Kehelland Village School
Remote Learning Policy

Approved by:	Head teacher pending agreement 19.11.2020	Date:
Last reviewed on:		
Next review due by:		

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.

- 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 **3.5** hours including a start of day session, between 9 and 9.30, a mid- day catch up between 11.00 and 11.30 and for dedicated feedback time each afternoon. *This timing will also allow for class videos to be filmed. This will apply for all days that teachers are timetabled for face to face teaching. Teachers dedicated PPA sessions will remain as non-contact times and will remain at the same time each week in line with the school timetable.* 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 5pm.

- 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. *At Kehelland School the isolation timetable will be emailed to all parents at the pint of notification of isolation and will be available via the school website on the class page within the Covid pages.*

- Teachers will communicate effectively to ensure that where children cannot access work online, alternative arrangements are made. *For families who are unable or unwilling to access work online a paper pack of the learning will be available on the first day or absence and will be available for collection or drop of as required by the household. Parents are asked to indicated which is their preferred method of work via the school questionnaire October 2020 and will be asked again by the staff member to whom they report the absence.*

- 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 ***provision of a filmed of the class book. This can be either the class teacher of the Class TA and will be posted via Seesaw. The provision of one literacy session each day this will have a live introduction in either of the first or second live discussion each day and a maths session, introduction within the live sessions.*** Each pupil will also have a linked set of activities within which they will be filmed content, links to either oak academy learning or BBC bite sized provision as well as the links to the schools own providers such as purple mash, Lexia, spelling shed, Mathletics, MathsJam and TTRock stars to support the onward development of key skills.

- 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. The Pre-populated learning timetables will be used for the cover teacher to plan from.

- **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. *To support this teacher will be able to assign pupils activities that support their IEP targets from the SEND resource list as well as supporting with differentiated work as they would in class. Teachers will set work across the year groups within the class and will have access to all planning for all year groups to support planned differentiation.*

Providing feedback on work:

- Teachers provide regular feedback on children's progress and/or oversee support staff doing so. *This will be done via posted work on Seesaw – as in previous lock down.*

- Teachers must assess how well children are moving through the curriculum and provide regular support and challenge. *Where no work is posted or where TAs and Teachers see work is not to the expected standard for the child the Teacher and TA will inform the head teacher who will contact the family for support. Teachers and TAs will be asked to record all work handed in to support identification of gaps in learning, to be addressed on the pupils return to school.*

- 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. At Kehelland Village School the feedback will be via the seesaw app and will be daily, up until 5pm.

Keeping in touch with pupils and parents:

- Regular contact with pupil and parents will be managed through Seesaw and telephone calls. *Teachers will be developing the schools use of Google classrooms and will support families to access this overtime and by modelled use of the platform in school.*

- Regular staff communication ensures that the school's role as a protective factor for vulnerable pupils is maintained. *All staff will continue to use CPOMS to give daily updates on pupils where a concern is noted.*

- Where a pupil is not completing work or interacting with seesaw*,* 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. These should be noted on CPOMS so all staff have access within their setting.

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 Joanna Harvey by telephone and speaking to her directly.

Teaching assistants are responsible for:

Supporting class teachers in curriculum delivery:

- By providing feedback and support to pupils through *seesaw* 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 *Joanna Harvey.*

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 *seesaw and the effective development of Google classrooms*; 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

- Finding solutions to support families who do not have access to IT hardware and those who do not have secure internet but wish to engage in remote learning using these means.

- 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

Kehelland Village School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

- The Designated Safeguarding Lead is: *Joanna Harvey*

- The Deputy Designated Safeguarding Lead is: *Kyra Orchard*

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 *notification on the school's entry notice board and on the staff notice board.*

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,* 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 contact IT support via a ticket emailed to the support team.

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 Seesaw my taking a photo of the work or by a direct upload to the Purple Mash folder.

- 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 *Seesaw and Purple Mash and in their developing knowledge of Google Classrooms when available* effectively or hardware issues preventing home learning.

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

- Be respectful when making raising any concerns 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 – *Joanna Harvey*
- Issues with their own workload or wellbeing – *Joanna Harvey*
- Concerns about data protection – *Joanna Harvey*
- Concerns about safeguarding – DSL *Joanna Harvey* or DDSL *Kyra Orchard*
- Issues in setting work, with ICT or using [platform] – *Joanna Harvey*
- Support with setting appropriate work in individual subjects – Subject leads or SENDco

4. Data protection

4.1 Accessing personal data

Data can be accessed through The DSL *Joanna Harvey* and the school office staff **Alison Olds.** Pupil and Parent data is stored on SIMS and is only available from Alison Olds

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 delivery visits will:
    - Have at least one suitably trained individual present.
    - Be undertaken only when other staff members have been informed that the visit is taking place
    - 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 *Chris Bevington – Co-opted Governor* or sooner if conditions of lockdown. At every review, it will be approved by *Jamie Tellam – 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 publication on the school's website and direct email to all parents for whom pupils isolation is required

- 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 on the school website with* clear advice regarding what to do when a pupil needs to self-isolate and what remote learning will be provided. This will be emailed to all parents when the school is informed of an isolation. **Appendix 7** – an example.

We promote parental and pupil engagement through

- *Providing an overview video and a guide to home learning at our school on our website*
- *creating videos that explain feedback*
- *telephoning individual parents*
- *using the website to remind and reinforce what to do on day 1 of self-isolation absence*
- *developing our remote learning offer in response to feedback from pupils and parents*

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

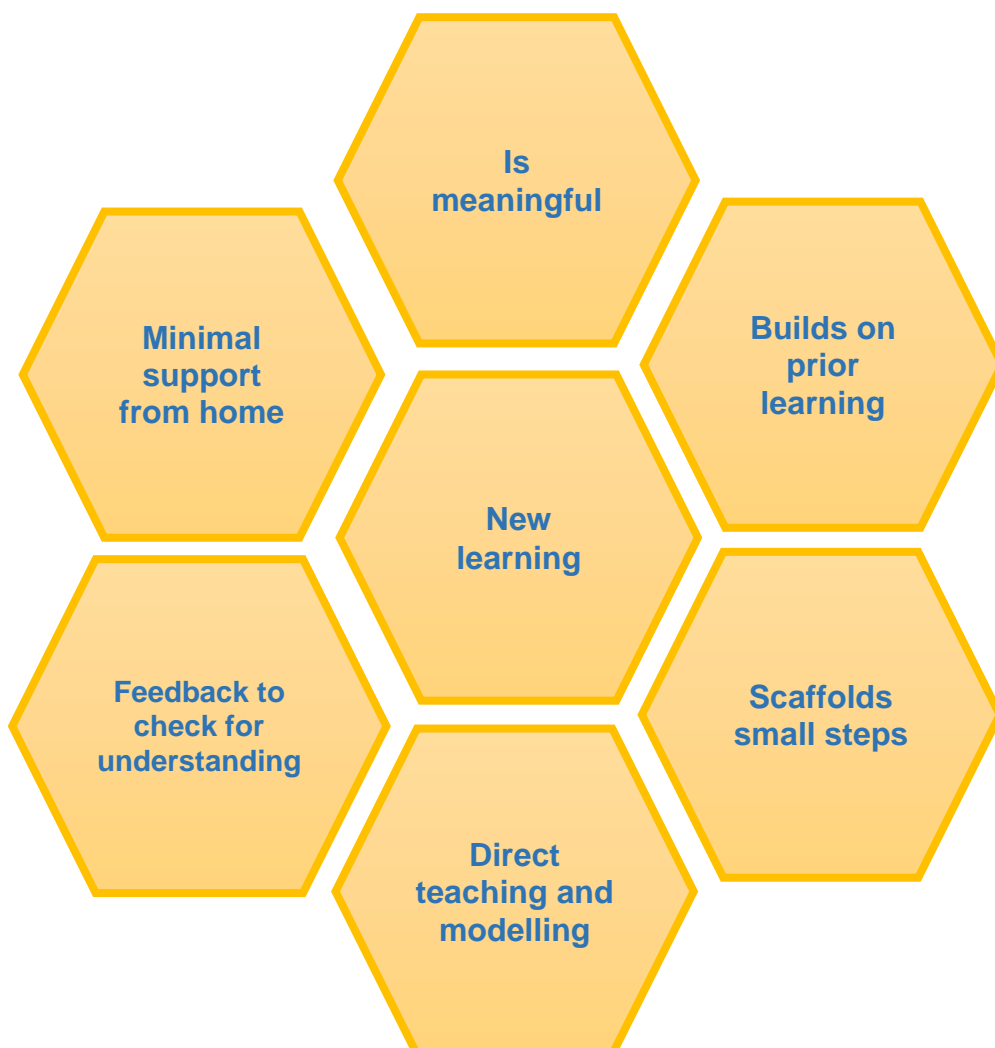**Appendix 1 Stage 1-** Schools are required to have a strong contingency plan in place for remote education provision. The following diagram illustrates what this needs to take account of**:**

Content
Lesson plans, resources, materials used for teaching the curriculum.
This might include national materials e.g Oak Academy.

Workflow
This is the way in which tasks/lessons can be used, often referred to as a platform e.g Microsoft Teams, 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
e.g Google G suite, Microsoft 365 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:

Is meaningful

Minimal support from home

Builds on prior learning

New learning

Feedback to check for understanding

Scaffolds small steps

Direct teaching and modelling

Appendix 2

Provision Detail Stage One

At Kehelland we will have two levels of Provision
Level 1 for individuals who are isolating while a test is being sought or who are undertaking mandatory 14 isolation following track and trace contact.
Level 2 for classes or the whole school following a closure notification for PHE or the DfE.

Level One
All pupils will have access via email to a suite of activities planned for their class that will be aligned to the class planning but that will be accessible from home. This will be supported by pre-published items relating to the current class curriculum on the school's website.
This will be supplemented by the **home pack** – issued to all pupil at the start of each half tem that contains the papers to support home learning for a short period of time – such as handwriting sheets, word cards, topic vocab list and the topic outline. These resources are to only be used in a home isolation scenario and will be replaced if an isolation has been undertaken. Work completed will be submitted via seesaw or Purple mash or directly through a school known programme – such as lexia. Feedback will be provided by a school staff member on a daily basis. The learning will be structured as outlined below relative to the class.

Level Two
In addition to the above content the class will be issued with a **learning pack** – on the notification of closure staff will pull together the pupils learning pack which will contain copies of specific learning books needed for the pupils in each class for a longer period of time. These packs can be collected from the school following the notification of closure. Where families are unable to collect packs delivery will be arranged.
Learning sessions will take place daily as timetabled for each class and in these staff members will outline the specific expectations for the day and support pupils to undertake each set task. Parents should follow the live session protocols as outlined in **Appendix 3** to access the learning session each day with the staff member. Work completed will be submitted via seesaw or Purple mash or directly through the programme. Feedback will be provided by a school staff member on a daily basis.
Staff will keep a record of attendance at learning sessions and of submitted work and will report to the Headteacher any family who they feel need a check in to support engagement.
The learning will be structured as outlined below relative to the class.

Provision grids are available on the school website under Home Learning.

Remote Learning Security and Protocols

We will be using Zoom/ Teams as our platform for the delivery of any online lessons. To ensure that these sessions run smoothly and safely we will use the following protocols:
- Meeting details will never be shared publicly or posted on social media. We will share the meeting link via email from the secretary@kehelland.cornwall.sch.uk account to the email addresses we hold in the school.
- At least two members of staff will be in the session – this will normally be the class teacher and teaching assistant.
- Participants will join a waiting room and be admitted to the session from there.
- Settings will be set so that participants join the session with sounds and video off. The host can then request that these are turned on.
- After the allocated start time the session will be locked so that no one else can join.
- The host will be able to remove anyone from a session immediately.

- Chat will be disabled in our sessions.
- During sessions the host will know how to 'mute all' which will stop participants from unmuting themselves.
- Screen share will only be available for the host.

Additionally, we would ask all parents to check the displayed participant name so that it just shows the child's forename and initial of their surname.

Developing this provision

Throughout the Autumn tem 2020 Kehelland staff will undertake a review of this revision to support onward development. Planned actions include:

- Review of support for families from survey in October 2020 – hardware support
- Rapid development of hardware to loan including a variety of devises to support all needs
- Development of loan agreement for specific hardware to support needs – See appendix 5 for loan agreement
- Pupil survey to support development
- Parental survey to support development
- Support from schools already using google classrooms to support set up and ways of working
- Staff training in Google classrooms
- Development of live teach for one session in Level 2 provision from January 2021 – Core subject teach for each pupil each day.

Kehelland Village 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.

Parental Survey for Autumn 2 2020

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

Name of child/ Family Name where more than one child attends

Year Group
Please select your child's year group

Year Group	Please tick
R	
1	
2	
3	
4	
5	
6	

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

Child	Yes	No	Exclusive use

Type of Devices at home:

	Tick all that apply	Age of device in years	Webcam	Micro-phone	Speakers
Windows desk top PC					
Apple Mac					
Windows Laptop					
Chromebook					
Tablet running Office 365 eg ipad					
Smartphone					
Other tablet – please name type					

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.

	Tick if yes
FTTC (Fibre to cabinet) Superfast	
FTTH (Fibre to home, sometimes called FTTP)	
Don't know	

None	
Other – please specify	

CRITICAL WORKERS

Are parents or carers classed as 'Critical Workers'

Yes	No

Sector	Please tick
Health & Social Care	
Education & Child Care	
Key Public Services	
Food & other necessary goods	
Transport	
Utilities, communications & financial services	
Local & National Government	

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

Device loan agreement for pupils

1. This agreement is between:

      1) Kehelland Village 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 Kehelland Village School laptop / IT devise ("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 Joanna Harvey

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 main office at Kehelland Village School 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	From October 2020 the remote learning will directly link to school based learning.	Develop the inclusion of all subjects into remote learning.
	Provides a curriculum which is supported by high quality online and offline resources and teaching videos	From October 2020 we have a weekly plan that utilises recorded sessions from national providers and is supplemented by local videos of staff provision and in the event of closure is supported by daily check in meetings to explain the learning and give feedback	From January 20201 this will have additional live teach sessions for all pupils in closure.
	Selectively uses online tools which are used consistently across the school to allow interaction, assessment and feedback	The school has a well-developed suite of supportive online diagnostic and development tools for pupils that support individual development of skills and knowledge across Reading, writing skills and for mathematics. Foundation subjects are supported by programmes where individual tasks are set and these linked to topic themes	Develop the inclusion of all subjects into remote learning.
	Ensured all teaching staff and pupil facing staff are trained in the use of our online learning tools	From September 2020 all classes have used online live teaching to support English in school. Teachers have shown pupils how to pause and restart sessions to support learning at a different pace and to model how to use live teaching systems.	In school teaching of google classroom will commence once funded support has been established to enable live teach to be manipulated by pupil from January 2021.
	Provide suitable printed material such as textbooks and workbooks for pupils who do not have online access	Home packs are available for Autumn 2 2020	Develop the inclusion of all subjects into remote learning. Develop SEND printed materials for IEP targets
	Promote supported access to our curriculum for pupils with SEND and other vulnerable learners	All Home packs can be differentiated across ARE to	All IEP non curricular targets to have specific

			support those working below ARE in school	support from January 20201 Develop bespoke teach of 121 interventions where possible within live teach for individual pupils. EG SALT and TBT interventions
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		Building on our provision in Spring / Summer 2020 will have devised provision plans that support our pupils need. We will use our learning from home learning to support skills development with supportive parent led activities and curriculum linked learning.	Develop the inclusion of all subjects into remote learning.
	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		From October 2020 the remote curriculum will link exactly to the school planned curriculum enabling pupils to move from one to another with minimal loss in learning	Develop the inclusion of all subjects into remote learning.
	Provide frequent, clear explanations of new content, delivered by a teacher or through high quality curriculum resources or videos		In October 2020 we will align the available recorded teaching content to our planned curriculum	From January 2021 we will supplement this with a live teach each day in the event of bubble closure.
	Provide clear feedback from pupils on how well there are progressing through the curriculum e.g. by using questions or other suitable tasks		Feedback will be provided daily as in Spring and summer 2020.	Develop linked feedback to alternative next step task to support revisit and extension of planned work
	Clarified for teachers the expectations for checking, assessing and feeding back to pupils on progress		Feedback will be provided daily as in Spring and summer 2020.	Develop live lessons to support in the moment feedback
	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		Work will be set weekly in line with school expectations to support delivery extension to support knowledge gains for all.	To be developed in Autumn 2
	Planned to provide a programme which is equivalent in length to the core teaching pupils would receive in school		From October 2020 all learning will be linked directly to the ongoing content of the school curriculum	Delivery length will be extended by live teach in January 2021 and will respond to parental and pupils feedback
	Includes daily contact with a member of staff and additional support for pupils where appropriate		From October 2020 all isolating pupils and bubbles that are	From January 2021 all closures of bubbles will

		closed will have daily live contact from a staff member to support work set. Isolating pupils will have this from HT and bubbles from schools staff	result in one live teach of all classes
	Avoided placing significant demands on parents' help or support	Parent surveys support our aims by reporting back to us that the remote learning has been achievable and has supported onward leaning for their child, and when our pupil surveys support the aims that the learning has been engaging and supported good outcomes for them.	Timetable surveys at distance from both individual and group closures to review and develop our practice.

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 be given work linked to *[include summary]* (our 'Day 1 Pack). Other work will be available within 24 hours.
- Work will be set using *[platform name and arrangements e.g to log on, include any relevant links]*
- During the self-isolation period, you can contact their class teachers by *[provide details]* 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 [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.