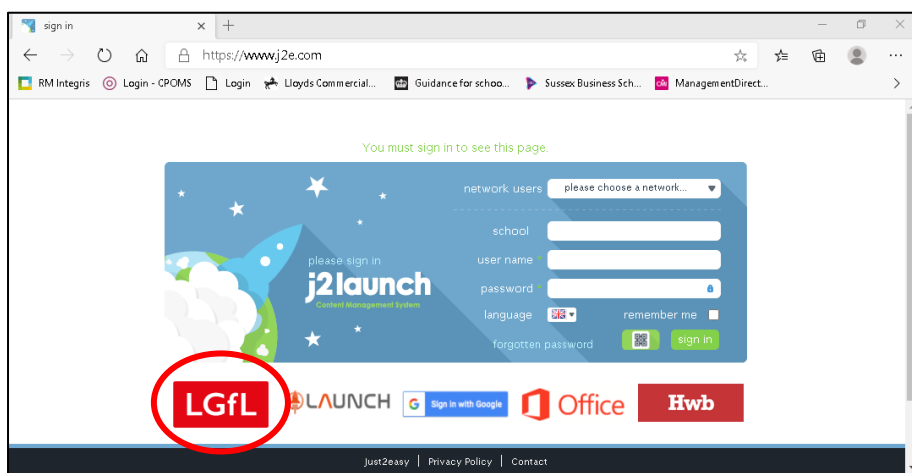
Class teachers will prepare bespoke timetables for individuals/groups of children with additional needs, according to their needs.

For KS1/2, effective interaction, assessment and feedback will be achieved through:

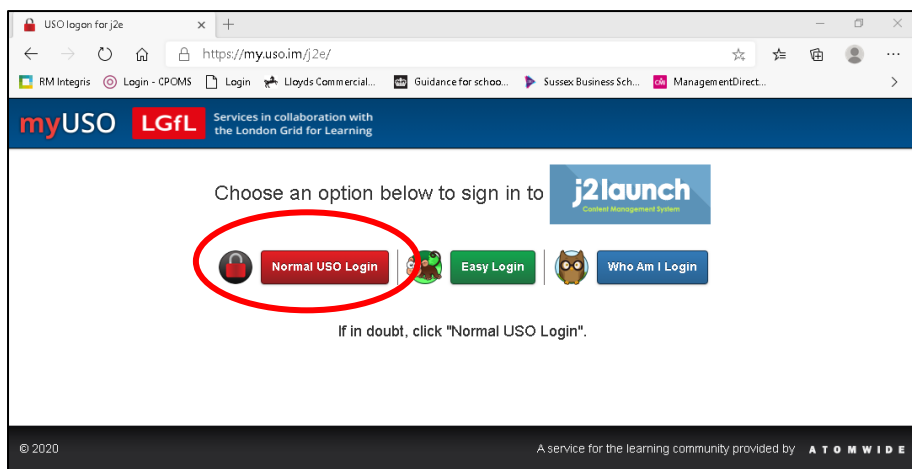
- i. Recorded videos, through which pupils will see their teachers as they guide them through the lessons (at least one per day) and voice memos.
- ii. Responding to 'Learning Conversation' comments as and when posted by the pupils.
- iii. Feeding back on work submitted, either through grading J2e Worksheets or posting 'Learning Conversation' feedback comments. Teachers must feed back on at least 2 pieces of work per pupil per subject per week for each of reading, writing, maths and foundation. This can include responding to 'Learning Conversation' comments as and when posted by the pupils.
- iv. Regular use of the J2stars to recognise effort and achievement and celebrate positive examples of the school values.
- v. 10 minutes calls between teachers and individual pupils once per fortnight to check how pupils are getting on with their learning, how they are doing generally and whether or not they need any further help or support.

Navigating J2e

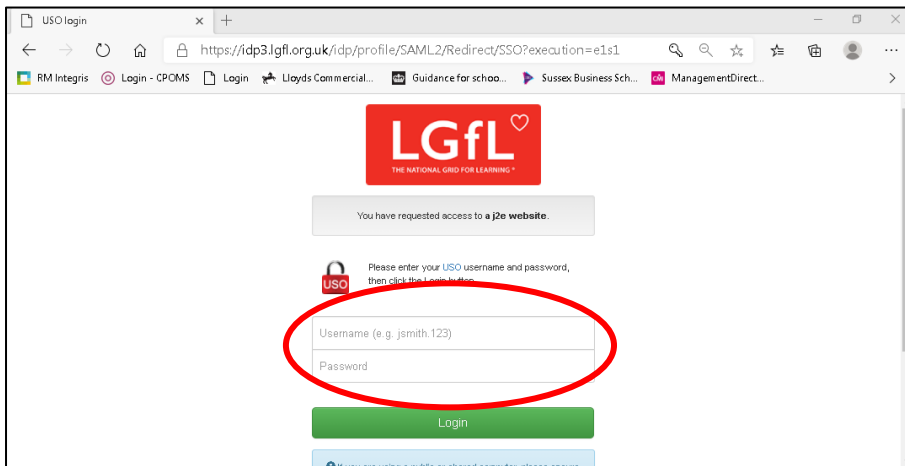
Open up webpage at www.j2e.com and click on **LGfL**



Click on **Normal USO Login**



Add your child's Username and Password Details and click **Login**



USO login

https://idp3.lgfl.org.uk/idp/profile/SAML2/Redirect/SSO?execution=e1s1

RM Integrat... Login - CPOMS Login Lloyds Commercial... Guidance for schoo... Sussex Business Sch... ManagementDirect...

LGfL
THE NATIONAL GRID FOR LEARNING

You have requested access to a j2e website.

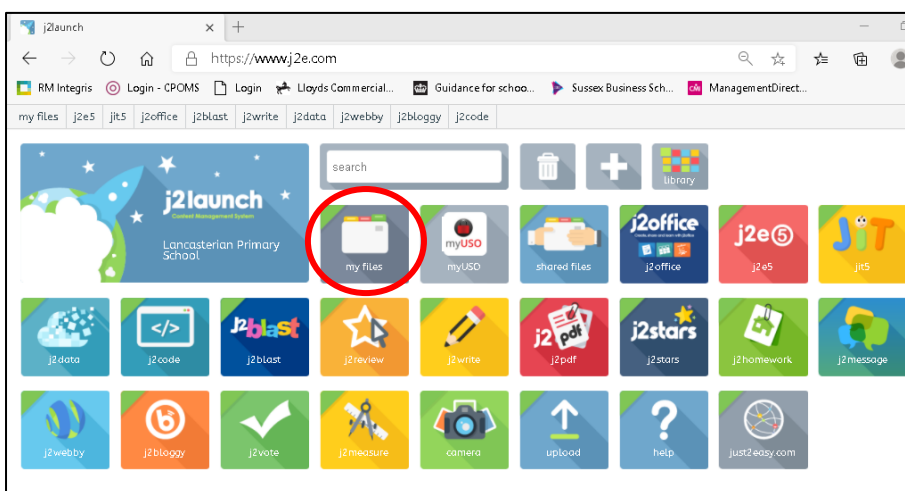
Please enter your USO username and password, then click the Login button.

Username (e.g. jsmith.123)

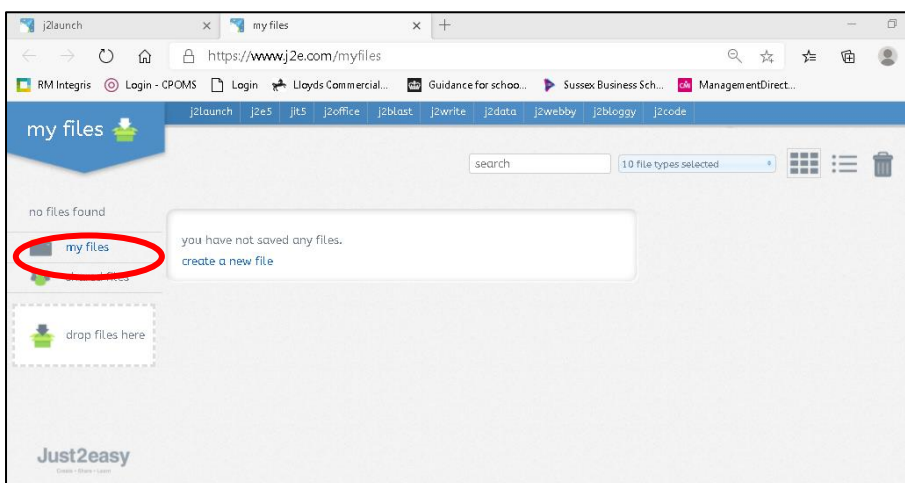
Password

Login

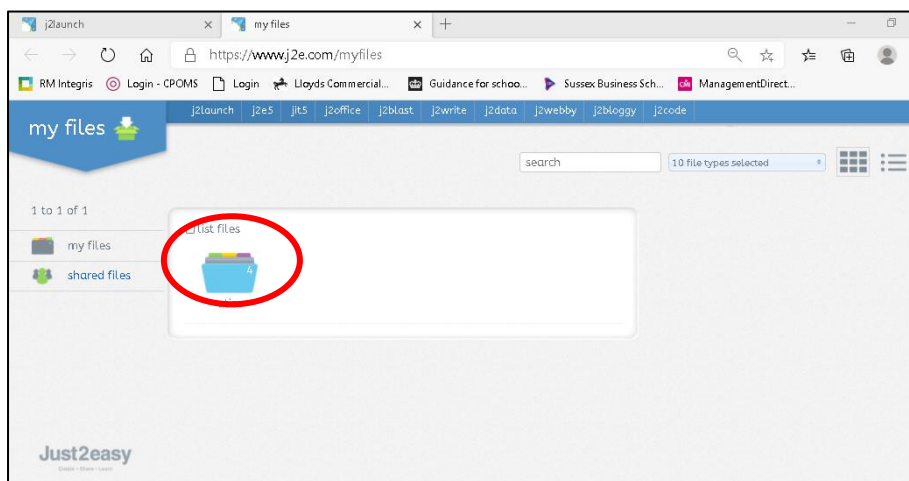
Click on **my files**



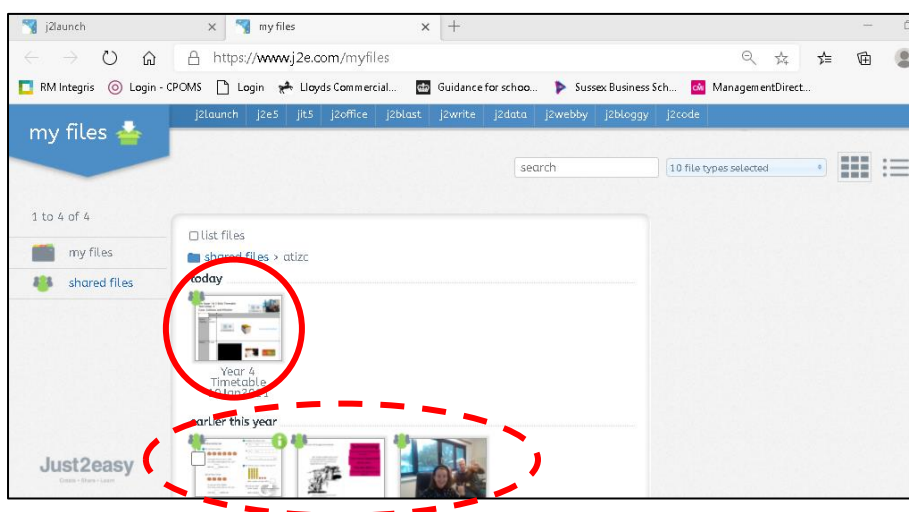
Click on **shared files**



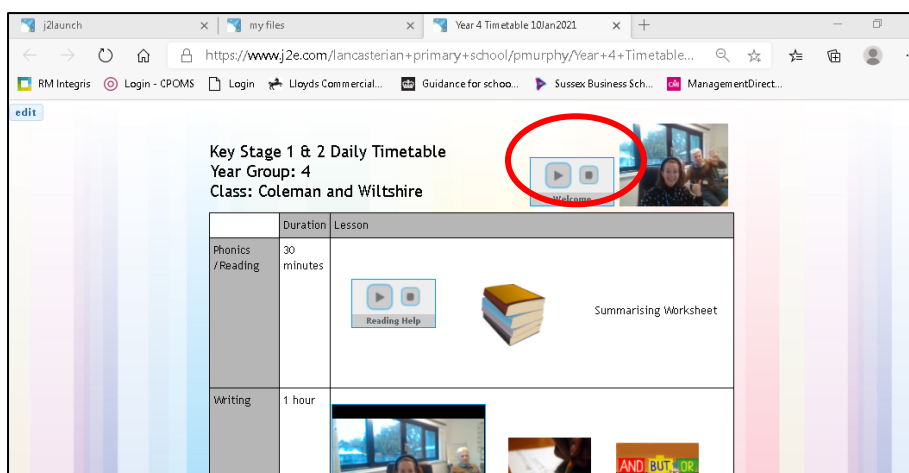
Click on the picture of the folder



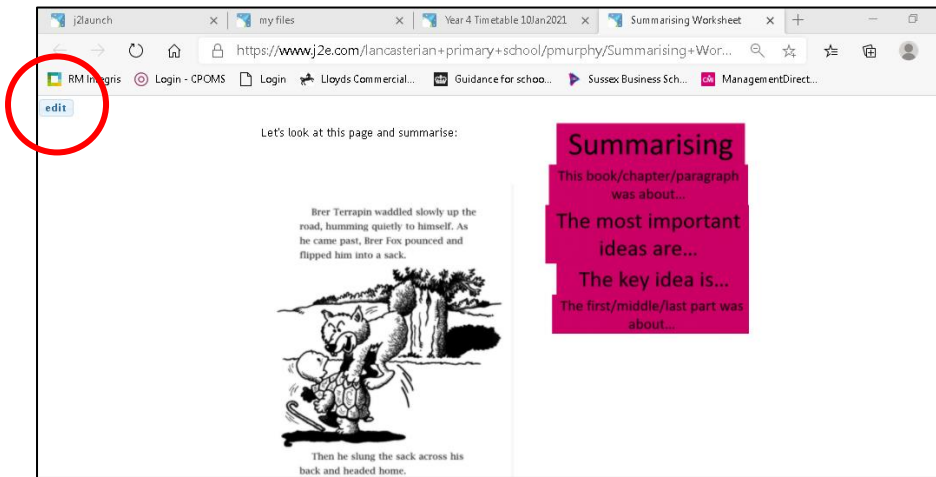
Click on the Timetable for that day (ignoring any other documents which may have appeared)



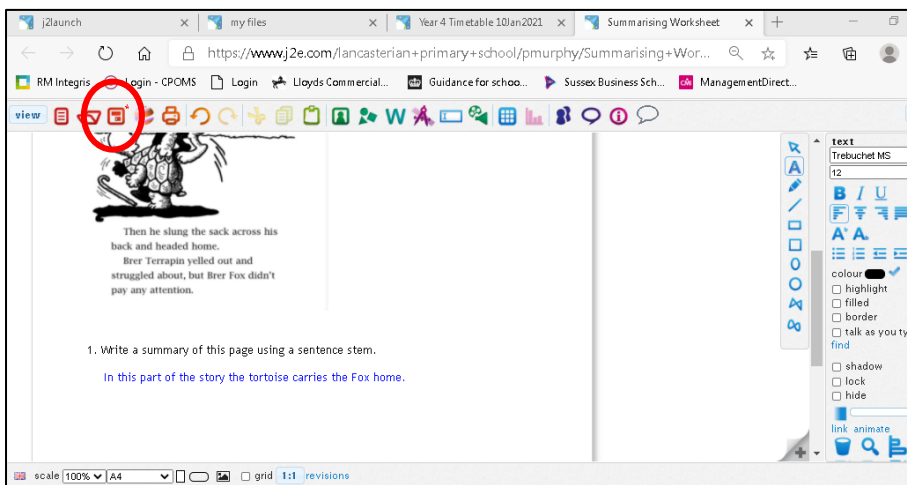
Start working through your timetables for that day, following the instructions and clicking on the videos, sound clips and links.



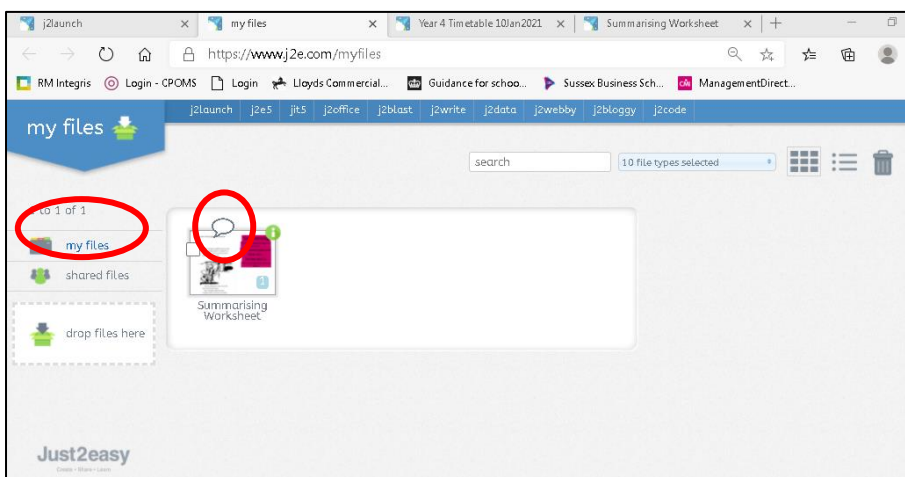
If any links take you to worksheets with **edit** in the top left-hand corner, click on **edit** to write in your answers



When you have written your answers click on **save** (and then click on **save** again when the dialogue box opens up)



Once saved, if you go back to **my files** you will see you completed worksheet there. If you wish to leave a comment or question for your teachers, click on the speech bubble. You can also check in **my files** for comments left by your teacher.



When you click on the speech bubble, you have the option to either type or record your comment

