Bramley Church of England Primary School

Remote Learning Policy

APPROVED

Date: January 2021

Remote Education Policy

Introduction

At Bramley C of E Primary School, we are committed to ensuring we provide the best support for our children's education. During the Covid-19 Pandemic, for many pupils, this includes support for their learning from home. This policy outlines our aims and approaches to remote education.

Application

This policy applies to all teaching staff, teacher trainees, pupils and parents/ guardians, governors to review as necessary. This policy does not apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence. There is no obligation for the school to provide continuity of education to pupils absent from school, for example, if parents choose to take pupils on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official guidance during the pandemic.

Aims
- Provide continuity of education for pupils in-line with year group expectations
- Ensure regular contact with all children and families.
- Ensure we can support pupils to be able to return to school and re-engage with learning
- Ensure consistency in the approach to remote education.
- Ensure the safety of our pupils and provide advice for parents

Remote Education for individuals

For those children required to stay off school due to isolation, each year group has compiled a week's worth of remote education linked to online learning activities and video clips, where the learning is modelled. Teachers have selected appropriate activities for the year group that complement the learning taking place this term or look at key skills. These learning timetables, named 'isolation packs', are available on our school website. Parents will need to decide whether their child is well enough to undertake the learning. Teachers will not be able to mark or feedback on this work as they will be teaching the rest of the children in their class all day.

Remote Education for 'bubble' closure

If someone tests positive then the teaching 'bubble' shuts down for 10 days, all children and staff attached to this bubble will remain at home. Class teachers set remote activities and upload to Seesaw (an online learning platform). The teachers will have to work from home as they isolate themselves, communicating and feeding back to the children

throughout the bubble closure. See 'remote education for extended school closure' below for a comprehensive explanation of remote education at Bramley.

Remote Education for extended school closure

In the event of whole school closure, teachers from each year group construct remote education packs to follow what is taught in school for the Key worker and vulnerable groups. These are uploaded to Seesaw, and our school website and outline what is taught for the week. The remote education provided is equivalent in length to the core teaching pupils would receive in school and will include both recorded teaching time and time for pupils to complete tasks and assignments independently. The amount of remote education provided is, as a minimum:
• EYFS and Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
• Key Stage 2: 4 hours a day (**for a breakdown of timings see appendix 1**)

Coverage

Each remote education pack consists of a week of activities: daily activities for English, Maths, Reading and Topic. Topic could cover a range of subjects including Science, Geography, History, Art etc. The objectives covered are from each year group and would be for topics and learning normally taught in school at time of closure, see **appendix 2** for an example of these. They are from our well-sequenced curriculum, planned so that knowledge and skills are built incrementally, with some new concepts taught and practised in each subject so that pupils can progress through the school's curriculum.

Teachers work on the assumption that pupils will not necessarily have the full range of books and equipment that they would usually have in school. The school does not expect pupils to have access to any specialist equipment usually provided by the school (e.g. science or art). Therefore, teachers ensure they can adapt activities as appropriate, adding pictures, resources and websites to support learning.

Quality modelled sessions

Using Seesaw, daily activities are posted, enabling lessons to have pre-recorded explanations, lesson inputs and feedback mainly text, audio and some videos to support the children's understanding of the tasks. Where appropriate, these may not be created by the school, coming from a range of government recommended suggestions. Seesaw allows the sharing of resources with the children in a range of formats. We have chosen to have a combination of activities and pre-recorded teaching inputs as we think this is the most effective way to support the children. Teachers ensure pupils have a range of activities so they are not exclusively working on a screen. The school has the right to vary the range of

methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure.

We have made the decision not to film the live teaching in school. At primary level the results are varied; the teacher moves around the class, children ask questions, which may not be relevant for others, and for safeguarding reasons, only the teacher can be on screen. For children at home, the lesson would appear disjointed and not the best use of time. In addition, live teaching requires children to login at specific times and for parents with siblings, on multiple devices, this would not only be problematic but also restrict flexibility for parents needing to work from home. We have to ensure our model of remote education is sustainable. If multiple staff have to isolate or become unwell, then providing live learning for all pupils would prove impossible. Therefore, the model we have in place aims to engage and motivate the children, whilst practically supporting parents.

Assessment and feedback

Our digital platform for remote education provision is called Seesaw, this allows interaction, assessment and feedback. Teachers provide daily feedback for pieces of work in the form of acknowledgement ('stickers' and 'likes' on Seesaw) and provide a written comment per day per child for one the four pieces. Voice recordings are also used for feedback as appropriate. Under normal circumstances, not all pieces of work are formally assessed by the teacher; this would continue to be the case for remote learning. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided. Children can also ask questions online to support their understanding: responses to this are given during the working day but may not be immediate. In the event a teacher is unwell during a period of remote learning, feedback may vary dependent on staffing levels.

Practicalities

We understand that there may be times of illness, and caring for other children within the home and this must be the priority for the community. However, we hope the resources we provide will endeavour to support our pupils at this time and continue to learn.

We know that multiple families will be in a range of situations: working from home using the family computer, some children will need to share devices with multiple siblings. Children can still complete work from the grid and upload this to Seesaw later in the day in order to receive feedback.

Parents are not required to print out any worksheets. Worksheets can be used as a guide for presenting tasks. Recording work on paper is sufficient. Some activities can be completed online. Sometimes a task might ask the child to carry out an experiment;

growing seeds, organise tins and packets according to weight, or drawing or making a model. Activities can be photographed, uploaded onto Seesaw for the teachers to see, enabling teachers to monitor children's engagement in activities and their understanding.

Expectations of pupils

Assuming that a pupil is healthy and well enough to work, pupils are expected to participate as fully as possible in the remote learning process, completing independent work, and submitting tasks completed to the best of their ability or supported by an adult to upload. Each child is assigned with set pieces of work to complete each day. Their responses are shared with the teacher via Seesaw, who will feedback on their work. If there are questions about the learning, these can be directed to the teacher and will be responded to within 24 hours during school time.

Pupils have a suggested timetable to support routines in order to learn at home **(see appendix 1).** We understand that this may not be followed at all times. We do expect children to engage in the learning as much as possible and have a Remote Learning Agreement to share with children with expectations about their learning and conduct **(see appendix 3).** If a pupil is worried about a task or the overall workload, they should direct questions to their teacher.

Expectation of parents

We appreciate parents valuing their child's education and in the current climate, parents supporting learning as best as they can. For younger children this may involve supporting with the technology they find challenging such as uploading activities to Seesaw. As always, the safety of our children is paramount. So ask parents to have full awareness of what their children are accessing online and what their activities are. Any passwords or links given should be protected and not shared.

If parents have any concerns about their child's learning they should raise these with the teacher, phase leaders, assistant headteacher and then if still concerned, the head of school.

Expectations of teachers

Teachers may have a range of roles to perform dependent on staffing; they may be teaching in school, creating work, responding to feedback, attending online training therefore all parties should be mindful of their varied roles inclusive of this is:

- All teachers will provide work for children to complete at home (dependent on rota).
- Teachers should ensure that they have looked through specific instructions, watched videos, before uploading.
- Teachers will respond to pupils' work where appropriate

- Teachers will try to match the work to children's abilities wherever possible, sometimes this will prove difficult as teachers give additional support during lessons.
- Teachers will be working on responses from 9am to 3:30pm Monday to Friday.
- Teachers may be completing professional learning or other tasks so will not always be able to respond immediately to pupils.
- Any safeguarding concerns should always be recorded on CPOMs.

If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Senior Leadership team. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Expectations for Leaders

Leaders will complete a range of activities to ensure remote learning is robust:

- SLT must ensure teachers have completed training in order to undertake their duties. Training for Seesaw or an experienced member of staff sharing approaches.
- SLT will ensure safe use of remote learning by pupils and staff.
- SLT will analyse engagement with remote learning and contact pupils not accessing or using inappropriately.
- SLT will maintain their role to ensure the welfare of pupils and use outside agency support as necessary.
- Regularly review provision and amend remote education learning model as necessary e.g. staffing issues, changes to guidance.
- ESLT will continue to review practice.
- Governance to support with stakeholder views.

Support for pupils with SEND, EAL and other specific learning needs

Teachers should ensure that work has differentiated options as required, for all pupils when setting online tasks. The majority of children with EHCPs should be in school, as the DfE classes these children as vulnerable, their needs are met in in-line with section F of their EHCPs. Work is provided for those who cannot attend, who have additional needs and are working at different age related expectations to their cohort.

In addition, the SENDCo/class teacher will maintain contact with pupils/parents on the register with regular support, by email or phone.

Welfare and Safeguarding

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, teachers will be in regular contact for the children's learning to monitor both academic progress and their general wellbeing. Teachers' feedback to SLT, particularly if there are concerns or a lack of communication so

that we can work with families to rapidly identify effective solutions where engagement is a concern.

The school has a list of vulnerable families, as classified by DfE, who attend during school closure. If the children cannot attend, regular contact will be made with these families. If a vulnerable child needs to self-isolate, the school would notify their social worker/family support worker. The school will continue to use CPOMs for the recording of any concerns.

In the event of a school closure, pupils, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies. This includes all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. Usual policies regarding safe use of ICT and e-safety should also be considered.

Delivering remote education safely

Keeping our children safe online is essential. We ask parents to support us with this as much as possible. We have considered the children's safety when making decisions as a school about our methods for remote education and the resources used. Parents should be reassured using our learning platform Seesaw has certain safety features built into its use: every parent is provided with their own individual QR code to access Seesaw, this links to their child's platform only. When using Zoom for assemblies, we shall invite parents only via Seesaw/email, this information will not be in the public domain and we have written this into our school agreements.

There is a range of advice and support regarding online safety. We follow statutory guidance as outlined in our safeguarding policies when considering online safety.

Access to technology

School staff are provided with a log on to use the school ICT facilities and advised what hardware and software they are permitted to access. Access is provided to enable staff to both perform their role. In specific circumstances, children without access to technology at home may request to borrow it from school. This can only be agreed upon if there are devices available not in use. If this is deemed appropriate by a member of the ESLT a parent must sign a copy of a 'Device loan agreement for pupils' before collecting the device. **See appendix 3.**

Every week, we provide printed resources in the form of the 'learning grid' and attached activities that support learning.

It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on the school's discretion and the needs of the child and their family, as well as a wide range of other factors.

Appendix 1: Suggested Timings for Remote Education

EYFS:

EYFS Plan	Monday	Tuesday	Wednesday	Thursday	Friday
9.00– 9.15 am	School Assembly (Zoom) **Class phonics input**	Class Assembly (Zoom) **Class phonics input**	Class Assembly (Zoom) **Class phonics input**	Class Assembly (Zoom) **Class phonics input**	Class Assembly (Zoom) **Class phonics input**
9.15 – 9.30 am	**Group phonics** *Video Input*	**Group phonics** *Video Input*	**Group phonics** *Video Input*	**Group phonics** *Video Input*	**Group phonics** *Video Input*
9.30-10 am	**English Task 1** *Video Input*	**English Task 1** *Video Input*	**English Task 1** *Video Input*	**English Task 1** *Video Input*	**English Task 1** *Video Input*
10.00-10.30 am	Break/Story Time	Break/Story Time	Break/Story Time	Break/Story Time	Break/Story Time
10.30 -11.00 am	**Maths Task 2** *Video Input*	**Maths Task 2** *Video Input*	**Maths Task 2** *Video Input*	**Maths Task 2** *Video Input*	**Maths Task 2** *Video Input*
11.00-11.10 am	**Letter shapes** *Video Input JB*	**Number shapes** *Video Input JB*	**Letter shapes** *Video Input ET*	**Number shapes** *Video Input JB*	**Letter shapes** *Video Input ET*
11.25- 12.00	Lunch	Lunch	Lunch	Lunch	Lunch
12.30-12.45 pm	**Just Dance**	**Gross Motor** *Video JB*	**Just Dance**	**Gross Motor** *Video JB*	**Just Dance**
12.30-2.40 pm	**Topic Task 3 & Reading/words (Tapestry)**	**Topic Task 3 & Words & Reading (Bug Club)**	**Topic Task 3 & Words & Reading (Bug Club)**	**Topic Task 3 & Reading/words (Tapestry)**	**Topic Task 3 & Words & Reading (Bug Club)**
2.40 - 3.00 pm	**Story/Circle Time**	**Story/Circle Time**	**Story/Circle Time**	**Story/Circle Time**	**Story/Circle Time**
4.30pm	**Story Time LO**	**Story Time LO**	**Story Time LO**	**Story Time LO**	**Story Time LO**

Year 1 and 2:

	Monday	Tuesday	Wednesday	Thursday	Friday
9am – 9.15am	Whole School Assembly (Zoom)	Class Assembly (Zoom)	Class Assembly (Zoom)	Class Assembly (Zoom)	Class Assembly (Zoom)
9.15 – 10.15	**English** *Pre-Recorded lesson*	**English** *Pre-Recorded lesson*	**English** *Pre-Recorded lesson*	**English** *Pre-Recorded lesson*	**English** *Pre-Recorded lesson*
10.15 – 10.45	Break	Break	Break	Break	Break
10.45 – 11.45	**Maths** *Pre-Recorded lesson*	**Maths** *Pre-Recorded lesson*	**Maths** *Pre-Recorded lesson*	**Maths** *Pre-Recorded lesson*	**Maths** *Pre-Recorded lesson*
11.45 – 12.00	**Bug Club Phonics**	**Bug Club Phonics**	**Maths Game**	**Maths Game**	**Bug Club Phonics**
12.00 – 1.00	Lunch	Lunch	Lunch	Lunch	Lunch
1.00-1.30	**School Topic** *Independent Task in the pack*	**School Topic** *Independent Task in the pack*	**School Topic** *Independent Task in the pack*	**School Topic** *Independent Task in the pack*	**School Topic** *Independent Task in the pack*
1.30 – 1.45	Break	Break	Break	Break	Break
1.45 – 2.15	**School Topic** *Independent Task in the pack*	**School Topic** *Independent Task in the pack*	**School Topic** *Independent Task in the pack*	**School Topic** *Independent Task in the pack*	**School Topic** *Independent Task in the pack*
2.15 – 2.30	**Reading**	**Reading**	**Reading**	**Reading**	**Reading**
2.30 – 3.00	**Addition activities from Learning Pack Fine Motor Skills Gross Motor Skills**	**Addition activities from Learning Pack Fine Motor Skills Gross Motor Skills**	**Addition activities from Learning Pack Fine Motor Skills Gross Motor Skills**	**Addition activities from Learning Pack Fine Motor Skills Gross Motor Skills**	**Addition activities from Learning Pack Fine Motor Skills Gross Motor Skills**

Year 3 and 4:

	Monday	Tuesday	Wednesday	Thursday	Friday
9am – 9.15am	Whole School Assembly (Zoom)	Class Assembly (Zoom)	Class Assembly (Zoom)	Class Assembly (Zoom)	Class Assembly (Zoom)
9.15 – 10.15	**English** *Pre-Recorded lesson*	**English** *Pre-Recorded lesson*	**English** *Pre-Recorded lesson*	**English** *Pre-Recorded lesson*	**English** *Pre-Recorded lesson*
10.15 – 10.45	Break	Break	Break	Break	Break
10.45 – 11.45	**Maths** *Pre-Recorded lesson*	**Maths** *Pre-Recorded lesson*	**Maths** *Pre-Recorded lesson*	**Maths** *Pre-Recorded lesson*	**Maths** *Pre-Recorded lesson*
11.45 – 12.05	**Reading**	**Reading**	**Reading**	**Reading**	**Reading**
12.05 – 1.00	Lunch	Lunch	Lunch	Lunch	Lunch
1.00-1.20	**Spelling** *Oak academy*	**Spelling** *Oak academy*	**Spelling** *spelling shed, lexia, bug club*	**Spelling** *spelling shed, lexia, bug club*	**Spelling** *spelling shed, lexia, bug club*
1.20-2.20	**School Topic** *Independent Task in the pack*	**School Topic** *Independent Task in the pack*	**School Topic** *Independent Task in the pack*	**School Topic** *Independent Task in the pack*	**School Topic** *Independent Task in the pack*
2.20-2.40	**Handwriting** *skywriter or doorway*	**Handwriting** *skywriter or doorway*	**Handwriting** *skywriter or doorway*	**Handwriting** *skywriter or doorway*	**Handwriting** *skywriter or doorway*
2.40-3.00	**Times Table practise** *TTrockstarts* *Hit the button*	**Times Table practise** *TTrockstarts* *Hit the button*	**Times Table practise** *TTrockstarts* *Hit the button*	**Times Table practise** *TTrockstarts* *Hit the button*	**Times Table practise** *TTrockstarts* *Hit the button*

Year 5 and 6:

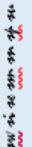|	Monday	Tuesday	Wednesday	Thursday	Friday
9am – 9.15am	Whole School Assembly (Zoom)	Class Assembly (Zoom)	Class Assembly (Zoom)	Class Assembly (Zoom)	Class Assembly (Zoom)
9.15 – 10.15	**English** *Pre-Recorded lesson*	**English** *Pre-Recorded lesson*	**English** *Pre-Recorded lesson*	**English** *Pre-Recorded lesson*	**English** *Pre-Recorded lesson*
10.15 – 10.45	Break	Break	Break	Break	Break
10.45 – 11.45	**Maths** *Pre-Recorded lesson*	**Maths** *Pre-Recorded lesson*	**Maths** *Pre-Recorded lesson*	**Maths** *Pre-Recorded lesson*	**Maths** *Pre-Recorded lesson*
11.45 – 12.05	**Reading**	**Reading**	**Reading**	**Reading**	**Reading**
12.05 – 1.00	Lunch	Lunch	Lunch	Lunch	Lunch
1.00-2.00	**School Topic** *Independent Task in the pack*	**School Topic** *Independent Task in the pack*	**School Topic** *Independent Task in the pack*	**School Topic** *Independent Task in the pack*	**School Topic** *Independent Task in the pack*
2.00-3.00	**Additional Foundation Subject** – *Additional Directed Task*	**Additional Foundation Subject** – *Additional Directed Task*	**Additional Foundation Subject** – *Additional Directed Task*	**Additional Foundation Subject** – *Additional Directed Task*	**Additional Foundation Subject** – *Additional Directed Task*

Suggested timings will be reviewed half-termly and updated as appropriate.

Bramley Church of England Primary

Remote Learning Grid – Year 4 – Week 4 w/c 25.1.21

	Monday Task 1:	Tuesday Task 1:	Wednesday Task 1:	Thursday Task 1:	Friday Task 1:
English	**Diary writing** Write a diary entry and edit your work to include the success criteria.	**Diary writing** Write a diary entry and edit your work to include the success criteria.	**Diary writing** Write a diary entry and edit your work to include the success criteria.	**Diary writing** Write a diary entry and edit your work to include the success criteria.	**Diary writing** Write a diary entry and edit your work to include the success criteria.
	Monday Task 2:	Tuesday Task 2:	Wednesday Task 2:	Thursday Task 2:	Friday Task 2:
Maths	**Shape** Properties of 2D shapes	**Shape** Properties of Quadrilaterals	**Shape** Identifying 2D shapes and their properties	**Geometry** Translating a point on a grid	**Geometry** Translating a shape on a grid
	Monday Task 3:	Tuesday Task 3:	Wednesday Task 3:	Thursday Task 3:	Friday Task 3:
Topic	**Science** Food chains	**Science** Producers, consumers and decomposers	**Science** Answer questions on a food web.	**Science** Create a food web	**PE** Animal Yoga routines

Daily Tasks

Timestables

This week we are starting to practise our 9 times tables. Spend 20 minutes every day reviewing times tables you know and the one you are learning.
Monday–Thursday
Watch these videos to help you learn the 9 x table
https://www.youtube.com/watch?v=cGsrC6ZPVGM
https://www.youtube.com/watch?v=NCoFsKG3Xql
https://www.youtube.com/watch?v=l7LG16v6GHY
https://www.youtube.com/watch?v=WikqUNzuGXw

Friday – Times tables test. See additional task resources at the end of the learning pack. * You will need to upload your test to Seesaw.*

Spelling

Monday –Thursday
Visit the oak academy and **practise past and present tense suffixes**
https://classroom.thenational.academy/units/suffixes-past-and-present-tense-1713
Monday – Friday – Lexia, spelling shed or bug club phonics games spend 20 minutes a day on these websites practising your spellings

Handwriting

Monday- Friday
Use these websites to help you practise your letter formation. This week we are working on joining s to other letters without an ascender. Handwriting lines are at the end of the pack.

https://www.doorwayonline.org.uk/activities/letterformation/
http://www.ictgames.com/mobilePage/skyWriter/index.html

Reading

Monday- Friday
15 minutes of reading with an adult or by yourself.
https://library.thenational.academy/ This gives you a new book to read each week.
https://stories.audible.com/discovery Free audiobooks to listen to

Exercise

If possible, go for a walk, play in the garden or go for a bike ride every day.

At least once this week, do a Joe wicks workout:
https://www.youtube.com/playlist?list=PLyCLoPd4Vx8uS4UevHMccVAipWaNbGomt
There are new workouts every Monday, Wednesday and Friday or you can always do one from a previous week

Appendix 3: Device loan agreement

Mobile computing devices: Handover agreement form

Main details

Young person:	
Parent/Carer:	
Date of handover:	
Handed over by:	
Device make/model:	
Device Serial Number:	
Additional equipment etc provided:	
Does the young person have any existing IT equipment provided through PPG funding?	

Agreements

Parent/Carer – I confirm that the equipment has been handed over. I understand my responsibilities and agree to supervise the use of the device in the same way as any 'reasonable parent'.

Signature of parent/carer:	

Young person – I agree to look after the device and to use it safely and responsibly. I agree to obey the rules agreed with my foster carer.

Signature of young person:	

School representative – I confirm that the equipment has been handed over.

Signature of school representative:	

Acceptable Use Agreement for laptop or tablet devices supplied by the DfE. Parent/ Carer responsibilities

This document details the responsibilities of Parents/ Carers in relation to mobile devices for Children provided by the DfE.

Parent/ Carer responsibilities

The Parent/ Carer will:

- Have overall responsibility for the use of the device, agreeing with the young person how the device should be used, in an age appropriate way.

- This might include:

  a. Take initial charge of the device to set up the young person's user account and age appropriate access controls. On devices that support it (e.g. Windows devices), this might include retaining control of the administrator password and not providing administrator privileges to the young person's account. The intention is that additional accounts cannot be set up on the device without the knowledge and agreement of the parent/carer.

  b. Agree a set of rules with the young person for use of the device, e.g.

       i. Who can use it, e.g. use by others in the family or friends.

      ii. When it can be used, e.g. how late, taking a break.

     iii. Where it can be used, e.g. in shared areas around the home, use in bedroom, use beyond the home.

      iv. Using responsibly, keeping safe online, not sharing personal information, not using for anything inappropriate or illegal, not loaning it to others, giving it away or selling it, etc.

       v. Agreeing how the installation of any new software or apps will be managed, particularly if this involves app purchases.

  c. Consider agreeing a written 'Acceptable Use Agreement' that summarises how the device is to be used.

  d. Agree how any age appropriate restrictions will be managed, e.g. through any filtering tools provided on the home broadband connection or via software on the device itself.

  e. Supervise use of the device by discussing with the young person what activities they are undertaking and supporting the young person in staying safe.

  f. Be aware of information regarding support and ownership of the device.

  g. Where appropriate, pass on any relevant documentation and passwords if the device is returned to the school or social worker.

h. If the Young Person moves to becoming a Care Leaver, make arrangements to transfer passwords, etc to the Young Person as they will then have full responsibility for the device.

Support for the equipment

- In the event of any problems with the equipment

Software/security updates and anti-virus

- The carer and young person (as appropriate given the age of the young person) are responsible for ensuring that the device is kept up to date in terms of software/security updates and ensure that appropriate anti-virus software is installed, active and up to date.

Ownership

- All devices provided remain Council assets but on loan to the young person for the agreed period (normally 3 years) or until they leave the school.

- The young person must not loan it to other people, give it away or sell it. If the young person doesn't want it anymore, it should be returned to the school or social worker.

- Although devices are on permanent loan to the young person, they should be used as agreed with the parent/ carer. The school/ social worker retains the right to recover equipment should the need arise (for example due to improper use).

- At the end of the agreed period, or if the young person moves to becoming a Care Leaver, ownership of the devices will normally pass to the young person. When this happens, the school should be notified so that the device can be removed from the current list of assets.