



L A L E H A M L E A

A Catholic Independent Primary School for boys and girls aged 3 to 11

Acting Headteacher: Mrs. M Reece

LALEHAM LEA SCHOOL & NURSERY REMOTE LEARNING POLICY

This is a whole school policy which applies to all sections of the school, including Early Years Foundation Stage, Out of School Care and Clubs.

	Date	Signed
Date reviewed	January 2025	<i>M Reece</i> Acting Headteacher
Ratified by the Board of Governors	January 2025	<i>M Ryan</i> Chair of Governors
Date of next review	January 2027	



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MISSION STATEMENT

Recognising that Christian values are central to the life of the school, we at Laleham Lea aim to create a loving, welcoming safe environment in which our children may grow intellectually, socially and emotionally; an environment in which their talents are recognised and fostered and their differences treated with compassion; an environment which provides quality teaching and learning within a balanced curriculum framework and which helps every child to reach their true potential. Together with parents, who are the first educators, we aim to lead our children towards tolerance, understanding and sensitivity to the needs of others so that they may grow up as well balanced individuals with a strong sense of personal identity and an awareness of God's love."

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

Previous experiences of remote learning have taught us that this way of learning can be challenging and that not all children have the same level of technology or adult support at home to enable them to learn remotely. The responsibility for remote learning is, therefore, a shared one.

This policy is predominantly intended to be implemented in the event of a lockdown as seen in March 2020. There may be occasions where remote learning is in place for an individual pupil, and this is covered in appendix B.

2.1 Teachers

When providing remote learning, Teachers must be accessible between 8.30am and 3.30pm.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, Teachers are responsible for:

Teaching:

- Class Teachers need to provide live teaching each day, following the coverage outlined in appendix A.



L A L E H A M L E A

A Catholic Independent Primary School for boys and girls aged 3 to 11

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- Specialist Teachers need to provide learning opportunities as outlined in appendix A
- All Teachers need to provide the means by which children record their work so that they can submit it for feedback. Google Classroom is the platforms used by the School for this purpose.
- If there are materials that children require for the lesson, these must be uploaded by 4.30pm on the day before the lesson in order for children / parents to have time to make sure they have the relevant document on screen or printed out.

Providing feedback on work:

- Pupils will submit work on Google Classroom
- Work submitted should be marked in a timely manner in keeping with the School's marking policy
- Work posted after the agreed deadline may not be marked until the following day.
- Only end of term assessed work will require printing off and storing, all other work will remain in Google Classroom archive

Supporting pupil's pastoral needs:

- Form registration should take place at the beginning and end of each day. This should be accompanied by the class prayer for the start and end of the day via Google Classroom.
- Teachers should encourage children to attend Zoom assemblies and should be a visible presence there themselves.
- Time should be given each week to allow children to talk to each other in a more sociable way. This could have an element of structure to it e.g. 'Show and Tell' or could be more fluid. Children working from home will miss the social interaction with their peers and Teachers need to try to recreate this in some form.
- If children are misbehaving on virtual lessons, or are not completing work, this should be addressed
- directly with the child in the first instance. If this does not resolve the matter, the Teacher should speak to the child's parent. If needed, the Deputy Head should be informed, as appropriate.

Supporting Parents:

- Answer emails from parents in a timely manner, ideally within 24hrs. Parents will be informed that Teachers are not expected to respond to emails outside of office hours i.e. 8.30am-4.30pm.
- If a parent makes a complaint, this should be referred to the Headteacher.

Attending virtual meetings with staff, parents and pupils:

- Staff should dress professionally



L A L E H A M L E A

A Catholic Independent Primary School for boys and girls aged 3 to 11

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- The location should be chosen so that there is limited background noise. Staff should consider using a virtual background.

2.2 Teaching Assistants

When assisting with remote learning, Teaching Assistants must be available during their usual working hours. It is possible that their working hours may need to be adapted slightly depending on need at the time.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, Teaching Assistants are responsible for:

- Listening to children read via Google Classroom (with the potential to use sites such as Oxford Owl/Get Epic)
- Being present in small group Google Classroom sessions to help support children with their learning
- Work on specific reading programmes as they would have done in School.

Attending virtual meetings:

- Support staff should dress professionally
- The locations should be chosen so that there is limited background noise. Staff should consider using a virtual background.

Depending on the reason for remote learning, some teaching assistants may be required in School to support groups of children there.

2.3 Senior Management Team

Alongside any teaching responsibilities, the SMT are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with Teachers, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.4 Designated safeguarding lead The DSL is responsible for:

- Ensuring that the safeguarding policy is being effectively implemented



L A L E H A M L E A

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- Responding to safeguarding concerns
- Keeping all relevant documents related to safeguarding up to date
- Attending relevant safeguarding training

2.5 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by Teachers
- Seek help if they need it, from Teachers or Teaching Assistants
- Alert Teachers if they are not able to complete work
- Alert Teachers when children are absent for any reason e.g. music lessons and be aware that the child is responsible for catching up the work missed.
- Have their camera on as required for Google Classroom live stream lessons (with volume muted as advised by the Teacher)
- Be seated at a table or desk, inside the house with all items needed for learning
- Be appropriately dressed with hair tied back
- Be sensible and well behaved, as they would be in the classroom

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they are struggling, include those here
- Be respectful when making any complaints or concerns known to staff
- Be aware that teaching staff start work at 8.30am and finish at 4.30pm. Emails sent or work submitted outside of these times will not be dealt with until the next working day

2.6 Key Worker Children

Should the School be closed but remain open to Key Worker and vulnerable children, the following rules are in place:

- A child is classed as a Key Worker if one parent is on the Government Key Worker / Essential Worker list
- A child is classed as vulnerable if the family has an allocated social worker, if the child is on the safeguarding register as identified on the Government definition and description of 'vulnerable' or if the Designated Safeguarding Lead deems it safer for the child to be in School than at home



L A L E H A M L E A

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2.7 Governing Board The Governing Board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Whom to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the Deputy Head/Head Teacher
- Issues with behaviour – talk to the Deputy Head/ Headteacher
- Issues with IT – talk to the SBM

Issues with their own workload or wellbeing – talk to their line manager:

- Teachers – Head Teacher
- Head of Nursery – Head Teacher
- All other Nursery staff – Head of Nursery
- Admin, Caretaker, Cleaning - SBM

Concerns about data protection – talk to the Head Teacher or SBM

Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access the server via the VPN, either from home or in School
- Use a School device e.g Chromebook or laptop
- Personal data will only be displayed on screen and not transferred onto any other device or recorded in any other way

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.



L A L E H A M L E A

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However, staff are reminded to collect and/or share as little personal data as possible online and to only use their Laleham Lea email address.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Follow any requests by Smoothwall which indicates their system is not fully up to date.

5. Safeguarding

The School's safeguarding policy can be found on the School website as well as on the shared drive with all other policies.

6. Monitoring arrangements

This policy will be reviewed every two years by the Senior Leadership Team.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding Policy
- ICT Use Policy
- Online Safety Policy



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APPENDIX A – Remote learning arrangements by Year Group

General Principles:

The plans set out in this policy rely on all staff being available to teach remotely. The assumption is that all staff are working and there are a limited number of Key Worker children in School who can be supervised by Teachers. Depending on the reason for School closure, this may or may not be the case. Plans may, therefore, need to be adapted based on the circumstances at the time of closure

All year groups should have a registration and prayer session at the beginning and end of each day

Children in Nursery and above should have a weekly celebration session, where they are able to talk about their successes for the week. Depending on the age of the children and the number of children in the class, this could be on a rota basis, or with each child contributing.

Children in Nursery to Reception will be given the weekly timetable to follow

Teaching input needs to be delivered live via Google Classroom and or Zoom.

Ideally, children should not require parental support during live teaching sessions. For children in Upper Transition and above, parents should not sit and 'observe' lessons.

Children who arrive late to the lesson may not be able to have a re-cap. This will depend largely on the ongoing commitments of the Teacher. For Teachers who have small groups to teach it is highly unlikely that a re-cap can take place

Assemblies will take place on a Monday and Friday in the morning so as to avoid disrupting afternoon teaching time

Nursery

Children can Zoom in to the daily lessons on Zoom/Google Classroom as scheduled.

Children need to attend weekly Zoom/Google Classroom assemblies.

Work will also be uploaded on Google Classroom.

Lessons will cover the EYFS Curriculum including:

- Letter sounds
- Counting
- Letter formation
- Number formation
- Areas of the EYFS Curriculum



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Reception

In addition to the information in 'General Principles', teaching in Reception will be as follows:

The class will have a live phonics and maths session each day via Zoom/Google Classroom. The EYFS Curriculum will be taught in the timetable and all work will be uploaded to Google Classroom.

At the end of each session, the Teacher will suggest follow up work that the children can complete on paper. Parents can submit this for marking via Google Classroom.

The TA will hear children per day read on a 1:1 basis either in class or remotely. The Teacher will continue to teach the class.

At the end of the day, the Teacher will send via Google Classroom the activities that the children can be working on the following day when they are not in Zoom/Google Classroom sessions

Specialist Teachers will teach a mixture of uploaded lessons and live lessons according to their weekly timetables. This may involve remaining online throughout, or live teaching and returning at the end of the lesson for a plenary.

Lower Transition and Upper Transition

In addition to the information in 'General Principles', teaching in Lower Transition and Upper Transition will be as follows:

The Curriculum will be taught through the regular timetable schedule. An example of a lesson in English may follow this structure: A daily English lesson, via Zoom. Teaching input. The Teacher may remain on Zoom while the children work for a further period. The Teacher may call the class together for a plenary before ending the lesson. Children who have not finished their work may choose to continue if they wish.

All work should be submitted via Google Classroom.

Afternoon lessons will follow the Class timetables via Zoom or Google Classroom. All lessons will finish at 3.20pm.

Class Teachers will endeavor to hear each child read regularly either in class or remotely via Zoom. They will use reading books that have been sent home.

Specialist Teachers will teach lessons according to their weekly timetables either through Zoom or Google Classroom which are held in the timetables folder on the shared drive. This may involve remaining online throughout, or live teaching and returning at the end of the lesson for a plenary. Google Classroom can be used if required using the Class Teacher account.



L A L E H A M L E A

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Junior Classes

In addition to the information in 'General Principles', teaching in the Junior Department will be as follows:

All Junior Classes will be taught in accordance with their daily timetable; all lessons will end at 3.30pm. An example of a daily English lesson will be via Zoom or Google Classroom. Following the input, the Teacher may remain on Zoom while the children work up to the total lesson time. Children may choose to stay online or go off independently. At the end of the lesson, the Teacher may call the class together for a plenary before ending the Zoom call. Children who have not finished their work may choose to continue if they wish. All work should be submitted via Google Classroom.

A daily Math's lesson, via Zoom or Google Classroom. Following the input, the Teacher may remain on Zoom while the children work up to the total lesson time. Children may choose to stay online or go off independently. At the end of the lesson, the Teacher may call the class together for a plenary before ending the lesson. Children who have not finished their work may choose to continue if they wish. All work should be submitted via Google Classroom.

Afternoon lessons will follow the timetable and end at 3.30pm.

Specialist Teachers will teach lessons according to their timetables which are held in the timetables folder on the shared drive via Google Classroom or Zoom. This may involve remaining online/offline throughout, or live teaching and may include returning at the end of the lesson for a plenary. Google Classroom can be used if required using the Class Teacher account.



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APPENDIX B –Daily timetables for Teachers will remain in place with all lessons finishing at between 3.10 and 3.30pm depending on the year groups.

The primary platforms the school will use to deliver continuity of education are:

- On line learning via Google Classroom and Zoom
- Juniors – Atom Learning
- On line Spanish learning resource: <https://www.languageangels.com> (EYFS and KS1) and Languagenut (KS2)
- Drama and Music lessons will consist of in class and Zoom/Google Classroom live lessons.
- PE will be delivered in school with lesson links for remote PE.
- All Staff remain available on their school email addresses during working hours.
- Access to these platforms is via a student’s normal Laleham Lea School log-in for ‘Language Angels’, ‘Times Tables Rock Starts’, ‘LanguageNut’ and Google Classroom.