

Roche CP School Remote Learning Policy

Approved by:	John Burnett on behalf of the FGB	Date: 4 th January 2021
Last reviewed on:	4 th January 2021	
Next review due by:	As required in response to ongoing situation	

This policy is based on the Truro Penwith Academy Trust model policy

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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.
- 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 9am and 3pm 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 (some schools are sharing with parents in advance).
- 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 issuing a detailed timetable of online activities linked to the learning platforms that children are familiar with in school, directed task from the Oak Academy online learning resource and provide a topic grid of activities drawn from the broader curriculum.
- 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 emails sent directly from the teacher or from the Head teacher or via school's Parent Pay system. Teachers will initiate TEAMS or ZOOM meetings with children and parents to support learning and check on progress as required. This will be used on a weekly basis to keep in touch with children who have an EHCP who are not in school.
- 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 remotely as indicated by assessment of the frequency of access to online platforms as monitored by teachers, teachers will email or phone parents to investigate reasons and offer support. If required this will be followed up by the head teacher.
- 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/conferencing 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 **Mr Walden**

Teaching assistants are responsible for:

Supporting class teachers in curriculum delivery:

- By providing feedback and support to pupils through **[school's platform]** 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 **Jeremy Walden**
- Providing 1:1 support for children in school as required

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, 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 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

Roche CP School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

- The Designated Safeguarding Lead is: **Jeremy Walden**
- The Deputy Designated Safeguarding Lead is: **Victoria Tonkin**

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.

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 ICT Services** 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 emailing IT service desk

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 individual class email addresses
- 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 the online learning platforms 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 – **Jeremy Walden**
- Issues with their own workload or wellbeing – **Jeremy Walden**
- Concerns about data protection – **Jeremy Walden**
- Concerns about safeguarding – DSL **Jeremy Walden** or DDSL **Victoria Tonkin**
- Issues in setting work, with ICT or using [platform] – **Jeremy Walden**

- 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 and the school office staff **Rachel Batten**. 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 the LGB or sooner if conditions of lockdown. At every review, it will be approved by John Burnett 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 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 *[or give details of what is provided]* with clear advice regarding what to do when a pupil needs to self isolate and what remote learning will be provided. [Appendix 7](#) – an example.

We promote parental and pupil engagement through *[give examples...*

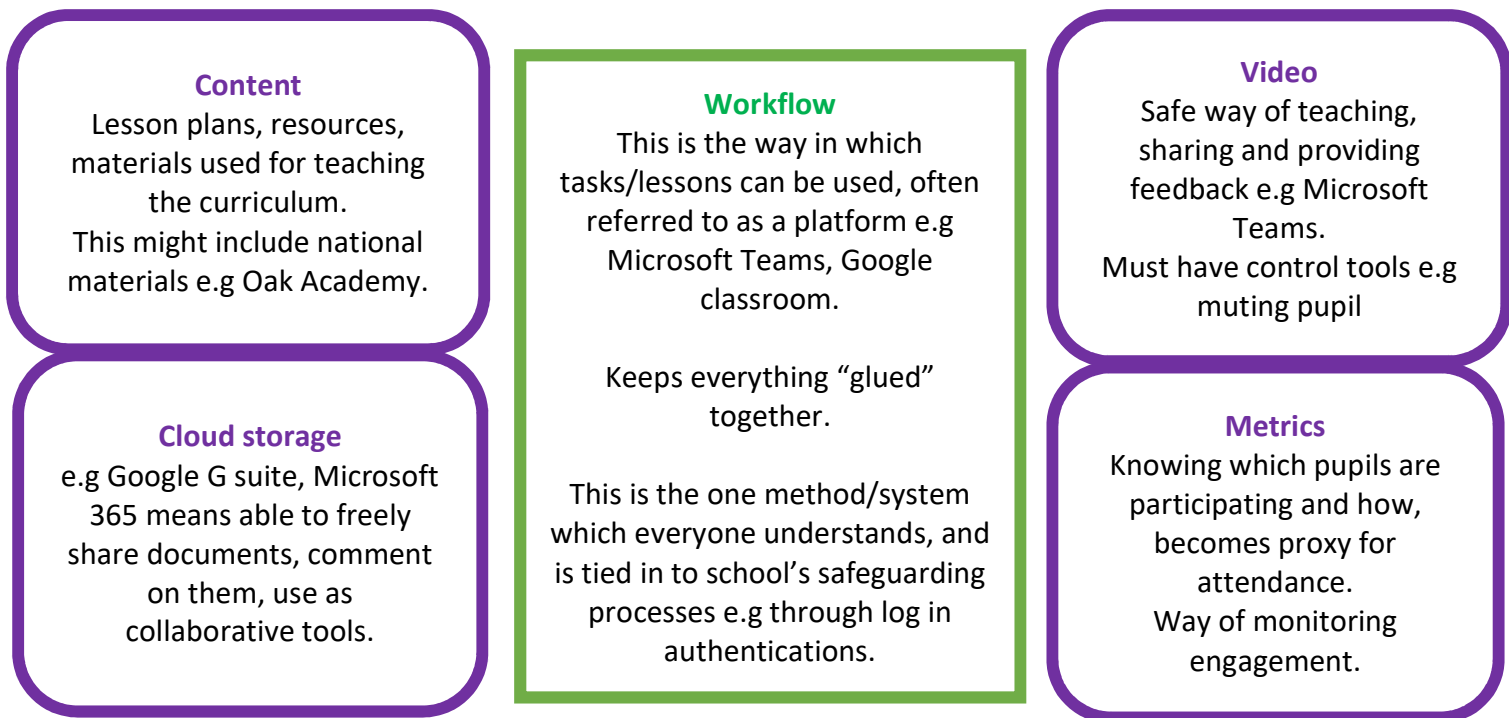
- *E.g Providing an overview video and a guide to home learning at our school*
- *creating videos that explain feedback*
- *telephoning individual parents*
- *using the website front page to remind and reinforce what to do on day 1 of self isolation absence]*

8. Links with other policies

This policy is linked to our:

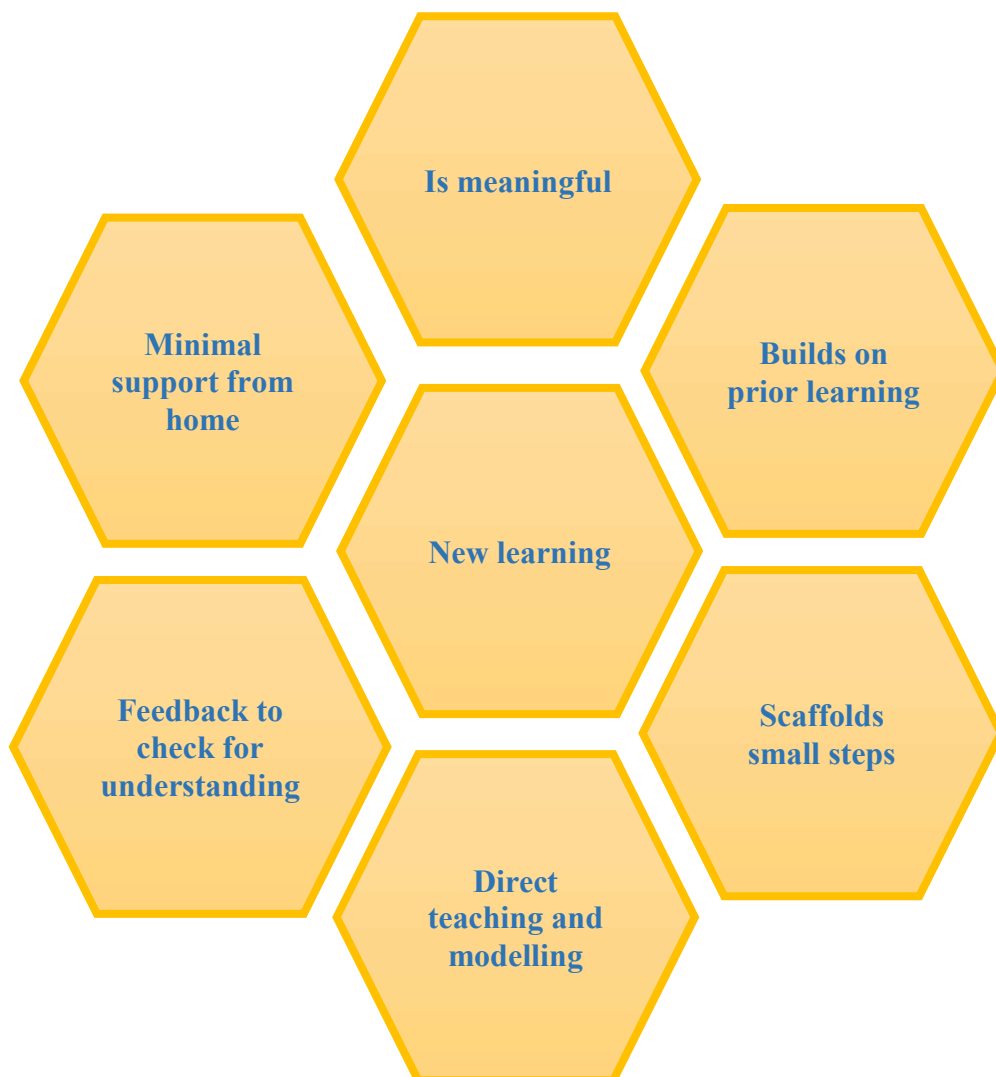
- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

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:



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.


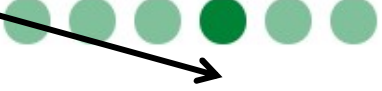
The following diagram illustrates what this might take account of:



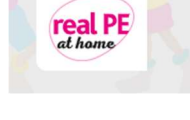


Appendix 2

Examples of Provision detail

Roche Key Stage 1 Home Learning (Week 3 onwards)					
<p>All the activities set are non-negotiable and MUST be completed. Teachers will be checking that these learning activities are being completed. Please contact us if you have any questions via Mrs Batten: reception@roche.cornwall.sch.uk</p> <p>Remember we sent home your 'Home Learning Book' on Friday 23rd Oct. Please complete work in here and remember on the inside cover it has all your logins.</p> <p>If your child is currently in school full time you do not need to worry about this timetable, but obviously you are more than welcome to complete any of it as well.</p> <p>This week we have revised a few elements for Maths and English. These are highlighted for you to see in yellow.</p> <p>If you need more exercise books for your Maths and English work there will be a box in the foyer at school that you can help yourself from. Please sanitise your hands before taking any.</p>					
Total time approx. 3 hours a day.	Monday	Tuesday	Wednesday	Thursday	Friday
Activity:					
Reading	<p>Try to read or be read to every day. Please try to promote a love of reading and language within your home.</p> <p>If you don't have access to many books here are a couple of online options:</p> <p>https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx</p> <p>CBeebies Bedtime Stories – YouTube:</p> <p>https://www.youtube.com/channel/UChYHezCINFSSSmjIH-B5sYQ</p>				
AR Reading	<p>NEW for Year 2 ONLY! Year 2 have just started to quiz online on Accelerated Reader (AR) after they finish reading a book. They have logins so if they have books at home, have a go at quizzing afterwards to check their comprehension and understanding.</p> <p>Use this link as it is specific to our school:</p> <p>https://ukhosted73.renlearn.co.uk/1895113/public/rpm/login/Login.aspx?srcID=t</p> <p>To check if your home books are on AR go to:</p> <p>https://www.arbookfind.co.uk/</p>				
<p>Read Write Inc.</p> <p>Please see separate letter from Mrs Welch on how to Login to the Oxford Owl/Read Write Inc. Website for your resources.</p>	<p>Each day, please do the following:</p> <ol style="list-style-type: none"> 1. Read an e-book: Year 1 – up to Yellow level Year 2 – all available resources 2. Watch a Read Write Inc. lesson with Ruth Miskin on YouTube. Go onto: www.ruthmiskin.com where they will give a daily schedule. YouTube videos are live from 9:30 each day and are available for 24 hours. 				

	3. Complete a writing / sound activity from the website each day. If you can't print them out, children can copy them from the screen into their Home learning book.				
NumBots	Complete 3 games	Complete 3 games	Complete 3 games	Complete 3 games	Complete 3 games
<p>Maths</p> <p>From this week we are using Oak Academy for Maths. (You DO NOT need a login.) You will watch a recorded lesson and produce work alongside <u>every day</u>. Please use the link underneath for your year group. Mrs Batten will contact you directly if your child needs to complete a different year group.</p> <p>You can work your way through the lesson at your own pace by pausing it when you are working. Make sure you mark your work if there are answers.</p> <p>How to complete a lesson:</p> <p>Once you have clicked on our link and then accessed the correct days Maths lesson, work your way through this list on the right which also correlates with the dots underneath on the screen. (Sometimes it doesn't have an 'Intro Quiz'.)</p> <p>When it is independent work time pause the video and go back to the dots to find the worksheet. You can also download them if you want to using the link under number 6.</p> <p>Record your work in your Home Learning Book.</p> <div style="float: right; border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <ol style="list-style-type: none"> 1. Introduction 2. Intro Quiz 3. Video 4. Worksheet 5. Exit Quiz 6. Completed <p style="text-align: center; margin-top: 10px;">  Worksheet </p> </div> <div style="text-align: center; margin-top: 20px;">  </div>					
<p>If they ask you to use the online dienes use this link: https://mathsbot.com/manipulatives/blocks</p> <p>Some of the learning in the videos will be new learning so feel free to go over them a couple of times.</p>					
Year 1 Maths + English	https://classroom.thenational.academy/schedule-by-year/year-1				
Year 2 Maths + English	https://classroom.thenational.academy/schedule-by-year/year-2				
<p>Handwriting/Spelling 10mins a day</p> <p>Complete in your Home learning book.</p>	<p>Year 1 please practise the Year 1 Common Exception Words from the attached word bank. Focus on your letter formation and remember we <u>DON'T</u> join yet. If you need reminders of letter formation see the attached Handwriting Stage 1a guidance.</p> <p>Year 2 please practise the Year 1 <u>AND</u> 2 Common Exception Words from the attached word bank. Focus on your letter formation and remember we <u>DO</u> join. If you need reminders of letter formation joins see the attached Handwriting Stage 3 guidance.</p>				
<p>Education City for SPAG</p> <p>https://www.educationcity.com/</p>	<p>Login and complete your set work under the 'Homework' section. There will be 3 activities themed on spelling, punctuation and grammar. Try to then apply these skills in your writing task stated below.</p>				
English	<p>From this week we are using Oak Academy for English as well. (You DO NOT need a login.) It works in a very similar way. You will watch a recorded lesson and produce work alongside <u>every day</u>. Please use the same link as the Maths one above for your year group. Mrs Batten will contact you directly if your child needs to complete a different year group.</p> <p>How to complete a lesson:</p>				

	<p>Once you have clicked on our link and then accessed the correct day's English lesson, work your way through this list on the right which also correlates with the dots underneath on the screen.</p> <p>You can work your way through the lesson at your own pace by pausing it for when you are working. Make sure you mark your work if there are answers.</p> <p>Record your work in your Home Learning Book.</p>			<div><div>1. Introduction</div><div>2. Video</div><div>3. Completed</div></div> <div><div></div><div></div><div></div></div>	
<p>PE</p> <p>30mins a day minimum.</p> <p>Username and passwords have been sent for all pupils to access Real PE on:</p> <p>https://real.jasmineactive.com/</p>	<p>Log on to Jasmine and look for the icon below. Click on KS1. Choose an exercise to do and work through the different levels. How far can you go? They start at Yellow and finish with Black.</p> 	<p>Log on to Jasmine and look for the icon below. Click on KS1. Choose a different exercise and work through the different levels. How far can you go? They start at Yellow and finish with Black.</p> 	<p>Log on to Jasmine and look for the icon below. Click on KS1. Choose a different exercise to do and work through the different levels. They start at Yellow and finish with Black.</p> 	<p>Traditional Sport</p> <p>Choose a sport to play for 30minutes with your family e.g. football, basketball, table tennis, (On REAL PE/PLAY there are alternatives.)</p>	<p>Fitness Friday</p> <p>Cardio based work e.g. Joe Wickes (YouTube Channel), Running, Circuit Training, BBC Super Movers, Aerobics to Music etc...</p>
<p>Topic BINGO Grid (See emailed attachment)</p>	<p>This links to the topic you would have been doing this half term at school. We would be amazed if you could do as many of the 9 activities this half term as you can, but please complete <u>at least 1 a week minimum.</u></p> <p>Please do not use Oak Academy for any Foundation Subjects yet. We are currently just using it for English and Maths.</p>				
<p>All your teachers are here for you if you have any questions or concerns. We are looking forward to seeing your home learning! You can send us photographs or emails of your outcomes to reception@roche.cornwall.sch.uk</p> <p>Mrs Batten will forward them onto your teachers to see!</p>					

Appendix 3

Guidelines for remote digital meetings and digital lessons and conferences.

Roche CP School

Student-Teacher Video Call Policy

It is envisaged that the use of video-conferencing sessions will primarily involve Microsoft TEAMS. This can be used for 1:1 student support and pastoral check-ins.

In order to create a safe environment for pupils and staff (henceforth referred to as “teachers”) when taking part in a videoconferencing session, the following considerations must be observed:

1. Parents must give their consent at the beginning of the session. This must be recorded on the teacher's session notes. The parent must remain with the child at all times, allowing the child to do all of the talking and engaging with the teacher. If the teacher speaks directly to the parent, then they must respond.
2. Teachers must familiarise themselves with the functions of Microsoft TEAMS, including the privacy and mute settings. Teachers will also record the sessions, copies of which shall be deleted at the end of the national lockdown when face to face teaching resumes.
3. All video-conferencing sessions should take place within school hours (09.00 - 15:00) and must be hosted and supervised by the teacher at all times.
4. Any video-conferencing session should have a minimum of three participants. This should be the teacher, pupil, and supervising parent/carer.
5. During the session, the interaction should be between teacher and pupils only, just as it would be on school premises.
6. When a video conference finishes, pupils should exit TEAMS first and the teacher should close the session once complete.
7. Teachers should outline their expectations during the first video-conferencing session. Subsequent sessions should include a brief reminder of the expectations and rules that keep pupils and staff safe online.
8. Video conference sessions should be scheduled on TEAMS at least 48 hours in advance. Parents will receive notification of this via an email.
9. Video conferences should be held from an environment that is communal, safe and free from distractions. Children should not be in their bedroom for the call. Use a space downstairs, preferably in front of a blank wall. Televisions and other devices should be switched off during the call.
10. Teachers must be professionally dressed and pupils should be dressed appropriately.
11. Teachers should keep a record of attendance for each video-conferencing session, using the school's record of intervention paperwork.
12. Teachers should communicate any inappropriate behaviour or any interactions that are not conducive to learning to a member of the senior leadership team. Any safeguarding concerns need to be raised immediately with a safeguarding officer in school.

Appendix 5 Device loan agreement for pupils

1. This agreement is between:

- 1) Roche CP School
- 2) [Name of parent and their address] ("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 Roche CP 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 [insert name of staff member].

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 [location, e.g. office/IT 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

Audit of Remote Education Provision

Date of Audit:.....

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	<input type="radio"/>	<input type="radio"/>
	Provides a curriculum which is supported by high quality online and offline resources and teaching videos	<input type="radio"/>	<input type="radio"/>
	Selectively uses online tools which are used consistently across the school to allow interaction, assessment and feedback	<input type="radio"/>	<input type="radio"/>
	Ensured all teaching staff and pupil facing staff are trained in the use of our online learning tools	<input type="radio"/>	<input type="radio"/>
	Provide suitable printed material such as textbooks and workbooks for pupils who do not have online access	<input type="radio"/>	<input type="radio"/>
	Promote supported access to our curriculum for pupils with SEND and other vulnerable learners	<input type="radio"/>	<input type="radio"/>
Remote teaching expectations	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	<input type="radio"/>	<input type="radio"/>
	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	<input type="radio"/>	<input type="radio"/>
	Provide frequent, clear explanations of new content, delivered by a teacher or through high quality curriculum resources or videos	<input type="radio"/>	<input type="radio"/>
	Provide clear feedback from pupils on how well there are progressing through the curriculum e.g. by using questions or other suitable tasks	<input type="radio"/>	<input type="radio"/>
	Clarified for teachers the expectations for checking, assessing and feeding back to pupils on progress	<input type="radio"/>	<input type="radio"/>
	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	<input type="radio"/>	<input type="radio"/>
	Planned to provide a programme which is equivalent in length to the core teaching pupils would receive in school	<input type="radio"/>	<input type="radio"/>
	Includes daily contact with a member of staff and additional support for pupils where appropriate	<input type="radio"/>	<input type="radio"/>
	Avoided placing significant demands on parents' help or support	<input type="radio"/>	<input type="radio"/>

Appendix 7 **Example - 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
- 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 can access the full package of online learning activities as set out in the timetable that you have been issued.
- During the self-isolation period, you can contact their class teachers using the class specific email address.

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 [name and role]

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 **[name]**.

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.