



**September 2020 – 21**

**Hilltop Infants Online and Remote Learning  
Plan**

## **Index:**

|                                                                                                       |           |
|-------------------------------------------------------------------------------------------------------|-----------|
| Government guidance for the reopening of schools – notes regarding remote education.....              | Pg. 3-4   |
| Department for Education guidance for schools – adapting teaching practice for remote education ..... | Pg. 5     |
| EEF Key Findings and Implications .....                                                               | Pg. 6     |
| HTI Remote (online) Learning Plan – Guidelines, Key Principles, Roles and Responsibilities .....      | Pg. 7-9   |
| HTI Action and Contingency Planning – Autumn 2020 .....                                               | Pg. 10-11 |
| HTI Communication Plan .....                                                                          | Pg. 12    |
| Remote Learning (Learning ‘online’ from Home) Risk Assessment (including Safeguarding) .....          | Pg. 13-19 |

## **Appendices:**

|                                                                |           |
|----------------------------------------------------------------|-----------|
| <i>Appendix A: ICT Parent Survey &amp; Questionnaire</i> ..... | Pg. 19-20 |
|----------------------------------------------------------------|-----------|

**Government guidance for the reopening of schools for academic year 2020-21 (updated 10<sup>th</sup> September, 2020) states:**  
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

### **Remote education support:**

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 expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be 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.

In developing these contingency plans, we expect schools to:

- 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
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set work so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

The following range of resources to support schools in delivering remote education is available.

### **Video lessons**

From that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These

are being developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.

## **SEND**

Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.

## **Digital education platforms**

There's government-funded access to one of 2 free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through [The Key for School Leaders](#). The Key also provides feature comparison and case studies on how schools are making the most of these platforms.

## **EdTech Demonstrator programme**

This is a network of schools and colleges for help and support on the effective use of tech for remote education that can be accessed through the [EdTech Demonstrator Programme](#).

## **Laptops, tablets and 4G wireless routers**

Laptops, tablets and 4G wireless routers were made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 pupils) between May to July 2020. Local authorities and academy trusts will continue to own these devices.

Following pupils returning to school in the autumn term, [laptops and tablets will be distributed directly to schools affected by a local coronavirus \(COVID-19\) outbreak](#). These will be available for disadvantaged pupils in years 3 to 11 and clinically extremely vulnerable children from all year groups unable to attend school. These devices will be owned by the school.

## **Wifi hotspots**

In addition to 4G routers provided to local authorities and academy trusts, DfE is working in partnership with BT to offer free access to BT wifi hotspots for disadvantaged pupils. We are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on [increasing internet access for vulnerable and disadvantaged children](#) is available.

Support on delivering remote education safely is available from:

- [Safe remote learning](#), published by SWGfL
- [Online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- The National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [Safeguarding and remote education during coronavirus \(COVID-19\)](#), published by DfE
- annex C of [keeping children safe in education](#)

**The Department for Education (DfE) has produced documentation and guidance for schools to best implement a blended learning approach (shall the need arise).**

<https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education>

**Notes to consider from this:**

- Schools can and should seek support to provide access to technology for disadvantaged pupils
- Equity of resource and equity of subjects is essential – offering a broad and balanced curriculum so all pupils are not left behind
- Using PDFs as much as possible to improve access to resources
- Online safety protocols that are clear, transparent and understood by all (parents, children and staff) is paramount
- Provision for SEND pupils must be considered and planned for. Video calling, phone calls and other support needs to be offered regularly by class teacher as well as the pastoral team
- Using existing technologies and systems the children are already familiar with is important, making the transitions to learning online from home smoother
- CPD and training for all staff on how to use technology should be regular
- Fundamentals of classroom teaching need to be transferred to the online theatre (scaffolding, differentiating for support and challenge, AFL, etc...)
- A varied approach to the school day, balancing screen time with other activities, should be considered to promote health and well-being

## **EEF key findings and Implications:**

### **1. Teaching quality is more important than how lessons are delivered**

Pupils can learn through remote teaching. Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”). For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils’ prior learning or how pupils’ understanding is subsequently assessed.

### **2. Ensuring access to technology is key, particularly for disadvantaged pupils**

Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

### **3. Peer interactions can provide motivation and improve learning outcomes**

Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes. Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content. The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different age groups.

### **4. Supporting pupils to work independently can improve learning outcomes**

Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success. For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable. Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

### **5. Different approaches to remote learning suit different tasks and types of content**

Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils. For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects. Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

## **Hilltop Infant School (HTI) – Remote (online) Learning Plan 2020-21:**

The aim of this document is to ensure that in the event of local lockdown or other related/similar school closure, learning programmes will continue effectively. Online communication between staff, parents and pupils will continue and the roles and responsibilities are clearly understood by everyone in the HTI community.

### **Guidelines and key principles:**

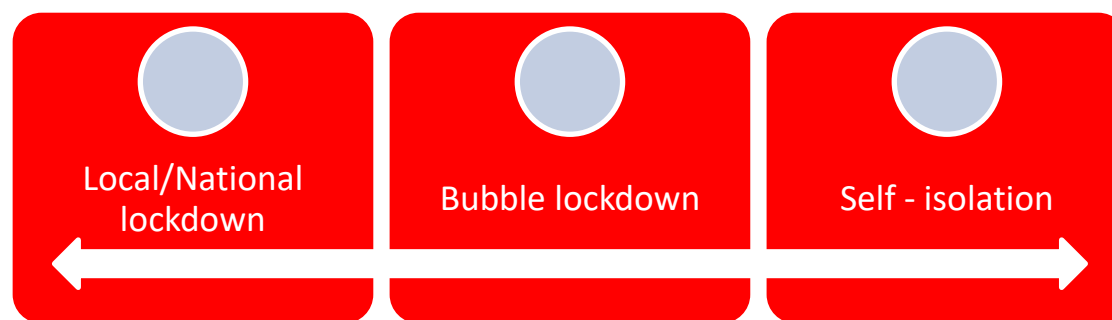
- Online learning will be bespoke and tailored to pupils at HTI School, meeting the needs of all pupils
- A broad and balanced curriculum will be available for all pupils, encompassing all school subjects, that is of high quality
- Learning continuance needs to be seen as mandatory for students and teachers. The curriculum will remain, by design and implementation, progressive and continue to be built on and reinforcing prior knowledge.
- Assessment and feedback will be rigorous and continue to meet the needs of all pupils
- The process will be monitored by senior leaders. Online learning needs to be seen by students and parents as an authentic replacement for regular school attendance
- Online learning is safe for all stakeholders

### **Roles and Responsibilities:**

| <b>The school is responsible for ensuring the following:</b>                                                                                                                                                 | <b>The teacher is responsible for ensuring the following:</b>                                                                                                                                                                                                                                         | <b>The student is responsible for ensuring the following:</b>                                                                                                                          | <b>Parents are responsible for ensuring the following:</b>                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Online learning is embedded as part of our curriculum and an essential component of good practice.                                                                                                           | Engaging with the children daily online, either through Google Classroom (writing on the stream) or through the 'live' function via Google Meet (a combination of both will be used) and/or Dojo & Tapestry                                                                                           | Engaging with the 'typical' school day and interacting with their school teacher. This will be done via the Google platform daily (Google Classroom and Google Meet), Dojo & Tapestry. | Ensuring their children are present each day and engaging with their school teacher online (through Google Classroom and/or Google Meet and/or Dojo & Tapestry).                                                                              |
| All online procedures are clear and reiterated to parents, students and staff. Expectations are clear to all members of the HTI community, including when, where, what and how work will be posted/uploaded. | Lessons are regularly delivered, are of high quality, are well resourced and are assessed, with feedback given daily and by lesson. Work to be set daily and in keeping with a 'typical school day' and in line with HEARTS curriculum. All work is posted via Google Classroom &/or Dojo & Tapestry. | Completing all work assigned to the best of their ability and to take pride in their learning.                                                                                         | Ensuring the fidelity of learning online is both safe and secure for their children. That their children have the appropriate access to the internet and the necessary/required technology, and where not, inform the school who will assist. |
| Safeguarding measures are of paramount importance and routines are                                                                                                                                           | Informing the school of their location and online availability (daily). Where possible                                                                                                                                                                                                                |                                                                                                                                                                                        | To work in tandem with the school to positively encourage their child to                                                                                                                                                                      |

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| <p>in place to ensure that children are online learning safely. Any concerns are dealt with swiftly by the Designated Safeguarding Lead.</p> <p>Teachers receive regular CPD on new and existing technologies that enhance/improve online learning.</p> <p>Tasks completed by pupils will be assessed both formatively and summatively. Pupils are always informed of their learning and the progress they are making. Learning will take place via a range of options, centred mainly around the use and implementation of the Google platform (Google Classroom and Google Meet). In addition, our school website, Dojo, Tapestry and other useful websites may be used to further support and supplement online learning.</p> <p>School leaders meet weekly with teachers (in person where safe/available) and/or online to discuss workloads and balance.</p> <p>Parents and carers are surveyed about the effectiveness of the online learning provided at regular intervals.</p> | <p>and still applicable, teachers to 'teach' on site and from their classrooms. All students know when the teacher will be online and checking messages each day (ensuring the teacher is accessible).</p> <p>They are available for at least 2 hours every day for other teaching/admin related tasks (MS TEAMS calls with year group leads and partner teachers, senior leaders, phone calls to parents, emailing, etc...).</p> <p>A register of attendance for all students is to be kept and shared with office staff as per normal procedure (using Scholar Pack). This is then monitored by HOS daily.</p> <p>Celebrate and reward good work and positive behaviour/engagement through the school behaviour policy/system (through the use of House Points, Dojo &amp; Tapestry).<br/>Recognise that some students may not have access to technology as readily/frequently as their peers and plan for this accordingly, including making arrangements with senior leaders to ensure equity of resource and access to said technology.</p> | <p>Engaging safely online and remembering the responsibilities of being a kind and caring online learner.</p> <p>Asking their teacher for clarification and support if they do not understand what to do.</p> <p>Completing the daily/weekly work set and meeting any deadlines set by their teacher.</p> | <p>engage with their learning and to assist in motivating them to be positive learners.</p> <p>Understand the school procedures for online learning, including how Google Classroom and Google Meet function, how their child uses the platform and completes their work. Keep abreast of school policy and correspondence regarding online learning and/or updates.</p> <p>Contact the class teacher or appropriate member of the leadership team if there is a problem.</p> |
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| Attendance is regularly (daily) monitored to ensure all pupils are engaging actively and positively.<br><br>All support staff (TAs, MDAs and pastoral team) are engaging with online learning and supporting both teachers and key children regularly (daily). | Reporting any safeguarding concerns to the Designated Safeguarding Leads. |  |  |
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| <b>Whole school shut down with all children learning from home</b>                                                                                             | <b>Individual bubble lock down and children learning from home</b>                                                                                             | <b>Individual children learning from home due to self – isolation or in quarantine</b>                                                                                                                                                                                                                                                       |
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| Two week plan to be completed and followed using Trust model/planning<br><br>Moving to 'live' lessons as below (action & contingency planning – see timescale) | Two week plan to be completed and followed using Trust model/planning<br><br>Moving to 'live' lessons as below (action & contingency planning – see timescale) | HEARTS Academy Trust resources to be used for individual children (these lessons are to be uploaded to Dojo/Tapestry by class teachers and used/engaged with by pupils)<br><br>By mid-Autumn 2, the intention is that children in this category are engaging in live lessons via Google Meet/Classroom/Dojo/Tapestry (see action plan below) |

## Action and Contingency Planning – Autumn 2020

| Week Commencing: | Key Actions (in School):                                                                                                                                                                                                                                                                                                                                                                                                                                                | Notes:                                                                                                                                                                                               |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week of 21.9.20  | <ul style="list-style-type: none"> <li>Completed already</li> <li>MN – to have Google Classroom training on Teams with N Templeton</li> <li>Parent surveys sent out via Survey Monkey to see what technology is available at home</li> </ul>                                                                                                                                                                                                                            |                                                                                                                                                                                                      |
| Week of 28.9.20  | <ul style="list-style-type: none"> <li>All children to have received GC passwords and login details.</li> <li>LB – to have Google Classroom training on Teams with N Templeton</li> <li>Letter sent to parents explaining the move to GC and timescales.</li> <li>Twilight 1<sup>st</sup> Oct – Introduction to GC/Meet basics. MN/LB to model a 'live' lesson to other teachers during twilight.</li> <li>TAs to pair up with teachers to aid understanding</li> </ul> | <p>EYFS training was cancelled. LB has had a session with BT and has a shared trial classroom for training purposes.</p> <p>TAs have been invited to staff meeting on 14/10, most are attending.</p> |
| Week of 5.10.20  | <ul style="list-style-type: none"> <li>In school children are shown GC/Meet basics – how to logon, navigate the site and see their work</li> <li>MN to create parent instruction manual for GC and record you tube video for website</li> </ul>                                                                                                                                                                                                                         | GC basics with children is scheduled for w/c 12/10.                                                                                                                                                  |
| Week of 12.10.20 | <ul style="list-style-type: none"> <li>MN to lead staff meeting for teachers and staff – share proposed timetable for local/bubble lockdowns, self-isolating scenarios and navigating Google classroom.</li> <li>TAs to pair up with teachers</li> <li>Homework/spellings to be uploaded to GC from now on</li> </ul>                                                                                                                                                   | Send reminder text to all families. Explore different ways to pre-record lessons                                                                                                                     |
| 2/11/20          | <ul style="list-style-type: none"> <li>Work to be published on GC for children self-isolating and live lessons to be available for these children.</li> </ul>                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                      |
| Half term        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                      |

|         |                                                                                                                                                                                                                                                       |                                                                                                                                                                           |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9/11/20 | <ul style="list-style-type: none"> <li>• MN to hold another staff meeting to give staff opportunities to iron out any issues/concerns about GC.</li> </ul>                                                                                            | TAs to be shown how to screen share Bug club when group reading. Work on developing alternative ways to prerecord lessons (without children needing to download content). |
| Ongoing | <ul style="list-style-type: none"> <li>• TA training on GC and Bug Club</li> <li>• Reading timetables</li> <li>• Live lessons</li> <li>• Online marking.</li> <li>• Ongoing communication with parents</li> <li>• </li> </ul>                         |                                                                                                                                                                           |
| 6/1/21  | <ul style="list-style-type: none"> <li>• MN and DC scheduled parent workshop for an online tutorial on GC, based on needs of parents during live lessons. Teachers are receiving a lot of messages about IT difficulties so this may help.</li> </ul> | Parent workshop complete. More guides published about submitting work on different devices.                                                                               |
| 13.1.21 | <ul style="list-style-type: none"> <li>• Iron out issues with google docs formatting and hold a tutorial session with staff on this.</li> <li>• Move more towards all work being submitted on GC, rather than on Dojo.</li> </ul>                     |                                                                                                                                                                           |
|         |                                                                                                                                                                                                                                                       |                                                                                                                                                                           |
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## Communication Plan for HTI School:

**Completed**

| Description                                                                                                                                                                                  | When / Frequency                                           | Method                                                                                                                                    | Audience           | Who's Responsible:               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------|
| ICT survey for all parents/carers (used to determine available tech & access for all pupils)                                                                                                 | 25 <sup>th</sup> September 2020                            | Letter to parents (email, on website and hard copy distributed to all pupils)<br>Survey Monkey + hard copy survey (for those who need it) | Parents and carers | HOS                              |
| CPD and training for new staff using the Google Platform including:<br>- Setting up Google Classroom<br>- Using Google Meet<br>- Setting up Dojo/Taestry<br>- Mote (for live feedback)       | Weekly from 28.09.2020<br>Twilight 1 <sup>st</sup> October | Meeting with partner teachers/year group leads both after school and during PPA<br><br>Built into weekly CPD run by HOS / SLT             | All teachers       | Senior Teachers                  |
| Training support staff on Google Platform (how to use Google Classroom and Google Meet to support key pupils)                                                                                | Bi-weekly                                                  | In school training / CPD                                                                                                                  | Support staff      | Class Teachers & Senior Teachers |
| Informing parents of policy and procedure (and any amendments/adjustments in light of shifting/new technology – ie. our transition to using Google Meet to support 'live learning' remotely) | See action and contingency plan – key dates                | Letters to parents (emailed and posted on website)<br><br>Weekly newsletter                                                               | Parents and carers | HOS                              |

## **Remote Learning (Learning 'online' from Home) Risk Assessment:**

The following table contains Hilltop Infant School's Risk Assessment for the using of Google Meet to teach 'live' video lessons (if and when they are required).

This risk assessment has been informed and supported by the following guidance and documentation:

- [Safe remote learning](#), published by SWGfL
- [Online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- The National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [Safeguarding and remote education during coronavirus \(COVID-19\)](#), published by DfE
- Annex C of [keeping children safe in education](#)

| What is the risk?                                                                                                   | Procedure/Protocol in Place                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Responsible                                                                                                                                       | Notes:                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>1.0: To staff:</b><br>children able to view them/engaging with them while they are 'outside' of a school setting | <ul style="list-style-type: none"> <li>• Member of staff to be in a professional environment at all times when using Google Meet <ul style="list-style-type: none"> <li>○ In school (ie. own classroom) as much as possible however in the case where this is not possible a suitable environment for teaching must be in the background (plain or blurred background).</li> <li>○ Access to flipchart/interactive board to 'model' from should be part of the visible learning environment</li> <li>○ Clothing, dress and personal hygiene must always be highly professional and appropriate</li> <li>○ Staff must be mindful at all times of background noise and look to mitigate this as much as possible</li> </ul> </li> <li>• Class teacher/support staff and/or member of SLT (in case of cover) to open Google Meet with camera on to welcome all pupils as part of daily register. Register is completed using Scholar Pack as normal and monitored by attendance team.</li> <li>• Staff to be aware at all times when their camera/microphone is on and to be highly vigilant and mindful of this. This means: <ul style="list-style-type: none"> <li>○ No inappropriate comments or gestures at any point</li> <li>○ The humour must be used in good taste (ie. no sarcasm)</li> <li>○ When tackling any unwanted (ie. negative or disruptive) behaviour from a pupil, staff must be mindful of others in the room and/or those accessing lessons 'live' from a remote location</li> </ul> </li> <li>• Google Meet link (at top of stream) to be disabled after all sessions are finished (meaning all children in the classroom cannot access this function and in turn 'abuse' the Google Classroom to host their own video chats).</li> <li>• All staff must ensure that any other tabs they have open when using their internet browser (ie. Google Chrome) are safe and appropriate for a child to see</li> </ul> | <p>Class teachers and any members of staff who will be using Google Meet to teach 'live'</p> <p>Overseen and monitored by SLT (including HOS)</p> | <p>Letter to all parents to explain a) how to use and access Google Meet and b) appropriate protocols – see Appendix D</p> <p><i>Consideration may be given to 'recording' live lessons thereby allowing pupils who cannot connect 'live' to view the materials at a more convenient/suitable time. This will be reviewed by SLT/HOS. If this is decided, this risk assessment will be updated.</i></p> |

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|                                                                                                                                                       | <ul style="list-style-type: none"> <li>Only school provided equipment is to be used</li> <li>At all times ICT Acceptable Use Agreement regarding Online Learning must be reinforced (see Appendix D)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                         |                                                                                                                                                       |
| <b>2.0: To students:</b><br>staff able to view them/engage with them online outside of a school setting                                               | <ul style="list-style-type: none"> <li>Daily - every morning (before a 'live lesson' (ie. during the register) member of staff must go over the rules for engaging within Google Meet/online: <ul style="list-style-type: none"> <li>reminding children about using their cameras and microphones (which are always to be muted unless the child is called upon)</li> <li>reminding children about how to behave sensible online in line with code of conduct</li> <li>reminding children the expectations for: <ul style="list-style-type: none"> <li>finding a quiet place to work/learn from home that is as free from disruption as possible</li> <li>ensuring they wear appropriate clothing at all times and demonstrate good hygiene (as they would if they were 'in school')</li> <li>ensuring they abide by 'school rules' and always demonstrate Hearts Values</li> <li>that they engage positively in all lessons and demonstrate a willingness to learn and try hard</li> <li>that they support their peers as much as possible / participate in group work when asked</li> <li>that they 'turn in' work using Google Classroom and act on feedback given by their class teacher / supporting adult</li> </ul> </li> </ul> </li> <li>Information about cameras and microphones to be shared with all parents and carers (reminder about the ICT Acceptable Use Agreement – Appendix D) <ul style="list-style-type: none"> <li>If a child/parent abuses this agreement they will be removed immediately from the lesson and reminded of expectations</li> <li>If the behaviour persists, this will be dealt with by a member of SLT</li> </ul> </li> <li>Google Meet link (at top of stream) to be disabled after all sessions are finished (meaning all children in the classroom cannot access this function).</li> <li><b>Safeguarding pupils:</b> <ul style="list-style-type: none"> <li>If a member of staff observes something in a child's home environment that should be reported/acted upon, this is done so swiftly through standard safeguarding procedures (a pink form must be filled out and brought to the attention of the Designated Safeguarding Lead (DSL) who will then deal with the incident).</li> </ul> </li> </ul> | All staff (who are engaging with pupils online)<br><br>Pupils<br><br>Parents and carers | All parents must have returned a signed copy of the updated ICT Acceptable Use Agreement (Appendix D) and understand what happens if this is violated |
| <b>3.0: To students:</b><br>Staff 'abusing the system' and using Google Classroom / Google Meet inappropriately (potentially causing harm to a pupil) | <ul style="list-style-type: none"> <li>Strictly following the agreed teaching and learning timetable and not deviating from this <ul style="list-style-type: none"> <li>If adjustments to this timetable are to be made these will be decided by a senior leader and communicated to all necessary members of staff</li> </ul> </li> <li>Strictly using ONLY trust approved and regulated lesson materials with no deviation from this</li> <li>All staff must ensure that any other tabs they have open when using their internet browser (ie. Google Chrome) are safe and appropriate for a child to see</li> <li>Only ever presenting lesson material when teaching 'live'</li> <li>Only school provided equipment is to be used</li> <li>Adhering to all items in point 1.0 above (regarding pupils viewing staff when online)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | All teaching staff (those responsible for 'teaching live')<br><br>Monitored by SLT      |                                                                                                                                                       |

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|                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Senior leaders to maintain access to ALL Google Classrooms and to monitor 'live' lessons daily through lesson observations and 'online visits'</li> <li>• No member of staff is to EVER be online 1-1 with a pupil <ul style="list-style-type: none"> <li>○ If a pupil or family requests this, this is a) never to be obliged and b) must be reported to the DSL</li> <li>○ As much as possible, all online 'live' lessons will be run/delivered and organised by at least two members of staff (ie. class teacher + one member of support staff).</li> </ul> </li> <li>• Senior Leadership Team will maintain and follow a rigorous timetable outlining which members of staff and which classes (and children) are online at any given time</li> <li>• At all times ICT Acceptable Use Agreement regarding Online Learning must be reinforced (see Appendix D)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | DSL<br>HOS                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>4.0:</b> Peer on Peer / online abuse. Children potentially able to cyber bully/speak inappropriately to others online in a 'live' setting.</p> <p>Pupils spending increased time online and therefore at risk of digital predators</p> | <ul style="list-style-type: none"> <li>• All pupils to be reminded of online safety expectations by the member of staff who is hosting the 'live' lesson/learning (as with point 2.0).</li> <li>• Chat function of Google Meets to be monitored throughout the entirety of the lesson being delivered by a member of staff (including support staff). Pupils can use this function to ask questions to ask questions 'live' if they need to</li> <li>• Class teacher/support staff can mute microphones as and when needed to a) safeguarding and protect pupils and b) to help manage any unwanted/negative behaviour from other pupils</li> <li>• Google Meet link (at top of stream) to be disabled after all sessions are finished (meaning all children in the classroom cannot access this function) and all chat history wiped.</li> <li>• Follow safeguarding procedures for peer on peer / online abuse (pink form, inform DSL) if it arises.</li> <li>• Digital Learning and Online Safety are key components of the Computing curriculum and it is vital that these lessons continue to be delivered and taught to all pupils.</li> <li>• Pupils should be reminded to switch off devices when not in use/taking part in online learning and to report any concerns to a trust adult (parent or member of school staff). <ul style="list-style-type: none"> <li>○ Parents and carers are to be reminded of the dangers of unsupervised internet access through our school newsletter. This newsletter is also sent to all parents via email and paper copies can be requested/are sent to key families.</li> <li>○ NSPCC links to be posted on Google Classroom for children to use if they need to. Class teachers to remind pupils of this regularly.</li> </ul> </li> </ul> | Pupils<br>Teaching staff<br>DSL<br>Computing Lead            | <p>Staff reminded of how to fill out online pink forms and to send to DSL when teaching remotely. Pink forms must be password protected when sent via email.</p> <p>Training on how to use comment section of Google Meet needed (as part of CPD plan above pg. 10 -11)</p> <p>Consultation from these materials has informed this risk assessment:<br/> <a href="https://swgfl.org.uk/assets/documents/covid-19-expectations-and-effects-on-children-online.pdf">https://swgfl.org.uk/assets/documents/covid-19-expectations-and-effects-on-children-online.pdf</a> </p> |
| <p><b>5.0:</b> Children making inappropriate comments from the lesson material online to other pupils/staff and/or children misusing</p>                                                                                                     | <ul style="list-style-type: none"> <li>• Host teacher/member of staff will be monitoring the Google Chat function of the lesson throughout its entirety. If a student misuses the chat, they receive a verbal warning (host to speak into the video to remind said pupil). If it persists, they are to be removed from the session. Once a pupil is removed, a phone call home to be made by the host/HOS or other SLT to discuss the behaviour and then that pupil can be added back in.</li> <li>• Where possible, chat function to be disabled before and after lessons. This function does serve its purpose and is essential in cases where a pupil's camera or microphone fails to work (the chat</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Class teacher to monitor daily (lesson by lesson)<br><br>SLT | <p>All chat history to be deleted once the session is over.</p> <p>Google class stream will then need careful monitoring to make sure questions/comments</p>                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <p>the 'chat' function of Google Meet</p> <p>Children using Google Classroom and/or Google Meet (the 'present' option to share inappropriate material)</p>                                                                      | <p>function still allows them to be part of the live lesson and receiving instruction/engaging with the teacher).</p> <ul style="list-style-type: none"> <li>Google Meet link (at top of stream) to be disabled after all sessions are finished (meaning all children in the classroom cannot access this function).</li> <li>All pupils to be reminded of rules in all lessons, including lessons with a more sensitive nature (ie. PSHE, RSE etc...) and to behave/act accordingly – set a culture of trust and respect (in line with point 2.0 above – class rules for engaging online)</li> <li>All posts from children (on the Google Stream) will be monitored by class teachers and SLT. No child is to 'present' in Google Meet in case they have other materials (that may be deemed inappropriate) loaded up in the background (ie. on another Chrome Tab or on their device). <ul style="list-style-type: none"> <li>Consideration needs to be given that children are unlikely to have internet content filtering systems in place that replicate our safety measures in school.</li> </ul> </li> <li>Digital Learning and Online Safety are key components of the Computing curriculum and it is vital that these lessons continue to be delivered and taught to all pupils.</li> </ul>                                                                                                                      |                                                                                            | <p>don't 'spill over' into this platform - monitored by SLT and class teachers.</p> <p>Any inappropriate comments are dealt with swiftly and accordingly.</p>                                                                                                                               |
| <p><b>6.0:</b> Parents (or other adults/older siblings) 'sitting in' on lessons and listening to teachers teaching 'live' and/or possibly recording the lesson</p>                                                              | <ul style="list-style-type: none"> <li>All parents will have to have read and signed Appendix D – Updated ICT Acceptable Use Policy which states that parents and carers must not 'sit in' on live lessons and must respect the integrity of the virtual classroom</li> <li>Parents to understand not to disturb the learning process for their child and this to be respected</li> <li>Class teacher at the beginning of every lesson and whenever engaging with pupils on line to make a verbal statement: <i>"I am confirming that this lesson is not to be recorded in any way, shape or form. Failure to do so is against school policy."</i></li> <li>If a parent/carer or older sibling is found to be sitting in on live lessons then a warning will be given to that pupil/family by the class teacher that this is against school policy. Any incidents of this must be reported to a member of the senior leadership team. <ul style="list-style-type: none"> <li>If the behaviour persists (happens again) then the pupil will be removed from the lesson immediately. SLT will phone the parents/carers to discuss.</li> <li>If it persists further (ie. happens more than twice) then the child will be removed from all online learning for one week. In the case that this happens, paper copies of work will be sent home via the school office to support this child's learning.</li> </ul> </li> </ul> | <p>Teaching staff</p> <p>SLT / HOS</p>                                                     | <p>If parents ignore this instruction a phone call will be made home to parents/carers and followed up by a letter of expectation will be sent by HOS to those parents involved (see Appendix D)</p>                                                                                        |
| <p><b>7.0:</b> All children not having access to technology and thus cannot access the learning, disadvantaged pupils in particular</p> <p>Families incurring additional expenses as a result of using mobile data (ie. 4G)</p> | <ul style="list-style-type: none"> <li>ICT survey has been sent to all parents/carers and the expectation is that this is completed by all families (a response that corresponds to every individual pupil so we know who has availability to the tech/internet). This is to be collated by the admin team and Computing Lead.</li> <li>If a pupil/family does not have access to technology the following will apply: <ul style="list-style-type: none"> <li>Where possible, technology will be provided to the pupil. This will include (but is not limited to) a laptop (signed out by a parent/carer) or an iPad, provided by the school.</li> <li>Disadvantaged pupils and/or those with a social worker will be supported by local government/LA to procure a device (this has already happened for some pupils).</li> <li>Support to access the internet will be arranged following government guidance (see 'Wifi Hotspots' section of updated government guidance for schools (10<sup>th</sup> September). All parents are to be reminded to connect to Wi-Fi as opposed to cellular networks (ie. 4G) as this can incur an extra cost (video streaming uses lots of data and can lead to additional, unwanted costs).</li> </ul> </li> </ul>                                                                                                                                                                    | <p>Parents</p> <p>Computing Lead</p> <p>Admin staff (attendance monitoring)</p> <p>SLT</p> | <p>Individual pupil packs are a temporary measure (no longer than 6 weeks maximum) to support remote learning while access to technology is procured. This is to be explained to parents who opt for this.</p> <p>Government guidance on securing technology for those disadvantaged as</p> |

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| <p>instead of connecting to Wi-Fi</p> <p>Staff struggling to access a decent internet connection (in order to teach 'live' lessons/engage effectively online)</p>                                                                        | <ul style="list-style-type: none"> <li>Once technology has been arranged and pupils have access, this is to be maintained and supported through regular dialogue with teaching staff and/or SLT.</li> <li>If any of the above is not possible, paper packs will be provided by the school while alternative arrangements for securing access to the above technology are put in place (this will be an interim measure and has been communicated to parents via letter dated 16.9.2020). Packs can be picked up from the school through the main foyer and the expectation is that parents will arrange to do this (as per procedure during summer term 2020). This is to go on for no longer than one half term as this is to the detriment of a pupils continuing education.</li> <li>Morning register to be taken to identify any missing pupils (and logged on Scholar Pack daily). Attendance lead in tandem with SLT and admin staff will monitor the register and identify those pupils who are not online/engaging with their learning and troubleshoot (ie. technical difficulties).</li> <li><i>Consideration must also be given to members of staff who may struggle to access a decent internet connection from an alternative location (ie. at home in case of a lockdown). All members of staff are to only use school-issued laptops and to use a WiFi connection to teach/engage online. If staff are having trouble connecting then government guidance on securing WiFi hotspots needs to be considered. As well, all teachers should aim to teach from the school site if possible (ie. in case of a year group bubble having to isolate).</i></li> </ul> |                                                                                                                    | <p>well securing WiFi hotspots for those in need.</p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res</a></p> |
| <p><b>8.0:</b> Children not having a safe/trusted adult to ask questions, speak of content or to make a safe disclosure or allegation</p> <p>Access to an emotionally available adult</p>                                                | <ul style="list-style-type: none"> <li>NSPCC helpline to be posted on Google Classrooms and referenced weekly by class teachers</li> <li>Host teachers to be vigilant and look to 'spot the signs' as much as is physical possible for those pupils in need</li> <li>Regular (once per week) phone calls to pupils to check on them and offer any support/guidance/assistance (well-being check-ups) and to be an emotionally available adult (see point <b>9.0</b> below)</li> <li>Reminder that school counsellor is available for staff, parents and pupils and this information is signposted to parents and pupils (Google Classroom, school website and in our newsletter)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Teaching staff</p> <p>Kerry W (School Counsellor)</p>                                                           | <p>Kerry W to be made aware of our plans to do this (Google Meet) in advance and to be prepared for any disclosures/children/parents seeking her out as a result.</p>                                                                                                                                                                                |
| <p><b>9.0:</b> Phoning pupils to check well-being and mental health and/or to assist with the teaching and learning (ie. troubleshooting technology or providing other necessary support)</p> <p>Staff phoning homes to check on the</p> | <ul style="list-style-type: none"> <li>Weekly phone calls to check on the wellbeing of all pupils will be a requirement for all teaching staff, particularly during the class of a national/local lockdown and if a year group has to self-isolate following PHE guidance. Google Meet facilitates face-to-face contact with pupils well, but a phone call by the class teacher once per week to speak to parents/carers and pupils individually to 'check in' is considered good practice</li> <li>Logs of all phone calls are to be made using Scholar Pack Comms Log detailing date, time and length of call as well as who was spoken to and the general nature of the conversation</li> <li>All calls home should take place using phones in school (ie. from the main office or SLT offices). Personal mobiles should only be used if a teacher/member of staff is working remotely (ie. from home) and this is the only safe option to contact pupils or parents. Staff should not say they are 'at home' – keep the assumption professional (ie. you're 'in school'). They must block their number.</li> <li>All calls must take place between normal working hours 8:30 am to 4:15 pm.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>SENCO and pastoral team</p> <p>SLT (including HOS)</p> <p>Teaching staff</p> <p>Kerry W (School Counsellor)</p> | <p>See separate trust 'Phoning Home' risk assessment (updated for September 2020) for additional guidance</p>                                                                                                                                                                                                                                        |

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| <p>wellbeing and mental health of parents and carers.</p> <p><u>The risks:</u></p> <ul style="list-style-type: none"> <li>- personal numbers (of staff) are shared</li> <li>- allegations of inappropriate behaviour of staff</li> <li>- recording of calls by parents/carers/pupils</li> </ul>                                                                | <ul style="list-style-type: none"> <li>Any safeguarding concerns raised must be followed up on – pink form and passed to DSL immediately</li> <li>All staff must confirm that there is an adult in the room with the child when having the conversation and to make this clear at the beginning of every phone call with a pupil. This should be done on speaker phone and parents must confirm they are in the room and can hear. <ul style="list-style-type: none"> <li>If a child answers the phone they must immediately pass the call onto a parent/carer for the above to be confirmed</li> </ul> </li> <li>If calls are being made to a child or parent who has a history of unfounded allegations against staff these calls must be made by two members of staff who are both on the call (ie. sitting in the same room)</li> <li>All staff to confirm verbally (at the beginning of each call) that the call is not being recorded “Can I confirm that this phone call is not being recorded?”</li> <li>If a pupil cannot be reached a voicemail can be left but keep these generic.</li> <li>All phone calls should not exceed 5 minutes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                            |  |
| <p><b>10.0:</b> SEND and other vulnerable pupils are at greater risk of abuse online</p> <p>SEND and other vulnerable pupils (particularly those disadvantaged pupils) are at risk of their education greatly suffering as these pupils will struggle to independently engage online, everyday (whereas neurotypical, socially advantaged pupils will not)</p> | <ul style="list-style-type: none"> <li>Additional support and ‘training’ in school for these pupils will be delivered by support staff and pastoral team as per Action and Contingency Planning to pre-empt any self-isolation or local/national lockdown measures (these pupils will be well skilled to access the technology independently).</li> <li>Teaching staff to remain extra vigilant to support these pupils and raise any concerns with SLT or DSL</li> <li>Vulnerable pupils, including those who are CP, CIN and/or SEND, to be called regularly throughout the week by SLT and the pastoral team to provide additional support. Google Meet will facilitate this well and improve interaction between teacher and pupil but phone calls (as per item <b>9.0</b> above) need to be made, primarily by pastoral support (Learning Mentor and SENCO Assistant) and ‘topped up’ by SLT <ul style="list-style-type: none"> <li>Key pupils to be divided up amongst SLT and pastoral team for regular check-ins</li> <li>All calls to be monitored and logged on Scholar Pack Comms (item 9.0 above) and daily liaison between pastoral team and SLT to discuss these pupils is essential</li> </ul> </li> <li>Expectations for ‘online’ classroom conduct to be highlighted/discussed each morning by class teachers (ie. morning assembly) to remind all pupils</li> <li>Support staff (TAs) to be assigned to ‘virtual’ classrooms to support key pupils as they would if they were ‘in school’ (see timetable on pg. 15). A rota/timetable for this support will be made by SENCO</li> </ul> <p><i>** It is important to consider that these pupils, without access to the technology/internet, may be even more isolated and disadvantaged from their groups or peers and as a school we need to tackle this</i></p> | <p>Teaching staff</p> <p>Pastoral Team</p> |  |
| <p><b>11.0:</b> Collection of personal data through third party use and knowing what this data can and may be used for</p>                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Parents and carers are to be made aware of our updated Acceptable Use Agreement (Appendix D) and how the school may use personal data</li> <li>All parents to be signposted to Google policies <a href="https://policies.google.com/privacy">https://policies.google.com/privacy</a> to read and understand how the Google platform for education can and may use data</li> <li><a href="https://policies.google.com/privacy?company_url=https%3A%2F%2Fpolicies.google.com&amp;id=5ad9de4cfabac846276d4456">https://policies.google.com/privacy?company_url=https%3A%2F%2Fpolicies.google.com&amp;id=5ad9de4cfabac846276d4456</a> will also be shared with parents so they can read and understand how data is collected when their child is using the Google platform.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>HOS to monitor</p>                      |  |

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|                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>○ These data collection policies are not school specific and apply to any personal usage of Google (ie. anytime a family/child uses Google at home). Our schools use of the Google platform for education does not differ/contrast to these existing policies and how Google uses data</li> <li>• All Google Classroom and Google Meet sessions are private and are never to be made 'public.' Children and teaching staff are by no means permitted to share their log-ins or personal data with anyone else.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |
| <p><b>12.0:</b> A deterioration in children's mental health and wellbeing due to increased screen time</p> <p>Increase in anxiety in pupils and other related mental health needs due to loss of routine</p> | <ul style="list-style-type: none"> <li>• Regular phone calls (see item 9.0) made to pupils to check-in and support mental health and well-being</li> <li>• Parents, carers and pupils to be signposted (and/or supported) by school counsellor (Kerry Westbrook). School counsellor to continue to work with existing families who she is currently supporting.</li> <li>• Adhering to the timetable as set out on page 15: 'brain breaks' and reduction in screen time has already been planned for and considered. Teachers should not deviate from this and recognise the importance that 'getting off the screen' has on a child's mental health and well-being <ul style="list-style-type: none"> <li>○ Other curriculum opportunities are well-planned for and part of a 'typical' school day (from home) – exercising in the back garden, collecting bugs/mini-beasts, art, etc...</li> <li>○ Consideration needs to be given to families who may not have the luxury of a back garden. SLT will support and advise these families/pupils where needed.</li> </ul> </li> <li>• Training is underway for two members of staff on becoming Mental Health Champions.</li> </ul> |  |  |

### **Appendix A: ICT Parental Survey & Questionnaire (September 2020):**

As part of good practice and procedure, HTI School will ask all parents and carers to complete the following survey (deadline of 2<sup>nd</sup> October, 2020). The answers gathered will prove instrumental (and are essential for all parents to complete) in determining the best approach to support blended learning for our school and how to best support all families. *\*Survey conducted through Survey Monkey*

#### **How did you support your child's learning from home during the national lockdown?**

- Paper copies were supplied from school to support my child
- Engaged effectively with online learning (Google Classroom or Tapestry/Dojo). My child's learning was regularly uploaded on Google Classroom/Dojo/Tapestry to good effect.
- Accessed the online resources provided by the school and then printed them at home for my child to work on/with.
- Used my own resources / what was available elsewhere to support my child (ie. BBC Bitesize, Twinkl, Oak National Academy, etc...)

#### **How did you find our school's use of Dojo & Tapestry during the national lockdown/school closure period?**

- On a scale of 1-5, with 5 being very helpful and effective and 1 being not very helpful.

#### **How did you find connecting to Dojo or Tapestry? Was the technology easy to navigate/was it user friendly? Could your child use it and access it easily?**

- On a scale of 1-5, with 5 being very simple and easy to use and 1 being not very effective

#### **In the event of your child needing to learn from home (either due to self-isolation, quarantine or local and/or national lockdown) how would you look to best support your child's learning?**

- Request paper copies of work from the school
- Positively aim to engage with online learning . Your child will engage daily and upload their work online.
- Access school resources online (ie. via our school website and/or Google Classroom) and print yourself from home for your child to work through.
- Use your own resources / what is available online to build/tailor your own child's curriculum (ie. BBC Bitesize, Twinkl or other educational websites/resources)

#### **In the event of your child needing to learn from home (either due to self-isolation, quarantine or local and/or national lockdown) does your child have readily available access to technology? Would they be able to engage online for a 'typical' school day?**

- Yes, everyday
- Yes, most days
- No

#### **Does your child have sole use of an individual device?**

- Yes
- No

#### **What would prevent your child from engaging online regularly (ie. every school day) with their peers and class teacher through the Google platform?**

- No access to the required technology
- Not enough devices in the house to share/go around. Sharing devices between siblings is challenging and/or not possible.
- Access to reliable internet

- Any other reasons (please explain in the comment section below)