



Remote Learning Policy

Document Control	
Title	Remote Learning Policy
Policy Number	MHS059
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Purpose of the policy	To set out Manchester Hospital Schools expectations and guidance for remote learning
Related policies/guidance	<ul style="list-style-type: none">• 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	October 2025
Author	Penny Coe / Joanna Goodfellow
Date Consultation Completed	October 2023
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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. Introduction

Home and Innovative Virtual Education (HIVE) enables children who cannot attend school due to their medical condition to continue to access education.

This may be a bridging provision after they have been discharged from hospital but before they are able to attend their home school, or while undergoing medical treatment from home.

HIVE is part of Manchester Hospital School and Manchester's alternative provision offer.

The range of provision can include teaching from the student's home, virtual teaching, or providing families and home schools with advice and equipment to enable them to access education.

We work collaboratively with medical professionals to ensure the wellbeing of the student.

The HIVE provision addresses Section 19 of the Education Act:

The local Authority must provide education for children who can't access education because of their medical needs.

1. Aims

This remote learning policy for staff 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. Considerations

- Ensure there is a mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional.
- Any barriers should be regularly reviewed in conjunction with the school and parents or carers.
- A formal 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.



3. Curriculum

Pupils are taught one to one lessons which can be online, in the home or in an agreed venue with five lessons in the school week.

On admission, an All About Me profile is completed to gain an understanding of the pupils needs and interests. We work closely with the pupils' home school, parents and other medical professionals to gather information relevant to the individual to enable a successful transition into our home and innovative virtual education provision. For some pupils, 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

4. Safeguarding

4.1 Safeguarding expectations when using Google classroom

- The Google Classroom 'stream' should only be used by staff and pupils for discussions about school work.
- Staff will remind pupils that their comments will be 'muted' if they post anything that is deemed inappropriate. Staff will follow the school's Behaviour Policy when responding to such incidents. If they are concerned about the welfare of a student, they will follow the usual reporting procedures outlined in this Child Protection and Safeguarding Policy.
- If an inappropriate comment is made, staff should keep a record of the comment on CPOMS either by taking a screenshot of the comment, or copying and pasting the comment from the 'stream'. They should then delete the comment from their stream. It is possible for staff to view deleted comments after the incident

4.2 Safeguarding expectations when using Online Lessons

Monitoring Attendance

As outlined in the DfE guidance, Providing remote education, "Pupils absent from school and receiving remote education still need to be marked as absent in the register."

We will monitor the attendance of pupils who are receiving their education through online lessons by maintaining a daily register and follow our attendance policy



Parent/Carer Consent

- Agreement to carry out online lessons must be sought from those with parental responsibility.
- Agreement to record and save the lesson (when necessary) will also be sought from parents/carers.

4.3 Safeguarding expectations when using Gmail

- For any learning related questions or discussions, contact between pupil and staff members will only take place using school Gmail accounts or Google Classroom. Staff will only respond to emails from pupils during school hours (ie. 9.00-15.30).
- During school hours, staff should follow the usual safeguarding procedures if they have any concerns arising from online communication with a student. If concerns arise out of school hours, the member of staff must contact a member of SLT immediately.

5. Roles and responsibilities

5.1 Staff

- Staff and volunteers 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 or in view.
- Video streaming should take place in a separate room to any other member of the staff member's household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Language must be professional and appropriate at all times.
- All sessions should be carried out over Google Hangouts (no other video streaming platform should be used, unless authorised by a member of the senior leadership team).
- Sessions should only take place during school hours (ie. 9.00-15.30)

There are two ways in which we provide remote learning; live lessons and setting work through Google classrooms.

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

5.2 Senior leaders

Senior leaders are 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
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations



5.3 Designated safeguarding leads

The DSL's are 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 of the welfare team

5.4 Pupils and parents

Staff can expect pupils learning remotely to:

- wear suitable clothing (ie. no revealing clothing, shoulders covered, no offensive slogans on tops etc.)
- Appropriate language should be used at all times. If inappropriate language is used, parents/carers will be informed and the session will be terminated.
- pupils must not take screenshots or record the session on their own devices.
- pupils must use their school Gmail account to login.

Staff can expect parents to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it - if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff
- support their child to access their lessons
- Agree to and sign our expectations for online learning

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

7. Monitoring arrangements

This policy will be reviewed every 2 years. At every review, it will be approved by the full governing board.

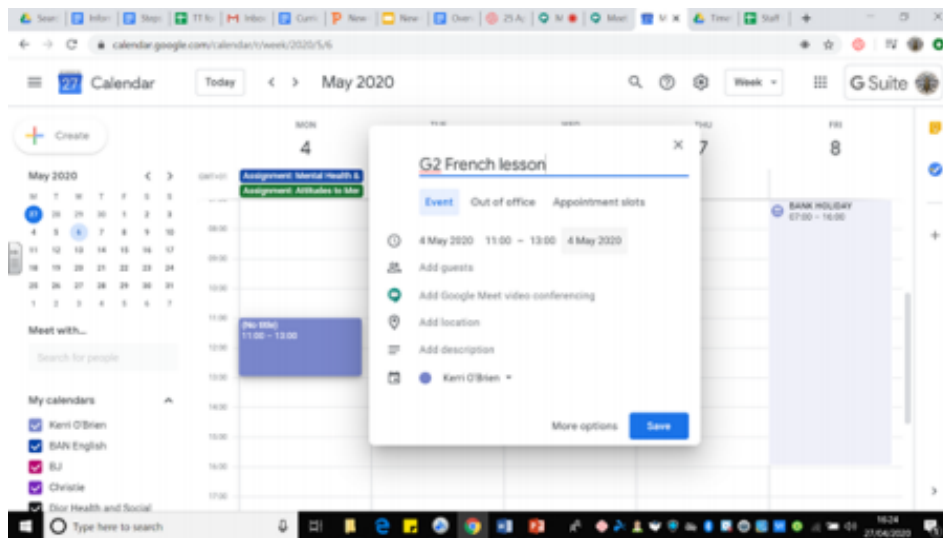
Appendix 1 Creating a lesson

Steps to create a live lesson.

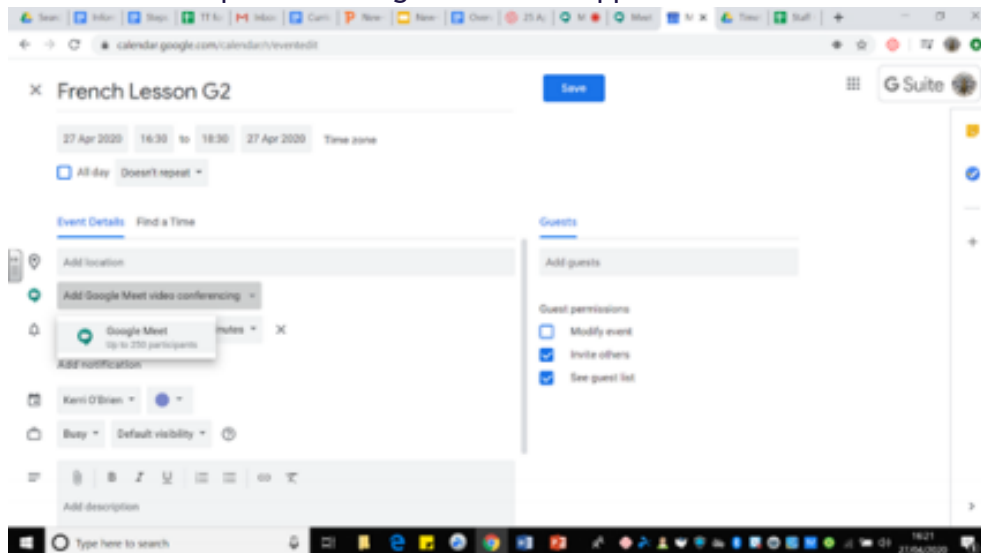
1. In your calendar, click on the time you want the session to take place. This usually defaults to an hour long meeting. Adjust the length of the meeting to match your lesson time eg 11.15-12.00.



2. Add a title eg the name of the lesson.



3. Click on 'More Options.' A larger menu will appear.



4. In the 'Guests' box, add the participants and staff members you wish to invite. Please check that they have parental consent to engage in live lessons

5. Press 'save.'

6. You will be asked if you would like invitations sent to participants. Yes you do.

Now your live lesson has been created.

What then?

- At the scheduled time, pupils log into their gmail account



- Once logged in pupils should find an invitation email in their inbox from their teacher. They need to click YES and accept the invitation and then click on the link found under the heading 'Join Hangouts Meet'
 - Eg
 - Join Hangouts Meet
 - meet.google.com/pxr-hijja-qgm
- This will then take them into the live lesson.
- Steps 2-3 will need to be followed to access each individual live lesson.

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, subject and staff supporting the lesson



- 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.

