

# LanCasterian Primary School

## Remote Education Policy



Version No.	Date	Approved by	Review Frequency	Review Date
1	Oct 2020	Governors Feb 2021	+1 Year	Oct 2021

## SECTION A: CONTEXT

### A1.) Policy Objectives:

- To ensure that remote education at Lancasterian Primary School is organised in the way which best supports our pupils' learning.
- To ensure that our approach to remote education is in line with DfE expectations.
- To inform all stakeholders about how and when we will provide remote education.

### A2.) What is Remote Education?

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.

### A3.) DfE Expectations

In the DfE's 'Guidance for full opening: schools' (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>), the government sets out its expectations in relation to remote education as follows.

*In developing contingency plans, we expect schools to:*

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum*

*When teaching pupils remotely, we expect schools to:*

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

*We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.*

#### A4.) Challenges for Remote Education for the Lancasterian Primary School Community

- A high proportion of the pupils who join Lancasterian Primary School in either nursery or reception begin with below expected levels of development, and this is also true of the significant number of pupils who join the school as casual admissions, arriving from a range of different circumstances.
- The percentage of pupils with special educational needs or disabilities is above national average and amongst the highest in Haringey, up to 29% in some year groups.
- The proportion of pupils supported with an EHCP is also high, with 20 pupils currently on plans.
- 68% of speak English as an additional language and many of these pupils's parents do not speak or read fluent English.
- A higher than national average number of pupils are disadvantaged; the percentage of pupils eligible for Pupil Premium funding varies across the school, from 40% in year 6 down to 29% in Year 1. Our September 2020 remote education survey told us that the following number of devices were needed across the school (nursery to year 6) in order for all pupils have access to the necessary equipment and internet provision to make online remote education effective:
  - ✓ Number of pupils needing a **wifi dongle only** = 2
  - ✓ Number of pupils needing a **device only** = 56
  - ✓ Number of pupils needing a **device with a keyboard function** if one is required = 17
  - ✓ Number of pupils needing **both a wifi dongle and a device** = 15

This spreadsheet containing this information is continuously updated through new pupil admission procedures.

#### A5.) A Two-Strand Approach

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

- i. they are individually isolating at home because they or a member of their household has developed Coronavirus symptoms or infection;
- ii. 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.

In both IRE and WRE, pupils who do not have the necessary hardware are entitled to borrow it from the school during their period of remote education, as described below. These will be provided through the 66 laptops supplied by the Department for Education as well as ipads and dongles supplied by the school. In this way, the school will not need to provide printed alternatives to online work for any pupils.

## SECTION B: INDIVIDUAL REMOTE EDUCATION (IRE)

### B1.) IRE Approach

Our approach to IRE has to be guided by significant challenges which are out of the school's control which we will face as pupils are individually away from school from time to time, i.e.:

- the unpredictable number of pupils that may be off on any day, across the school;
- the unknown regularity with which we will face IREs;
- the varying lengths of times that pupils will be away from school (especially given disparity in the Coronavirus testing system);
- teacher workload as they continue to provide lessons in school;

- the fact that household members will not be able to come onto site during suspected or confirmed cases.

IRE will be provided through the resources available via The Oak National Academy, which caters for all primary pupils including EYFS. The Oak National Academy was commissioned by the DfE in response to the initial Coronavirus lockdown to create this online resource – a bank of free, high-quality video lessons and resources which are available throughout 2020/21.

Around 10,000 lessons and resources – created by practising teachers – cater for pupils from Early Years Foundation Stage to Year 11, as well as specialist lessons covering a wide range of learning areas and therapies; for students with additional needs, they offer a series of specialist subjects. The resource provides the equivalent of 3 hours of lessons a day for primary school pupils across a variety of subjects, combining videos, quizzes and worksheets. Lessons are scheduled across each term and each lesson is an hour long. They're delivered by a teacher, with a pre-recorded video; it's all easy to use, there's no login or password, pupils can access lessons on any device, and they only need materials they can find at home.

Whilst this approach does mean that lessons studied at home will not align exactly with learning taking place in the class at school, high quality work will be provided which is age/ability appropriate and creates only a small additional workload for teachers who will still be working with the rest of their class at school.

### **B2: Additional support for pupils who have been isolating for more than 5 days**

Teachers of pupils who have been in IRE for more than 5 days will call to check in on:

- ✓ how they are doing generally
- ✓ whether or not they are accessing remote education through Oak National Academy (challenge them if not!)
- ✓ whether there are any aspects of the work that they or their parents/carers need some extra help with

The teacher should have the Oak National Academy webpage open when making this call, in order to respond to specific questions.

### **B3.) Roles and Responsibilities**

Parents/Carers:

- It is the responsibility of parents/carers to ensure that their pupils access remote education through The Oak National Academy when they are individually isolating at home because they or a member of their household has developed Coronavirus symptoms or infection.
- Parents/carers should navigate to the lesson/resources relevant to their child's age and ability, according to the 'Schedule' set out by Oak.
- Pupils must complete each day one lesson of each of the following:
  - ✓ English (Literacy in EYFS)
  - ✓ Maths
  - ✓ Other (e.g. Geography, Understanding the World)
- Pupils with SEND/Additional Needs should do any lessons from the 'Specialist Classroom' on The Oak National Academy Website, according to their preferences.
- 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 Oak National Academy website, they should call the school to ask to speak to the Deputy Head Teacher 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.
- The school will pre-emptively provide simple guidance for all parents/carers on how to access remote education through The Oak National Academy website.
- The school will give pupils being sent home to isolate a copy of the IRE guidelines.
- When pupils are sent home from school, the ICT Leader will allocate necessary hardware to complete IRE, 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 will provide additional support to navigate The Oak National Academy when requested by parents/carers.
- Teachers will call pupils who are isolating for more than 5 days, as outlined above.

## **SECTION C: WIDER REMOTE EDUCATION (WRE)**

### **C1. WRE Approach**

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). Both teachers and most pupils are already familiar with logging into LGFL and – to a lesser degree – using J2e, and this will support the use of this tool for delivering WRE. However, there will be need for further training and consolidation in these areas and parents/carers will need support initially.

Delivering KS1/2 WRE through J2e enables the school to fulfil all the requirements set out by the DfE (see section A3 above). Teachers will be able to deliver a high quality, bespoke lessons following our school curriculum. The J2e platform also enables interaction, assessment and feedback between teachers and pupils.

EYFS WRE will be predominantly delivered through the Tapestry platform, which is easily and freely accessible to all staff and parents/carers. There will be need for further staff training and consolidation in Tapestry and parents/carers will need support initially.

Delivering EYFS WRE through Tapestry enables the school to fulfil all the requirements set out by the DfE (see section A3 above). Teachers will be able to deliver a high quality, bespoke lessons following our school curriculum. The Tapestry platform also enables interaction, assessment and feedback between teachers and pupils.

### **C2. Curriculum**

For KS1/2, using J2e teachers will post a daily timetable of work and activities via a J2e5 daily timetable template. Music and IT Leaders will send class teachers the content for their lessons to be added to the daily timetable; this will be done once per week and class teachers must post this on the daily timetable the day after it is received.

Class teachers need to ensure that at least 2 pieces of completed work per subject per week are submitted by pupils' into their online J2e folders for interaction, assessment and feedback. Music and IT leaders will give additional pupil interaction, assessment and feedback in relation to their areas if the school goes into full lockdown.

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	Approach	<b>Expected Minimum Content</b> All lesson content should be guided and supported by some or all of the following: <ul style="list-style-type: none"> <li>✓ teacher voice audio clips</li> <li>✓ teacher videos (at least one per daily timetable)</li> <li>✓ written guidelines/instructions</li> </ul>
Welcome and Introduction	n/a	n/a	<ul style="list-style-type: none"> <li>• Add a video or picture and audio clip to welcome the children</li> </ul>
Phonics/ Reading	30 minutes	SoundsWrite Destination Reader	Y1/2 <ul style="list-style-type: none"> <li>• Phonics teaching PowerPoint <i>and/or</i></li> <li>• link to appropriate online phonics activity related to children's stage of learning</li> </ul> Y2-6 <ul style="list-style-type: none"> <li>• Link to an Oxford Owl text <b>Remember to provide your class Oxford Owl login details in your instructions on the timetable</b> <i>and</i></li> <li>• Destination Reader teaching PowerPoint linking above text to current Destination Reader skill with offline task <i>and/or</i></li> <li>• J2e worksheet linking above text to current Destination Reader skill</li> </ul>
Writing	1 hour	Talk for Writing	<ul style="list-style-type: none"> <li>• Teaching PowerPoint <i>and</i></li> <li>• J2e worksheet <i>or</i></li> <li>• Link to related online task <i>or</i></li> <li>• Instructions for offline task</li> </ul>
Maths	1 hour	Power Maths/White Rose Maths	<ul style="list-style-type: none"> <li>• Link to White Rose Maths teaching video <i>and</i></li> <li>• J2e worksheet <i>or</i></li> <li>• Link to related online task <i>or</i></li> <li>• Instructions for offline task</li> </ul>
Foundation Subjects, according to Foundation Curriculum Blocking Map (3 x per week)  PSHE & Votes for School (1 x per week)	1 hour	Lancasterian Primary School Foundation Curriculum Maps	<ul style="list-style-type: none"> <li>• Teaching PowerPoint <i>or</i></li> <li>• Link to appropriate online teaching video (e.g. BBC Bitesize) <i>and</i></li> <li>• J2e worksheet <i>or</i></li> <li>• Link to related online task <i>or</i></li> <li>• Instructions for offline task</li> </ul>

Music & ICT (1 x per week)			
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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 SEN/EAL children, according to their needs.

For EYFS, using Tapestry teachers will post a daily timetable of work and activities. Music and IT Leaders will send class teachers the content for their lessons to be added to the daily timetable; this will be done once per week and class teachers must post this on the daily timetable the day after it is received.

Class teachers need to ensure that at least 2 pieces of completed work per subject per week are submitted by pupils' via Tapestry for interaction, assessment and feedback. Music and IT leaders will give additional pupil interaction, assessment and feedback in relation to their areas if the school goes into full lockdown.

The daily timetable will be as follows:

Subject	Lesson Duration Per Day	Approach	Expected Minimum Content All lesson content should be guided and supported by some or all of the following: ✓ teacher voice audio clips ✓ teacher videos (at least one per daily timetable) ✓ written guidelines/instructions
Phonics	30 minutes	Letter and Sounds SoundsWrite	<ul style="list-style-type: none"> <li>• Video clip of phonics session <i>and</i></li> <li>• Instruction for offline task</li> </ul>
Literacy	45 minutes	Development Matters Talk for Writing	<ul style="list-style-type: none"> <li>• Link to an Oxford Owl/Twinkl book, with instructions <b>Remember to provide your class Oxford Owl login details in your instructions on the timetable</b> <i>and</i></li> <li>• Link to related online task <i>or</i></li> <li>• Instructions for offline task</li> </ul>
Maths	45 minutes	Development Matters Power Maths/White Rose Maths	<ul style="list-style-type: none"> <li>• Link to White Rose Maths teaching video with instructions <i>or</i></li> <li>• White Rose Maths practical task instructions <i>and</i></li> <li>• Link to related online task <i>or</i></li> <li>• Instructions for offline task</li> </ul>
Specific Areas of Learning (4 x per week)  Music & ICT (1 x per week)	1 hour	Development Matters	<ul style="list-style-type: none"> <li>• Link to related online task <i>and/or</i></li> <li>• Instructions for offline task</li> </ul>

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

### **C3. Interaction, Assessment and Feedback**

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.

Teachers must adjust the pace or difficulty of what is being taught in response to assessments or questions/feedback from pupils, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

For EYFS, 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. 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.
- iii. Regular use of the Growth Mindset Dinosaurs via Tapestry to recognise effort and achievement and celebrate positive examples of growth mindset.
- iv. 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.

Teachers must adjust the pace or difficulty of what is being taught in response to assessments or questions/feedback from pupils, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

With inclusion as one of our core values, it is vital that we take an approach to remote education which facilitates the engagement of the maximum possible number of children. We have taken the initial approach to use teacher videos in our remote education as opposed to live lessons (e.g. through Zoom) as we believe that this is best for our community and will lead to the greatest engagement with learning whilst at home for the following reasons:

- In a parent/carer survey (Jan 2021) in which we offered the possibility of daily or weekly class Zooms, 11% of the 57 parents/carers who responded said that they did not want any class Zooms, only 33% of parents/carers said that they would like daily class Zooms and 56% said that they would prefer just a weekly class Zoom.
- Current engagement in weekly class Zooms is as low as 50% in most classes, in spite of best efforts to encourage children to attend. Friday assembly Zoom attendance is around 30%.
- We understand that supporting children to access live lessons would present significant logistical challenges for many of our families due to:

- multiple siblings requiring adult support to access live lessons simultaneously;
- lack of multiple devices for large families with several children;
- lack of capacity of some parents/carers to support with accessing live lessons at specific times due to their own workloads/busyness;
- lack of capacity of some parents/carers to support with accessing live lessons at specific times due to the own skills in relation to technology and/or English.

As per DfE's 11 February 2021 Coronavirus Daily update to all early years, children's social care, schools and further education providers: *"Schools and colleges do not have to offer live lessons. Remote teaching will include both recorded or live direct teaching time, and time for pupils and students to complete tasks and assignments independently. Online video lessons do not necessarily need to be recorded by teaching staff at the school or college. Oak National Academy lessons, for example, can be provided in lieu of school or college led video content. Schools and colleges are best placed to decide on the most appropriate approach to teaching their pupils effectively."*

For the Lancasterian school community, the inclusion of more live lessons within our remote education would very likely lead to the exclusion of many of our children from learning. Allowing children and parents/carers to access daily learning – including teacher videos – at their own time has enabled us to achieve engagement levels of around 85% during lockdowns. This will be kept under review.

#### **C4. Teacher Workload**

When providing WRE for their pupils whilst working from home themselves, teachers should allocate their 32.5 working hours per week as follows:

Lesson Planning and Resourcing =	12.5 hours (2.5 hours per day)
Interaction, Assessment and Feedback =	10 hours (2 hours per day)
Bespoke SEND/EAL Lesson Planning and Resourcing =	7.5 hours (1.5 hours per day)
Check-in Phone Calls with Pupils (15 per week) =	2.5 hours (30 minutes per day/10 minutes per call)
<b>TOTAL =</b>	<b>32.5 hours</b>

PPA is included in the breakdown above as PPA is for planning, preparation and assessment.

Daily timetables/activities must be prepared the day before, and shared with pupils each morning by 9am at the latest.

Where both year group bubbles are engaged in WRE, teachers will be able to share the lesson planning and resourcing workload. In the case where one bubble in a year group is isolating whilst the other remains at school, year partner teachers must work together to ensure that pupils are receiving the same education and to share workload. To facilitate this, teachers will need to use the same PowerPoints, resources, etc. for both in-school and remote education wherever possible.

If the school is in a local or national lockdown and open for key worker/vulnerable children, the school will ensure that only one year group partner is on shift at a time and that they are given release time to implement WRE, supported by their year partner.

#### **C5. Training, Support and Practice**

##### Teachers:

The school will provide initial teacher training on remote education platform use early in autumn 2020/21 as well as some 1:1 training with staff. Written guides will also be provided. This training will then be refreshed and developed each half term. The head teacher, deputy head teacher and IT Leader will be available to support staff when using the platforms for remote learning. Regular use of the platforms to

provide weekly homework for pupils will also enable staff to become more adept at using them (see Homework Policy).

#### Pupils:

The IT Leader will train Y1-6 pupils in the use of J2e, using example timetable templates to guide the pupils through the process. This will include ensuring that pupils are familiar with their logins and passwords. Tapestry is more adult-led, so training for pupils is not required.

#### Parents/Carers:

See Appendix ii: Wider Remote Education Guidelines for Parents/Carers. This will be sent to parents via ParentHub along with LGFL logins and passwords in the event of a bubble or whole school closure. Information about remote education is also available on the school website.

### **C6.) Roles and Responsibilities**

#### Parents/Carers:

- It is the responsibility of parents/carers to ensure that their pupils access remote education as per the guidelines provided by the school (see Appendix iii).
- 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.
- The school 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.

### **C7. Quality Assurance Monitoring**

The Assistant Head Teacher for EYFS and Deputy Head Teacher will monitor the quality of the work, interaction, assessment and feedback, giving feedback to teachers once per week which highlights strengths and areas for development. Where the Assistant Head Teacher for EYFS or Deputy Head Teacher sees that a member of staff requires further support, this will be provided.

### **C8. Engagement Monitoring**

Teachers will monitor engagement through work completed and fortnightly calls home to pupils. Where there are concerns that pupils are not engaging sufficiently, this will be escalated to the Assistant Head Teacher for EYFS or Deputy Head Teacher.

The Head Teacher will also monitor engagement across the school on a monthly basis in the event of an ongoing local or national lockdown and use this information to review approach and policy.

## **SECTION D: SAFEGUARDING**

Our KS1/2 digital platform, J2e, is hosted by the London Grid for Learning (LGFL) who provide a safe digital environment and also provide a wide range of digital safety resources that can be found here:

<https://www.lgfl.net/online-safety/>

The Tapestry platform provides an established safe and secure platform for home/school interaction.

Safeguarding roles and responsibilities are as follows:

### Staff:

- Where staff are interacting with children online, they will continue to follow our existing IT acceptable use policy.
- When calling children for fortnightly calls, this will always be done using the parent or carer's telephone number and not the telephone number of the child.
- Parents/carers should remain with the child whilst they are speaking to staff on the phone.
- The staff member must block their ID when making the call so that their number cannot be seen.
- Any concerns arising from contacts with children should be forwarded to the Designated Safeguarding Lead in the usual way.
- All remote contact with vulnerable children will be recorded using the schools CPOMs under the designated COVID-19 tab.
- The IT Leader will ensure that browsing history and saved documents are deleted from all devices when they are returned to the school, and report any concerns to the Pastoral Care Manager.

### Pupils and Parents/Carers:

- When receiving calls from the class teacher or other staff members, parents/carers should remain with the child whilst they are speaking to staff on the phone.
- Parents/carers must sign and adhere to a Remote Education Hardware Acceptable Use Agreement (Appendix iii) when borrowing hardware from the school and ensure that their child only uses the hardware for the purposes of remote education.

## **SECTION E: MONITORING OF THIS POLICY**

This policy will be reviewed at the end of each academic year, taking into account:

- feedback from staff via the June staff survey;
- feedback from parents/carers via a June Survey Monkey;
- feedback from pupils via the House Captains and Vice House Captains;
- engagement statistics;
- ongoing dialogues with parents/carers, staff and pupils throughout the year.



# Lancasterian Primary School



A safe and welcoming learning community where:

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

## Individual 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:

- iii. they are individually isolating at home because they or a member of their household has developed Coronavirus symptoms or infection;
- iv. 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 interim measures for Individual Remote Education, i.e. when a child is individually isolating at home because they or a member of their household has developed Coronavirus symptoms or infection.

### Individual Remote Education

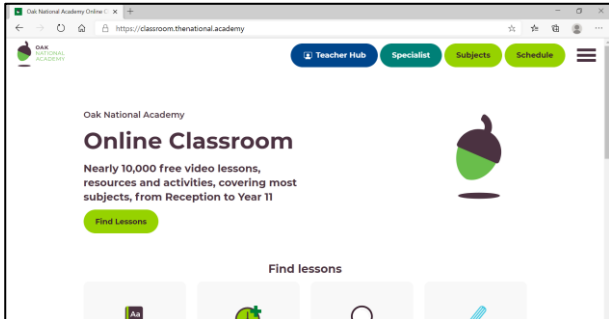
Individual remote education will be provided through the resources available via **The Oak National Academy**, which caters for all primary pupils including those in the early years. The Oak National Academy provides a bank of around 10,000 free, high-quality lessons and resources combining videos, quizzes and worksheets which are available throughout 2020/21. Created by practising teachers, these cater for pupils from Early Years Foundation Stage to Year 6, as well as specialist lessons for students with special/additional needs. It is very easy to use. Lessons are scheduled across each term, there's no login or password, pupils can access lessons on any device, and they only need materials they can find at home.

- Parents/carers will need to support their pupils to access remote education through The Oak National Academy website (<https://classroom.thenationalacademy/>).
- Parents/carers should navigate to the lesson/resources relevant to their child's age and ability, according to the 'Schedule' set out by Oak.
- Pupils must complete each day one lesson of each of the following:
  - ✓ English (Literacy in EYFS)
  - ✓ Maths
  - ✓ Other (e.g. Geography, Understanding the World)
- Pupils with Special/Additional Needs should do any lessons from the 'Specialist Classroom' on The Oak National Academy website, according to their needs and preferences.

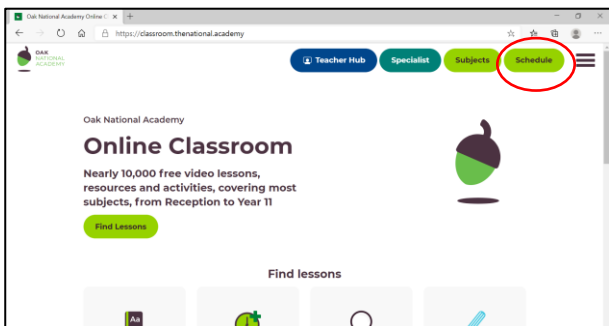
- Where parents/carers are having difficulty with navigating The Oak National Academy website, they should call the school to ask to speak to the Deputy Head Teacher for further guidance and support.

## Navigating The Oak National Academy Website

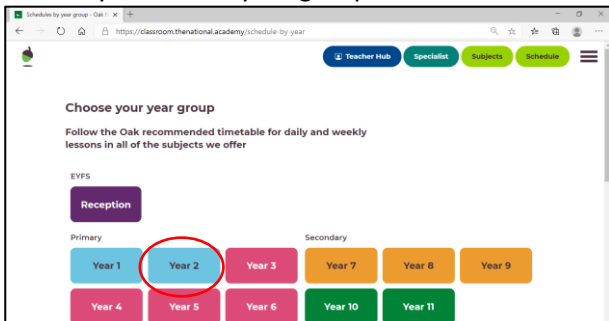
Open up webpage at <https://classroom.thenational.academy/>



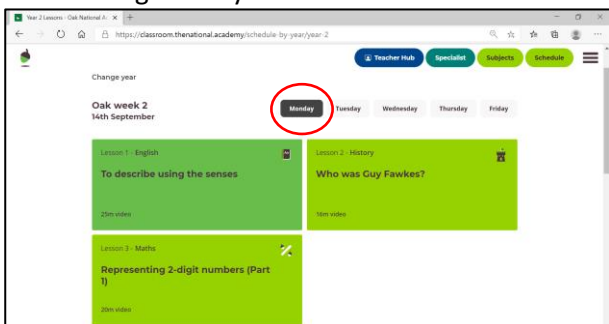
Select 'Schedule'



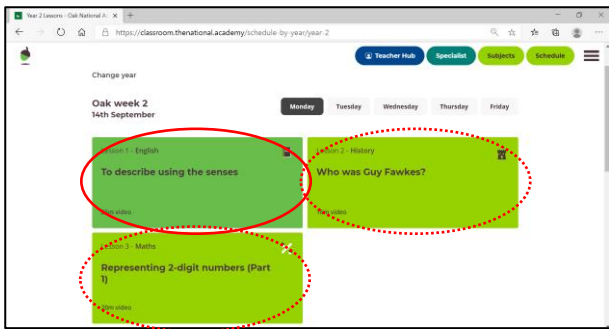
Choose your child's year group



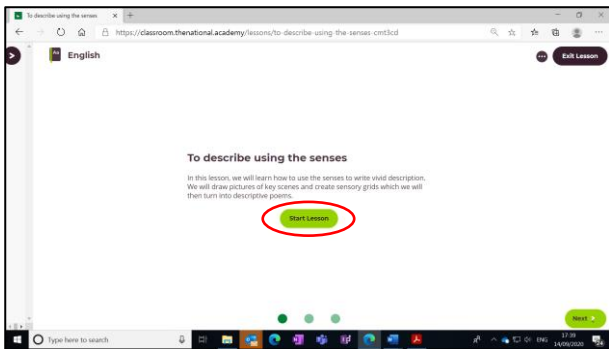
Select Monday - regardless of what day of the week it is, always start on Monday and then continue to work through until your child returns to school



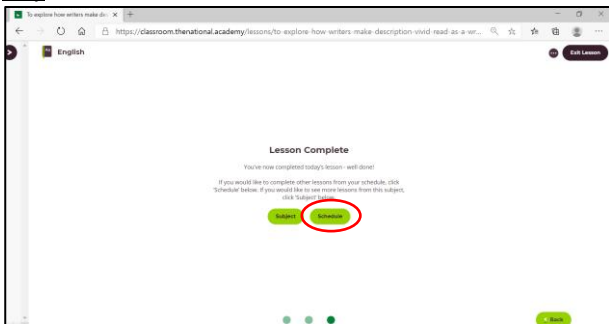
Start with Lesson 1 (and when you've done that work your way through to Lesson 3 for that day)



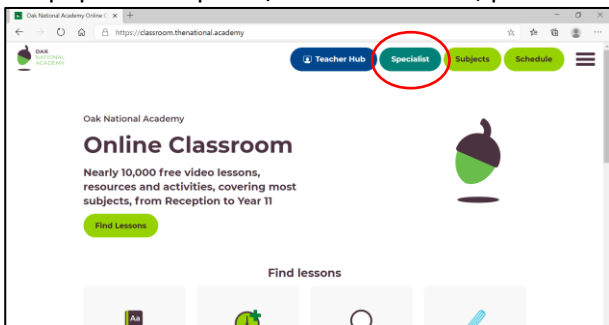
Click on 'Start Lesson' and follow on-screen instructions.



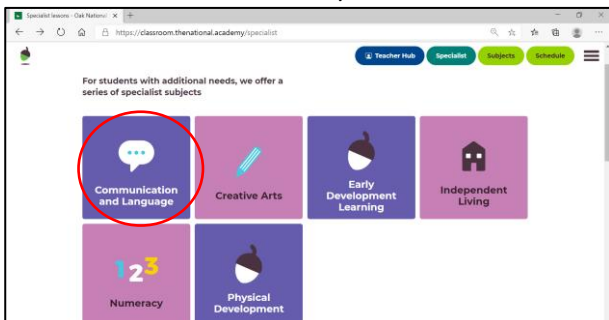
When your lesson is complete remember to return to 'Schedule' and go to the next lesson of that same day.



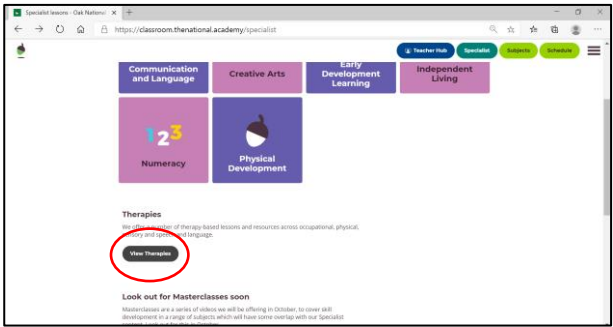
For pupils with special/additional needs, please click on 'Specialist' on the home page



Choose an area of relevance/interest and follow the on-screen instructions



For pupils with special/additional needs, they also offer a number of therapy-based lessons and resources across occupational, physical, sensory and speech and language.



# 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:

- i. they are individually isolating at home because they or a member of their household has developed Coronavirus symptoms or infection;
- ii. 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/carers 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"> <li>• Video clip of phonics session <i>and</i></li> <li>• Instruction for offline task</li> </ul>
Literacy	45 minutes	<ul style="list-style-type: none"> <li>• Link to an Oxford Owl/Twinkl book, with instructions and login details <i>and</i></li> <li>• Link to related online task <i>or</i></li> <li>• Instructions for offline task</li> </ul>
Maths	45 minutes	<ul style="list-style-type: none"> <li>• Link to White Rose Maths teaching video with instructions <i>or</i></li> <li>• White Rose Maths practical task instructions <i>and</i></li> <li>• Link to related online task <i>or</i></li> <li>• Instructions for offline task</li> </ul>
Specific Areas of Learning (4 x per week)	1 hour	<ul style="list-style-type: none"> <li>• Link to related online task <i>and/or</i></li> <li>• Instructions for offline task</li> </ul>
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.

- iii. Regular use of the Growth Mindset Dinosaurs via Tapestry to recognise effort and achievement and celebrate positive examples of growth mindset.
- iv. 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"> <li>• Video or picture and audio clip to welcome the children</li> </ul>
Phonics/ Reading	30 minutes	<p>Y1/2</p> <ul style="list-style-type: none"> <li>• Phonics teaching PowerPoint <i>and/or</i></li> <li>• link to appropriate online phonics activity related to children's stage of learning</li> </ul> <p>Y2-6</p> <ul style="list-style-type: none"> <li>• Link to an Oxford Owl text with instructions and login details <i>and</i></li> <li>• Destination Reader teaching PowerPoint linking above text to current Destination Reader skill with offline task <i>and/or</i></li> <li>• J2e worksheet linking above text to current Destination Reader skill</li> </ul>
Writing	1 hour	<ul style="list-style-type: none"> <li>• Teaching PowerPoint <i>and</i></li> <li>• J2e worksheet <i>or</i></li> <li>• Link to related online task <i>or</i></li> <li>• Instructions for offline task</li> </ul>
Maths	1 hour	<ul style="list-style-type: none"> <li>• Link to White Rose Maths teaching video <i>and</i></li> <li>• J2e worksheet <i>or</i></li> <li>• Link to related online task <i>or</i></li> <li>• Instructions for offline task</li> </ul>

Foundation Subjects	1 hour	<ul style="list-style-type: none"> <li>• Teaching PowerPoint</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>• Link to appropriate online teaching video (e.g. BBC Bitesize)</li> </ul> <i>and</i> <ul style="list-style-type: none"> <li>• J2e worksheet</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>• Link to related online task</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>• Instructions for offline task</li> </ul>
PSHE & Votes for School (1 x per week)		
Music & ICT (1 x per week)		

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.

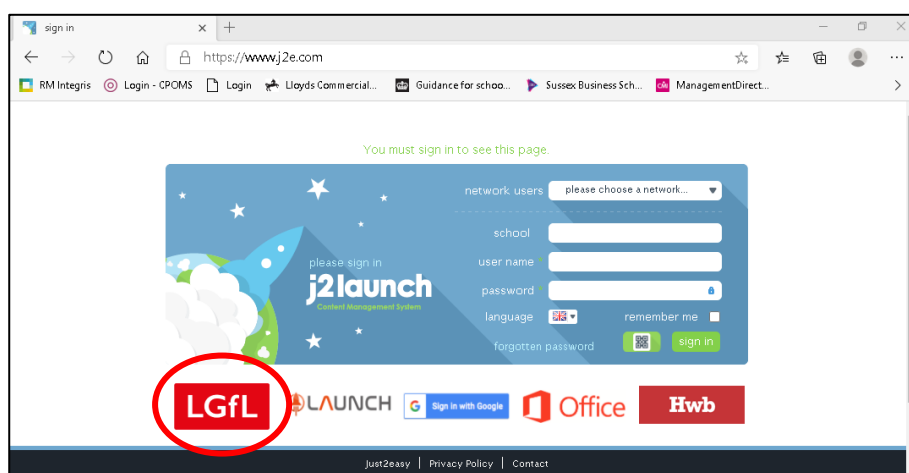
Class teachers will prepare bespoke timetables for individuals/groups of children with additional needs, according to their needs.

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

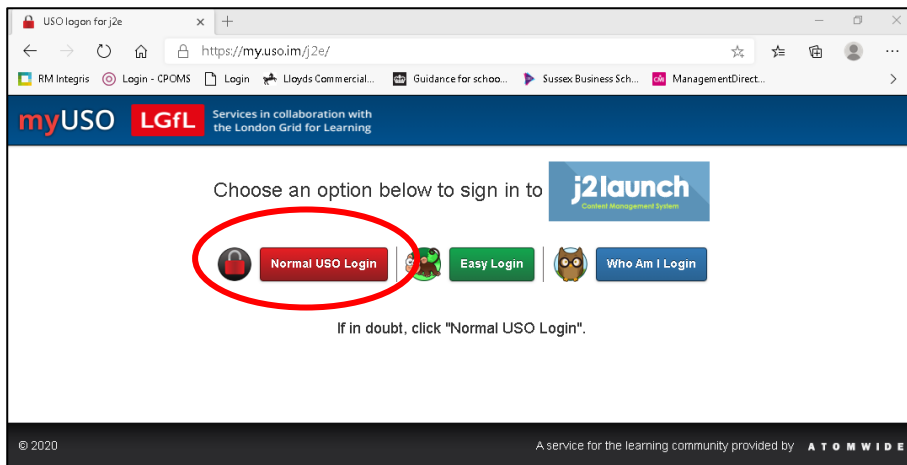
- Recorded videos, through which pupils will see their teachers as they guide them through the lessons (at least one per day) and voice memos.
- Responding to 'Learning Conversation' comments as and when posted by the pupils.
- Feeding back on work submitted, either through grading J2e Worksheets or 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.
- Regular use of the J2stars to recognise effort and achievement and celebrate positive examples of the school values.
- 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

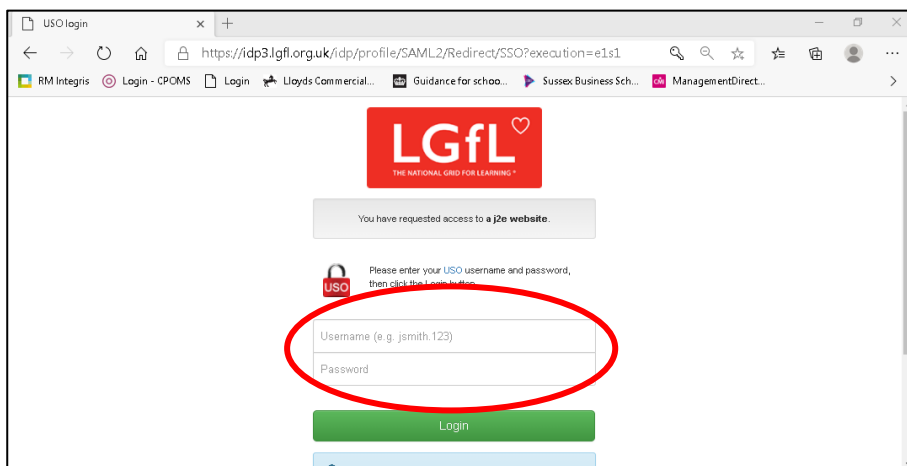
Open up webpage at [www.j2e.com](http://www.j2e.com) and click on **LGfL**



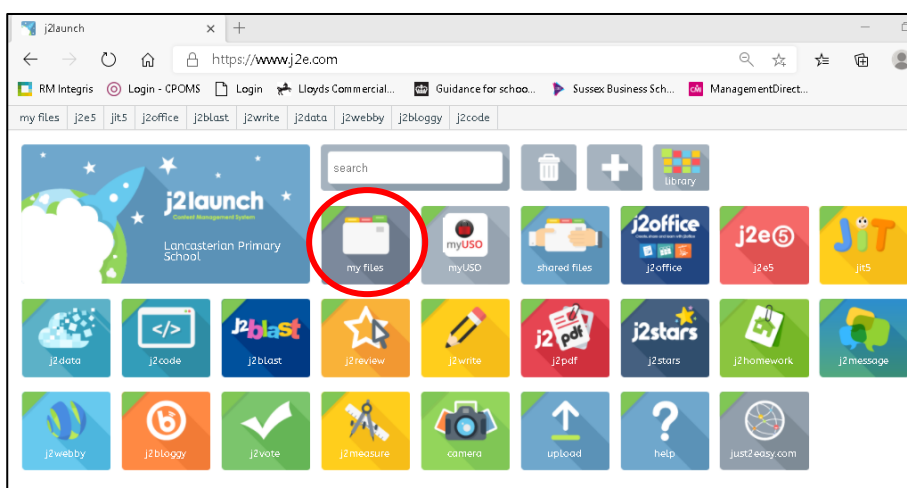
Click on **Normal USO Login**



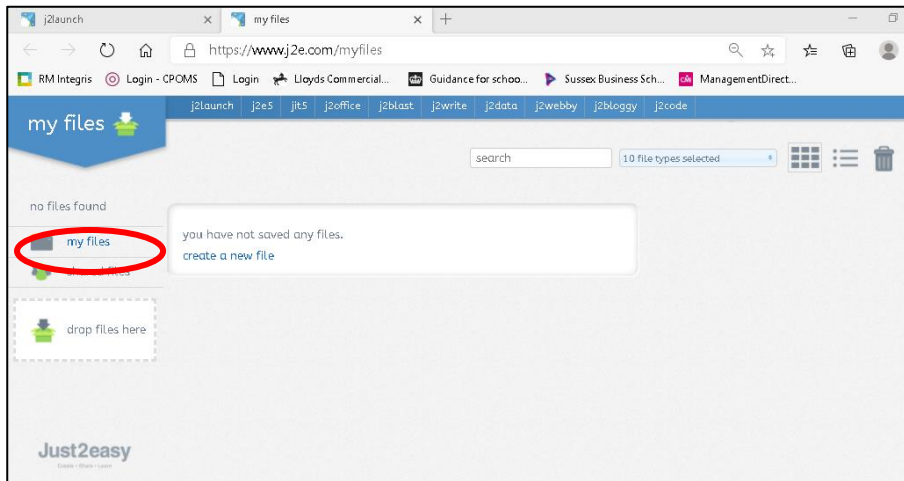
Add your child's Username and Password Details and click **Login**



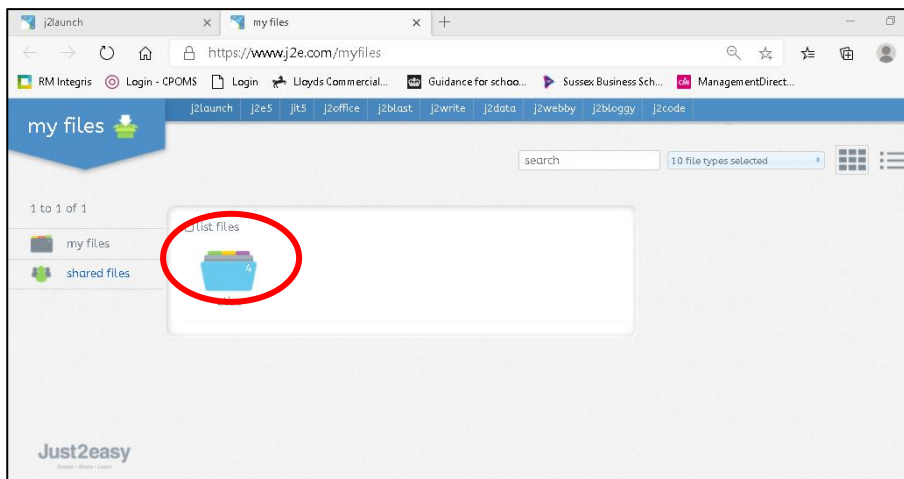
Click on **my files**



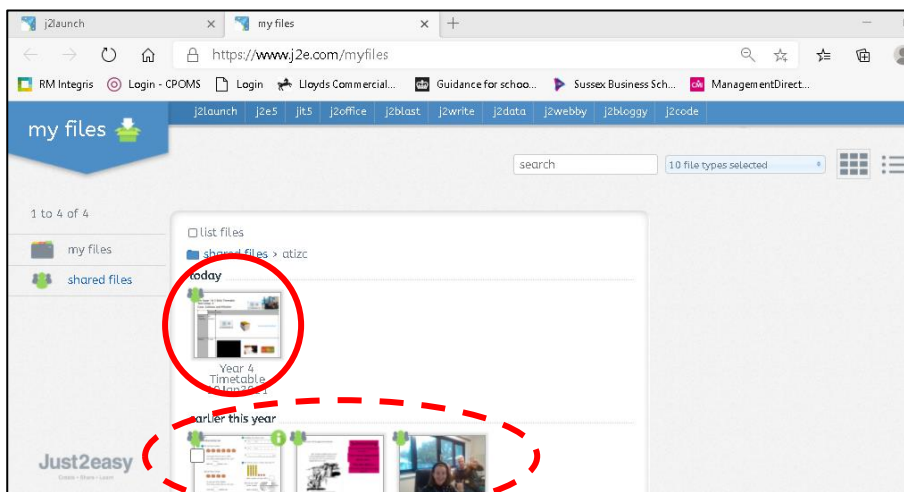
Click on **shared files**



Click on the picture of the folder



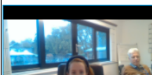



Click on the Timetable for that day (ignoring any other documents which may have appeared)



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

Key Stage 1 & 2 Daily Timetable  
Year Group: 4  
Class: Coleman and Wiltshire

	Duration	Lesson
Phonics /Reading	30 minutes	  Summarising Worksheet
Writing	1 hour	 

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

Let's look at this page and summarise:

Brer Terrapin waddled slowly up the road, humming quietly to himself. As he came past, Brer Fox pounced and flipped him into a sack.

Then he slung the sack across his back and headed home.

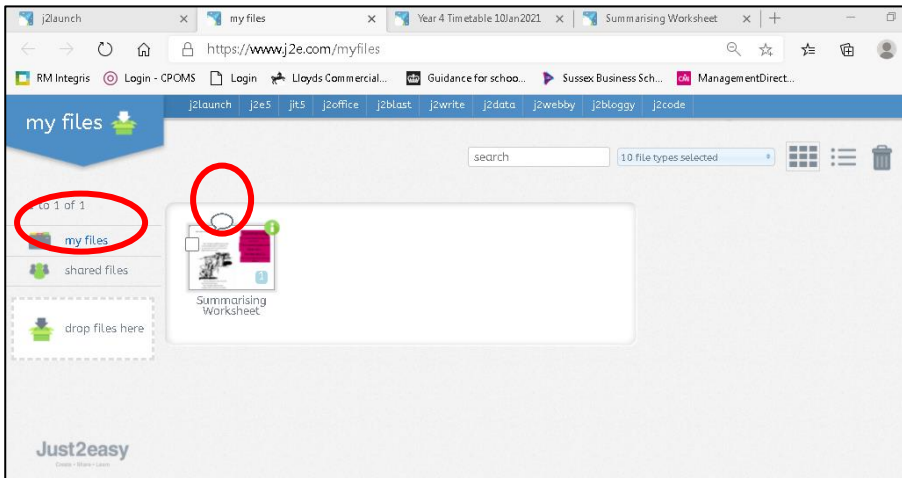
**Summarising**  
This book/chapter/paragraph was about...  
The most important ideas are...  
The key idea is...  
The first/middle/last part was about...

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

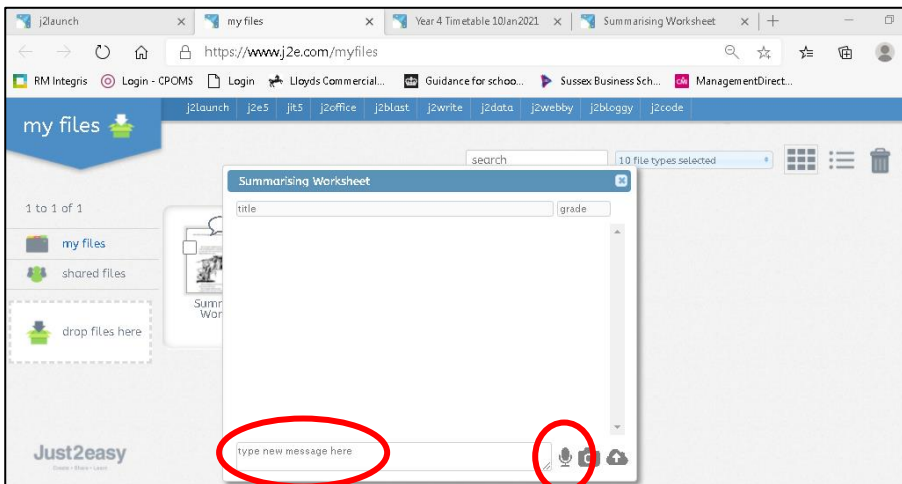
Then he slung the sack across his back and headed home.  
Brer Terrapin yelled out and struggled about, but Brer Fox didn't pay any attention.

1. Write a summary of this page using a sentence stem.  
In this part of the story the tortoise carries the Fox home.

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



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## Remote Education Hardware Acceptable Use Agreement

Pupil(s) Name(s) and Year Group(s):	Hardware Loaned:

I \_\_\_\_\_ (name of parent/carer) will ensure that the remote education hardware provided by the school will **only be used by my child(ren) for the purpose of accessing remote education**. It will not be used by any other family member or for any other purpose.

I will **monitor my child(ren)'s use of the hardware** to ensure that they adhere to this agreement.

I will **report any concerns/issues arising** to the school's IT Leader, Valentina Evangelou, immediately via the school phone number (020 8808 8088) or email ([admin@lancs-pri.haringey.sch.uk](mailto:admin@lancs-pri.haringey.sch.uk)).

I understand that any **inappropriate use of the hardware which could constitute a child protection concern may be reported** to the appropriate authority.

I will **make every effort to ensure that we return all hardware in good working condition** to the school once my child is able to return. I understand that I may be liable for loss or damage where this has resulted from negligence.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_