

Remote Learning Policy



Chelsea Community Hospital School

DATE JANUARY 2021

THIS IS A **REMOTE LEARNING** POLICY FOR CHELSEA COMMUNITY HOSPITAL SCHOOL WHICH HAS BEEN WRITTEN IN CONSULTATION WITH REPRESENTATIVES FROM THE WHOLE SCHOOL COMMUNITY INCLUDING STAFF, GOVERNORS, RESPECTIVE HEALTH TRUSTS, LOCAL AUTHORITY, PUPILS AND PARENTS.

School Mission Statement

The Chelsea Community Hospital School aims to ensure that children and young people have their rights to education preserved as hospital school pupils, community pupils or home tuition pupils.

We aim to provide a broad and balanced curriculum, in line with the National Curriculum, taking into consideration each student's individual needs, and through this to extend the development of the whole child, spiritually, socially and intellectually.

We firmly believe that education is a partnership between school and home, and we actively seek parental involvement in the learning process.

SCHOOL BACKGROUND INFORMATION

- We are a Community Special School providing education for students and young people while they are in hospital.
- We also provide places for a number of pupils who cannot access mainstream school due to their medical conditions.
- Our school is based across six NHS hospital sites in central London as well as a site for community pupils, they are: The Chelsea and Westminster Hospital, The Royal Brompton Hospital, St. Mary's Hospital, The Collingham Child and Family Centre, Lavender Walk Adolescent Unit and The Bayswater Children's Center for our community pupils. We also work with children and young people in their home settings when necessary.
- We teach across all key stages in both primary and secondary.

TOTAL NO. OF PUPILS

Variable due to hospital admissions.

DISSEMINATION

Key information from this policy will be incorporated into the following documents where appropriate:

- School website
- Staff induction materials
- Governor induction materials
- Pupil documentation
- Newsletters
- Staff meetings
- Parent events
- On request from the school office

POLICY IMPLEMENTATION DATE

January 2021

POLICY REVIEW DATE

January 2025

NAME: Marie Sherlock

DATE: January 2021

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't 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

The delivery of a remote curriculum is an evolving process given the needs of our pupils, and our multi-site organisation, therefore systems are reviewed regularly to best address these needs. This will be reflected in the policy, with additions made as necessary.

Currently CCHS uses Microsoft Teams as the platform for delivering a remote learning programme.

- Teachers
- Mentors
- SENCo
- Home Schools

2.1 Teachers

Teachers at CCHS may be providing remote learning to pupils both from their home setting and also on-site.

The nature of remote teaching will vary depending on the nature of the site. For example, community pupils solely on role at CCHS will if/when necessary have access to a full remote teaching timetable, or a timetable that is appropriate for their medical/mental health needs. Prior to starting any remote learning timetable on any site pupils and parents will read and sign The Microsoft Teams Acceptable Use policy, appendix 1. CCHS staff will also undertake a risk assessment in advance of remote teaching and learning, appendix 2.

Pupils at the adolescent unit or those based at the hospital sites will generally be dual enrolled; at their home school and also temporarily at CCHS. In this instance pupils maybe accessing remote learning via their home school's VLEs. This will be facilitated by CCHS teaching staff, as part of the liaison necessary to support any pupil accessing education within a hospital setting. All details of this liaison will be recorded within that pupil's liaison folder on the CCHS database.

When providing remote learning, teachers must be available between the hours stipulated on the agreed remote learning timetable. These timetables are relevant to each site of CCHS and are prepared/reviewed by site coordinator, in consultation with the SLT.

When staff are working remotely with pupils back to a CCHS site there should also be a member of CCHS staff available on-site to support with any learning or technical issues.

If a pupil is unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this as soon as possible using the normal absence procedure. Learning Mentors at BCC will also support this communication for community pupils.

Pupils accessing remote learning at CCHS have access via Microsoft Teams to live teaching sessions either from CCHS staff or on occasion from their home school teachers, using the digital platform that that particular school uses. Pupils can choose to activate or not, the video and sound functions of this facility. They can also use the chat facility within their sessions on Microsoft Teams to communicate with peers and teachers.

When providing remote learning, teachers are responsible for:

Setting work –

- Who they need to provide work for, including if they may need to cover for other classes
- The amount of work required
- When this work needs to be set (this is decided by key teachers for individual pupils)
- Where work should be uploaded in the appropriate Team Section on Microsoft Teams–

Providing feedback on work -

- Pupils can upload work to the relevant subject area in their Teams area. Feedback will be available for the next session for that subject. Teachers will also provide instant feedback to work and discussions for pupils who choose to activate video/sound functions on Microsoft Teams
- When work is uploaded by pupils on
- When they need to finish sharing feedback on completed work

Keeping in touch with pupils solely on roll at CCHS who aren't in school and their parents –

Community pupils at CCHS are recognised as having existing needs making the effective and efficient use of communication between school and home especially important. Already, teachers and learning mentors for this cohort have established close and daily communication. Each key teacher and learning mentor will know the preferred method of contact for each pupil. This will be recorded in their liaison on the database.

- Daily contact will be made with either by key teacher or learning mentor, should that pupil not be Present during remote teaching sessions, with appropriate follow-up.
- Staff will liaise with parents as necessary. Communication should be kept to school working hours, however due to the nature of the setting it is understood that occasionally it is necessary to communicate outside of these times.
- Any complaints or concerns shared by parents or pupils should be addressed to the headteacher immediately.

Attending virtual meetings with staff, parents and pupils:

- Please adhere to the school's dress code
- Please ensure you conduct your virtual meeting in an appropriate setting, without disturbance/noise, and with thought for confidentiality. Ensure that your background is appropriate, either by using the options within Teams or Zoom or moving away from personal pictures or inappropriate images.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between hours agreed with the teacher they are working with.

If they're 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, i.e. inform the headteacher, school administrator and the teacher they are working with as soon as possible.

When assisting with remote learning, teaching assistants are responsible for:

Supporting pupils who aren't in school with learning remotely:

- Liaising with relevant teacher and identify which pupils they'll need to support
- Be directed by relevant teacher as to how they should provide support
- Ensure they are familiar with any EHCPs, ILP, medical plans and other relevant information for that pupil

Attending virtual meetings with teachers, parents and pupils

- Please adhere to the school's dress code
- Please ensure you conduct your virtual meeting in an appropriate setting, without disturbance/noise, and with thought for confidentiality. Ensure that your background is appropriate, either by using the options within Teams or Zoom or moving away from personal pictures or inappropriate images.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible, where necessary, for:

Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

Alerting teachers to resources they can use to teach their subject remotely

2.4 SENCOs

Alongside their teaching responsibilities, SENCOs are responsible, where necessary, for:

- Considering whether any aspects of the subject curriculum/ILPS for EHCP pupils needs to change to accommodate remote learning
- At BCC ensure that liaison with pupils is in accordance with safeguarding policy
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers, subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Alerting teachers to resources they can use to teach their subject remotely

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the school; senior leaders, managers, designated data protection officer and IT coordinator at CCHS have an overview and responsibility at each site.

Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, 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

2.6 Designated safeguarding lead

The DSL, Amanda Thompson is responsible for:

- Monitoring the online safety of pupils and alerting the relevant site of inappropriate searches as informed
- Liaising with site coordinators on a regular basis
- Liaising and responding to alerts from teachers regarding concerns or issues arising through the course of remote learning
- Liaising with IT manager on a regular basis

Further details of safeguarding are set out in the CCHS Safeguarding Policy

2.6 IT staff

IT staff are responsible for:

Fixing issues with systems used to set and collect work

Helping staff and parents with any technical issues they're experiencing

Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

Insert details, such as:

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're not able to complete work

Staff can expect parents with children learning remotely 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

Be respectful when making any complaints or concerns known to staff

2.8 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. Who 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 relevant subject lead or SENCO.
- Issues with IT – talk to IT staff (Fred Irigaray)
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer (Melissa Hind)
- Concerns about safeguarding – talk to the DSL (Amanda Thompson and Janette Steel)

4. Data protection

4.1 Accessing personal data

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

- Ensure they access data using CCHS database
- Access data using allocated school device laptop or ipad and not personal devices
- Access data in an environment that ensures the confidentiality of the content

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and telephone numbers 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.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

At CCHS not all remote learning is delivered using school owned devices. Where a member of staff is using their own personal computer, laptop, Ipad or tablet, all teaching being delivered should use Microsoft Teams. Pupil data should only be accessed via the school's online database. This will ensure that there is no record of personal data being kept on privately owned devices. All photographs or videos of sessions for the purpose of evidence of progress and learning will only be done with school owned devices. Please refer to the Internet Usage Policy for further details

The IT manager at CCHS has ensured that teachers using personal devices, as well teachers using school owned devices have been:

- Password-protected – with 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)
- Hard drives are password protected – 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
- Installing antivirus and anti-spyware software
- The IT manager will alert all staff of any malware practices as soon as they become aware of them.
- All staff members will take appropriate steps to ensure their devices remain secure by:
 - Making sure the device locks if left inactive for a period of time
 - Not sharing the device among family or friends
 - Keeping operating systems up to date – always install the latest updates
 - Alert the IT manager immediately of any breaches or issues relating to the security of their device

5. Safeguarding

All staff at CCHS receive annual safeguarding training as part of their CPD. All staff are trained to understand and recognise the different forms of abuse. All CCHS staff are required to read and confirm with Amanda Thompson, the DSL for CCHS, that they have read and understood the safeguarding procedures for reporting concerns at CCHS.

6. Monitoring arrangements

This policy will be reviewed every two years by Marie Sherlock, assistant head teacher. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy

Online safety policy

Chelsea Community Hospital School

Microsoft Teams Acceptable Use Policy

Distance learning requires teachers and pupils to adapt normal classroom behaviours and routines to the online world. We understand that this may be stressful for some people and ask that you try your best and talk to use about any concerns or worries you might have.

Access to CCHS MS Teams is provided in return for acceptance and adherence to this Acceptable Use Policy. The School requests that you read and agree to abide by this policy before using MS Teams. This policy applies to all computers and devices, wherever they may be located and whenever a user is logged into MS Teams.

Remote Learning using Microsoft Teams

- I will only use my MS Teams account to join-in and participate in CCHS approved distance learning
- I understand that the account is monitored and I am responsible at all times for appropriate use, content and conduct
- I understand that this is a space for education and wellbeing and agree to be kind, supportive and respectful
- I will try to find a quiet place to access the online learning.
- I will wear appropriate clothing if on a video call and if I want to use a function to blur my surroundings I will ask a member of staff
- If I have an idea about setting up a group on the CCHS MS Teams I will discuss this with a member of staff.
- I will not record or distribute still images, video or audio of staff or other pupils in MS Teams.
- I understand that when I leave CCHS I will no longer have access to my email and MS Teams account.

The School reserves the right to examine or delete any files that may be held on school systems, to monitor any emails and internet sites visited and, if necessary, to report anything which may constitute a criminal offence.

I have read and understood the policy and agree to abide by it.

Pupil Full Name: _____

Date of Birth: _____ Age: _____

Signed: _____ Date: _____

Parental /carer approval and permission (if child is under 16)

Full Name: _____

Relationship to pupil: _____

Signed: _____

Risk Assessment and risk management record form for Remote Learning between CCHS and pupil's home.

N.B. If staff have any concerns over the home environment or any aspect of this risk assessment then home learning must not take place until the HT has made a full assessment and spoken to the parent/carer to investigate the situation

Pupil: _____ **Site:** _____ **Date:** _____

Home Address: _____

Staff Completing Risk Assessment: _____ **Regularity of Learning Mentor Contact:** _____

Identifying the hazards – assessing the risk (L,M,H)	Risk Rating	Control measures and Parental Oversight/Rationale – reducing the risk
<p>Consider: Site and its environment, is the home environment safe and what control mechanisms are in place?</p> <p>The home environment is comfortable and would be conducive to learning. The YP will be accessing the virtual classroom daily using a school provided device.</p> <p>There is a risk of accessing materials online which aren't suitable. (M)</p> <p>There is a risk that the YP may communicate with unsuitable people online. (H)</p> <p>There is a risk that someone other than the YP could be entering the virtual classroom. (M)</p>		<p style="text-align: center;"><u>Parental Information</u></p> <p style="text-align: center;">Please read and sign below to state that you understand the risks</p> <p>The Parent/Carer accepts full responsibility for the pupils' safety in the home environment and accepts that they are responsible for any emergency oversight if required. This has been explained fully.</p> <p>The Remote Learning agreement was discussed in detail with the Parent/Carer and YP.</p> <p>Dangers of this were discussed with Parent/Carer who have confirmed that they will be monitoring the situation.</p> <p>This will be closely monitored by the Parent/Carer and The Learning Mentor.</p> <p>The Parent/Carer accepts responsibility for unsupervised access and will monitor this daily. Emergency contact details must be given to the pupil.</p>

<p>There will be times when the YP will be accessing the virtual classroom unsupervised. (H)</p> <p>There is a risk that the YP will not engage with the learning (L/M/H)</p>	<p>Each Young Person will be monitored in relation to their attendance at these sessions with learning mentor/key teacher intervention when necessary.</p>
<p>Signed Parent/carer: _____ Date: _____</p>	
<p>Emergency Contacts as detailed in pupil's folder on CCHS database.</p>	
<p>Ongoing risk assessment: 1. Apply the control measures 2. Monitor their effectiveness 3. Change, adapt and revise as required</p>	
<p><u>Review comments:</u></p>	
<p>Completed:</p> <p>Signature:</p> <p>Please Print Name:</p>	<p>Date:</p> <p>DSL:</p>

? Links with other policies

This policy is linked to our: