

CHRIST'S HOSPITAL
REMOTE LEARNING POLICY

1 Aims

- 1.1 Christ's Hospital is committed to the continued provision of a varied and engaging education in the event of full or partial School closure. This policy summarises how this provision will be made and managed, so that there are consistent and well-understood expectations of the level of support that will be provided for all concerned. The intended outcome is to maximise pupil learning, following the curriculum but also allowing opportunities for additional unplanned learning that may be presented by radical changes to lifestyle during circumstances leading to school closures. The policy is for the whole Christ's Hospital academic community: teachers, parents and pupils.
- 1.2 During periods of remote learning, all School safeguarding-related policies continue to apply, including:
- The Child Protection and Safeguarding Policy
 - The Pupils' ICT Code of Conduct
 - The Online Safety Policy
 - The Staff Code of Conduct
 - The Staff ICT Code of Conduct

2 Pastoral care of pupils

- 2.1 Working at home can be challenging for a variety of reasons, especially when coupled with social or lifestyle limitations and possible illness in the family. The School appreciates the huge role that parents will play and encourages families to structure the day to give balance, variety and a sense of purpose. Parents can play a key role in helping pupils adhere to a routine; the amount of support will vary depending on the age and personality of your child. Time should be made for regular breaks, exercise, pursuing co-curricular interests and socialising (e.g. on social media).
- 2.2 Christ's Hospital will also continue to provide a strong sense of pastoral support during a period of closure. The School's pastoral support systems, including boarding houses and the Welfare Team, will aim to promote a sense of mental and emotional wellness, in addition to ensuring that our most vulnerable pupils will continue to receive focused pastoral support. Pupils who were receiving therapy prior to the School closure will be given the opportunity to continue, via telephone or online conferencing.

3 Registration, tutorials, assemblies and Chapel talks

- 3.1 Teachers will complete lesson registrations, recording attendance by pupils learning remotely as well as those who are physically present (depending on circumstances).
- 3.2 Tutors will make weekly contact with their tutor groups on Microsoft Teams (Teams), to help tutees stay connected to their school, check that tutees are managing to access their work, discuss progress with private reading and assist with necessary liaison in support of their tutees' learning.
- 3.3 Pastoral staff, including SLT members, the Chaplaincy Team and Heads of Year will share wellbeing messages and deliver reflective assemblies or recordings.

- 3.4 Pupils should update tutors and house parents about any issues preventing them from completing work as expected.

4 Teaching and learning

- 4.1 For extended periods of closure, pupils will follow an adjusted timetable which will account for some practical subjects, as well as a range of teaching methodologies. This should also allow space for a programme of academic enrichment, daily reading, exercise and the pursuit of other interests.

- 4.2 The shape of this provision will vary according to the demands and practicalities of different subjects and the ages of the pupils. In general, for subjects in which pupils normally have prep, teachers will aim to provide, on average:

- lessons that match current timetable provision and involve interaction between the pupils and teacher;
- one prep assignment in accordance with the prep timetable, posted on Teams;
- teachers will not set more work than pupils would be expected to complete in a normal School week.

- 4.3 The timetable should give pupils a daily framework around which to base their studies; they should work out in advance what this looks like and decide how their other activities and the prep work will fit around their timetabled lessons.

- 4.4 For pupils who have reached the end of an examined course (e.g. GE and Grecian pupils in the summer term), bespoke programmes will be devised to keep pupils intellectually engaged and prepare them for the next stage of their education.

- 4.5 Teachers, pupils and parents will all need to show some flexibility and consideration of each other's home circumstances.

4.6 Prep tasks for independent completion

Teachers will explain prep tasks to pupils during online lessons, and also post these as 'assignments' on Microsoft Teams, accompanied by clear instructions, resources and deadlines. Pupils should submit assignments via Teams, whenever possible, or via email if necessary. Regular feedback will be given, usually on a weekly basis.

4.7 Interactive lessons

- Interactive lessons may be delivered to more than one class by a teacher who does not necessarily teach them.
- Single interactive lessons will be approximately 30 to 40 minutes in length.
- Double interactive lessons will be approximately 60 to 80 minutes in length.
- Teachers are encouraged to build in opportunities for pupil interactions, pupil-teacher interactions and individual assessed work.

- 4.8 Live lessons in the form of online conferencing with a teacher are very beneficial, and will be the norm during periods of remote learning. At the same time, effective learning can take place through other kinds of 'interactive' lessons, not necessarily delivered live. Digital technology allows for enhanced one-to-one feedback from teachers, via text-based conversation or audio, and the teacher presence can be conveyed through pre-recorded audio or video introductions to tasks.

4.9 An 'interactive lesson' may take various forms, including:

- teacher and pupils engaged in discussion or debate for the duration of the lesson, using either audio alone or audio and video (live lesson);
- an introduction from the teacher (either live or viewed from a recording) followed by the teacher supporting the pupils' work through 'chat' on Teams;
- a series of pupil presentations chaired by the teacher;
- assessment through educational quizzing using online applications such as Kahoot!;
- 'flipped learning' where the pupils record answers to topics and share their recordings with the rest of the group, or talk through the work they have done;
- pair work or group work (e.g. through Teams channels and 'breakout rooms', whiteboards or shared documents).

4.10 Teachers will continue to follow the guidance provided in Learning Support (LS) passports for pupils with SEND, by means of differentiation and access arrangements, where relevant, as well as individual guidance and support. The LS department will continue to be available.

4.11 Teachers will support the learning of pupils for whom English is a second or third language and additional opportunities for conversation will be available.

5 Music and LAMDA lessons

5.1 Instrumental music lessons and LAMDA lessons will be provided by pupils' usual teachers, via Teams, by arrangement with the Music and Drama Departments. Supervising staff will 'drop in' to music lessons from time to time, to monitor delivery.

6 Additional communication with teachers

6.1 Class teachers should respond to requests for help or information from pupils during the working day where practicable (between 8.30am and 5pm). Pupils should ensure they have read all instructions carefully before asking for help, and aim to submit their work in the correct way whenever possible.

6.2 Pupils should use their School email account, NOT a personal one, when contacting staff. Owing to high volumes of email traffic during periods of closure, it is not always possible to respond to all enquiries within the usual 24 hours; adjustment and patience will be necessary. Teachers will initiate contact or reply with/to a pupil using their School email account, NOT a personal one.

6.3 Only those staff with School-issued mobile phones (house parents, SLT members and members of the Welfare and Safeguarding Team) may contact pupils by phone, and only if they are concerned for the pupil's wellbeing or progress and have been unable to reach them via email or on Teams.

7 Additional guidance on remote learning

7.1 Guidance for online conferencing via Teams can be found as Appendix A to this document.

7.2 Parents/carers are required to sign and return the Remote Learning – Acceptable Use Policy, which can also be found as Appendix B of this document, to confirm that they have read the Remote Learning Policy and explained it to their child.

8 Enrichment activities during extended periods of school closure

- 8.1 For many, an extended school shutdown will be an opportunity to spend valuable time together as a family. We encourage you to enjoy cooking and eating together, and to use periods of remote learning to pursue any particular shared interests, whether that be watching classic films, going for a run, playing board games, learning a new skill, practising an instrument or doing some artwork.
- 8.2 Christ's Hospital will also continue to provide and recommend a range of enrichment activities, which may include talks by staff, competitions and puzzles, thought-provoking videos, cross-curricular tasks, PE workouts, creativity tasks, free theatre and recommended audiobooks.
- 8.3 All pupils are encouraged to read for an hour a day. This has many benefits, including providing a break from screens and a personal space to unwind when cooped up indoors.
- 8.4 Pupils may record additional achievements in diaries, to share with tutors or house parents.
- 8.5 Pupils should be encouraged to think about volunteering or taking on more domestic jobs to help within their household or local community (where government guidelines allow). For some, this may simply be doing more daily chores; others may want to shop for the family or for more vulnerable neighbours; others may write letters or record podcasts for isolated relatives. Helping others is an effective way to achieve a sense of purpose and fulfilment.

9 Teacher wellbeing

It is recognised that a school closure will be a stressful time for teachers, who may well be looking after children at home, and worried about their personal circumstances, friends and family.

- Teachers should check in regularly with their Head of Department, and alert them and the Deputy Head (LWGW) promptly of any significant changes in personal circumstances, including living arrangements, health and anxiety.
- Careful consideration should be given to teachers with health conditions, dependents or caring duties; other members of the department may be asked to support these individuals.
- Use of Teams or equivalent for meetings and maintaining communication and morale is encouraged.
- Opportunities for Continuous Professional Development, online courses and curriculum development or coaching may be discussed with Deputy Head (LWGW) or relevant Head of Department.

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Last review date: September 2022

Next review date: September 2024

Guidance for Online Conferencing

Aims

The purpose of this guidance is to support effective remote pastoral care, and remote teaching and learning at Christ's Hospital, during an extended period of School closure. It aims to set out the expectations of staff and pupils, with attention to the important considerations of safeguarding and the maintaining of professional standards. In developing this guidance, the School has referred to the following:

- The Child Protection and Safeguarding Policy
- The Pupils' ICT Code of Conduct
- The Online Safety Policy
- The Staff Code of Conduct
- The Staff ICT Code of Conduct

This guidance **does not** cover the use of online conferencing by the School therapy team, which is subject to separate conditions, as detailed by their professional body.

The platform that the School uses for online conferencing is Microsoft Teams, either for pastoral care, or for lessons, using the 'Meetings' function.

- If any parents/guardians do not wish their child to engage in any one-to-one online conferencing, they may withhold permission, by notifying their child's house parent, in the first instance.

When planning and participating in an online conference, the following steps must be taken:

- The owner of the conference, usually a teacher, tutor or house parent, will invite pupil participants via Outlook or Teams.
- Separate parental permissions will be obtained for pupils who are receiving individual music lessons.
- All online conferences should be conducted in a professional manner, observing the usual expectations of behaviour. Smart-casual dress is appropriate for staff (who may be working from School classrooms or from home, depending on circumstances). Pupils must be dressed in daywear. Clothing should not be revealing, and it should not feature political or offensive slogans.
- Conferences should usually take place during the core School day (8.30am to 5pm, Monday to Friday). Alternative timings may be arranged, to facilitate conferences with pupils in different time zones. Music lessons will be provided at additional times.
- Pupils should access the conference in a public area of their house wherever possible. If this is not possible, other rooms such as a bedroom can be used but participants should be seated on a chair and/or at a desk.
- Pupils are encouraged to turn their cameras on in order to facilitate the best levels of teaching and communication. It is good practice for both teacher and pupil participants to blur their background if their technology has this function. Where this

is not possible, participants should take care that personal items are not on display, or should create a blank background behind them using a sheet or similar.

- Where teachers are sharing their desktop or interactive whiteboard during an online conference, they must ensure that no other windows are open which may display sensitive information. Outlook should be closed, and any pop-up notifications be switched off.
- Normal classroom expectations apply: language must be courteous and respectful; lesson content must be age-appropriate.
- Conferences within Teams will be recorded by the owner of the conference (teacher, tutor, or house parent).
- Pupils are NOT allowed to record conferences.
- Recordings may be used to support any pupils who were absent. These should be deleted once the course content becomes obsolete.
- Pupils are NOT allowed to take or share images or footage of teachers or classmates.

If any safeguarding concerns arise from online conferencing, or from any aspect of remote learning, the School's Child Protection and Safeguarding Policy must be followed. Staff must inform the Designated Safeguarding Lead (DSL) of the concern. Pupils or parents should contact any member of the Child Protection and Safeguarding Team as follows:

- Debbie Stamp, DSL: djs@christs-hospital.org.uk
- Christy Hawkins, Asst DSL: cgh@christs-hospital.org.uk
- Ruth Brading, Deputy Head: rmjb@christs-hospital.org.uk
- Luke Walters, Deputy Head: lwqw@christs-hospital.org.uk

CHRIST'S HOSPITAL

**REMOTE LEARNING - ACCEPTABLE USE POLICY
For parents/carers and their children whilst studying at home**

1. I have read and explained the Remote Learning Policy to my child.
2. I have further explained to my child that:
 - a. The aim of the Remote Learning Policy is to help keep children safe online.
 - b. Christ's Hospital's systems and devices may be monitored.
 - c. Monitoring will be proportionate and take place for safeguarding purposes in accordance with data protection, privacy and human rights legislation.
 - d. I am responsible, with Christ's Hospital, for the nature and content of materials accessed on the internet whilst my child is studying at home.
 - e. Safe online behaviour is very important.
 - f. No images, video, sounds or text should be uploaded that may risk the safety or offend any member of the School.
 - g. My child must not alter other people's postings or files, unless instructed to do so as part of a learning task.
 - h. It is essential that my child keeps personal information safe and private when online, including passwords.
 - i. The School will contact me if they have concerns about any possible breaches of the AUP or any concerns about my child's safety online.
 - j. I will inform the School or other relevant organisations if I have concerns over my child's or any other pupil's online safety.
 - k. My child should tell me if they have any worries or feel uncomfortable when online.
3. I understand that, if my child or I do not abide by the above conditions, action may be taken by the School. This could include sanctions being applied in line with School policies and, if a criminal offence has been committed, the police being contacted.
4. I know that I can speak to the Designated Safeguarding Lead, Mrs Debbie Stamp, the Deputy Head, Dr Ruth Brading, or any other member of Christ's Hospital's Child Protection and Safeguarding Team, if I have any concerns about online safety.

Child's name

Child's year Boarding house

Parent/Carer's name

Parent/Carer's signature

Date of signature