Sennen School Remote Learning Policy

Approved by:	N Smith	Date: October 2020
Last reviewed on:	4th November 2020	
Next review due by:	4th December 2020	

Contents

1. Aims

1.1 This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning

- Set out expectations for all members of the school community with regards to remote learning

- Provide appropriate guidelines for data protection

- Continuously review and improve the quality of remote learning provision in the school

1.2 Scope

This policy has been written to ensure the school responds effectively where a class, group or small number of pupils need to self-isolate, or if there is a local lockdown requiring pupils to remain at home. It is important to note that remote learning is **not** intended to provide a home education alternative for pupils who are medically well and fit to be in school; full time attendance is always our goal. Conversely, if pupils at home are unwell, they need time to recover and recuperate and therefore are not expected to complete school-work.

1.3 Legal requirements

This policy is drawn up in line with DFE guidelines for the full reopening of schools, published September 2020 and to comply with the temporary continuity direction requiring all schools to provide remote education.

Schools are required to

(i)   have a strong contingency plan in place for remote education provision, and

(ii)   consider how to continue to improve the quality of their existing curriculum.

Further guidance is available in **Appendix 1.**

1.4 Levels of response

The school will have a 2 level response to providing remote education:

Level 1: Where a pupil or siblings are isolating awaiting a test.

Level 2: Where a contact-tracing group, whole class, bubble or the school are required to enter isolation; or in response to any local lockdown. In this scenario roles and responsibilities of the staff affected are outlined below. Work set will be in line with expectations outlined in 'Guidance for full opening: Schools',

The school's procedure and approach to meeting these expectations is detailed in **Appendix 2.**

2. Roles and responsibilities

2.1 Teachers

Teachers are responsible for:

Complying with the school's working arrangements

- It is anticipated that teachers' work base will be their school, unless they are having to self-isolate or are unwell. There may also be times when members of the family are having to isolate, which could cause child care issues. These will be dealt with on an individual basis.

- This means that for the majority of the time, teachers are able to use school's IT facilities and other resources to provide children's learning and will adhere to the school's Acceptable Use of IT Policy.

Children's learning:

- Integrating any technology in to face to face teaching practice to enable pupil familiarity with the operating tools of the technology being used

- When working from home providing remote learning, teachers should be available for up to 5 hours between 9:00 - 15:00 each week day. These timings are intended to allow time for appropriate breaks and time away from display screens but still give children consistency of contact and adequate feedback on their home learning.

- Teachers should avoid setting or responding to online work before 8am and after 6pm.

- Setting a clear body of work for children of self-isolating households. With work identified to be available from Day 1 of Covid-related school absence.

- Teachers will communicate effectively to ensure that where children cannot access work online, alternative arrangements are made.

- Setting work which is well sequenced and matches the planned curriculum, so that knowledge and skills are built up incrementally, with clarity about learning objectives and tasks to be completed. Open-ended projects or internet research is kept to a minimum.

- Teachers are expected to provide work for their class by giving a clear set of instructions and any related resources. Where appropriate, online lessons from learning platforms such as White Rose Maths, BBC Teach and Oak Academy will be used.

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

- **Self –isolation periods**. Staff are required to minimise the period of self-isolation required by actively engaging with NHS testing as soon as possible. Staff should return to work either a) when negative test results confirm there is no risk of infection b) when the required period of self-isolation is completed. During these periods the member of staff must not come into school for any reason and is expected to follow the Government requirements for self-isolation.

- Teachers are expected to make appropriate adaptations for SEND or focus groups as would take place in the classroom.

Providing feedback on work:

- Teachers provide regular feedback on children's progress and/or oversee support staff doing so

- Teachers must assess how well children are moving through the curriculum and provide regular support and challenge.

- It is not the expectation that every piece of work uploaded will have a response. However, teachers will be checking work and supporting pupils daily.

- Teachers must communicate clearly with their class about how regularly they will be providing feedback and in what format.

Keeping in touch with pupils and parents:

- Regular contact with pupil and parents will be managed through Google Classrooms for years 2-6 and Tapestry for year R.

- Regular staff communication ensures that the school's role as a protective factor for vulnerable pupils is maintained

- Where a pupil is not completing work or interacting with Google Classroom and Tapestry, staff will work with the headteacher to formulate a plan. This will often involve a phone call and discussion with parents and pupils.

- Any complaints or concerns raised by parents will be shared with senior staff and a response formulated.

Attending virtual meetings with staff, parents and pupils:

- When attending virtual meetings, staff need to ensure they are in a place with the minimum of background noise and with nothing inappropriate in the background.

- See **Appendix 3** for video lesson protocols.

2.2 Teaching assistants

Teaching assistants must be available for their contracted working hours. 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 by contacting Headteacher

Teaching assistants are responsible for:

Supporting class teachers in curriculum delivery:

- By providing feedback and support to pupils through Google Classroom and Tapestry where directed.

- Assisting the teacher in responding to enquiries supporting parents.

- Managing their own Career Professional Development during remote learning and undertake remote training as directed by Headteacher.

2.3 Subject leads/SENCO

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Reviewing the subject curriculum/ SEN provision regularly

- Consider whether any aspects of this provision needs to change to accommodate remote learning.

- Ensuring that the online curriculum reflects the in-school curriculum

- SENCO to ensure that online provision is well matched to pupil individual needs, providing additional support and guidance where required

- The SENCO to liaise with the ICT technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- The SENCO to ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans.

- Working with other teachers, subject leads and senior leaders to make sure work set across subjects is appropriate, consistent and manageable for families.

- Alerting teachers to resources they can use to teach their subject.

- Working with teachers to support catch up programs put in place.

2.4 Headteacher

The Headteacher is responsible for:

- Coordinating the remote learning approach across the school.

- Ensuring staff are well supported in order to deliver remote learning effectively by providing sufficient training to develop confidence and skills in the effective use of IT and online learning platforms

- Monitoring staff well-being whilst working from home.

- Monitoring the effectiveness of remote learning – through: regular meetings with teachers; monitoring engagement and success of pupils through Google Classroom and Tapestry; gathering feedback from parents and governors and making adaptations to approach to engage reluctant and vulnerable pupils and families.

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

- Ensuring the school is aware of pupils who are unable to access online learning **(Appendix 4),** and provide appropriate solutions

- Managing and recording the prioritization of who receives loaned IT hardware where it is available, by using the Model Loan Agreement (**Appendix 5**.)

2.5 Designated safeguarding lead

Sennen School has a Designated Safeguarding Lead (DSL) and 2 Deputy DSLs.

- The Designated Safeguarding Lead is: Nichola Smith (head@sennen.cornwall.sch.uk)

- The Deputy Designated Safeguarding Leads are: Jane Mear (secretary@sennen.cornwall.sch.uk) & Emma Tindall (etindall@sennen.cornwall.sch.uk)

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection records and recording systems and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all school staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them. This will be achieved through head's memo and notice on staff bulletin board in the office.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

2.6 IT staff

In most cases issues can be resolved by school-based staff.

Where they cannot be resolved the School is supported by TPAT IT support, who 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 systems and flagging any data protection breaches to the data protection officer

- Assisting pupils and parents with accessing the internet or devices

The process for initiating IT support is to call the helpline on 01872 613289

2.7 Pupils and parents

Staff can expect pupils to:

- Be contactable during the normal hours of the school day – whilst remaining aware they may not always be in front of a device or engaged in home schooling

- Engage with work set by teachers completing tasks to the best of their ability.

- Upload records of their work through Google Classroom or Tapestry.

- Seek help, if they need it, from teachers.

- Alert teachers if they are not able to complete work

Staff can expect parents to:

- Support their children to complete work set by teachers so that they remain with the teaching sequence being delivered.

- Make the school aware if their child is sick or otherwise cannot complete work.

- Seek help from the school if they need it – for example with *using Google Classroom or Oak Academy effectively* or hardware issues preventing home learning.

- Adhere to Remote Learning protocols e.g loan agreement for school IT equipment

- Be respectful when making any complaints or concerns known to staff

2.8 Local Governing board

The local governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

- Ensure that the school's approach to remote learning is meeting the needs of vulnerable pupils.

- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons

- Monitoring staff well-being and workload to ensure it is appropriate.

3. Who to contact

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

- Issues with behaviour – Nichola Smith - Headteacher

- Issues with their own workload or wellbeing - Nichola Smith - Headteacher

- Concerns about data protection – Nichola Smith - Headteacher

- Concerns about safeguarding – DSL Nichola Smith or DDSLs Jane Mear or Emma Tindall**.**

- Issues in setting work, with ICT or using [platform] – Nichola Smith - Headteacher

- Support with setting appropriate work in individual subjects – Subject leads.

4. Data protection

4.1 Accessing personal data

Data can be accessed through The DSL Nichola Smith and the school office staff Jane Mear. Pupil and Parent data is stored on SIMS

Staff should use school hardware that meets the requirements of the schools GDPR policy, and the security requirements listed in point 4.3 of this policy.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as parents email addresses or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

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

- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

5.1. *(To be read in conjunction with Section 2.5)* This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

- The DSL and head teacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

- Phone calls made to vulnerable pupils will be made using school phones where possible. Where this is not possible, staff will ensure their number is blocked.

- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

- All contact with vulnerable pupils will be recorded and suitably stored within the school's online system in line with the Child Protection Policy.

- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

- All home visits must:

    - Have at least one suitably trained individual present.

    - Be undertaken by no fewer than two members of staff.

    - Be suitably recorded on paper and the records stored so that the DSL has access to them.

    - Actively involve the pupil.

- The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

- All members of staff will report any safeguarding concerns to the DSL immediately.

- Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6. Monitoring arrangements

6.1 Regular review

- The school's tools, resources and approach to remote learning will be reviewed regularly through the school's scheduled communications e.g staff meetings, management meetings.
- The school regularly audits its provision and actions against the national expectations and legal requirements set out in the Temporary Continuity Direction – see **Appendix 6.**
- We regularly survey the pupils about their experiences of home learning and use this to influence forward planning
- Teachers' feedback is also collated regularly.

6.2 Formal review

This policy will be reviewed biannually by Nichola Smith - Headteacher or sooner if conditions of lockdown. At every review, it will be approved by Dan Shannon, Chair of Governors.

7. Application of this policy

7.1 Staff engagement

- The content of this policy will be shared with all teaching staff and reviewed regularly.

7.2 Parental and pupil engagement

- Parents and carers will be made aware of the content of this policy and all relevant protocols through weekly newsletters and on the school website.

- The school will liaise with parents regarding home access to IT. Where needed and available, IT equipment will be loaned to the parent for their child's sole use during the period of self-isolation; a loan agreement must be obtained from the parent in advance of this. See **Appendix 5.**

- Paper based resources are made available where preferred

- We provide a Parent Guide with clear advice regarding what to do when a pupil needs to self-isolate and what remote learning will be provided. **Appendix 7**

We promote parental and pupil engagement through

- telephoning individual parents
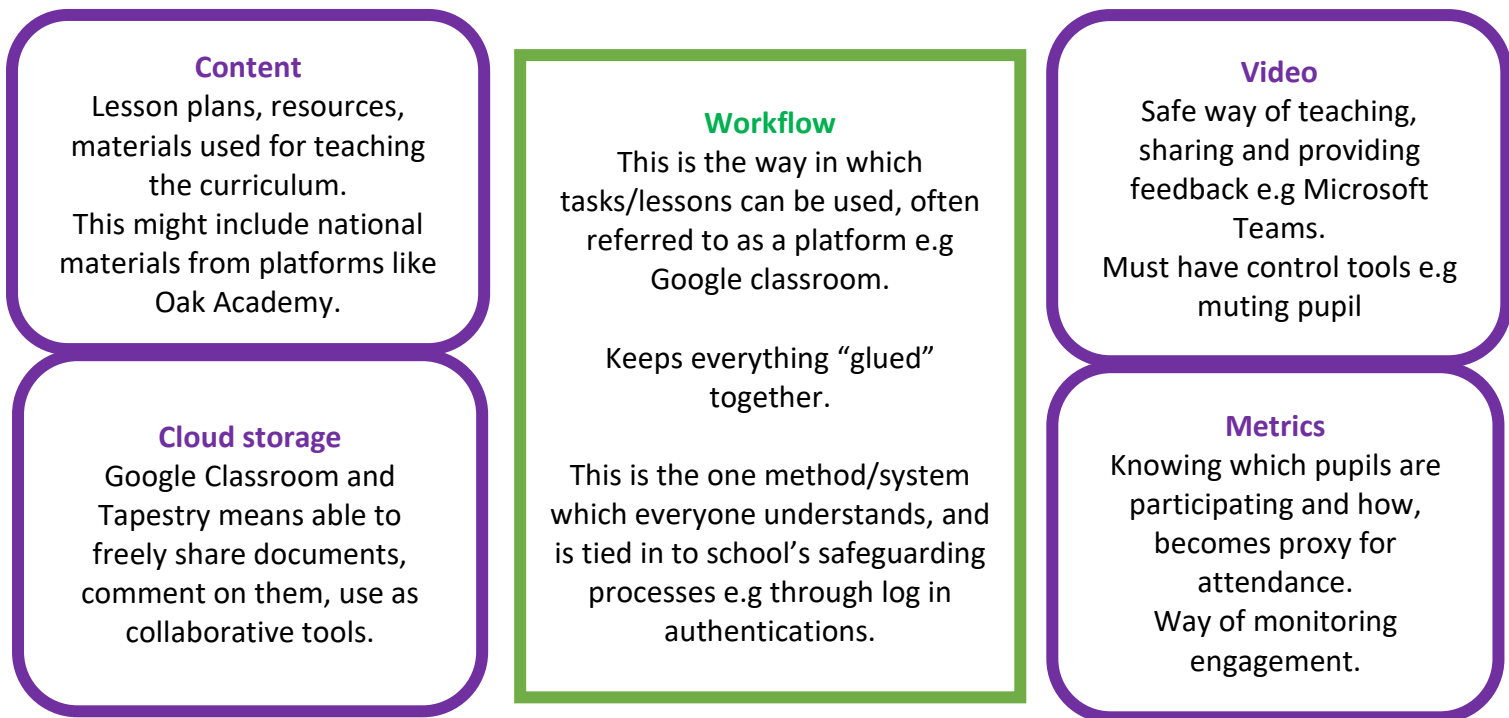- Feedback on learning platforms

- using the website home learning page to remind and reinforce what to do on day 1 of self isolation absence

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

Appendix 1 Stage 1- Schools are required to have a strong contingency plan in place for remote education provision. The following diagram illustrates what this needs to take account of:

Content
Lesson plans, resources, materials used for teaching the curriculum.
This might include national materials from platforms like Oak Academy.

Workflow
This is the way in which tasks/lessons can be used, often referred to as a platform e.g Google classroom.

Keeps everything "glued" together.

This is the one method/system which everyone understands, and is tied in to school's safeguarding processes e.g through log in authentications.

Video
Safe way of teaching, sharing and providing feedback e.g Microsoft Teams.
Must have control tools e.g muting pupil

Cloud storage
Google Classroom and Tapestry means able to freely share documents, comment on them, use as collaborative tools.

Metrics
Knowing which pupils are participating and how, becomes proxy for attendance.
Way of monitoring engagement.

Stage 2 - Schools are required to consider how to continue to **improve** the quality of their existing curriculum, so that their online learning offer matches the in-school curriculum and pedagogy offer.

The following diagram illustrates what this might take account of:

Appendix 2   **Sennen School Provision**
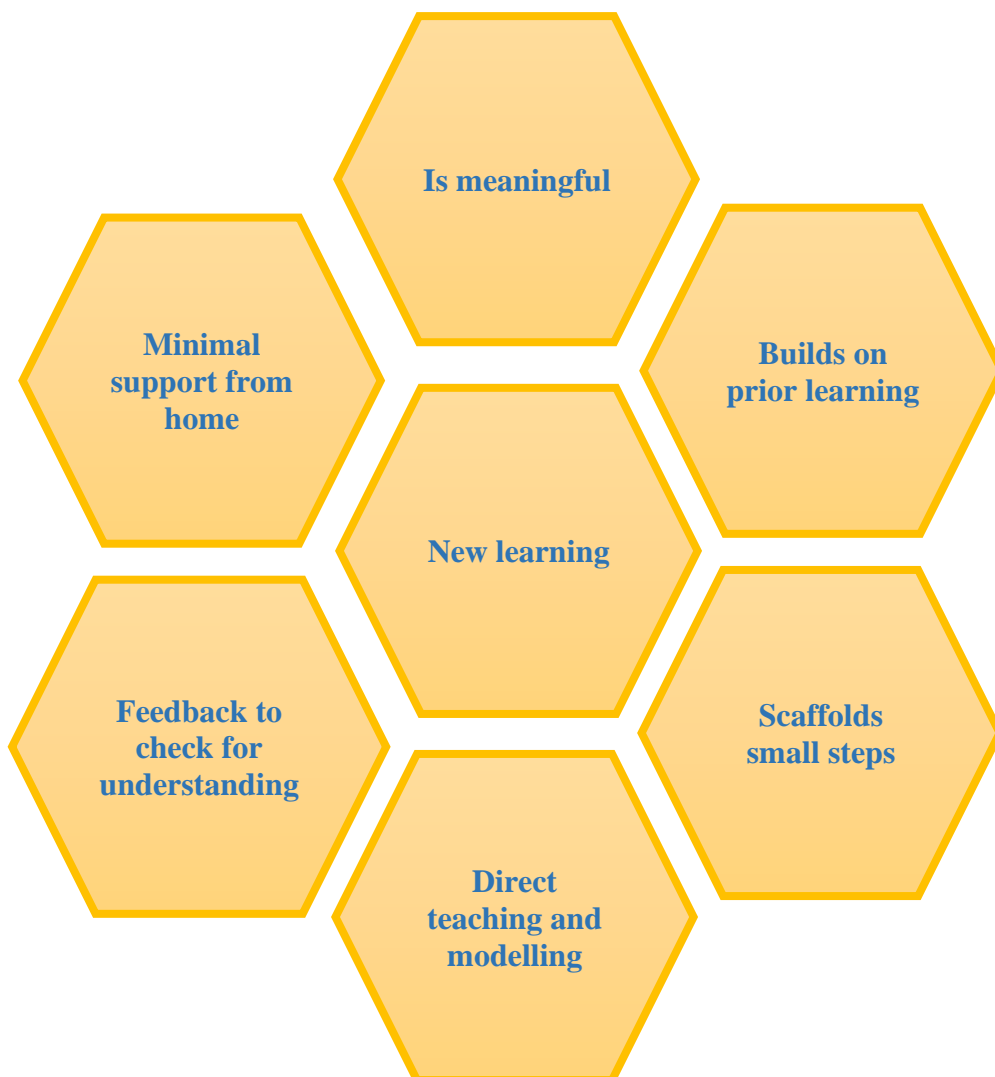
Remote Learning at Sennen School

Remote learning will be available for when individual children are in isolation due to members of their family being tested and awaiting results, when whole bubbles are in isolation due to their being a positive case, or if instructed by Public Health England, the whole school to be closed.

None of these situations are ideal, as the best place for children to have access to the National curriculum is in school, with the required resources, with adults who have chosen their career and have had the necessary training! Although children learn many things at home, no one is expecting parents/carers to take on the teaching role as it would be done in the classroom, especially when juggling their own family circumstances which may or may not, be conducive to supporting children with the National curriculum. Any support which therefore can be given, is valued and appreciated.

No family must feel any pressure during these periods away from school as all family circumstances differ tremendously. **However, we have a responsibility to provide learning opportunities for the children.** All we ask, in order for us to work together, is to have open conversations about support and their learning. We would hope that in any of these situations, learning at home would not be for more than 2 weeks – 10 school days.

If your child is off school, because they are poorly…

Your child is poorly and must rest!

If your child is off school, because they are in isolation due to a member of the household being tested for Covid-19, awaiting results or because they are being tested for Covid-19, but is well enough to complete some learning…

Subject	Level 1 Work from day 1 of self- isolation. Teachers will aim to move to level 2 as quickly as possible, but this will be no later than day 3	Level 2 Lockdown provision
Phonics (years R – 2)	Emergency packs to be used so that pupils can access work instantly (once physically well enough). This contains suitable phonics tasks.	Tasks to be posted on correct platform including links to correct pronunciation of sounds and how to blend. Tasks are appropriate to letters and sounds phase that the children are on. Note: This may not be a written task so parental feedback will be important.
Maths	Emergency packs to be used so that pupils can access work instantly (once physically well enough). This contains suitable maths tasks.	Maths lessons alongside current class teaching using White Rose Premium resource videos and sheets. This will enable pupils to keep up with learning in class.
Reading	Emergency packs to be used so that pupils can access work instantly (once physically well enough). This contains suitable reading comprehension tasks.	Children will be given reading task that covers the same intention as work given in class. NB this could be using an online platform such as Oak Academy or Literacy Shed.
Writing	Emergency packs to be used so that pupils can access work instantly (once physically well enough). This contains suitable writing tasks within age and stage.	Children will be provided with work that matches learning in class as much as possible. If this is not possible, a suitable alternative will be given using Oak Academy or BBC Teach.

Foundation subjects	Emergency packs to be used so that pupils can access work instantly (once physically well enough). This contains suitable, inspiring learning activities.	Children will be provided with work that matches learning in class as much as possible. If this is not possible, a suitable alternative will be given using Oak Academy or BBC Teach.

At the beginning of term each child in the school is provided with a "Remote learning" pack containing work to last 3 days. The pack contains core basic skill practice from the current POS. These packs were to be kept at home and only used in the event that pupils were needing to self isolate.

Your child also has access to these resources:
- Reading – hearing read (fiction and/or non fiction) and being read to
- MyMaths
- Spelling Shed
- Times Tables Rockstars
- White Rose Maths lessons
- Weekly Spelling lists (Year 2 onwards) revision of previous weeks, as well as current
- BBC Bitesize
- Oak National Academy

If your child is off school due to the bubble being sent home see level 2 – lockdown provision in the table above.

If your class teacher has not had contact with the child for 2 consecutive days, they will give you a ring to check you are OK and you are able to access anything you need to.

If you would like the school to print out any sheets required for the day's learning, please email the office and we will print out anything which can then be collected.

In preparation for this eventuality, please ensure that:
    The school office has your email address

    Your child has all passwords for the above websites

If your child's teacher is off work due to being ill, another teacher will take the lead in the delivery of the learning either in person, or by guiding the class TA. They will be supported by the class TA

If your child has **additional needs** and you would like to speak to Mrs Thomas during this period, please do not hesitate to contact the school on 01736 871392 or email address secretary@sennen.cornwall.sch.uk

Other Curriculum areas: https://www.sennen.cornwall.sch.uk/ – you are still able to access the different challenges across the curriculum from our previous 'lock down.'

Appendix 3

Sennen School

Guidelines for remote digital meetings and digital lessons (Zoom)

Size of group

- Must be at least 2 members of staff present.

Settings

- There must be a new password and meeting id for each meeting.
- This must be sent to the parent or carer of the pupil and not shared elsewhere.
- The message to share the meeting details must state that the meeting will be recorded for safeguarding purposes to protect all involved.
- The host must control who joins the meeting
- Disable "join before host"
- Only admit one participant at a time
- It must be the parent/carer that joins with the pupils' screen name: If a name is not recognisable, then they do not join the meeting.
- A waiting room must be enabled
- Chat should be switched off.
- Set screen sharing to "host only"
- Disable file transfer
- Disable "allow removed participants to rejoin" group
- Host to lock the classroom to prevent anyone else from joining.
- Host should record. Pupils not allowed to record meeting.

Conduct

- Staff and children must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas, for example, not in bedrooms.
- Staff should record, the length, time, date and attendance of any sessions held.
- Language must be professional and appropriate, including any family members in the background.

Appendix 4

In order for us to provide effective remote learning, should such an occasion arise, please fill in the survey below.

Name of child

[ ]

[ ]

Year Group

Please select your child's year group

(•) EYFS

( ) Y1

( ) Y2

( ) Y3

( ) Y4

( ) Y5

( ) Y6

- **Does your child have any devices they can use at home?**

  ( ) Yes

  ( ) No

- **Type of Device**

  Tick all that apply

  [ ] Windows desktop PC

  [ ] Apple Mac

  [ ] Windows Laptop

  [ ] Chromebook

  [ ] Tablet capable of running Office 365 e.g iPad, ThinkPad, Surface etc

  [ ] Smartphone

☐ Basic Tablet Device

How old is the device they use?
Please tick one option

○ 1-3 years old

○ 4-6 years old?

○ 7+ years old

- **Does the device have: (tick all that apply)**

☐ a webcam

☐ a microphone

☐ speakers/headphones

☐ none of the above

Number of siblings device shared with?
Select an option

◉ 0

○ 1

○ 2

○ 3

○ 4+

CONNECTIVITY
Do you have any sort of access to the internet at home?

○ Yes

○ No

Via Cabled Broadband
This relates to how your main internet connection is delivered to your house, not whether you have Wifi inside your house.
Don't complete this section, or select None if your main connection is via mobile data.

○ FTTC (Fibre to cabinet) Superfast

○ FTTH (Fibre to home, sometimes called FTTP)

○ Don't know

○ None

○ Other

CRITICAL WORKERS
Are parents or carers classed as 'Critical Workers'

○ Yes

○ No

If Yes which sectors?

☐ Health & Social Care

☐ Education & Child Care

☐ Key Public Services

☐ Local & National Government

☐ Food & other necessary goods

☐ Transport

☐ Utilities, communications & financial services

Thank you for completing this survey it will help us to plan in the most effective manner for the pupils of our school in the event that remote learning becomes necessary.

Appendix 5   <u>**Device loan agreement for pupils**</u>

1. This agreement is between:

1) Sennen School, Mayon Green, Sennen, TR19 7AW] ("the School")

2) [   ] ("the parent" and "I")

And governs the use and care of devices assigned to the parent's child (the "Pupil"). This agreement covers the period from the date the device is issued through to the return date of the device to the School.

All issued equipment shall remain the sole property of the School and is governed by the School's policies.

1. The School is lending the Pupil a laptop ("the equipment") for the purpose of doing schoolwork during the COVID19 Lockdown, from home.
2. This agreement sets the conditions for taking a Sennen School laptop ("the equipment")] home.

I confirm that I have read the terms and conditions set out in the agreement and my signature at the end of this agreement confirms that I and the Pupil will adhere to the terms of loan.

2. Damage/loss

By signing this agreement, I agree to take full responsibility for the loan equipment issued to the Pupil and I have read or heard this agreement read aloud and understand the conditions of the agreement.

I understand that the Pupil and I are responsible for the equipment at all times, whether on the School's property or not.

If the equipment is damaged, lost or stolen, I will immediately inform the Headteacher at School and I acknowledge that I am responsible for the reasonable costs requested by the School to repair or replace the equipment. If the equipment is stolen, I will also immediately inform the police.

I agree to keep the equipment in good condition and to return it to the School when requested from the School in the same condition.

I will not leave the equipment unsupervised in unsecured areas.

If the equipment is damaged, lost or stolen, and your child is eligible for pupil premium, contact Nichola Smith, head@sennen.cornwall.sch.uk, 01736 871392

I will make sure my child takes the following measures to protect the device:

- Keep the device in a secure place when not in use

- Don't leave the device in a car or on show at home

- Don't eat or drink around the device

- Don't lend the device to siblings or friends

- Don't leave the equipment unsupervised in unsecured areas

3. Unacceptable use

I am aware that the School monitors the Pupil's activity on this device.

I agree that my child will not carry out any activity that constitutes 'unacceptable use'.

This includes, but is not limited to the following:

- Using ICT or the internet to bully or harass someone else, or to promote unlawful discrimination

- Any illegal conduct, or statements which are deemed to be advocating illegal activity

- Activity which defames or disparages the School, or risks bringing the School into disrepute

- Causing intentional damage to ICT facilities or materials
- Making any hardware or software changes to the equipment without authorisation from the School IT Department
- Using inappropriate or offensive language

I accept that the School will sanction the Pupil, in line with our behaviour/discipline policy, if the Pupil engages in any of the above **at any time.**

4. Personal use

I agree that the Pupil will only use this device for educational purposes and not for personal use and will not loan the equipment to any other person.

5. Data protection

I agree to take the following measures to keep the data on the device protected.

- Do not share the equipment among family or friends
- Ensure the antivirus software is up to date

If I need help doing any of the above, I will contact the TPAT Central ICT Team on the email itsupport@tpacademytrust.org or ring them on 01872 613289 (Phone support is available between 8:30am and 3:30pm, Monday to Friday).

6. Return date

I will return the device in its original condition to the office within 7 days of being requested to do so.

I will ensure the return of the equipment to the School if the Pupil no longer attends the School.

7. Consent

By signing this form, I confirm that I have read and agree to the terms and conditions set out above.

DEVICE SERIAL NUMBER	
DEVICE MAKE / MODEL	
PUPIL'S FULL NAME	
PARENT'S FULL NAME	
PARENTS SIGNATURE	
DATE	

Appendix 6

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we offer immediate remote education. We have a strong contingency plan in place for remote education provision. Our planning is particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. Our plans are summarised below:

	Aspect	We have achieved this by…	Next steps
Developing contingency plans	Use a curriculum sequence that is linked to the school's curriculum expectations	o Providing emergency pack with relevant work o Setting up GC accounts to post work alongside the work in class	o Packs will need refreshing as children move through their POS
	Provides a curriculum which is supported by high quality online and offline resources and teaching videos	o Use of White Rose maths, BBC Teach and Oak Academy. o Providing same work as the children in school so high quality resources can be assured	o Monitor effectiveness and make changes as appropriate
	Selectively uses online tools which are used consistently across the school to allow interaction, assessment and feedback	o GC used to set homework, spellings and other topic challenges. Children will use this in class to ensure they are confident to use it. o Oak, WRM & BBC teach lessons blended in with current teaching and children supported to engage with them.	o Review of provision when reviewed at end of term 2 and changes made if necessary. o Look for any CPD that may support.
	Ensured all teaching staff and pupil facing staff are trained in the use of our online learning tools	o Staff meetings used to discuss new resources o Attend webinars for Oak and WRM as they become available	o Review of provision when reviewed at end of term 2 and changes made if necessary. o Look for any CPD that may support.
	Provide suitable printed material such as textbooks and workbooks for pupils who do not have online access	o Work uploaded / printed will be the same as the work used in class. Emergency packs have been selected as they include work from current POS	o Review of provision when reviewed at end of term 2 and changes made if necessary. o Look for any CPD that may support.
	Promote supported access to our curriculum for pupils with SEND and other vulnerable learners	o Emergency packs and online learning are differentiated. o Staff are available to support either parents or children as needed. o Parents signposted to SENDCO for support	o Review of provision when reviewed at end of term 2 and changes made if necessary. o Look for any CPD that may support.

	Set assignments for pupils which are meaningful and ambitious and provide work each day in a range of different subjects, avoiding an overreliance on long term projects or internet research activities	o Work set will be inline with current planning and will match work in class as much as possible.	o Review of provision when reviewed at end of term 2 and changes made if necessary. o Look for any CPD that may support.
	Provide a well planned and well-sequenced curriculum so that knowledge and skills are built incrementally and pupils clearly understand what they should be learning/ practising	o Teachers will plan lessons in line with POS using children's current attainment as a starting point. o Feedback will be used regularly to support pupils	o Review of provision when reviewed at end of term 2 and changes made if necessary. o Look for any CPD that may support.
	Provide frequent, clear explanations of new content, delivered by a teacher or through high quality curriculum resources or videos	o High quality video platforms will be used where appropriate. Children will be exposed to this during lessons in school. o Teacher will provide PPTs with explanations written for parents, they will also offer a phone call to support if needed.	o Review of provision when reviewed at end of term 2 and changes made if necessary.
	Provide clear feedback from pupils on how well there are progressing through the curriculum e.g. by using questions or other suitable tasks	o Staff will provide feedback on key pieces of learning and use small assessment tasks to ensure progression and to enable children to keep track of their learning.	o Review of provision when reviewed at end of term 2 and changes made if necessary.
	Clarified for teachers the expectations for checking, assessing and feeding back to pupils on progress	o See above	o
Remote teaching expectations	Ensured teachers can adjust the pace or difficulty of what is being taught in response to questions or assessments including revising material or simplifying explanations to ensure pupils' understanding	o Teachers will take the same approach as they do in class and use small pop quizzes and questionnaires to gauge understanding and adjust planning as appropriate.	o Review of provision when reviewed at end of term 2 and changes made if necessary. o Look for any CPD that may support.
	Planned to provide a programme which is equivalent in length to the core teaching pupils would receive in school	o Teachers will plan lessons in line with POS using children's current attainment as a starting point. o Feedback will be used regularly to support pupils	o Review of provision when reviewed at end of term 2 and changes made if necessary. o Look for any CPD that may support.
	Includes daily contact with a member of staff and additional support for pupils where appropriate	o Teacher and / or TA will be available during the school day to clarify learning and deal with any issues.	o

Appendix 7   *A parent guide to supporting pupils who are self isolating*

The key symptoms of possible infection with Covid 19 are:
- A high temperature
- A new, persistent cough
- A change or loss of taste or smell

If you or someone in your household has Covid 19 symptoms - What happens next?
- Your child and all members of the household must now self-isolate and need to take a Covid 19 test as soon as possible. Whilst you are waiting for the test results, your child and their siblings must self-isolate and must not attend school.
- You will need to phone the NHS testing service the same day as symptoms arise to arrange for a test at the first possible opportunity. The phone number to call is 119 or you can book online at https://www.gov.uk/get-coronavirus-test. The aim is to have tests available within 24 hours although, at the moment, there may be a short delay.
- You will need to inform the school of the date of your child's test.
- When you receive the results of the test (usually within 48 hours and often within 24 hours), please inform the school immediately l
- If your child's test result is negative, your child may immediately return to school, providing they are well enough to do so.
- If your child's test result is positive they must remain at home for a minimum period of 10 days and may only return to school at the end of this period providing their temperature has returned to normal. Pupils must continue to self-isolate until this time.
- Pupils who continue to experience a loss of taste or smell and/or a cough do not need to continue to self-isolate beyond the 10 day period providing their temperature is normal.
- It is essential that the school is informed of any positive test result as a matter of urgency in order that we can minimise the risk of infection to other pupils and staff.

What school work will be provided during Self-isolation
- When you contact the school to tell us your child is self-isolating, please make sure you also confirm that you have IT facilities at home to give access to our online learning provision. If your child won't be able to work online we can send you printed resources.
- On the first day of self-isolation, your child will complete the work provided in their emergency pack. Other work will be available within 24 hours.
- Work will be set using Google classroom or Tapestry for Aire class
- During the self-isolation period, you can contact their class teachers by email

What additional support can my child access if they have special educational needs?

If your child has special educational needs then our SEND team will be in contact to make sure that your child can access the work and has the support they need whilst they are self-isolating. Parents with questions can contact Nichola Smith (Head)

What other support can the school provide?

If you have concerns about your child's welfare or well-being whilst they are self-isolating then parents should contact either their class teacher for advice or our Safeguarding lead Nichola Smith (Head & DSL)
We hope that this guide helps to answer parents' questions and that your child is soon recovered and well enough to attend school. Please don't hesitate to contact us if we can be of any further help or provide any additional support.