

Remote Learning Model Policy

Approved by:		Date:
Last reviewed on:		
Next review due by:		

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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

- have a strong contingency plan in place for remote education provision, and
- 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 during normal school hours **[8:45 - 15:15]**, excluding break periods **[10:30-10:45 & 12:00-13:00]** each weekday. 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 through Class Dojo in line with our Remote Learning Protocols available on the school website. Children in KS1 will have 3 hours of learning a day on average across the cohort, with less for younger children and children in KS2 will have 4 hours per day.
- 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 Class Dojo messages, Zoom meetings and telephone.
- 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 Class Dojo, 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.

Teaching assistants are responsible for:

Supporting class teachers in curriculum delivery:

- By providing feedback and support to pupils through Class Dojo 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 the class teacher or member of SLT.

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 Class Dojo; 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

Perranporth Primary School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

- The Designated Safeguarding Lead is: **Alistair Johnson**
- The Deputy Designated Safeguarding Lead is: **Nadia Lampier, Alison Barrett & Rachel Laity**

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 posting the name of the DSL or Deputy on the staff noticeboard and sharing an email to staff who are away from the school site.

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 the ICT Coordinator and ICT4, 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 contact the ICT Coordinator via email or ICT via the Helpdesk.

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 Class Dojo
- 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 Class Dojo 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 - **A. Johnson**
- Issues with their own workload or wellbeing – **A. Johnson**
- Concerns about data protection – **A. Barrett**
- Concerns about safeguarding – DSL **A. Johnson** or DDSL **Nadia Lampier, Alison Barrett & Rachel Laity**
- Issues in setting work, with ICT or using [platform] – **ICT Co-ordinator**
- 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 **Alistair Johnson** and the school office staff **Alison Barrett**. 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 or sooner if conditions of lockdown. At every review, it will be approved by the 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 Class Dojo and 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](#) – an example.

We promote parental and pupil engagement through

- **Daily videos from class teachers explaining the learning for each day**

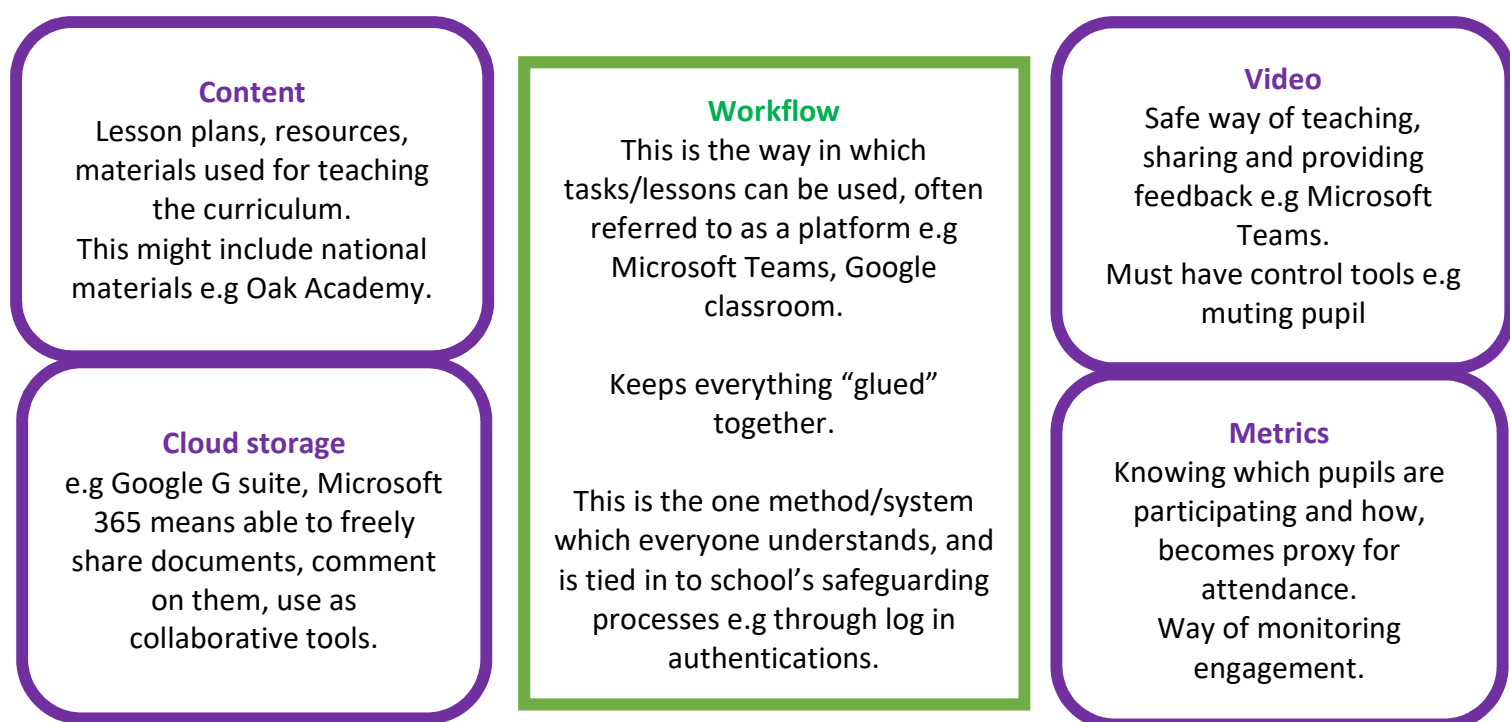
- Daily 'open clinics' to enable pupils and parents to meet their teacher live online to discuss any issues with remote learning tasks, worries or concerns.
- telephoning individual pupils and parents on a need basis

8. Links with other policies

This policy is linked to our:

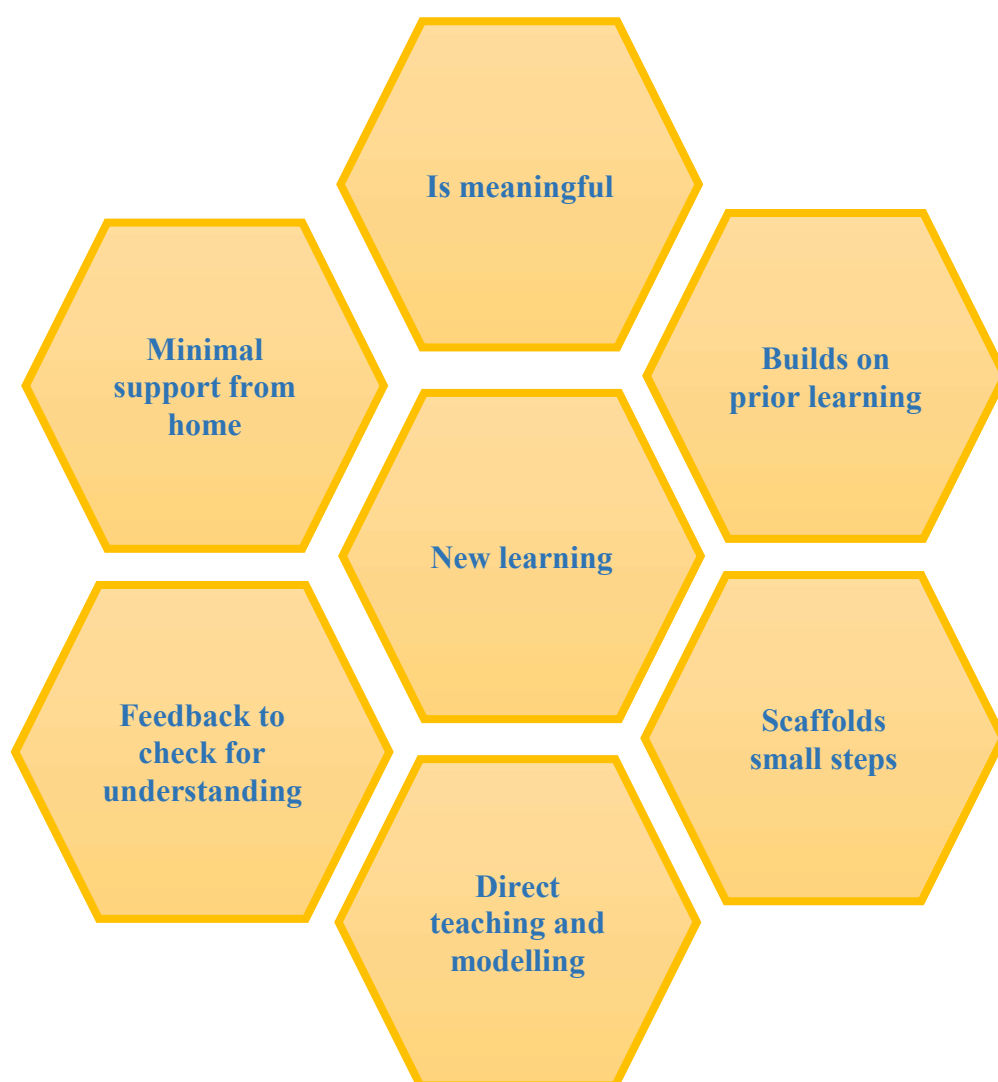
- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

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:



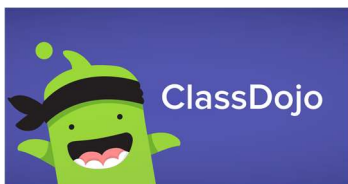
Appendix 2

Remote Learning at Perranporth School

Due to the prospect of possible school closures, or pupils being required to isolate, Perranporth School would like to share our Remote Learning plans so that learning will not be interrupted in either of these events. 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 their daily learning. 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.

Single Case or Individual Pupil Isolation:

In the event of a single pupil or small number of pupils being required to isolate, teachers will provide remote learning, which closely replicates the learning taking place in class and following the normal class timetable. This will be shared with families via the Class Dojo platform. Pupils will have a range of lessons and learning activities to complete each day. These will be sent out on Class Dojo at 9:00am, or as close to this time as possible depending on when the school is notified of the pupil's absence.



Pupils will be expected to engage with the Dojo learning instructions and tasks.

They should complete the learning and then upload photographs of their completed learning to their individual portfolio on Class Dojo. Children in KS1 will have 3 hours of learning a day on average across the cohort, with less for younger children and children in KS2 will have 4 hours per day. Teachers will review the learning and provide feedback. The format of this learning will continue for the duration of the isolation period.

Whole Class/Bubble Isolation:

In the event of an entire class or bubble being required to isolate, teachers will provide remote learning, which also closely replicates the learning taking place in class and following the normal class timetable. As the whole class will be learning from home, there will be some additional support mechanisms in place too.

- **Morning Video:** At 9.00am teachers will post a recorded video through which they will welcome the class to the day's learning. In the video, teachers will brief the children on the different lessons and aspects of learning for the day. They will talk through which resources children will be required to use and the expectations for how tasks should be completed. **All children must watch their class video between 9:00am and 9:30am each day.** Class Dojo enables teachers to see that a child has watched the video. **Children must watch the morning video to be mark as 'present' and therefore in attendance in the virtual classroom each day.**



- **Daily Learning:** Each day's learning will follow the normal 'in school' timetable as closely as possible. We anticipate that some lessons will be trickier to deliver remotely and harder to resource too (e.g. PE, music, art etc). Teachers will be mindful of these issues when planning lessons so that all children can participate or easy alternatives suggested. Children in KS1 will have 3 hours of learning a day on average across the cohort, with less for younger children and children in KS2 will have 4 hours per day.
- **Morning Clinic:** Between **11:00am and 12:00pm**, each teacher will post on Class Dojo an invitation to a Zoom meeting. This is an 'open clinic' that any child or parent can join in order to discuss any problems they may be experiencing with the learning that morning or from the previous afternoon. Although the meeting is open to the whole class, teachers will only admit one person at a time so that issues can be discussed privately. Joiners to the meeting will be held in the waiting room and then brought in when a slot is available.
- **Submission of Learning & Feedback:** It is expected that children will submit learning to their teacher each day. This can be done in different ways depending on the task. In Class Dojo, the easiest way to submit learning is simply by photograph. Children can put the photograph in their portfolio and the teacher will provide feedback in the form

of a comment. For different tasks, children can submit their learning in other formats too e.g. video, writing on Dojo, PowerPoint etc. The submission of learning is how a teacher will initially gauge a child's understanding of and engagement in their learning.



➤ **Additional Needs:** We understand that some children might need additional support when engaging with remote learning. We intend to provide this in a bespoke way depending on the needs of the individual child. The class teacher or teaching assistant will make additional contact with individual children to offer more support via Zoom or telephone. The class teacher will also differentiate learning for the needs of some pupils. Children with an ECHP will have daily contact with their 1:1 teaching assistant. This contact will be made via Zoom or telephone.

- **Bedtime Story:** For children in Reception, Y1 and Y2, a member of staff will post a daily bedtime story video. We hope this is a fun way for children to end the day's learning or a nice treat before bedtime.
- **Expectations:** Teachers will expect children to complete learning to the individual child's 'best' standard. Teachers have an excellent understanding of each child's ability and individual needs. They will therefore expect children to work to the standards expected as if the child were attending school. **Children must engage with all lessons and learning tasks set by their class teacher each day.** In cases when this cannot be the case, for whatever reason, parents should Dojo message the class teacher to notify them of this.

Resources Available:

We want to ensure that all children can engage with our approaches to remote learning. If there is any reason why a child or family might struggle to access our provision, please let us know as soon as possible so that we can find an appropriate solution. Perranporth School has an i-Pad loan service in place so that if a child does not have access to an appropriate laptop or tablet, we can provide one. We also have access to several different learning platforms and sites to support remote learning:

- [Accelerated Reader](#)
- [Purple Mash](#)
- [Times Tables Rockstars](#)
- [Linguascope](#)
- [Lifewise](#)
- [NCETM – online maths](#)
- [White Rose Maths lessons](#)
- [BBC Bitesize](#)
- [Oak National Academy](#)



If families are unable to access online learning resources, paper based learning alternatives will be provided.

We hope these plans are clear and comprehensive and ultimately support your child in continuing their learning regardless of the situation that may occur. If you have any queries or concerns regarding remote learning, please don't hesitate to contact a member of the school team.

Appendix 3

Perranporth School

Guidelines for remote digital meetings and digital lessons (Zoom)

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.
- 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"
- It must be the parent/carers 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.

Parent and Pupil Zoom Acceptable Use Protocols

In order to create a safe environment for pupils and staff when taking part in Zoom conference sessions, the following considerations must be observed:

- By accepting the Zoom meeting ID and joining the meeting, with parental responsibility, you agree to the terms set out in this document.
- Zoom is only to be accessed by a device in a communal family space.
- It should ideally be supervised by adult to deal with any technical difficulties.
- Attendees should be dressed appropriately.
- The meeting ID is to remain confidential and not to be shared to anyone that it was not designated to.
- Recording, photos or screenshots of the Zoom meeting are not allowed by participants.
- The Zoom meeting will be recorded by the hosting teacher and stored inline with the school GDPR and ICT policy.
- The Zoom meeting will be locked by teacher 5 minutes after the start time so that it can only be accessed by authorised participants. Unfortunately, anyone arriving late to the meeting will not be able to gain access even with meeting ID.
- For participants some Zoom facilities will be disabled by the host teacher. This includes but is not limited to the screen record function, chat and screen share.
- Lastly the same behaviour expectations that are set within a classroom apply to the Zoom meeting and the teacher retains the right to terminate a pupil's participation.

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 Device loan agreement for pupils

1. This agreement is between:

- 1) Perranporth C P School ("the 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 device ("the equipment") for the purpose of doing schoolwork during the COVID19 Lockdown, from home.
2. This agreement sets the conditions for taking a Perranporth School device ("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 by the School in the same condition.

I will not leave the equipment unsupervised in unsecured areas.

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
- Accessing inappropriate or unsuitable web based content including social media sites or applications
- 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 school.

6. Return date

I will return the device in its original condition to the school within 2 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 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.