

## **Department for Education**

Statutory information release around remote online learning

This document has been put together using the following John Ball Policies:

- Teaching and Learning Policy (2020)
- Remote Online Learning Policy (2021)
- Health and Safety Policy (2020)

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## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

### **The remote curriculum: what is taught to pupils at home**

Please note: a pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

- Two days worth of learning will always be available on Google Classrooms. This will be broadly in line with topics and content domains taught across the academic year. This learning can be accessed at any point (for e.g., when waiting for a COVID test result as a household). This learning will be updated on a termly basis.

*(see: Remote Online Learning Policy, 2021)*

### **Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, where we cannot support collaborative elements or where resourcing is challenging, this will be adapted (in design technology, for example).  
*(see: Remote Online Learning Policy, 2021)*

## Remote teaching and study time each day

### How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	<p><b>EYFS:</b> 2.5 hours of virtual learning will be provided per day (including a daily zoom briefing and 2 zoom debriefings per week)</p> <p><b>KS1:</b> 3-4 hours of virtual learning will be provided per day (including 2 daily zoom briefings and a weekly live guided reading lesson)</p> <p><b>KS2:</b> 4 hours of virtual learning will be provided per day (including 2 daily zoom briefings and a weekly live guided reading lesson)</p>
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**All remote online learning will be flexible in approach, so children can access it at the most appropriate opportunity for both them and their family.**

## **Accessing remote education**

### **How will my child access any online remote education you are providing?**

Through a school or bubble closure, pupils will use Google Classrooms to access remote online learning. In addition to this, they will use Zoom to access the live elements.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some pupils may not have suitable access to internet and technology at home. We take the following approaches to support those pupils to access remote education:

- Where possible we will support pupils by providing them with technology or data cards;
- Where this is not possible, we will support families by providing printed learning that they can access at home. This will be in line with year group content;
- Where printed learning is provided, we will work with families to ensure regular feedback from a teacher will be provided to support them further;
- We will endeavor to be flexible in approach to ensure that all children are provided with high quality remote learning during any school closures.

***(see: Remote Online Learning Policy, 2021)***

## How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

We will utilise Google Classrooms to deliver the below timetables of learning.

### 11. Appendix 3: Remote Online Learning Timetable - Reception

#### Home Learning Timetable: Reception

	Briefing	Activity 1	Activity 2	Activity 3	Activity 4	Debriefing
<b>Monday</b>	9am Daily Zoom Briefing	Phonics	Maths	Topic	P.E	2:45 Bi-weekly Debriefing
<b>Tuesday</b>		Phonics	Maths	Topic	Music	
<b>Wednesday</b>		Phonics	Maths	Topic	Science	
<b>Thursday</b>		Phonics	Maths	Topic	French	
<b>Friday</b>		Phonics	Maths	Topic	PSHE	2:45 Bi-weekly Debriefing

### 10. Appendix 2: Remote Online Learning Timetable – Key Stage 1 and Key Stage 2

	Briefing	Lesson 1	Lesson 2	Lesson 3	Lesson 3	Lesson 4	Conclusion
Recommended time	9-9:20am	9:30-10:30am	10:45-11:45am	12-12:30pm	1:15-2pm	2:15-3pm	3-3:15pm
<b>Monday</b>	Daily Zoom Briefing	Maths	English	Guided Reading	Religious Education	Physical Education	Daily Zoom Debrief
<b>Tuesday</b>		Maths	English	Guided Reading	Humanities		
<b>Wednesday</b>		Maths	English	Guided Reading	PSHE	Art/DT	
<b>Thursday</b>		Maths	English	Guided Reading	Science		
<b>Friday</b>		Maths	English	Guided Reading	Computing	Music	

Guided reading will be taught via Zoom.

*(see: Remote Online Learning Policy, 2021)*

## **Engagement and feedback**

### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

We expect that children will continue to engage in their learning online. However, we recognise that, in following the primary curriculum, that this may prove to be challenging for all subject areas. Where this is the case, families will be encouraged to complete mathematics learning (in line with our school improvement plan) at a minimum.

### **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

Each week, we will draw together a list of children who have not attended their live lessons. We will cross reference this list with submissions from Google Classrooms. Where we have concerns around engagement, we will contact parents/carers directly. This work will happen in line with our published attendance policy.

### **How will you assess my child's work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Acknowledgement of work which is submitted; this may be a short comment via Google Classroom or a comment on the stream.
- Specific 'deep' feedback once per week, linked to submissions identified by teachers.
- Where children are not using Google Classrooms, phase leaders will work to agree a mechanism for feedback on a case by case basis.

The submissions will directly feed into termly teacher assessments which will be communicated to parents and carers prior to our PTI/GC cycle.

## **Additional support for pupils with particular needs**

### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

All pupils with SEND have been offered a place in school. Where it is not possible to take up a place, we will work with families to ensure that adequate intervention and learning is in place.

## **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

A selection of learning of online learning will be available for these circumstances. It will be available at the point of need through Google Classrooms.