Remote Learning Policy

Document Control	
Title	Remote Learning Policy
Policy number	MHS059
Date	February 2023
Supersedes	October 2020
Purpose of the policy	To set out Manchester Hospital Schools expectations and guidance for remote learning
Related policies/guidance	• Behaviour policy • Child protection and Safeguarding policy • Data protection policy and privacy notices • Home-school agreement • ICT and internet acceptable use policy • DfE: Providing remote education (January 2023)
Review	February 2025
Author	Penny Coe
Date Consultation Completed	March 2023
Date adopted	15th March 2023 at curriculum committee

Under the Public Sector Equality Duty, Manchester Hospital School has due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. Manchester Hospital School will take into account equality considerations when policies are being developed, adopted and implemented.

Manchester Hospital School serves the needs of a very large and diverse range of children, young people and their families at times when they are extremely vulnerable. Our core purpose as a school is to uphold the child's right to Education and our policies and procedures are necessary to keep staff and children safe . We acknowledge that our pupils are often living with a range of very complex medical conditions including mental

ill health and therefore we keep the needs of the student at the heart of all decisions. We will , therefore, work within the parameters of all statutory policies whilst seeking to understand and support the child's long term education and health needs.

1. Policy introduction and Aims

The DFE published non-statutory guidance in January 2023 outlining recommendations for schools on how to provide high-quality remote education when it is not possible for pupils to attend school. At Manchester Hospital School it is appropriate for some of our pupils to access remote learning when they have been discharged from hospital and aren't able to attend their home school, while undergoing medical treatment from home or where a pupil's mental health is impacting on them being able to attend school on site.

This policy aims to outline what our remote education offer is and how this is delivered using the non-statutory guidance where appropriate.

Home and Innovative Virtual Education (HIVE) enables children who cannot attend school due to their medical condition to continue to access education. This education can be provided remotely in line with pupils' medical needs and conditions.

The DFE non-statutory guidance (2023) suggests that:
- *There is a mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional.* At MHS, this is defined when a pupil is admitted to the school on our HIVE pathway where the pupil's educational offer is established and agreed by the home school, parents or carers and the pupil when appropriate.

- *An arrangement, with a set time limit, will be put in place to review its efficacy alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.* At MHS, when a decision has been made to teach a pupil remotely, a plan is made for the individual which sets out review dates where the pupil's engagement with learning and academic progress are reviewed to inform next steps.

2. Curriculum

On admission, an All About Me profile is completed to gain an understanding of the pupil's needs and interests. We work closely with the pupil's home school, parents and
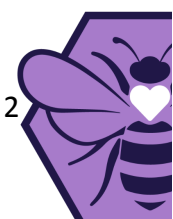
other medical professionals to gather information relevant to the individual. A Mental Health Functioning for Education (MHFE) assessment is completed on admission to the school. The results of this assessment support intervention, teaching adaptations and approaches which will support pupil progress.

We teach pupils a broad range of National Curriculum subjects with an aim to ensure pupils have opportunities to continue with their learning whilst being supported to manage challenges around their mental health. For some of our pupils we use the AQA Awards to re-engage pupils with their learning

3. Attendance

ALP lessons do not have an open and close of registers. Pupils are either present from the start, arrive late or do not arrive at all.
Pupils are marked as present if they log onto the lesson - they may not have turned their camera on or used the microphone but this will still be marked as present. It will be recorded in the comments when a pupil has not turned on the camera / and/or not used the microphone. For information on the process for attendance, please refer to the Attendance Processes for ALP document.

ALP Processes document

4. Safeguarding

Remote lessons involving one student are not routinely recorded unless there are specific safeguarding concerns which means that it is advisable to do so. Once parental consent has been given, Staff are provided with a licence which permits them to make a recording. The recordings are stored securely and in line with our policy for data collection and storage.

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns are taken seriously. If a concern arises all staff, volunteers and visitors must quickly:

- Speak to the HIVE DSL or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system CPOMs

Pupils receiving remote education can be provided with a laptop or other device that enables them to access learning from home. With this in mind, pupils are asked to sign an IT agreement outlined in the Acceptable use agreement policy to safeguard pupils using the internet safely whilst at home using a MHS device.

5. Roles and responsibilities

5.1 Teachers and Teaching Assistants

- Teachers and Teaching Assistants should follow the school's code of conduct when delivering online lessons.
- Staff must be suitably dressed with professional clothing.
- No other member of the staff member's household should be present in the room
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background. The MHS logo background should be used where available.
- Language must be professional and appropriate at all times.
- All sessions should be carried out over Google Meet using the staff member's Hospital school account - no other platform should be used
- Sessions should only take place during school hours (ie. 9.00-15.30) and when arranged in advance

See appendix 2 for detailed guidance on all staff expectations during live lessons.

5.2 Senior leaders

The HIVE AHT is responsible for:
- Co-ordinating the remote learning approach across the school.
- Monitoring the quality and delivery of remote learning through regular meetings with teachers, reviewing work set and by gathering feedback from pupils and parents

5.3 The Whole School DSL is responsible for:
- sharing up to date safeguarding information relating to remote learning
- ensuring that the Child Protection and Safeguarding policy includes safeguarding measures which are in place to protect pupils and staff when working online.
- ensure that safeguarding concerns raised by staff are dealt with by the appropriate members school staff

5.4 Pupils Pupils should :
- wear suitable clothing (ie. no revealing clothing, shoulders covered, no offensive slogans on tops etc.)
- Use appropriate language
- Pupils must not take screenshots or record the session on their own devices.
- Pupils must use their school Gmail account to login.

5.5 Parents Parents should :

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
Support their child to access their lessons

5.5 Governing body

The governing body 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

6. Data protection

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

Appendix 2 Live lesson guidance for MHS Staff
Here is an outline of what to do before, during and after a live lesson.

What should I expect to receive before a live lesson?
Staff member delivering the lesson;
- A timetable - this should outline the time and subject
- A register - to mark lesson attendance

What should I do before a lesson?
Staff member delivering the lesson;
- Plan - plan the lesson you will be delivering.
- Create a google calendar event for the lesson.
- Start the video call 5 minutes before the lesson start time

What should I do in a lesson?
- Teach the session planned, making any necessary adjustments if and when required.
- Be alert to any safeguarding concerns, making a note of these to share with your DSL after the session and record on CPOMS. If there is a concern that the pupil is at immediate risk of harm, ask the supporting staff member to continue with the lesson, whilst you mute your microphone and call the DSL. If you are concerned that contacting the DSL would delay action being taken and cause further risk of harm, you should contact the emergency services (if the risk is serious and immediate).

What should I do after a lesson?
Staff member delivering the lesson;
- Report any safeguarding concerns to the site lead DSL and record them on CPOMS

FAQ's:

How long should we wait on a lesson if the child hasn't arrived?
You should wait 10 minutes and then contact the parents/carers of the student to request reason for absence. Mark the reason on the register and follow the school's usual safeguarding procedures if you are concerned.

If the child arrives late do I stick to the timetabled times or give them the full length of session?
You should finish the lesson at the scheduled time even if this means that the lesson has had to be cut short.

What should I do if the child's internet cuts out?
Telephone the parents/carers to establish if there is a possibility of reconnection. If not, end the session.

How do I know if parents have given consent?
No virtual lessons will be timetabled unless parental consent has been received