
	Name of School	Roe Green Infants School and Roe Green Strathcona School	
	RLP review Date	October 2020	
	Date of next Review	October 2021	
	Who reviewed this RLP	Miss L Riley	

Remote Learning Policy & Appendices

1. Statement of School Philosophy

Roe Green Infant and Roe Green Strathcona School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. In the event of a school closure (or children absent from school due to Covid), the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning.

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including SEND) who are not in school because of the pandemic or long term sickness through use of quality online and offline resources and teaching videos
- Provide clear expectations to members of the school community with regards to the delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as providing strategies to support good health and well-being
- Consider continual professional development by offering, to all staff, a range of online courses, for example, courses in safeguarding, GDPR, general first aid and IT skills
- Support and encourage effective communication between the school and families through phone call, virtual meetings, emails and, where essential, doorstep visits

2. Who is this policy applicable to?

- A child who is absent because a family member is awaiting test results because they are showing symptoms of Covid-19 and the household is required to self-isolate (the rest of their school bubble are attending school and being taught as normal)
- A child whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19
- All children in the school in the case of a local or national lockdown
- A child who has a long-term illness, for example, cancer, and who is receiving long-term medical treatment

N.B. The above does not apply if the child is unwell as they will not be expected to complete home learning.

3. Content and Tools to Deliver the Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (*Google Classroom, Tapestry, Microsoft Teams/Class Dojo, LGfL & J2E*), as well as for staff CPD and parents' sessions.
- Use of recorded video for instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak National Academy, Active Learn, *LGFL and White Rose Maths*.
- *N.B. Please see attached Appendix 3 on Remote Learning for more information.*

• Model Timetable and structure for remote learning

WEEK 7 <i>Week commencing 1st May 2020</i>	Monday	Tuesday	Wednesday	Thursday	Friday
ENGLISH	Visit the oak national academy website by following the link below: https://www.thenationalacademy/year-1/english/katie-in-london-year-1-wk2-1	Visit the oak national academy website by following the link below: https://www.thenationalacademy/year-1/english/to-commit-a-story-to-memory-year-1-wk2-2#slide-2	Visit the oak national academy website by following the link below: https://www.thenationalacademy/year-1/english/to-write-our-story-year-1-wk2-3	Visit the oak national academy website by following the link below: https://www.thenationalacademy/year-1/english/to-begin-to-write-our-story-year-1-wk2-4	Visit the oak national academy website by following the link below: https://www.thenationalacademy/year-1/english/to-continue-to-write-our-story-year-1-wk2-5
Spellings: 1. High 2. Sigh 3. Lie 4. Pie 5. Glide 6. Ride 7. To 8. said	The lesson includes: • Phonics • Spellings • Listen to the story • Recap key settings CHALLENGE yourself to write your answers in full sentences.	The lesson includes: • Phonics • Spellings • Recap the story • Create our story map	The lesson includes: • Phonics • Spellings • What is a proper noun? • Add in capital letters for proper nouns	The lesson includes: • Phonics • Spellings • Recap the story • Start to write our story	The lesson includes: • Phonics • Spelling quiz • Continue to write our story • Edit my work
Phonics	Phonics: 'igh' Use the YouTube link below to learn your phonics 'igh' https://youtu.be/3Uv1QaeBIDg	Phonics: 'ie' Use the YouTube link below to learn your phonics 'ie' https://youtu.be/3Uv1QaeBIDg	Phonics: 'i_e' Use the YouTube link below to learn your phonics 'i_e' https://youtu.be/3Uv1QaeBIDg	CHALLENGE: Complete the 'igh' and 'ie' phonics worksheet.	CHALLENGE: Complete the 'i_e' phoneme spotter comprehension sheet.
Reading	Read at least 1 book a day on Active Learn	Read at least 1 book a day on Active Learn	Read at least 1 book a day on Active Learn	Read at least 1 book a day on Active Learn	Read at least 1 book a day on Active Learn
Writing	https://www.thenationalacademy/year-1/english/katie-in-london-year-1-wk2-1	Create our story map	There are London landmark colouring	Start to write our story: Katie in London	To continue to write our story: Katie in

KS1

SUGGESTED WEEKLY TIMETABLE FOR HOME LEARNING					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 - 9.30am	P.E. with Joe Wicks (Live on YouTube)	P.E. with Joe Wicks (Live on YouTube)	P.E. with Joe Wicks (Live on YouTube)	P.E. with Joe Wicks (Live on YouTube)	P.E. with Joe Wicks (Live on YouTube)
	English See Home Learning	Maths See Home Learning	English See Home Learning	Maths See Home Learning	English See Home Learning
BREAK Time outside e.g. in garden, on balcony, walk etc.					
	Maths See Home Learning	English See Home Learning	Maths See Home Learning	English See Home Learning	Maths See Home Learning
Guided Reading Guided reading needs to take place EVERY DAY. Children need to read and re-read the same book over a few days to help them build up their fluency of reading as well their understanding of what they are reading. Adults need to question the children about what they have read. Children can read books on Active Learn or reading material that they have at home. PLEASE SEE THE ATTACHED DOCUMENT ABOUT GUIDED READING AND QUESTIONS TO ASK YOUR CHILD ABOUT THE BOOKS THAT THEY ARE READING					
	Phonics See Home Learning				
LUNCH Time outside e.g. in garden, on balcony, walk etc.					
	Science See Home Learning	Project Work See Home Learning	History or Geography See Home Learning		
	Art Drawing, painting or other creative activities Artist Rob Biddulph has started to post a draw-along video every Tuesday and Thursday at 10am that parents can watch with their children and, hopefully, make some nice pictures. His website is http://www.robiddulph.com/draw-with-rob or you can also find these videos on Rob's YouTube channel: https://www.youtube.com/channel/UCBpgrjIMpk_pyp9uTbxtdg				
	Story Listen to free stories on Amazon Audible page: https://stories.audible.com/discovery				

KS2

- Downloadable Printable Documents- Planning has been saved to relevant drive
- Curriculum resources- Myuso/Google drive & Oak national academy
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video.
- End User Agreements for Google classroom, Microsoft Teams, Tapestry and ClassDojo

4. Home and School Partnership

- *Roe Green Infants and Roe Green Strathcona School* is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.
- *Roe Green Infants and Roe Green Strathcona School* will provide a refresher online training session and induction for parents on how to use Google Classroom, Microsoft Teams, Tapestry and Classdojo as appropriate and where possible, provide personalised resources.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. *Roe Green Infants and Roe Green Strathcona School* would recommend that each 'school day' maintains structure

- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.
- All children and parents sign an 'Acceptable Use Policy' at school which includes e-safety rules, and this applies when children are working on computers at home.

5. Roles and responsibilities

We use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations

Teachers

- *To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.*

Roe Green Infants and Roe Green Strathcona School will provide a refresher training session and induction for new staff on how to use Google Classroom and Microsoft Teams etc.

When providing remote learning, teachers must be available between 8.30am- 4:00 pm (*only applicable during a full/partial lockdown*).

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.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes. This includes those responsible for streamed groups.
- The work set should follow the usual timetable for the class had they been in school, wherever possible

Providing feedback on work:

- Reading, writing, maths work: completed work submitted by the dates given by the teachers. Teachers will give responses and comments by the end of the next working day.
- Topic work (foundation subjects): completed work submitted by the dates given by the teachers. Teachers will give responses and comments within five days of receiving the work.
- Keeping in touch with pupils who are not in school and their parents:
- If there is a concern around the level of engagement of a pupil(s), parents should be contacted via phone to assess whether school intervention can assist engagement.
- All parent/carer emails should be kept up to date, as well as a list of pupils' Microsoft Teams/Google Classroom login details which should be kept at hand.

- When attending virtual meetings with staff, parents and pupils remember the school dress code and your locations (e.g. avoid areas with background noise, nothing inappropriate in the background).
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL.

Teaching Assistants

- *N.B Teaching Assistants are expected to support learning in school as necessary. If directed, they may be asked to support teachers with remote learning.*

When assisting with remote learning, teaching assistants must be available between their directed 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.

During the school day, teaching assistant must complete tasks as directed by a member of the SLT.

Responsibilities include:

- Supporting pupils who aren't in school with learning remotely – this will be instructed by the class teacher, SLT or Virtual Lead:
 - Attending virtual meetings with teachers, parents and pupils – remember the school dress code and your locations (e.g. avoid areas with background noise, nothing inappropriate in the background).

Senior Leaders and Virtual Lead

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the school including daily monitoring of engagement.

Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.

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

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

Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.

Designated safeguarding Officer

The DSO is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians

IT technicians are responsible for:

Fixing issues with systems used to set and collect work

Helping staff with any technical issues they're experiencing

Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

Assisting pupils and parents with accessing the internet or devices

The SENCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

Ensuring that pupils with EHCP 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 EHCP plans and IHPs

Identifying the level of support

Pupils and parents

Staff can expect pupils learning remotely to:

Be contactable during the school day – although consider they may not always be in front of a device the entire time

Complete work to the deadline set by teachers

Seek help if they need it, from teachers

Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

Make the school aware if their child is sick or otherwise can't complete work

Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here

Be respectful when making any complaints or concerns known to staff

Governing Board

The governing board is responsible for:

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

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

Who to contact

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

- Issues in setting work – talk to the relevant subject lead or Virtual Lead
- Issues with behaviour – SLT or Virtual Lead
- Issues with IT – Network Manager or Virtual Lead
- Issues with their own workload or wellbeing – talk to their line manager or Virtual Lead
- Concerns about data protection – talk to the data protection representative in school
- Concerns about safeguarding – talk to the DSL

N.B. If parents/carers have any questions or concerns about remote learning, they should contact the class teacher via their staff email in the first instance or by our remote learning platform 'Google Classrooms'. If this is not possible, please email the office staff at admin@rgreeninf.brent.sch.uk (RGI parents) and RGS@rgreeninf.brent.sch.uk (RGS parents).

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as: names, contact details, email addresses of parents and pupils, assessment data, special educational needs as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, this should be supported by the data protection lead in school.

Staff are reminded to collect and/or share as little personal data as possible online. When sharing data externally, staff should not share data with third parties who have not been approved by the school and ensure they have been identified as necessary for the schools official functions.

5.3 Keeping devices safe and acting securely online

All staff members will take appropriate steps to ensure their devices remain secure and they behave appropriately when interacting on school systems online. 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)
- 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
- Refrain from storing any data outside of the approved system or device – e.g. noting personal data down on paper or storing on the hard drive of a personal device.
- Notifying the school Data Protection Representative immediately when a data breach is suspected.

During remote learning sessions, staff are expected to:

- Refrain from taking secret recordings or screenshots of themselves or pupils during live lessons.
- Only conduct video lessons in a professional environment. This means staff will be correctly dressed and not in a bedroom. The camera view will not include any personal information or inappropriate objects and where possible blur or change the background.
- Refrain from contact or attempted contact of pupils or to access their contact details (including their usernames/handles on different platforms) in any way other than school-approved and school-monitored ways. Staff are expected to report any breach of this by others or attempts by pupils to do the same to the Head teacher and Virtual Lead.
- Keep a log for live lessons if anything inappropriate happens or anything which could be construed in this way

- Support a whole-school safeguarding approach and will report any behaviour that they believe may be inappropriate or concerning in any way to the Designated Safeguarding Lead (if by a child) or Head teacher (if by an adult).
- Refrain from behaving any differently towards students compared to when they are in school and not attempting to arrange any meeting without the full prior knowledge and approval of the school
- When conducting a short lesson via our remote platforms, there should be a minimum of two members of staff present.

6. Links with other policies and development plans

This policy is linked to our:

Safeguarding

Behaviour policy

Child protection policy

Data protection policy and privacy notices

Online safety acceptable use policy staff

Online Acceptable Use Agreement: Children and Parents

Code of Conduct for Phone calls, Video conferencing and recorded video

End User Agreements for Google Classroom, Microsoft Teams, Tapestry and Class Dojo

7. Monitoring arrangements

This policy will be reviewed yearly by the Virtual Lead. At every review, it will be approved by the Head teacher and the Governors.



8. Ratification and Review

Approved by:	Role:	Date:
Miss L Riley	Virtual Lead	1/11/2020
Next review due by:	30/10/2021	
Adopted by Governing Board	26/11/2020	
<p>.....</p> <p>Rev'd Natasha Woodward (Chair)</p>		

Appendix 1 - Acceptable Use Agreement: Children & Parents

Appendix 2 - Loan Agreement & forms for Staff and Pupils

Appendix 3 - Online Curriculum Resources List.

	Name of School	Roe Green Infants School and Roe Green Strathcona School	
	AUP review Date	October 2020	
	Date of next Review	October 2021	
	Who reviewed this AUP	Miss L Riley	
Appendix 1 to R.L.Policy			

Acceptable Use Agreement: Children and Parents

School Children ICT/ Computing Acceptable Use Policy

1. Introduction

1.1 The school's ICT/ Computing resources are essential to the effective delivery of learning for children. Computers and other networked facilities including Internet access are available within the school and should be used to promote children's educational learning.

2. Scope

2.1 This policy applies to all school children who have access to the school's ICT/ Computing network and resources and who may be supplied with school ICT/ Computing equipment including laptops/Wi-Fi.

3. Responsibilities of School Children when using ICT/ Computing resources

To ensure that school ICT/ Computing resources are utilised effectively it is essential that children;

- make careful and considerate use of the school's ICT/ Computing resources, report faults and work in a way that minimizes the risk of introducing computer viruses to the system.
- recognise their responsibility to maintain the privacy of individuals, comply with current legislation and the expectations of the school;
- know and follow the School's Acceptable Use Policy as it applies to them.

4. Responsibilities of School Children when using Laptops/ tablets/ Netbooks

4.1 The laptop/ tablet, netbook is the property of the school and is provided to children during school time.

4.2 School laptops have a list of software installed on the hard drive. No addition or deletion of any software or hardware is permitted without the express permission of the Head Teacher or Virtual Lead.

4.3 Good care should be taken to prevent damage of ICT equipment as far as is practical. For example, the laptop should never be left near the edge of a table or carried around without its case or other suitable protection. Any damage should be reported immediately to the Head Teacher or Virtual Lead.

4.4 If software/hardware problems arise, the laptop may need to be restored to its original settings. Work files may be lost during the restore process; therefore, it is the responsibility of all children/parents to ensure that backups of their files are made regularly.

5. Use of other School ICT/ Computing Equipment

5.1 Children may at time to time need to borrow school IT/Computing equipment. Where this is the case children/parents who borrow equipment from the School must sign for it and bear the responsibility for its care. Loan equipment should be concealed and stored securely when not in use. Any loss or damage to equipment on loan should be immediately reported

to the Head Teacher or Virtual Lead in the first instance and any theft or criminal damage should be reported to the Police.

5.2 To prevent data loss and ensure consistent application of school policies no personally owned equipment should be attached to the school's network without the permission of the Head Teacher or Virtual Lead.

5.3 The school has subscribed to numerous learning platforms i.e. *Google classroom, Microsoft Team, Tapestry and ClassDojo*. This should only be accessed when completing tasks set by the teacher.

5.4 Children/parents should remain respectful and polite when communicating with the class teacher.

6. Requirements for Parents using the schools Remote Learning Platforms for their children's group lesson:

When using Remote Learning Platforms to conduct a lesson:

- All video lessons must be arranged in advance and agreed directly with staff. Lessons should take place during reasonable working/learning hours.
- All the rules for safe, professional behaviour that apply in a normal lesson at school will apply here. Language must always be professional and appropriate during video lessons, including that of all other members of the household.
- Please ensure you check your child's camera view and ensure that it is appropriate.
- An adult family member should be visible at the beginning and end of the lesson and remain in the general proximity throughout (e.g. by remaining in the building with the door to the teaching room kept open). If desired, the adult family member can remain in the room for the duration of the lesson and observe or support learning.
- Lessons must take place in an appropriate room in the home (such as the living room).
- Lessons must NOT take place in a bedroom. A teacher, student or parent/carer may stop the lesson if they feel the setting is inappropriate and does not meet expectations.
- Extra care must be taken by all parties to ensure that private or sensitive information and data is not accidentally shared during video lessons. Bills, receipts, documents (both physical and digital) and letters/emails should not be on display.
- All members of both households should be aware that the video lesson is taking place and be mindful of this.
- To further prohibit the accidental sharing of private/confidential data/images, it is required that any mobile device being used is mounted on a stand or flat surface before the video lesson starts.
- All short lessons via our remote learning platforms, will be conducted by a minimum of two members of staff.
- All participants and all members of their household will be expected to wear suitable clothing at all times whilst the lesson is taking place.
- If for any reason, the above protocols are not complied with, then I am afraid that your child may be removed from the meeting. This also includes persistent late attendance, or misbehaviour.
- All communication with the teacher outside of the online lesson should be via staff email or the school office admin@rgreeninf.brent.sch.uk (RGI parents) and RGS@rgreeninf.brent.sch.uk (RGS parents).

Virtual Lead	Governor/Head teacher	Reviewed and Updated
Miss L Riley		

Safe Use of the Internet

All Pupils use computer facilities including Internet access as an essential part of learning, as required by the National Curriculum. Both pupils and their parents/ carers are asked to sign below to show that our ICT Safety rules have been understood and agreed.

Pupil Agreement:

- I will ask permission before using the internet.
- I will be responsible for my behaviour and actions when using technology (Google Classroom, Microsoft Teams and other interactive applications), this includes the resources I access and the language I use.
- I will only use websites that an adult has chosen or if not chosen where a teacher has instructed.
- I understand that when using Google Classroom and other applications provided by the school that my use can be monitored and logged and can be made available to my teachers.
- I will immediately tell an adult, and turn off my monitor, if I see any web page I am uncomfortable with.
- I will never give out personal information or passwords when using the computer or Internet facilities.
- I am suitably dressed (virtual lessons/meetings).
- I will not use chat rooms or social networking sites unless a specific use is approved.
- I will not install computer games or files from home on to any device loaned to me.

Pupil Declaration

My name is _____ Signature _____

Parent/ Guardian Agreement:

- The school has installed ICT equipment (computers which are connected to the internet) to help with your child's learning. The internet service provider used by this school provides a continually updated, filtered service to attempt to ensure that only acceptable internet sites are available.
- Your child's teacher will only set ICT work which is related to the curriculum and which will benefit their learning.
- We encourage you to contact the school if you have any concerns regarding your child's use of our ICT provision.
- Portable storage devices (DVD's, Memory Sticks etc.) from home, cannot be used on school devices due to virus and licensing implications.
- Supervise your child whilst using the internet at all times.
- Check that the sites pre-selected are appropriate to the age and maturity of the child.
- Be extra vigilant when your child's undertaking their own research and check that they are following the agreed search plan.


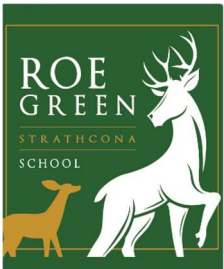
Please sign and date this form and return it to your child's teacher.

Parental Declaration

I have read the school's policy for pupil's use of ICT and agree to allow my child to use the resources for the purposes described.

Parent/ Guardian of _____ Signature _____

Date ___/___/___

	Name of School Roe Green Infants School and Roe Green Strathcona School	
	Equipment Loan Form-Pupil/Staff Appendix 2 to Remote Learning Policy Who reviewed this ELF Miss L Riley – Virtual Lead	

Instructions

Loan agreement for staff

- Ask staff members to sign the agreement before they receive their device
- If they can collect their device, make sure they sign the agreement when they collect it
- If you're unable to get a physical copy of the signed document (e.g. if you're sending the device by courier, or if you can't see the staff member in person):
 - Send the agreement by email (or post if they don't yet have email access)
 - Request they download the agreement, fill out their name and send the copy back to the person in charge of the inventory

Loan agreement for pupils

- If parents are collecting devices from school:
 - Send this agreement to them by email or by uploading it to your school website
 - Ask parents to bring in a signed copy when they collect the device, if possible
 - Have paper copies of the agreement available at school for parents who don't bring in a signed copy (e.g. if they don't have a printer)
- If you're unable to get a physical copy of the signed document (e.g. if you're sending the device by courier, or if you can't see the parent in person):
 - Upload the loan agreement to your school website, or attach it to your device request form or survey that you send to parents
 - Include a compulsory question in your device request form/survey that asks parents to confirm they've read and agree to the terms set out in the agreement

Device loan agreement for staff

1. This agreement is between:

- 1) Roe Green Infants and Roe Green Strathcona School ("the school")
- 2) _____ ("the employee" and "I")

And governs the use and care of devices assigned to individual staff members. 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 employee [a laptop/tablet] ("the equipment") for the purpose of working from home/special project, etc.
2. This agreement sets the conditions for the employee taking 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 have read and agree to these terms.

2. Damage/loss

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

I understand that I am 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 Head teacher, Virtual Lead or Network Manager, and I acknowledge that I am responsible for full replacement costs. 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 on demand from the school in the same condition.

I will not leave the equipment unsupervised in unsecured areas.

3. Unacceptable use

I am aware that the school monitors my activity on the equipment.

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

This includes, but is not limited to:

- Accessing, creating, storing or linking to or sending material that is pornographic, offensive, obscene or otherwise inappropriate
- Sharing confidential information about the school, its pupils, or other members of the school community
- Setting up any software, applications or web services on this device without approval by authorised personnel, or creating or using any programme, tool or item of software designed to interfere with the functioning of the ICT facilities, accounts or data
- Carrying out any activity which defames or disparages the school, or risks bringing the school into disrepute
- Using inappropriate or offensive language

I accept that if I engage in any activity that constitutes 'unacceptable use', I may face disciplinary action in line with the school's policies on staff code of conduct/acceptable use policy.

4. Personal use

Please read the schools Acceptable Use Policy for remote learning.

I will not use this device for any 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.

- Keep the equipment 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)
- Make sure the equipment locks if left inactive for a period of time
- Do not share the equipment among family or friends
- Update antivirus and anti-spyware software as required
- Install the latest updates to operating systems, as prompted

If I need help doing any of the above, I will contact the Network Manager via the office admin@rgreeninf.brent.sch.uk (RGI parents) and RGS@rgreeninf.brent.sch.uk (RGS parents).

6. Return date

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

I will return the equipment to the school upon resignation, dismissal or if I leave the employment of the school for any other reason.

7. Consent

If staff are collecting the equipment, insert:

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

FULL NAME	
SIGNATURE	

Or, if you cannot get a signed physical copy, insert:

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

Please sign by typing your name.

FULL NAME	
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Staff Name:

Staff Address:

Computer Serial Number:

Computer Name:

Device loan agreement for pupils

1. This agreement is between:

1) [1 Roe Green Infants and Roe Green Strathcona School] (“the school”)

2) _____ (“the parent” and “I”)

And governs the use and care of devices assigned to the parent’s child (the “pupil”). This agreement covers the period from the date the device is issued through to the return date of the device to the school.

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

1. The school is lending the pupil a _____ (“the equipment”) for the purpose of doing schoolwork from home.

2. This agreement sets the conditions for taking a Roe Green Infants and Roe Green Strathcona School _____ (“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 I and the pupil 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 the Virtual Lead (Miss L Riley) 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 on their demand 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 the pupil premium, contact Mrs. Sidhu or Miss L Riley immediately.

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
- Using inappropriate or offensive language

I accept that the school will sanction the pupil, in line with our behaviour 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.

- Keep the equipment 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)
- Make sure my child locks the equipment if it's left inactive for a period of time
- Do not share the equipment among family or friends
- Update antivirus and anti-spyware software as required
- Install the latest updates to operating systems, as prompted
- If I need help doing any of the above, I will contact the Network Manager via the office admin@rgreeninf.brent.sch.uk (RGI parents) and RGS@rgreeninf.brent.sch.uk (RGS parents).

6. Return date

I will return the device in its original condition to the school 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

If parents are collecting the equipment, request a signed copy of this form:

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

PUPIL'S FULL NAME	
PARENT'S FULL NAME	
PARENT'S SIGNATURE	

Or, if you cannot get a signed physical copy, insert:

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

Please sign by typing your name and your child's name.

PUPIL'S FULL NAME	
PARENT'S FULL NAME	

Pupil Name:

Class Name:

Parent/Carer's Name & Address:

Computer Serial Number:

Computer Name:

Literacy	Maths	General
<p>https://www.literacyshedplus.com/en-gb/browse/free-resources/key-stage-2-activity-packs free resources</p> <p>National Literacy Trust: Resources for parents</p> <p>https://www.booktrust.org.uk/books-and-reading/bookfinder/: recommended booklists, categorised by age range and topic, including fiction and non-fiction. Family activities are included in the 'Home Time' section.</p> <p>https://www.lovereadng4kids.co.uk/: booklists</p> <p>OUP's Oxford Owl for Home: includes free ebooks.</p> <p>Ark Mastery Programme: English four week booklets from Years R-6.</p> <p>https://www.englishmastery.org/ 8 weeks of activities</p> <p>Emile: All SPAG resources free</p> <p>https://www.pobble365.com/ : a new image is published each day as a basis for creative writing. Story starters, questions and drawing ideas are provided.</p> <p>https://www.poetrybyheart.org.uk/: wide selection of poetry (no free access to teaching resources)</p>	<p>White Rose Maths Year 1-6: Maths lesson plans and videos</p> <p>Third Space Maths Hub: free maths home learning resources for Key Stage 1 and 2</p> <p>Ark Mastery Programme: Maths four-week booklets from Years R-6.</p> <p>Emile: All numeracy resources free</p> <p>Pie Corbett Maths: Podcasts for daily maths lessons at 9.30 am.</p> <p>Times Table Rock Stars: Free, full access for schools</p> <p>https://www.hamilton-trust.org.uk/blog/learning-home-packs/:</p> <p>1 week of resources (KS1 and 2)</p> <p>https://www.mathematicsmastery.org/free-resources: resource packs</p> <p>https://nrich.maths.org/: Interactive and offline activities (EYFS – KS2)</p> <p>https://www.topmarks.co.uk/maths-games: (KS1 and 2)</p>	<p>Robin Hood MAT: their learning projects</p> <p>BBC Teach: podcasts for ages 3+</p> <p>BBC Bitesize: Free resources with videos and quizzes.</p> <p>Tes resources: all home learning packs are free</p> <p>Classroom Secrets: A range of free resources for primary school-aged children.</p> <p>TTS: free workbooks to download for EYFS, KS1 and 2.</p> <p>Purple Mash: Resources free.</p> <p>Century Tech – English, maths and science for KS1 and 2.</p> <p>YouTube Learn@Home: a website with learning resources for families</p> <p>Chatterpack: huge list of links to home learning resources</p> <p>Mental Well being:</p> <p>https://www.annafreud.org/what-we-do/anna-freud-learning-network/coronavirus/: wellbeing advice for all those supporting children</p>
<p>Audible Stories: all classic children's stories free</p> <p>https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/ : Films of well known stories</p> <p>https://authorfy.com Access to masterclasses on texts from a range of authors, including videos from the authors and activities linked to novels. (EYFS to KS2)</p> <p>Active Learn</p>	<p>PE</p> <p>Joe Wicks: PE Lessons</p> <p>https://www.bbc.co.uk/programmes/b006mvsc early years</p> <p>https://www.weareteachers.com/virtual-pe-classes/</p> <p>https://www.createdevelopment.co.uk/ REAL PE Home learning</p>	<p>https://www.bps.org.uk/news-and-blogs : advice on dealing with school closures and talking to children about COVID-19</p> <p>https://www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/ : a downloadable guide for children about coronavirus.</p> <p>https://www.minded.org.uk/ : an educational resource for all adults on children's mental health.</p>

	<p>https://www.nhs.uk/10-minute-shake-up/shake-ups : 10-minute videos based on Disney films (EYFS – KS2)</p> <p>https://www.cosmickids.com/ (EYFS, KS1-KS2)</p> <p>https://www.bbc.co.uk/teach/supermovers : videos which help children move while they learn (KS1 and 2)</p> <p>https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/ : videos delivered by teachers focussing on the PE curriculum accessible on YouTube.</p>	MyUSO
Phonics	History	EYFS Specific
<p>Phonics Play: All resources free</p> <p>Read Write Inc: phonics videos on YouTube.</p> <p>Floppy's Phonics Sounds and Letters</p> <p>Jolly Phonics</p> <p>Letterland Phonics</p> <p>Letters and Sounds</p> <p>Phonics Bug</p> <p>Sound Discovery</p> <p>Sounds-Write</p>	<p>The British Museum: online collections free.</p> <p>Natural History Museum: free virtual tours.</p>	<p>ABCdoes: Ideas for EYFS</p> <p>https://hungrylittleminds.campaign.gov.uk/: Includes a list of useful apps</p> <p>https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths: Numberblocks</p> <p>https://www.bbc.co.uk/programmes/b006mvsc : Boogie Beebies</p>
Science	Art	MfL
<p>Twig and TigTag Education: Free resources Ages 4-11</p> <p>https://www.stem.org.uk/primary-science: an online resource bank</p>	<p>Tate Gallery: 360-degree virtual tour.</p> <p>The National Gallery: virtual tours.</p>	<p>Rosetta Stone: free access French and Spanish</p>